Mokulele Elementary School

SELF-STUDY REPORT

250 Aupaka Street
Honolulu, Hawaii
96818

Central School District

April 2018

Hawaii DOE/ACS WASC Focus on Learning Accreditation Manual
2013 Edition (Edited SY 2015-2016)

Table of Contents

Message from the Principal ---------- 4

Chapter I: Student/Community Profile ---------- 6

Mission Statement ---------- 7

Chapter II: Progress Report ---------- 46

Chapter III: Student/Community Profile - Overall Summary from Analysis of Profile Data and Progress ---------- 54

Chapter IV: Self-Study Findings---------- 58

Category A: Organization ---------- 60

Category B: Standards-based Student Learning: Curriculum ---------- 88

Category C: Standards-based Student Learning: Instruction ---------- 114

Category D: Standards-based Student Learning: Assessment and Accountability ---------- 130

Category E: School Culture and Support for Student Personal and Academic Growth --------- 144

Chapter V: Academic and Financial Plan ---------- 178

Appendices ---------- 208

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Message from the Principal

We, at Mokulele Elementary School, began our Western Association of Schools and Colleges (WASC) accreditation journey in school year 2014. Engaging in this process provided us with an opportunity to fully participate in a self-study where we evaluated our existing practices, programs, and systems against WASC criteria. As a result, we reflected on our areas of strength and growth so that we can continue to improve to support student success.

Throughout this endeavor, information was shared and gathered from all stakeholder groups—faculty, staff, students, parents, and community members. Focus on Learning Groups were organized to provide faculty and staff an opportunity to share feedback in all category areas, while students, parents, and community members shared their input at School Community Council (SCC) and Parent Coffee Hour meetings.

I would like to express my sincere gratitude and appreciation to all who have contributed to this valuable process, as it reflects our genuine commitment to all of our students. We welcome the WASC Visiting Committee to share our culture, validate our self-study, and strengthen our school improvement efforts.

Sincerely,

Shannon Tamashiro
Principal

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

Mokulele Elementary School
SELF-STUDY

Chapter 1
Student/Community Profile

Gateway of Aloha
Welcoming All New Students

CHAPTER 1:

INTRODUCTION:

1. **Background:**
   Mokulele Elementary School (MES), located on Joint Base Pearl Harbor-Hickam (JBPHH) in Honolulu, Hawaii, was established in 1961 on land leased from the federal government to provide an education for the growing number of military families stationed in Hawaii during the Vietnam War. The significance of the logo represents the Hawaiian interpretation of the word mokulele meaning "flying ship or airplane." The nickname "flyers" and the airplane refer to the United States Air Force Base on which the school is located. Our school colors are blue and yellow.

   Of our 311 students in grades K-6, 98% are from military impacted families. 17% of our entire student body receive special education services, 3% receive English Language Learner (ELL) services, and 34% are low socioeconomic status.

   MES currently serves students in grades pre-kindergarten to six. Our faculty and staff are committed to meeting the educational needs of all our students as we continue our efforts to provide a quality education. We believe that communication between parents and school personnel is basic to helping every child achieve his or her academic and social potential.

2. **Vision, Mission, and General Learner Outcomes**

   Our Vision:
   Mokulele Elementary School is a TRIBES school where all learners succeed in a safe, positive place that values relationships and relevant learning.

   Our Mission:
   The mission of Mokulele Elementary School is to provide our students with the skills, knowledge and resiliency to be successful lifelong learners in a rapidly changing world.

General Learner Outcomes:

General Learner Outcomes (GLO)

GLO 1: Self-Directed Learner The ability to be responsible for one's own learning.

I can be responsible for my own learning.

Habits of Mind 8: Applying Past Knowledge to New Situations
Use what you learn! Access prior knowledge; transfer knowledge beyond the situation in which it was learned.

Habits of Mind 13: Taking Responsible Risks
Venture out! Be adventuresome; live on the edge of your competence. Try new things constantly.

Habits of Mind 16: Remaining Open to Continuous Learning
Learn from experiences! Have humility and pride when admitting you don't know. Resist complacency.

GLO 2: Community Contributor The understanding that it is essential for human beings to work together.

I can responsibly and respectfully participate in a group.

Habits of Mind 2: Managing Impulsivity
Take your time! Think before act. Remain calm, thoughtful and deliberative.

Habits of Mind 11: Creating, Imagining, Innovating
Try a different way! Generate new and novel ideas, fluency and originality.

Habits of Mind 15: Thinking Interdependently
Work together! Be able to work with and learn from others in reciprocal situations. Team work.

GLO 3: Complex Thinker The ability to demonstrate critical thinking and problem-solving strategies.

I can problem solve and make smart decisions.

Habits of Mind 4: Thinking Flexibly
Look at it another way! Be able to change perspectives, generate alternatives and consider options.

Habits of Mind 5: Thinking About Your Thinking ... Metacognition
Know your knowing! Be aware of your own thoughts, strategies, feelings and actions -- and their effects on others.

Habits of Mind 7: Questioning and Posing Problems
How do you know? Have a questioning attitude; know what data are needed and develop questioning strategies to produce those data. Find problems to solve.

GLO 4: Quality Producer The ability to recognize and produce quality performances and quality products.

I can self-assess to do quality work.

Habits of Mind 1: Persisting
Stick to it! Persevere -- see a task through to completion and remain focused. Look for ways to reach your goal when stuck. Not giving up.

Habits of Mind 6: Striving for Accuracy
Check it again! Always do your best. Set high standards. Check and find ways to improve constantly.

Habits of Mind 10: Gathering Data Through All Senses
Use your natural pathways! Pay attention to the world around you. Gather data through all the senses: taste, touch, smell, hearing, sight

GLO 5: Effective Communicator The ability to communicate effectively.

I can share my ideas clearly in many ways.

Habits of Mind 3: Listening with Empathy and Understanding
Understand others! Devote mental energy to another person's thoughts and ideas. Make an effort to perceive another's point of view and emotions.

Habits of Mind 9: Thinking and Communicating with Clarity and Precision
Be clear! Strive for accurate communication in both written and oral form; avoid over generalizations, distortions, deletions and exaggerations.

Habits of Mind 14: Finding Humor
Laugh a little! Find the whimsical, incongruous and unexpected in life. Be able to laugh at oneself.

GLO 6: Effective & Ethical User of Technology The ability to use technology effectively and ethically.

I can use technology to discover and to share my learning.

Habits of Mind 12: Responding With Wonderment and Awe
Have fun figuring it out! Find what is awesome and mysterious in the world. Be intrigued with phenomena and beauty. Be passionate.

TRIBES AGREEMENTS

DEMOGRAPHIC DATA:

1. **Students**
   a. **General Student Population Characteristics**

Student Ethnicity School Year (SY) 2013-2018

Overall Student Enrollment by Ethnicity

	Ethnicity	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Mokulele Elem School	American Indian or Alaska Native		1	1		1
	Asian	18	11	14	14	9
	Black	35	41	48	45	35
	Hispanic	70	62	79	71	66
	Multiple	59	43	54	51	53
	Pacific Islander	15	14	14	14	15
	White	152	136	150	139	133

Source Data: Longitudinal Data System (LDS)

- The ethnicity for MES has been predominantly white.

b. Enrollment

Student Enrollment by Grade
SY 2014-2018

Grades	2014-2015	2015-2016	2016-2017	2017-2018
Pre-K: Age 2	3	1	1	2
Pre-K: Age 3	9	17	10	5
Pre-K: Age 4	13	5	11	16
Kindergarten	41	56	63	49
1st Grade	58	42	52	50
2nd Grade	47	60	35	45
3rd Grade	39	56	54	36
4th Grade	36	51	47	36
5th Grade	37	37	47	41
6th Grade	25	35	30	31
Total Population	308	360	350	311

- Grade level enrollment has fluctuated slightly over time.
- Total school population has decreased over the last three years.

Student Enrollment by Gender
SY 2013-2018

Overall Student Enrollment by Gender

	Gender	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Mokulele Elem School	Female	166	150	173	164	155
	Male	183	158	187	170	157

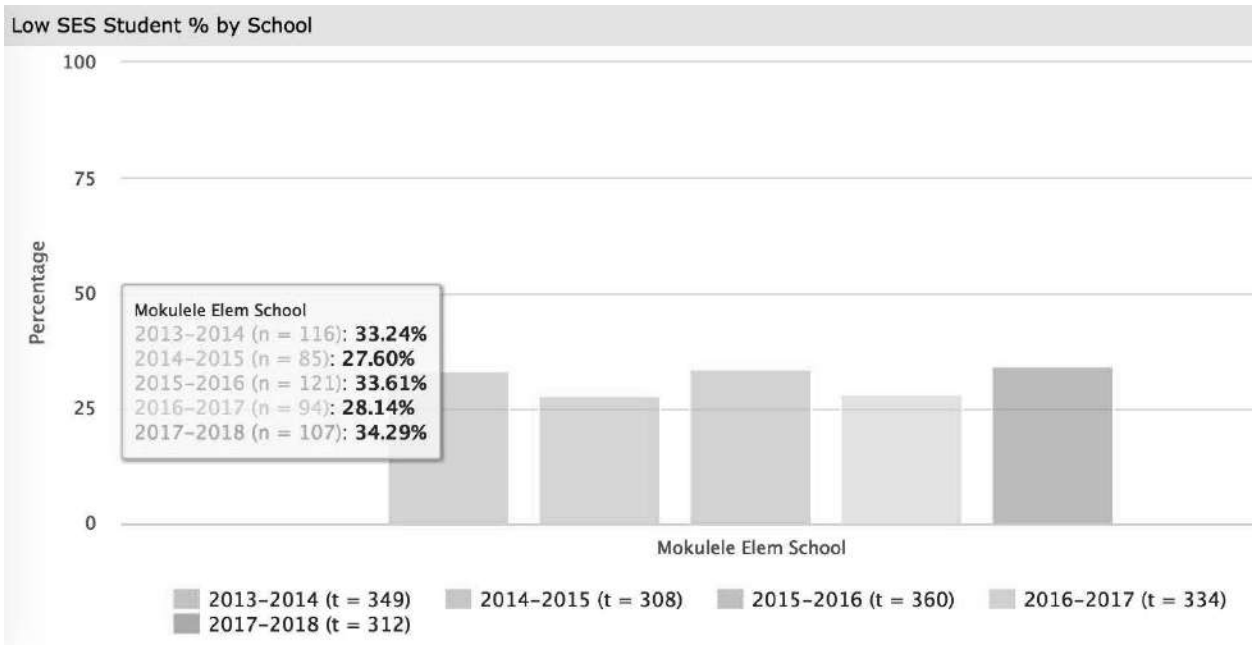
Enrollments by Gender

Gender	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Female	47.56%	48.70%	48.06%	49.10%	49.68%
Male	52.44%	51.30%	51.94%	50.90%	50.32%

Source Data: LDS

- This graph shows that the gender population, in general, has been relatively equal throughout the years.

Student Enrollment by Free/Reduced Lunch
SY 2013-2018



Source Data: LDS

- Roughly 30% of our students received free/reduced lunch.
- While enrollment has decreased over time, the percentage of students qualifying for free/reduced lunch has fluctuated slightly.

c. Students Whose Primary Language is not English (ELL)

SY 2013-2018

School Year	Total Number of Students at Mokulele	Number of ELL Students at Mokulele	Percentage of ELL Students at Mokulele
2013-2014	349	6	1.72%
2014-2015	308	3	0.97%
2015-2016	360	5	1.39%
2016-2017	334	6	1.80%
2017-2018	312	8	2.56%

Source Data: LDS

- Students whose primary language is not English is consistently a small percentage of the school population.
- The percentage of ELL students has increased slightly over the last three years.
- 37.5% (3 of 8) speak Japanese, 37.5% (3 of 8) speak Spanish, and 25% (2 of 8) speak Tagalog.

d. Attendance/Chronic Absenteeism

Attendance by Grade Level SY 2013-2018

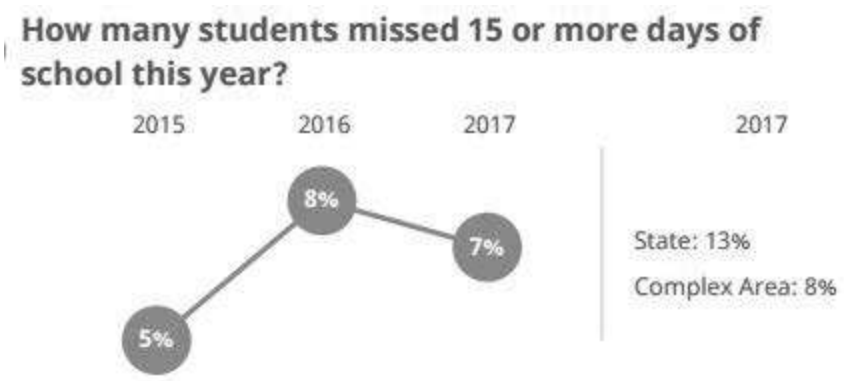
School Student Attendance by Grade

Grade	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Pre-K Age 2			98.36%	93.75%	91.67%
Pre-K Age 3	93.80%	94.58%	94.19%	93.43%	89.41%
Pre-K Age 4	93.87%	93.97%	93.04%	89.61%	91.36%
Kindergarten	93.90%	94.84%	95.21%	95.71%	97.30%
1st Grade	95.19%	95.77%	95.91%	95.61%	96.43%
2nd Grade	95.66%	95.35%	95.90%	96.52%	97.31%
3rd Grade	96.37%	96.33%	95.42%	96.19%	97.31%
4th Grade	96.09%	97.03%	96.85%	95.55%	98.13%
5th Grade	93.40%	96.67%	96.17%	95.83%	96.68%
6th Grade	95.26%	96.23%	95.08%	96.47%	98.50%

Source Data: Accountability Resource Center Hawaii (ARCH)

- Attendance at MES has remained consistently high overall.
- Preschool attendance is not mandatory and is lower than the rest of the school.

Chronic Absentee Rate
SY 2014-2017



Source Data: STRIVE HI

- MES's chronic absenteeism rate is consistently lower than the state chronic absenteeism rate of 13%.

e. Mobility or Transiency Rate

SY 2014-2017

Student Profile

School year	*2014-15*	*2015-16*	*2016-17*
Fall enrollment	364	359	341
Number and percent of students enrolled for the entire school year	266	234	262
	73.0%	65.1%	76.8%
Number and percent of students receiving free or reduced-cost lunch	116	112	118
	31.8%	31.1%	34.6%

Source Data: Arch - SSIR

- Over the last three years, our transiency rate fluctuated, yet remained consistently high, while our enrollment continued to decrease.

f. Tardiness Rate

- There were 1,520 incidents of tardiness for SY 2016-2017. Tardiness rate is only available for SY 2016-2017 due to our statewide system change in the attendance system.

g. Discipline

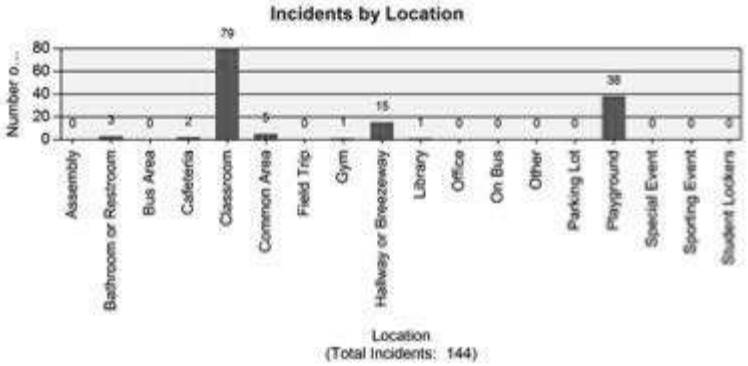
Incident Report by Location SY 2014-2015

Total Number of Incidents by Location

SCHOOL: Mokulele Elem

Report Period: between 08/01/2014 and 05/30/2015.

Location	Number of Incidents
Assembly	0
Bathroom or Restroom	3
Bus Area	0
Cafeteria	2
Classroom	79
Common Area	5
Field Trip	0
Gym	1
Hallway or Breezeway	15
Library	1
Office	0
On Bus	0
Other	0
Parking Lot	0
Playground	38
Special Event	0
Sporting Event	0
Student Lockers	0
Totals:	144



Source Data: Electronic Comprehensive Student Support System (eCSSS)

- 55% of incidents occurred within the classroom in SY 2014-2015.
- 26% of incidents occurred on the playground in SY 2014-2015.
- 10% of incidents occurred in hallways in SY 2014-2015.
- 3% of incidents occurred in common areas in SY 2014-2015.

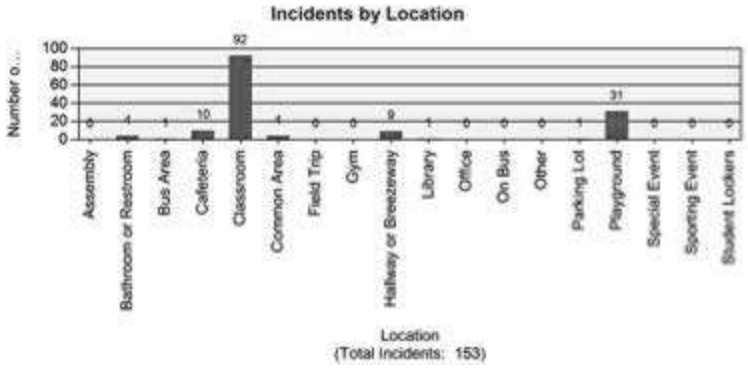
Incident Report by Location SY 2015-2016

Total Number of Incidents by Location

SCHOOL: Mokulele Elem

Report Period: between 08/01/2015 and 05/30/2016.

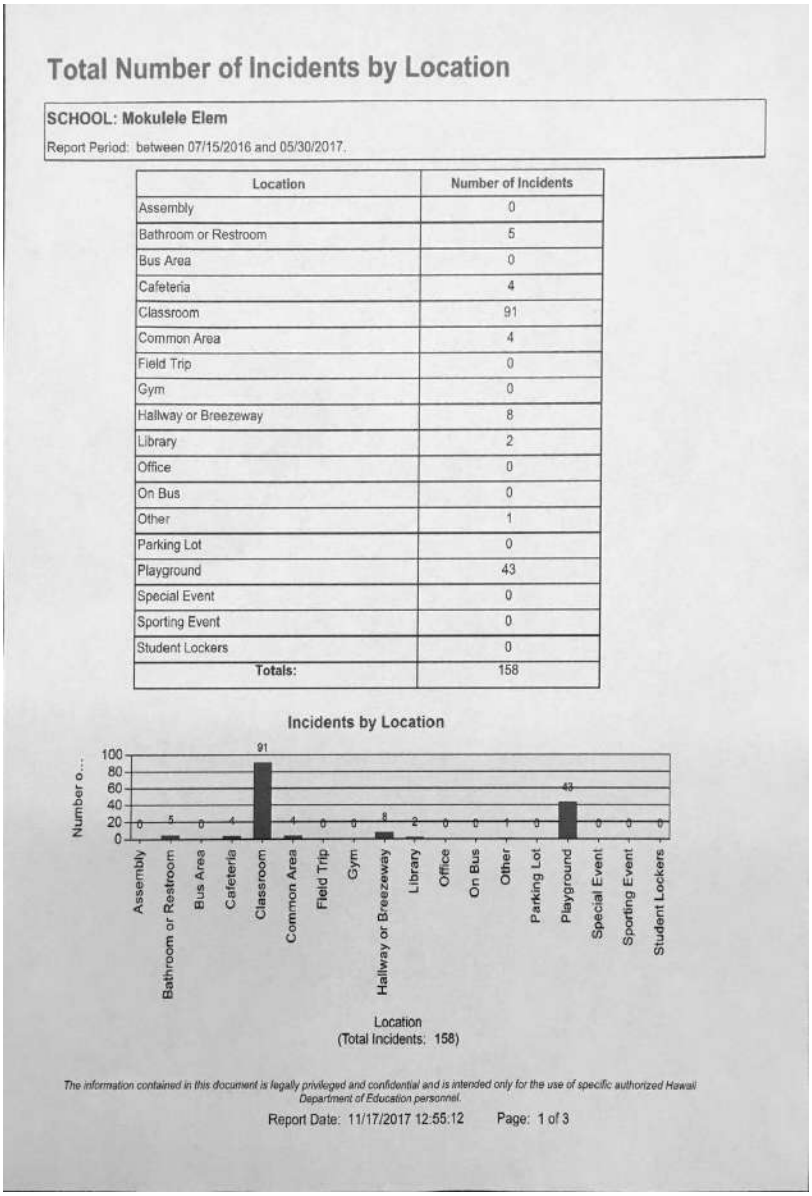
Location	Number of Incidents
Assembly	0
Bathroom or Restroom	4
Bus Area	1
Cafeteria	10
Classroom	92
Common Area	4
Field Trip	0
Gym	0
Hallway or Breezeway	9
Library	1
Office	0
On Bus	0
Other	0
Parking Lot	1
Playground	31
Special Event	0
Sporting Event	0
Student Lockers	0
Totals:	153



Source Data: eCSSS

- 60% of incidents occurred within the classroom in SY 2015-2016.
- 20% of incidents occurred on the playground in SY 2015-2016.
- 6% of incidents occurred in the cafeteria in SY 2015-2016.
- 5% of incidents occurred in hallways in SY 2015-2016.

Incident Report by Location SY 2016-2017



Total Number of Incidents by Location

SCHOOL: Mokulele Elem

Report Period: between 07/15/2016 and 05/30/2017.

Location	Number of Incidents
Assembly	0
Bathroom or Restroom	5
Bus Area	0
Cafeteria	4
Classroom	91
Common Area	4
Field Trip	0
Gym	0
Hallway or Breezeway	8
Library	2
Office	0
On Bus	0
Other	1
Parking Lot	0
Playground	43
Special Event	0
Sporting Event	0
Student Lockers	0
Totals:	158

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Report Date: 11/17/2017 12:55:12 Page: 1 of 3

Source Data: eCSSS

- 62% of incidents occurred within the classroom in SY 2016-2017.
- 27% of incidents occurred on the playground in SY 2016-2017.
- 3% of incidents occurred in the bathroom in SY 2016-2017.
- 5% of incidents occurred in hallways in SY 2016-2017.
- 2% of incidents occurred in the cafeteria in 2016-2017.
- In all three years, the majority of the incidents occurred in the classroom.
- In all three years, the second highest percentage of incidents occurred at the playground.

Number of Verified Offenses

		2013-2014	2014-2015	2015-2016	2016-2017
Mokulele Elem School	Total Offenses	173	369	367	376
	Class A	5	15	24	19
	Class B	13	49	32	33
	Class C	9	26	15	21
	Class D	146	279	296	303

Source Data: Information from LDS

- Note: Between eCSSS and LDS there is a discrepancy in data which could be due to system upload errors.

Incidents by Class Offense SY 2014-2017

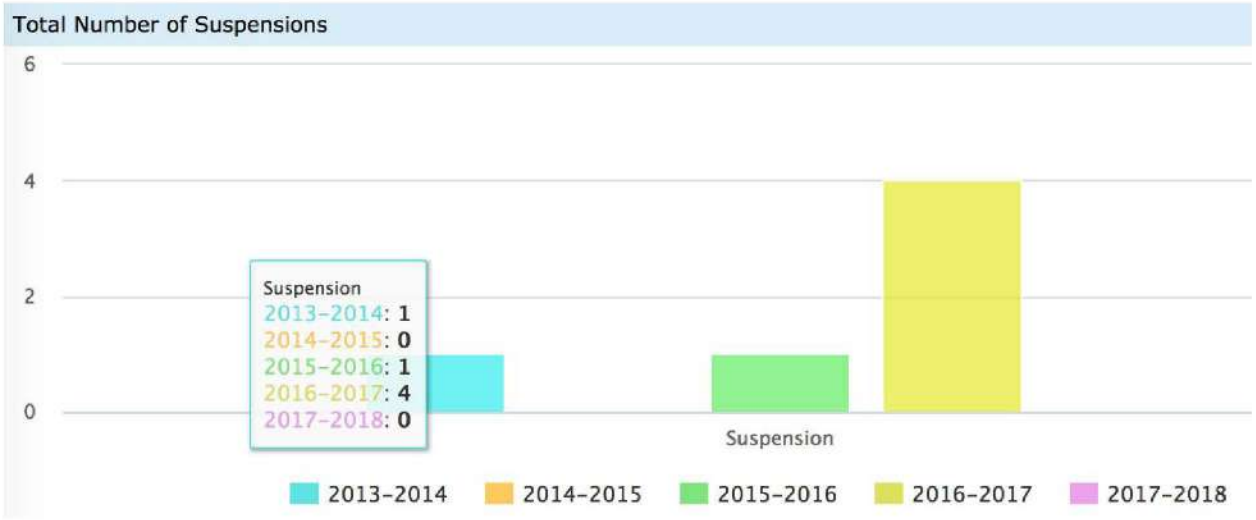
Class	Offenses	2014-2015	2015-2016	2016-2017
A	Assault	9	13	8
A	Dangerous Instrument	0	0	1
A	Vandalism	2	6	4
A	Sexual Offense	2	3	1
A	Terroristic Threatening	2	2	3
B	Disorderly Conduct	38	26	27
B	Harassment	2	0	0
B	Theft	1	5	4
C	Abusive Language	4	2	12
C	Insubordination	17	13	9
D	Contraband	0	3	1

D	Disrespect/Noncompliance	72	77	74
D	Disruption	92	79	79
D	Inappropriate Language	11	7	19
D	Lying and Cheating	1	0	0
D	Physical Contact	72	75	73
D	Property Misuse	16	24	23
D	Violation of other School Rules	6	15	9

Source Data: eCSSS

- Incidents of disruption, disrespect/non-compliance and physical contact remained consistently high for the past three years.
- While incidents of disorderly conduct and property misuse are less prevalent, it continues to be a concern.

Suspensions
SY 2013-2018



Source Data: LDS

- In SY 2016-2017 these four suspensions were from two students.

h. Student Participation in Co-Curricular Activities and Extra-Curricular Activities

Co-Curricular and Extra-Curricular Activities
SY 2014-2018

	2014-2015	2015-2016	2016-2017	2017-2018
Radford complex Volleyball – co-ed	Grades 4-6	Grades 4-6	Grades 4-6	Grades 4-6
Hickam Freedom Bowl	Grades 5-6	Grades 5-6	Grades 5-6	Grades 5-6
Radford Complex Speech Festival	All Grades	All Grades	All Grades	All Grades
Radford Complex Music Festival	Grade 2	Grade 1	Grade 4	Grade 5
Radford Complex Track Meet	Grades 4-6	Grades 4-6	Grades 4-6	Grades 4-6
Mokulele JPO	Grades 4-6	Grades 4-6	Grades 4-6	Grades 4-6
Mokulele Troops	Grades 2-6	Grades 2-6	Grades 2-6	Grades 2-6
Radford Complex Basketball – Girls	Grades 5-6	Grades 5-6	Grades 5-6	Grades 5-6
Radford Complex Basketball - Boys	Grades 5-6	Grades 5-6	Grades 5-6	Grades 5-6
Mokulele School Guitar Ensemble	Grades 4-5	Grades 4-6	Not Available	Not Available
Mokulele School String Ensemble	Grades 4-6	Grades 4-6	Not Available	Not Available
Mokulele School Percussion Ensemble	Not Available	Grades 4-6	Not Available	Grade 5
Intramural Flag Football	Grades 4-6	Grades 4-6	Grades 4-6	Grades 4-6
Hot shot	Grades 4-6	Grades 4-6	Grades 4-6	Grades 4-6
Morning Exercise	All Grades	All Grades	All Grades	All Grades
Intramural Basketball	Grades 4-6	Grades 4-6	Grades 4-6	Grades 4-6
Punt Kick Pass	Grades 4-6	Grades 4-6	Grades 4-6	Grades 4-6
Talent Show	All Grades	All Grades	All Grades	All Grades
Mindfulness	N/A	Over 75% classes participate	Over 75% classes participate	75% classes participate
TRIBES/Ohana Groups	All Grades	All Grades	All Grades	All Grades

- Over half (55%) of our activities are sports related.
- Over half (66%) of our activities are geared towards the upper grade levels (4-6).
- 27% of our activities include lower grade levels (K-6).

Civic Responsibility

	Young Voter Registration	*We Vote Hawaii*		*Students Who Are Not Suspended*	*Volunteer Hours*
School Year	# of students participating	# of students participating	% of students participating	% of Enrollment	# of PCNC volunteer hours per 100 students
2014-2015	na	364	100.0%	100.0%	--
2015-2016	na	--	--	99.7%	--
2016-2017	na	325	95.3%	99.1%	--

Source Data: ARCH - TREND REPORT

- Kids voting is a bi-annual event, therefore in SY 2015-2016, there was no statewide kids voting.
- While parents do volunteer, their hours have not been officially recorded.

2. Staff

a. Number of Certified Staff and Classified Staff

Staff Data SY 2014-2015

School Status and Improvement Report — *School Year 2014-15*

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		29.0
Regular Instruction, FTE	75.8%	22.0
Special Instruction, FTE	24.1%	7.0
Supplemental Instruction, FTE	0.0%	0.0
Teacher headcount		30
Teachers with 5 or more years at this school		23
Teachers' average years of experience		19.0
Teachers with advanced degrees		7
Professional Teacher Credentials		
Fully licensed	100.0%	30
Emergency hires	0.0%	0

Students per Teaching Staff

Regular Instruction	14.6
Special Instruction	5.8

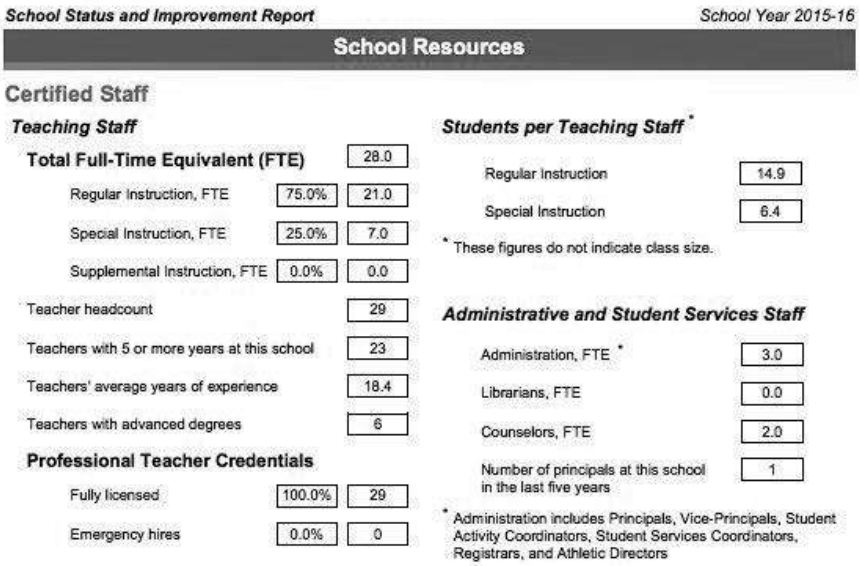
Administrative and Student Services Staff

Administration, FTE *	3.0
Librarians, FTE	0.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	1

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Source Data: ARCH - SSIR

Staff Data SY 2015-2016



School Status and Improvement Report — *School Year 2015-16*

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		28.0
Regular Instruction, FTE	75.0%	21.0
Special Instruction, FTE	25.0%	7.0
Supplemental Instruction, FTE	0.0%	0.0
Teacher headcount		29
Teachers with 5 or more years at this school		23
Teachers' average years of experience		18.4
Teachers with advanced degrees		6
Professional Teacher Credentials		
Fully licensed	100.0%	29
Emergency hires	0.0%	0

Students per Teaching Staff *

Regular Instruction	14.9
Special Instruction	6.4

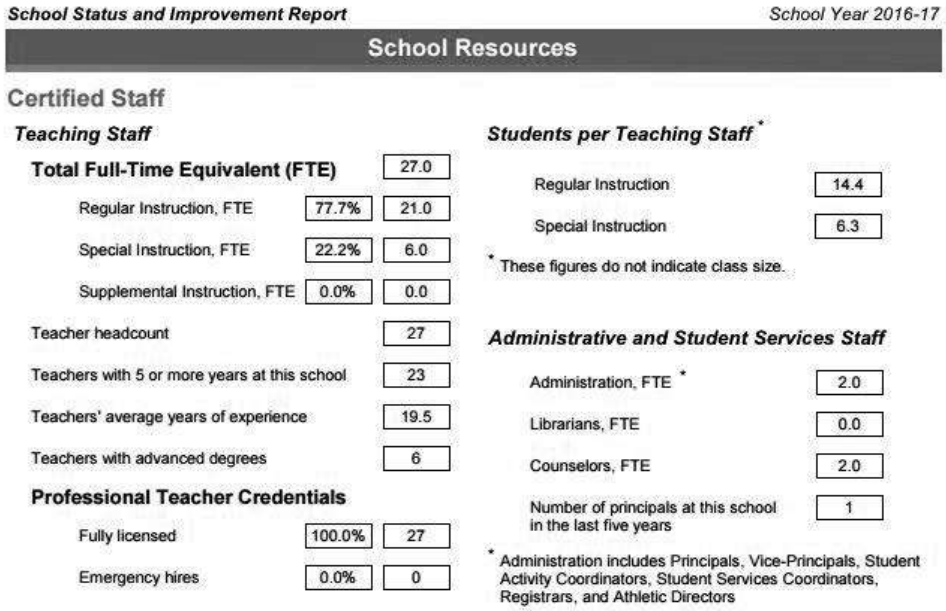
* These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE *	3.0
Librarians, FTE	0.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	1

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Staff Data SY 2016-2017



School Status and Improvement Report — *School Year 2016-17*

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		27.0
Regular Instruction, FTE	77.7%	21.0
Special Instruction, FTE	22.2%	6.0
Supplemental Instruction, FTE	0.0%	0.0
Teacher headcount		27
Teachers with 5 or more years at this school		23
Teachers' average years of experience		19.5
Teachers with advanced degrees		6
Professional Teacher Credentials		
Fully licensed	100.0%	27
Emergency hires	0.0%	0

Students per Teaching Staff *

Regular Instruction	14.4
Special Instruction	6.3

* These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE *	2.0
Librarians, FTE	0.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	1

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Source Data: ARCH - SSIR

- 100% of the teachers are highly qualified teachers with an average of 19 years experience.
- About 76% have advanced degrees.
- Approximately 77% of our faculty have taught more than five years at MES.
- In the past three years, we have had three different principals.

Staff for Other Student Support Services SY 2014-2018

Job Title	14-15	15-16	16-17	17-18
School Based Behavioral Health (SBBH)	1	1	1	.5
Military & Family Life Counselor (MFLC)	1	1	1	1
Curriculum Coordinator	1	1	1	1
Physical Education	1	1	1	1
Music	1	1	1	1
Media Specialist/Tech/Librarian	1	1	1	1
Speech	1.5	1.5	1.5	1.5
ELL	0.5	0.5	0.5	0.5
Hawaiian Studies	part-time	part-time	part-time	part-time
Parent Community Network Coordinator (PCNC)	part-time	0	0	0

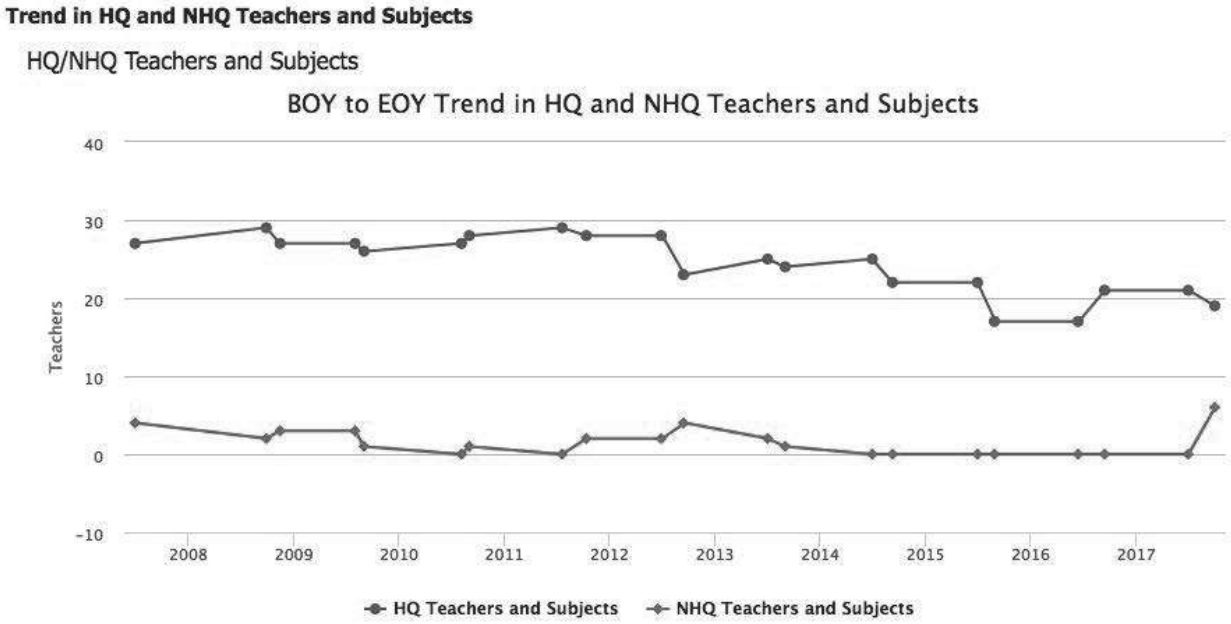
Classified Staff SY 2014-2018

Positions	14-15	15-16	16-17	17-18
School Administrative Services Assistant (SASA)	1	1	1	1
Clerk	3	3	3	3
Paraprofessional Tutor (PPT)	1	1	1	2
Part Time Teacher (PTT)	3	1	1	3
Health Aide	1	1	1	1
Custodial Staff - Full time	3.5	3	3	3
Food Service Manager	1	1	1	1
Cafeteria Staff	2	2	2	2
Educational Assistant	7	7	9	9
Lunchroom Supervisor	3	3	2	3
Classroom Cleaner	2	2	2	2
Meal Count Clerk	1	1	1	1

- In SY 2014-2015, there were 19 classified staff and 32 certified staff.
- In SY 2015-2016, there were 18.5 classified staff and 31 certified staff.
- In SY 2016-2017, there were 20.5 classified staff and 31 certified staff.
- In SY 2017-2018, there were 20.5 classified staff and 29 certified staff.

b. Percent of Teachers Who Have Met the Highly Qualified Teachers' (HQT) Requirements

Highly Qualified Teachers SY 2008-2017



Source Data: Electronic Human Resources (eHR)

- In SY 2014-2017, 100% of the teachers were highly qualified with an average of 19 years experience.
- In SY 2017-2018, six teachers (24%) are not Highly Qualified and 19 (76%) are Highly Qualified.
- In SY 2017-2018, it is no longer "Highly Qualified," it is now "Hawaii Qualified," the requirements have changed.
    - According to the DOE Teacher Quality website, "All teachers are required to meet state certification or licensing requirements at the grade level and subject area in which the teacher has been assigned. This expands the requirement from teachers of core subject areas to all teachers in all subjects."

c. Percent of Teachers Teaching Outside Credentialed Areas and Include an Explanation

- This year, our state no longer uses the term and criterion for being "Highly Qualified." Instead, the state uses the term "Hawaii Qualified," which excludes four teachers who were previously considered "Highly Qualified." In addition, in order to fill urgently needed positions, we hired two new teachers who are not considered "Highly Qualified" or "Hawaii Qualified."

d. Number of National Board Certified Teachers

I. One teacher was National Board Certified in the SY 2016-2017.

e. Number of Teachers with Advanced Degrees

- About 76% of our teachers had advanced degrees in SY 2016-2017.
- In SY 2016-2017 there were nine teachers with a Masters' degree, two teachers with Post Baccalaureate Certification and 11 with Professional Diplomas. A total of 22 teachers had an advanced degree or certification, which equated to 78% of our faculty members.

f. Awards, Recognition and Professional Advancement of Staff

- Achieve 3000 Award
- Professional Advancement

Professional Advancement	**14-15**	**15-16**	**16-17**	**17-18**
TRIBES Trainers	4	4	3	2
TRIBES Certified	23	23	23	21
Thinking Maps Trainers	3	3	3	3
Mindfulness Practitioner	n/a	1	3	2
AVID Certification	9	13	23	21
Orff (Music Pedagogy) Level 1 & Level 2 Certification	1	1	1	1
Kodaly (Music Pedagogy) Level 1 Certification	1	1	1	1

National Achieve to Read Award (Achieve 3000)	2	1	1	TBA Sp.2018

g. Stability of Administration and Staff

- In the past three years we have had three different principals. Prior to that our Principal had been here for nine years. Previously, we have had a Vice Principal at MES, but for the last two years, due to a decrease in enrollment, the Vice Principal position was not sustained.
- This year we have three new special education teachers, one new kindergarten teacher, and a new Student Services Coordinator (SSC).
- 82% of the faculty have been at MES for at least five years.

3. Parents/Family and Community

a. Provide Data and Findings for:

- **Family and Community Characteristics and Trends**

School Status and Improvement Report *School Year 2016-17*

School Setting

Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and the incorporation of Hawaii's HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

Based on the 2010 U.S. Census

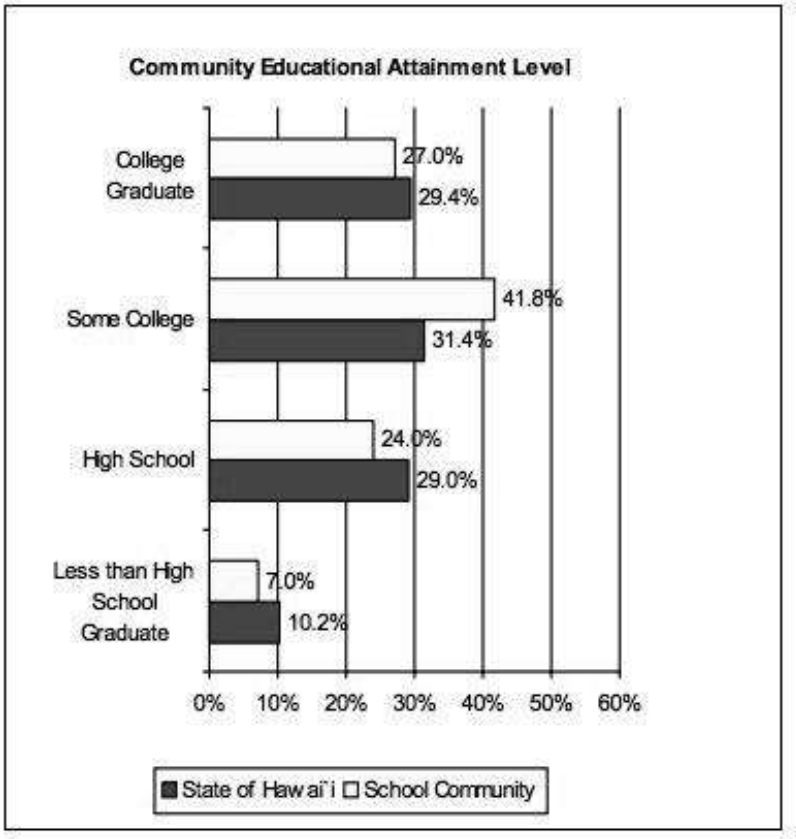
Radford HSC Complex	School Community	State of Hawai'i
Total population	27,470	1,360,301
Percentage of population aged 5-19	21.5%	18.4%
Median age of population	27.5	38.6
Number of family households	6,331	313,907
Median household income	$64,049	$66,420

Source Data: ARCH - SSIR

- This data is reflective of the entire Radford Complex Community in the 2010 U.S. Census.
- Median age of our community's population is 27.5.
- Our median household income is slightly below the average income of the State of Hawaii.

- **Parent and Community Educational Levels**

SY 2017-2018



Source Data: ARCH - SSIR

- This graph indicates the approximate education levels of our community.
- 27% of our school community are college graduates.
- Although 24% graduated high school, 41.8% received some type of college education.

b. Highlights and the Impact of Organizations and Partnerships

- **Parent/Community Organizations**
  1. Parent-Teacher Organization (PTO):
     Our new PTO board members who were elected in SY 2016-2017 raised funds for our school and secured volunteers for the following schoolwide events.
     a. Fall Festival Fundraiser--prizes, ticket sales
     b. Bread Fundraiser
     c. Family Fun Night--Parent/Teacher/Student Winter Activities/Crafts
  2. School Community Council (SCC):
     a. Our SCC provides a forum for members of the community, parents, faculty, staff, and students to discuss concerns and update stakeholders on current school initiatives.

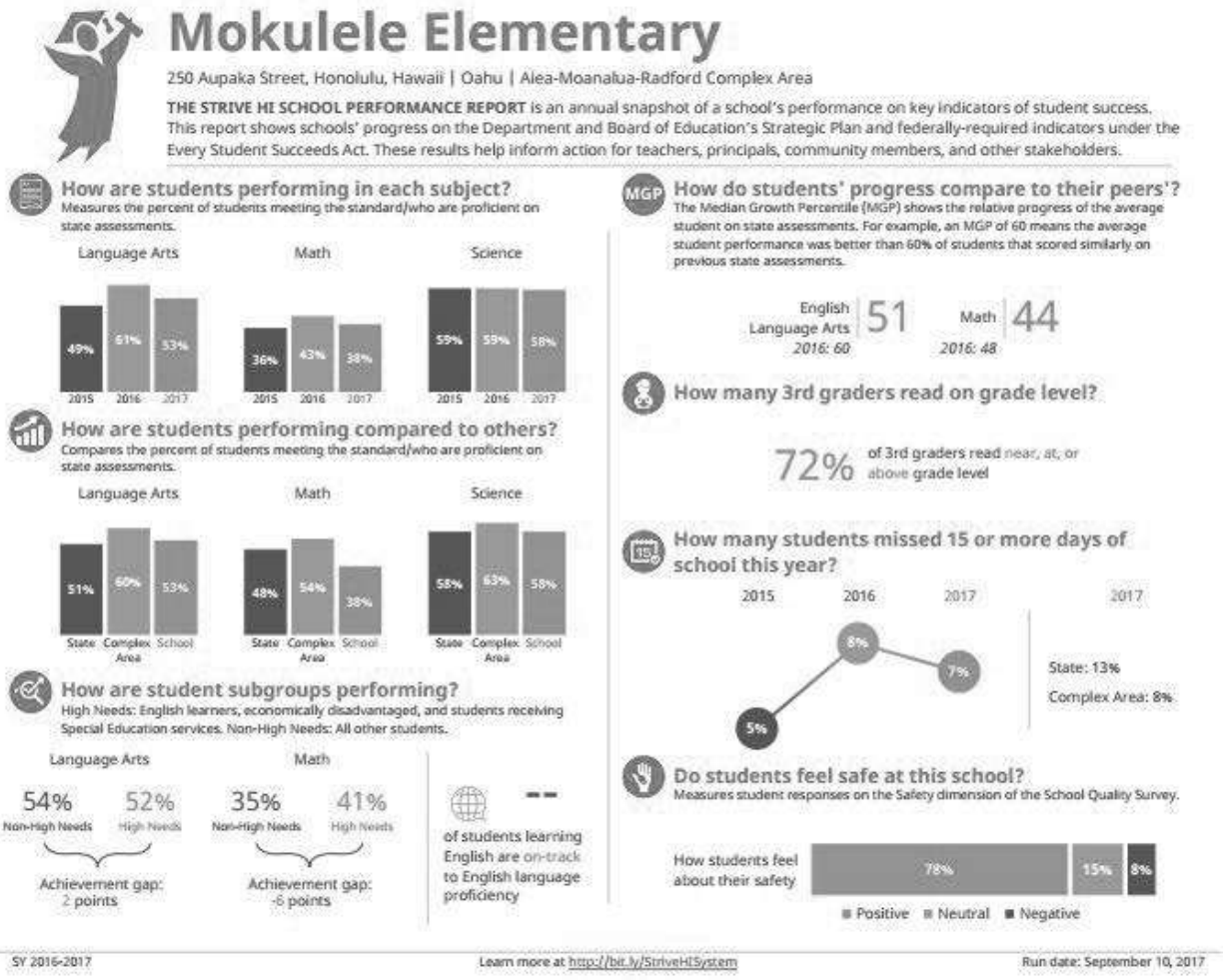
- **Community Foundation programs:**
  MES has established relationships with several community organizations. These organizations help us through their volunteer work and generous donations of time and funds.
  1. Partnership with the 17th Operational Weather Squadron
     a. Turkey Trot Volunteers
     b. Read Across America Volunteers
     c. Fall Festival Volunteers

  2. Military Wives Club
     a. Funding for special projects
  3. Boy Scouts
     a. Painting
     b. Landscaping
     c. Building bookshelves for library
- **School/Business Partnerships**:
  Our business partners show their support of MES by donating incentives (coupons, prizes, etc.) and funds.
  1. Papa Johns (PJ Hawaii)
  2. Dominos (Posso Pizza)
  3. Popeye's
  4. Army Air Force Exchange Services
  5. Burger King Hawaii
  6. Theo Davies Food Group

7. Lifetouch
8. Japan International Karate Center
9. First Hawaiian Bank

4. STUDENT PERFORMANCE DATA:

1. Strive HI Index SY 2015-2017



	Achievement Gap Rate/Gap		Growth		Chronic
	ELA	Math	ELA	Math	Absenteeism
2014-2015	22%	3%	58	52	5%
2015-2016	39%	44%	60	48	8%
2016-2017	2	-6	51	44	7%

Source Data: Strive HI

- The Strive HI Performance Data Results show that in the SY 2016-2017:
    - Both math (5%) and English Language Arts (ELA) (8%) scores decreased from the previous year.
    - Our math scores are 10% lower than the state percentage.
    - 62% of our students did not meet math proficiency.
    - Our math achievement gap rate is -6 points, which is considerably better than the state's 28 point gap.
    - Our ELA scores are 2% higher than the state percentage.
    - 47% of our students did not meet ELA proficiency.
    - Our ELA Achievement Gap is 2 points, which is better than the state's 33 point gap.
    - Our science proficiency rate of 58% is the same as the state's proficiency rate of 58%.
    - 42% of our students did not meet science proficiency.
    - Chronic absenteeism at MES, at 7%, is better than the state at 13%.

2. Student Achievement

1. Smarter Balanced Assessment (SBA)

ELA - SY 2014-2017

		Total Proficient (Exceeded or Met)		Exceeded Standard		Met Standard		Nearly Met Standard		Not Met Standard	
	Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Mokulele Elem School	2014-2015	81	47.37%	30	17.54%	51	29.82%	43	25.15%	47	27.49%
	2015-2016	102	57.63%	48	27.12%	54	30.51%	44	24.86%	31	17.51%
	2016-2017	84	51.85%	41	25.31%	43	26.54%	43	26.54%	35	21.60%

Source Data: LDS

Math - SY 2014-2017

		Total Proficient (Exceeded or Met)		Exceeded Standard		Met Standard		Nearly Met Standard		Not Met Standard	
	Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Mokulele Elem School	2014-2015	60	34.68%	20	11.56%	40	23.12%	73	42.20%	40	23.12%
	2015-2016	69	39.66%	27	15.52%	42	24.14%	70	40.23%	35	20.11%
	2016-2017	62	38.27%	27	16.67%	35	21.60%	61	37.65%	39	24.07%

Source Data: LDS

- There was a slight improvement in our overall scores for both math and ELA from SY 2014-2015 to SY 2015-2016.
- There was a drop in proficiency in both ELA and math from SY 2015-2016 to SY 2016-2017.
- 62% of our students did not meet proficiency in math in SY 2016-2017.
- 49% of our students did not meet proficiency in ELA in SY 2016-2017.

2. **Hawaii State Assessment - Science**

Science SY 2012-2017

		Total Proficient (Exceeded or Met)		Exceeds		Meets		Approaches		Well Below	
	Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Mokulele Elem School	2012-2013	37	57.81%	5	7.81%	32	50.00%	26	40.63%	1	1.56%
	2013-2014	24	50.00%	10	20.83%	14	29.17%	20	41.67%	4	8.33%
	2014-2015	29	56.86%	8	15.69%	21	41.18%	22	43.14%		1.56%
	2015-2016	27	52.94%	3	5.88%	24	47.06%	22	43.14%	2	3.92%
	2016-2017	26	57.78%	4	8.89%	22	48.89%	18	40.00%	1	2.22%

Source Data: LDS

- Science scores fluctuate yearly but remain in the 50-60% proficiency rate.
- In SY 2016-2017, 58% were proficient and 42% were not proficient in science.

3. **Schoolwide and/or grade level assessments**

STAR DATA SY 2015-2016

Beginning					Middle					End				
Grade	At/Above Benchmark	On Watch	Intervention	Urgent Intervention	Grade	At/Above Benchmark	On Watch	Intervention	Urgent Intervention	Grade	At/Above Benchmark	On Watch	Intervention	Urgent Intervention
K	59%	17%	11%	13%	K	63%	19%	6%	6%	K	63%	23%	11%	4%
1	48%	14%	30%	8%	1	76%	12%	10%	2%	1	82%	8%	5%	5%
2	76%	12%	6%	6%	2	81%	7%	7%	5%	2	78%	9%	7%	5%
3	74%	9%	9%	7%	3	85%	4%	4%	8%	3	82%	2%	10%	6%
4	60%	10%	18%	12%	4	64%	17%	15%	4%	4	67%	24%	4%	4%
5	51%	15%	20%	15%	5	59%	24%	11%	5%	5	61%	14%	11%	14%
6	54%	25%	11%	11%	6	56%	19%	19%	6%	6	45%	29%	19%	6%

Source Data: Renaissance Learning

STAR DATA SY 2016-2017

Beginning					Middle					End				
Grade	At/Above Benchmark	On Watch	Intervention	Urgent Intervention	Grade	At/Above Benchmark	On Watch	Intervention	Urgent Intervention	Grade	At/Above Benchmark	On Watch	Intervention	Urgent Intervention
K	59%	17%	11%	13%	K	60%	20%	12%	8%	K	54%	16%	23%	7%
1	48%	14%	30%	8%	1	69%	8%	8%	16%	1	68%	10%	16%	6%
2	76%	12%	6%	6%	2	94%	0%	6%	0%	2	76%	9%	12%	3%
3	74%	9%	9%	7%	3	68%	13%	13%	6%	3	63%	10%	17%	10%
4	60%	10%	18%	12%	4	68%	16%	7%	9%	4	67%	16%	9%	7%
5	51%	15%	20%	15%	5	50%	13%	13%	24%	5	53%	18%	18%	12%
6	54%	25%	11%	11%	6	74%	4%	11%	11%	6	61%	25%	11%	4%

Source Data: Renaissance Learning

STAR DATA SY 2017-2018

Beginning					Middle					End				
Grade	At/Above Benchmark	On Watch	Intervention	Urgent Intervention	Grade	At/Above Benchmark	On Watch	Intervention	Urgent Intervention	Grade	At/Above Benchmark	On Watch	Intervention	Urgent Intervention
K	35%	10%	29%	25%	K					K				
1	60%	17%	17%	6%	1					1				
2	63%	13%	15%	9%	2					2				
3	74%	9%	9%	9%	3					3				
4	56%	17%	8%	19%	4					4				
5	49%	21%	16%	14%	5					5				
6	50%	17%	17%	17%	6					6				

Source Data: Renaissance Learning

- For all three years, our scores generally show improvement from the beginning of the year to the middle of the year; however, they decrease from the middle of the year to the end of the year.

ACHIEVE 3000 - SY 2014-2015

How are my students performing on activities?

August 1, 2014 - June 24, 2015

Monitor student performance on activities.

Mokulele Elementary School

	Total Students	Total Number of Activities Below 75%	Total Number of Activities at 75% and Above
+ Grade: 1	17	337	330
+ Grade: 2	17	647	622
+ Grade: 3	94	4376	4664
+ Grade: 4	30	1037	1222
+ Grade: 5	32	1184	1374
+ Grade: 6	70	2470	5203
School Total	260	10051	13415

Source Data: Achieve 3000

ACHIEVE 3000 - SY 2015-2016

How are my students performing on activities?

August 1, 2015 - June 24, 2016

Monitor student performance on activities.

Mokulele Elementary School

	Total Students	Total Number of Activities Below 75%	Total Number of Activities at 75% and Above
+ Grade: 1	15	350	318
+ Grade: 2	62	4292	5370
+ Grade: 3	57	2269	2159
+ Grade: 4	51	1408	1345
+ Grade: 5	17	522	860
+ Grade: 6	58	1923	3110
School Total	260	10764	13162

Source Data: Achieve 3000

ACHIEVE 3000 - SY 2016-2017

How are my students performing on activities?

September 26, 2016 - June 26, 2017

Monitor student performance on activities.

Mokulele Elementary School

	Total Students	Total Number of Activities Below 75%	Total Number of Activities at 75% and Above
+ Grade: 1	12	260	475
+ Grade: 2	45	1628	2358
+ Grade: 3	40	1085	1006
+ Grade: 4	40	1515	1790
+ Grade: 5	49	800	1111
+ Grade: 6	30	731	1126
School Total	216	6019	7866

Source Data: Achieve 3000

- In the last three years, not all students are doing Achieve 3000 activities.
- The number of students doing Achieve 3000 activities has decreased in the last year.
- For the first two years, scores for Activities Below 75% increased while scores for Scores Above 75% decreased.
- In SY 2016-2017, all scores decreased along with the number of students participating.

4. **Common Course Assessments (e.g., End-of-Course Exams, Formative Curriculum-Embedded Assessments)**
   i. ELA Common Course Assessments
      - Reading Wonders Weekly Assessment
      - Reading Wonders Unit Assessment
   ii. Math Common Course Assessments
      - End of module assessment

5. **Grades (e.g., Well below/ Approaching or Ds and Fs)**

SY 2015-2016 Grades:

i. SY 2015-2016 Kindergarten Grades
ii. SY 2015-2016 Grade Levels 1 & 2 Grades
iii. SY 2015-2016 Grade Levels 3-6 Grades

SY 2016-2017 Grades:

iv. SY 2016 -2017 Kindergarten Grades
v. SY 2016-2017 Grade Levels 1 & 2 Grades
vi. SY 2016-2017 Grade Levels 3-6 Grades

- Our report cards are not graded on a school wide standardized system. The state has just changed the report card and we need to revisit grading as a school.
- Data indicates grades of the students enrolled at MES during this time period; however, due to the high transiency of our school our numbers fluctuate.

6. Percentage of Students Promoted (Elementary and Middle/Intermediate School) SY 2014-2017

School Year	14-15	15-16	16-17
% of student promoted from elementary to middle school	100%	100%	100%

- 100% of our students were promoted over the past three years.

7. Retention Rates

SY 2014-2017

School Retention

Retention for elementary schools include students who were retained (kept back a grade) in all grades except kindergarten. Retention for middle/intermediate/K-8 schools include only eighth graders who were not promoted to ninth grade.

Retention

	2015	2016	2017
Total number of students	321	301	279
Percent retained in grade	0%	0%	0%

Source Data: ARCH-SSIR

- In SY 2014-2017, no students were retained at MES.

3. Additional Student Achievement Data

School Year Ending 2015

SchCode: 220
School Year Ending: 2015

Strive HI: Student Group Performance Report
Mokulele Elementary

	English Language Arts/Literacy				Math				Science				Retention Rate	
Target	Participation 95%		Meeting Standard 57 %		Participation 95%		Meeting Standard 46 %		Participation 95%		Proficiency 55 %		Objective <= 2 %	
	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?
All Students	99%	Yes	49%	No	99%	Yes	36%	No	98%	Yes	59%	Yes	0%	Yes
Disadvantaged	100%	Yes		n/a	100%	Yes		n/a		n/a		n/a		
Disabled (SPED)		n/a		n/a		n/a		n/a		n/a		n/a		
Limited English (ELL)		n/a		n/a		n/a		n/a		n/a		n/a		
Asian/Pacific Islander		n/a		n/a		n/a		n/a		n/a		n/a		
Black		n/a		n/a		n/a		n/a		n/a		n/a		
Hispanic		n/a		n/a		n/a		n/a		n/a		n/a		
Native American		n/a		n/a		n/a		n/a		n/a		n/a		
White	100%	Yes	55%	No	100%	Yes	38%	No		n/a		n/a		
Asian		n/a		n/a		n/a		n/a		n/a		n/a		
Pacific Islander		n/a		n/a		n/a		n/a		n/a		n/a		
Native Hawaiian		n/a		n/a		n/a		n/a		n/a		n/a		

If asterisked (*), results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

Source Data: Strive HI

- In SY 2014-2015, we met our target for science but not for ELA or math.

School Year Ending 2016

SchCode: 220
School Year Ending: 2016

Strive HI: Student Group Performance Report
Mokulele Elementary

	English Language Arts/Literacy				Math				Science				Retention Rate	
Target	Participation 95%		Meeting Standard 61 %		Participation 95%		Meeting Standard 51 %		Participation 95%		Proficiency 61 %		Objective <= 2 %	
	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?
All Students	98%	Yes	61%	Yes	96%	Yes	43%	No	100%	Yes		n/a	0%	Yes
Disadvantaged	97%	Yes	50%	No	94%	No	43%	No		n/a		n/a		
Disabled (SPED)		n/a		n/a		n/a		n/a		n/a		n/a		
Limited English (ELL)		n/a		n/a		n/a		n/a		n/a		n/a		
Asian/Pacific Islander	95%	Yes		n/a	95%	Yes		n/a		n/a		n/a		
Black		n/a		n/a		n/a		n/a		n/a		n/a		
Hispanic	100%	Yes		n/a	100%	Yes		n/a		n/a		n/a		
Native American		n/a		n/a		n/a		n/a		n/a		n/a		
White	97%	Yes	66%	Yes	94%	No	54%	Yes		n/a		n/a		
Asian		n/a		n/a		n/a		n/a		n/a		n/a		
Pacific Islander		n/a		n/a		n/a		n/a		n/a		n/a		
Native Hawaiian		n/a		n/a		n/a		n/a		n/a		n/a		

If asterisked (*), results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

Source Data: STRIVE HI

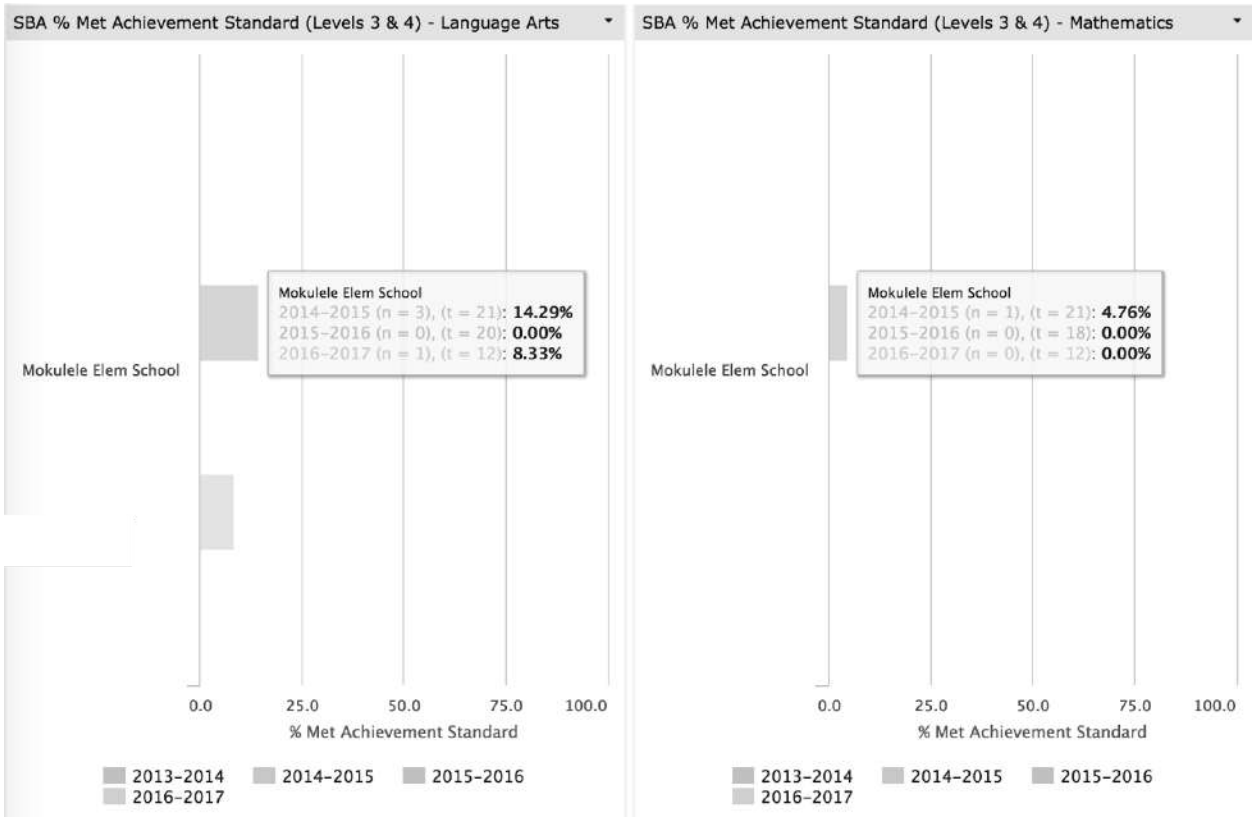
- In SY 2015-2016, we met our target for ELA but not math or science.

School Year Ending 2017

- For the school year ending 2017, the reporting of Strive HI information has changed to reflect new State Department of Education Strategic Plan goals and priorities.

1. **Special Education (SpEd) Achievement**

SY 2014-2017

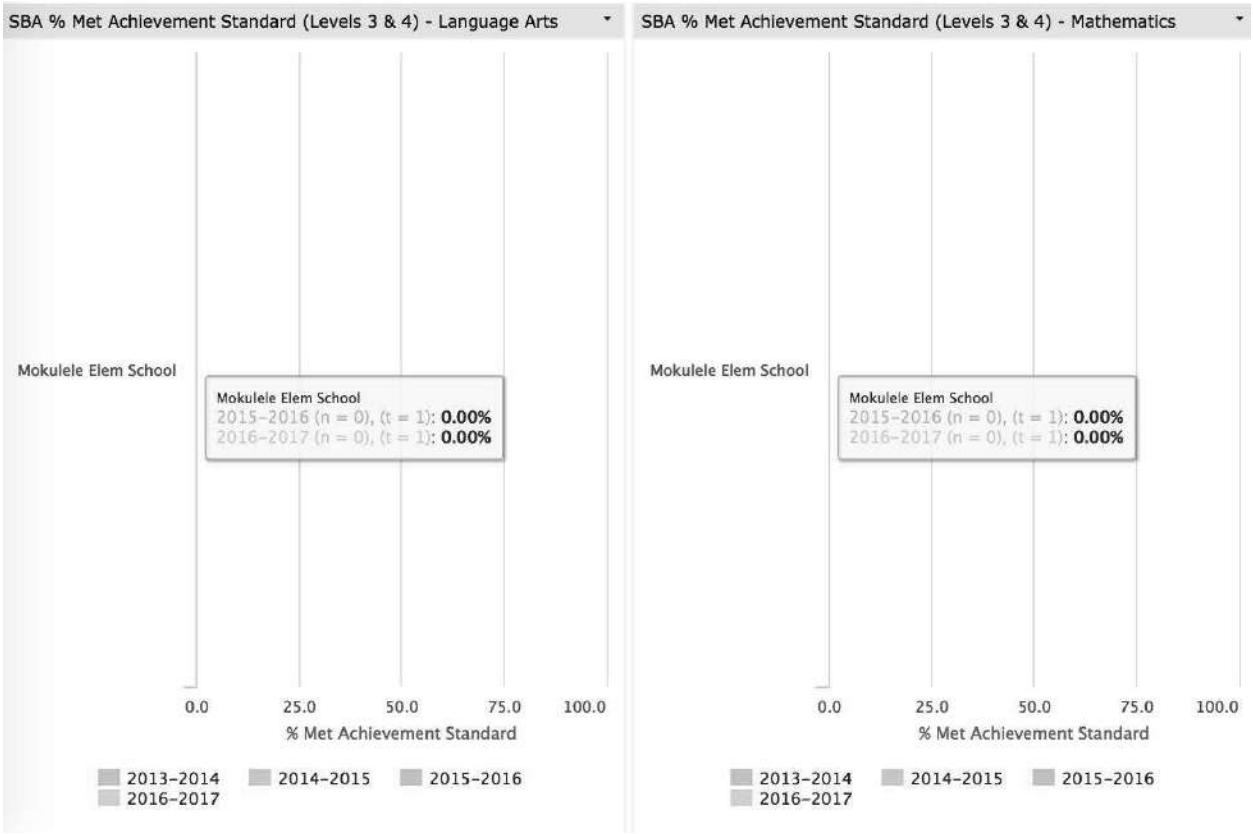


Source Data: LDS

- In SY 2015-2016, ELA and math scores for SpEd decreased to 0%.
- In SY 2016-2017, ELA scores increased by 8.33% and math scores remained the same at 0%.

2. ELL Achievement

SY 2015 - 2017



Source Data: LDS

- There was only one student measured in ELL and he/she did not meet proficiency in either year.

3. Advancement Via Individual Determination (AVID)

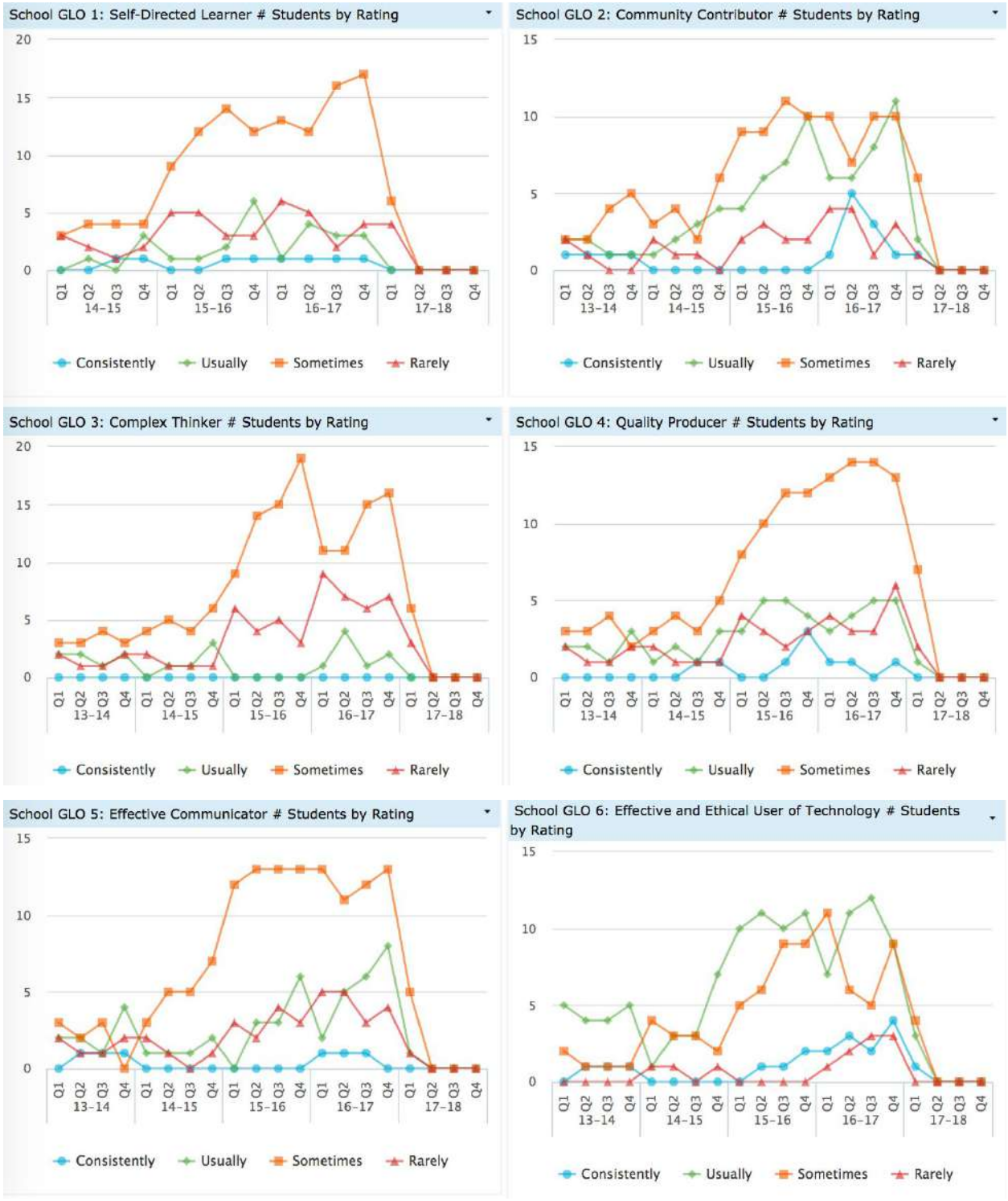
i. Because we are implementing AVID schoolwide at MES, 100% of our students are AVID students.

4. Gifted and Talented (GT)

	14-15	15-16	16-17	17-18
# of GT students	7	4	3	7

4. General Learner Outcomes (GLOs)

SY 2014-2017



Source Data: LDS

- In all three years, GLO #1 - Self-Directed Learner
    - The overwhelming trend shows that MES students were graded "sometimes."
    - 1% of students were graded "consistently."
- In all 3 years, GLO #2 - Community Contributor
    - The trend shows that most of the MES students were graded "usually" and "sometimes."
- In all 3 years, GLO #3 - Complex Thinker
    - The vast majority shows that MES students were graded "sometimes."
    - No students were graded with "consistently."
- In all 3 years, GLO #4 - Quality Producer
    - The overwhelming trend shows that MES students were graded "sometimes."
    - Very few students were graded with "consistently."
- In all 3 years, GLO #5 - Effective Communicator
    - The strong trend shows that MES students were graded "sometimes."
    - Very few students were graded with "consistently."
- In all 3 years, GLO #6 - Effective and Ethical User of Technology
    - The trend shows that MES students were graded "usually" and "sometimes."

PROFESSIONAL DEVELOPMENT (PD) SY 2014-2018

	2014-2015	**2015-2016**	**2016-2017**	**2017-2018**
Data Teams	X	X	X	X
Small Group Instruction			X	X
7 Norms of Collaboration			X	X
Google Docs			X	
Hour of Code			X	
Costa's Levels of Questioning			X	
STAR Data	X	X	X	X
SBA	X	X	X	X
NGSS			X	X

STEM	X	X	X	X
Chromebooks			X	
Benchmark Maps		X		X (Pacing Guides)
Power Strategies	X	X	X	
Data Analysis	X	X	X	X
Front Row Education			X	X
Achieve 3000				X
Smarty Ants				X
Ladibug Training				X
Math Whizz			X	
RTI/SEL	X	X	X	X
Sonday				X

1. **Content/Topic of PD**
    i. PD sessions were conducted during faculty meetings. Of these days, 21 PD sessions were extended.
    ii. Additional PD for classroom teachers including Data Teams, Small Group Instruction (SGI), and Data Analysis were held during scheduled Professional Learning Community (PLC) times offered at school.

2. **Implementation Status of PD**
    i. Many of the PD initiatives listed were started during the third year, SY: 2016-2017.

3. **Patterns/Trends of PD**
    i. The 21 days of extended faculty meetings set aside for PD, afforded our school the opportunity to provide progressive weekly learning sessions in areas of need and to comply with State initiatives that required teachers to be trained.
    ii. Our school planned and set aside sections of time for grade-level articulation.

PRIORITY STRATEGIES

a. **Common Core State Standards (CCSS)**
    i. MES uses CCSS for math and ELA. We are in the process of transitioning to Next Generation Science Standards (NGSS) for science. Social studies, P.E. and music classes are aligned with Hawaii Content and Performance Standards 3 (HCPS 3).
b. **Comprehensive Student Support System/Response to Intervention (CSSS/RTI)**
    i. This is our first year implementing RTI at MES. It is a whole school endeavor. We divided the school into two groups (K-3 and 4-6) and created three to four levelled groups per grade level (high, medium, and low) based on the STAR Universal Screener and teacher data. Every day, except Wednesday, from 12:50-1:20 pm, grades K-3 meet and from 1:25-1:55 pm, grades 4-6 meet with their RTI group lead teachers. On Mondays and Tuesdays, the focus is ELA and on Thursdays and Fridays, the focus is math.
c. **Formative Instruction/Data Teams**
    i. Grade levels meet in PLC/Data Teams approximately every 10 days when the Instructional Resource Augmentation (IRA) teachers service their grade level. They use these meetings to discuss pacing guides, test scores (STAR), and RTI groupings/intervention foci. Teachers analyze student work to determine a critical need, administer a baseline assessment, and determine specific strategies that will be the focus of their formative instruction which will in turn improve student performance.
d. **Educator Effectiveness System (EES)**
    i. At MES, we follow state mandates regarding the Educator Effectiveness System.
e. **Induction and Mentoring**
    i. Our induction and mentoring lead teacher receives training and meets with our new teachers to help them transition to our school. In addition, Grade Level Chairpersons (GLCs) provide daily support.
f. **Academic Review Team (ART)**
    i. Our ART is also the Leadership Team and meets weekly to review and plan schoolwide events and initiatives. We have recently started to conduct classroom walkthroughs to gain insight on student engagement and classroom environment using the

"Instructional Habits Rubric." This allows us to acknowledge best teaching practices and provide suggestions to teachers on how to enhance student learning in their classroom.

PERCEPTION DATA

a. School Quality Survey (SQS)

SY 2014 - 2015

School Status and Improvement Report *School Year 2014-15*

Vital Signs

School Quality Survey

The School Quality Survey (SQS), administered periodically by the Accountability Section, is used for strategic planning and to comply with state accountability requirements.

Percent of Positive Responses

School Quality Survey* Dimensions		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2014	--	--	--	--	--	--
	2015	73.5%	82.6%	77.3%	86.6%	79.3%	77.1%
Well-Being	2014	--	--	--	--	--	--
	2015	68.3%	80.3%	85.1%	91.9%	73.6%	78.7%
Satisfaction	2014	--	--	--	--	--	--
	2015	51.1%	69.7%	61.1%	83.1%	85.7%	88.6%
Involvement/Engagement	2014	--	--	--	--	--	--
	2015	69.2%	77.3%	77.7%	86.8%	78.6%	80.7%

Survey Return Rate**		Teachers		Parents		Students	
		School	State	School	State	School	State
	2014	--	--	--	--	--	--
	2015	86.6%	87.4%	10.0%	34.6%	94.4%	84.9%

Source Data: ARCH - SSIR

- Teachers (73%), parents (77%) and students (79%) felt MES is a safe school.
- Teachers (68%), parents (85%) and students (74%) rated MES favorably for Well Being.
- Teachers (51%), parents (61%) and students (86%) are satisfied with MES.
- Teachers (69%), parents (78%) and students (79%) rated MES favorably for Involvement/Engagement.
- Only 10% of the parents who received this survey returned it completed.

SQS - SY 2015-2016

School Status and Improvement Report — *School Year 2015-16*

Vital Signs

School Quality Survey

The School Quality Survey (SQS), administered by the Accountability Section, is used for strategic planning and to comply with state accountability requirements.

Percent of Positive Responses

School Quality Survey * Dimensions		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2015	73.5%	82.6%	77.3%	86.6%	79.3%	77.1%
	2016	57.5%	78.9%	90.0%	86.6%	--	76.5%
Well-Being	2015	68.3%	80.3%	85.1%	91.9%	73.6%	78.7%
	2016	54.5%	77.0%	95.5%	92.6%	--	77.9%
Satisfaction	2015	51.1%	69.7%	61.1%	83.1%	85.7%	88.6%
	2016	50.9%	67.7%	78.3%	83.6%	--	88.1%
Involvement/Engagement	2015	69.2%	77.3%	77.7%	86.8%	78.6%	80.7%
	2016	60.5%	74.0%	83.3%	87.3%	--	79.5%

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2015	86.6%	87.4%	10.0%	34.6%	94.4%	84.9%
	2016	75.8%	77.8%	17.4%	35.2%	0.0%	85.4%

Source Data: ARCH - SSIR

- Teachers (58%) and parents (90%) felt MES is safe.
- Teachers (55%) and parents (96%) rated MES favorably for Well Being.
- Teachers (51%) and parents (78%) were satisfied with MES.
- Teachers (61%) and parents (83%) rated MES favorably for Involvement/Engagement.

SQS - SY 2016-2017

School Status and Improvement Report *School Year 2016-17*

Vital Signs

School Quality Survey

The School Quality Survey (SQS), administered by the Accountability Section, is used for strategic planning and to comply with state accountability requirements.

Percent of Positive Responses

School Quality Survey* Dimensions		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2016	57.5%	78.9%	90.0%	86.6%	--	76.5%
	2017	72.2%	81.0%	85.4%	88.1%	77.5%	76.1%
Well-Being	2016	54.5%	77.0%	95.5%	92.6%	--	77.9%
	2017	62.6%	78.5%	87.5%	93.3%	78.8%	77.8%
Satisfaction	2016	50.9%	67.7%	78.3%	83.6%	--	88.1%
	2017	58.3%	74.9%	71.8%	86.8%	83.2%	88.1%
Involvement/Engagement	2016	60.5%	74.0%	83.3%	87.3%	--	79.5%
	2017	67.0%	75.8%	78.1%	88.5%	81.5%	79%

Source Data: ARCH-SSIR

- Teachers (72%) and parents (85%) felt MES is safe.
- Teachers (63%) and parents (88%) rated MES favorably for Well Being.
- Teachers (58%) and parents (72%) were satisfied with MES.
- Teachers (67%) and parents (78%) rated MES favorably for Involvement/Engagement.

b. Tripod Survey

Tripod Survey SY 2014-2017

	14-15	15-16	16-17
7Cs	69%	71%	71%
Care	81%	85%	85%
Challenge	78%	80%	76%
Control	52%	56%	55%
Clarify	84%	83%	82%
Captivate	60%	63%	69%
Confer	60%	63%	61%
Consolidate	69%	70%	72%

- For the past three years we consistently scored highest on “Care” and “Clarify.”
- Our lowest scores were consistently in “Control” and “Confer.”
- “Captivate” increased 9% over the past three years.

RESOURCES AND MANAGEMENT

1. School Finances
    i. Financial Report SY 2014-2017
    ii. WSF and Non-WSF SY 2014-2017
    iii. Funds from other Sources SY 2014-2017

2. School Facilities
    i. Facilities, Safety and Well Being SY 2014-2017

Mokulele Elementary School
SELF-STUDY

Chapter 2
Progress Report

MES Marquee

Mokulele Elementary HIDOE/WASC Self-Study Report

Chapter II: Progress Report

New elementary schools do not need to complete this task related to accreditation, just an overall summary on the State's Priority Strategies in recent years.

This is MES's initial involvement in the HIDOE/WASC accreditation process. From SY 2014-2016, we implemented the state's six priority strategies. The areas below speak to the progress and challenges MES has addressed over the last few years.

Goal 1: Student Success

1. **PRIORITY STRATEGY: Formative Instruction/Data Teams**
    a. All students from grades K-6 have been assessed three times a year using our STAR universal screener for reading and math. For all three years, our scores in ELA generally show improvement from the beginning of the year to the middle of the year; however, they decrease from the middle of the year to the end of the year. We also provide formative instruction through our Stepping Stones(K-5)/Go Math(6) math programs and Wonders ELA program. Other supplemental programs we utilize include: Thinking Maps, Achieve 3000(2-6)/SmartyAnts(K-1), Accelerated Reader (AR), Wordly Wise, Front Row Education, and LEXIA; however, not all of these programs are used with fidelity throughout the whole school.
    b. This year, the Data Teams focus is on math and ELA, where grade level teams meet bi-monthly during IRA class sessions to analyze student work and make informed decisions on teaching and learning to improve student achievement. To help facilitate meeting sessions, teachers have an agenda they follow, as well as roles they assume (facilitator, recorder, timekeeper, active participant). Electronic data boards are created to show initial performance levels of each student. Teachers then implement differentiated strategies and continually reassess progress.
    c. Data Teams are being implemented schoolwide, but without true consistency and fidelity throughout. Therefore, close monitoring of Data Teams sessions will need to occur.
2. **PRIORITY STRATEGY: Common Core State Standards (CCSS)**
    a. MES continues to implement CCSS for math and ELA through the use of Stepping Stones/Go Math and the Wonders programs. Although our

teachers have received PD regarding these programs, our students' SBA scores have decreased. 62% of our students did not meet proficiency in math and 49% of our students did not meet proficiency in ELA in SY 2016-2017. Therefore, our academic focus will be on improving math and ELA achievement.

b. By SY 2019-2020, MES will be transitioning to NGSS for science. Our science scores fluctuate yearly but remain in the 50-60% proficiency rate. In SY 2016-2017, 42% of our students were not proficient in science.
c. To support our implementation of CCSS, pacing guides are being developed and continuously revised during grade level PLC time. This helps us with consistency, as well as helps us to spiral our curriculum so that we are systemic, organized, and efficient in our practices.

3. PRIORITY STRATEGY: Comprehensive Student Support (CSS)

a. As a school, we need to improve in Smarter Balanced Assessment (SBA) achievement. In SY 2017-2018, MES's goal is to increase last year's performance scores by 3% in math and 3% in ELA. Grades 3-6 students will be introduced to SBA block assessments to practice for the SBA test to develop familiarity with assessment expectations. Furthermore, they are required to respond to Question 21 in Wonders weekly assessments, which gives them opportunities to practice SBA testing skills. SpEd students also receive access to and instruction in LEXIA in order to close the achievement gap.
b. We started implementing a Response to Intervention (RTI) schedule in SY 2017-2018. Using the STAR universal screener assessment data, as well classroom observations and assessments, teachers plan for their students instructional needs. Students were divided into three to five different groups (low, medium, high) within their grade levels. These groups meet with their RTI teacher four times per week, where intervention strategies are provided in the areas of math and ELA. Students are progress monitored approximately every eight weeks. Our RTI program is slowly evolving as we work on streamlining the process and understanding and applying further appropriate levels of support to students in three tiers or levels of intervention.
c. In SY 2016-2017, PD was provided on Small Group Instruction (SGI) to support teachers with Tier 2 interventions. We are continuing this practice during regular instructional time.

d. Since SY 2013-2014, MES has been an AVID school. Many of our teachers have attended AVID summer institutes, as well as national AVID conferences. For the past four years we have achieved AVID Elementary Certification. The AVID mantra, "Proven Achievement. Lifelong Advantage" begins at MES. We have now incorporated various AVID strategies in each classroom. This includes daily organizational tool (DOT) binders, reading strategies, reflection logs, philosophical circles, and Socratic seminars. This year, we are working on schoolwide implementation of Costa's Levels of Thinking and Questioning.

Goal 2: Staff Success

4. **PRIORITY STRATEGY: Induction/Mentoring**
    a. In SY 2017-2018, one of our senior teachers is serving as MES's teacher mentor and has been working successfully with our four probationary teachers following Central District's Kahikukala mentorship program.
    b. Another teacher is currently working towards achieving National Board Certification.
5. **PRIORITY STRATEGY: Educator Effectiveness System (EES)**
    a. EES is the process we use to evaluate teachers' performance in the Hawaii State Department of Education to target supports for growth and improvement. Evaluations are differentiated for each teacher based on one of the following three categories they fall into: enhanced, standard, or streamlined. Evaluations can include core professionalism reflections, observations, working portfolios, Student Learning Objectives (SLOs), and/or School System Improvement Objectives (SSIOs). In addition, all teachers are required to develop an Individual Professional Development Plan (IPDP); however, this is not used for evaluation.
    b. All MES teachers have written at least one goal in their IPDP, focusing on student or personal professional growth. Based on what is written in a teacher's IPDP, he/she is supported by administration through PD and/or other resources available.

Goal 3: Successful Systems of Support

6. **PRIORITY STRATEGY: Academic Review Team (ART)**
    a. MES's ART meets weekly to monitor progress on our academic plan. As part of this task, we examine schoolwide performance data, review progress on the State's six priority strategies, and review and implement the enabling activities in the academic plan. This year's academic plan is a three year plan, which was created in SY 2016-2017. It is reviewed twice a year by our leadership team, and a report is sent to our complex

area superintendent. As this is a living document, revisions are made annually.

STRATEGIC PLAN 2017-2020:

Beginning in SY 2017-2018, a new State Strategic Plan was developed, where the state's six priority strategies were replaced with objectives. Our next steps will be to address the state's new objectives through the programs, initiatives, and processes we have in place at MES that are listed below.

GOAL 1: Student Success

1. **OBJECTIVE 1: EMPOWERED. All students are empowered in their learning to set and achieve their aspirations for the future.**
    a. AVID Writing, Inquiry, Collaboration, Organization, and Reading (WICOR)
    b. Step-Up to Writing
    c. Junior Police Officer (JPO) program
    d. Teachers Request Officers on Patrol Safety (TROOPS) program
    e. Student Council
    f. Thinking Maps
2. **OBJECTIVE 2: WHOLE CHILD. All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.**
    a. IRA classes (PE, music, technology, library)
    b. TRIBES
    c. Mindfulness
    d. Intramurals/Extramurals
3. **OBJECTIVE 3: WELL-ROUNDED. All students are offered and engage in a rigorous well-rounded education so that students are prepared to be successful in their post high-school goals.**
    a. GLOs
    b. Common Core State Standards
    c. AVID
    d. Science Technology Engineering Art and Mathematics (STEAM) lessons
    e. Front Row Education
    f. Wonders online
    g. Stepping Stones
    h. Achieve 3000/SmartyAnts
    i. Accelerated Reader
    j. STAR Universal Screener

4. **OBJECTIVE 4: PREPARED AND RESILIENT. All students transition successfully throughout their educational experiences.**
    a. TRIBES Ohana
    b. Mindfulness
    c. Anchored For Life (AFL)
    d. Middle School Orientation
    e. Pre-kindergarten transition to kindergarten
    f. AVID transition from elementary to middle school

GOAL 2: Staff Success

1. **OBJECTIVE 1: FOCUS PROFESSIONAL DEVELOPMENT. Develop and grow employees to support student success and continuous improvement.**
    a. PD offered during extended faculty meetings
        i. PD integrating tech
            1. Chromebooks/Google Docs
            2. Google classroom
            3. Wonders PD
        ii. RTI training
        iii. Complex waiver day
            1. Breakout sessions
                a. Technology integration
                b. Science
                    i. STEAM
                    ii. NGSS
                c. ELA
                d. RTI
    b. EES
    c. Induction and Mentoring
    d. Data Teams/PLCs
    e. Walkthrough observations
    f. RTI implementation
    g. Teachers Teaching Teachers (TTT)
2. **OBJECTIVE 2: TIMELY RECRUITMENT AND PLACEMENT. Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.**
    a. Interviewing and hiring
3. **OBJECTIVE 3: EXPANDED PROFESSIONAL PIPELINE. Expand well-qualified applicant pools for all Hawaii educator positions and expand the number of candidates who are prepared to support student success objectives.**

GOAL 3: Successful Systems of Support

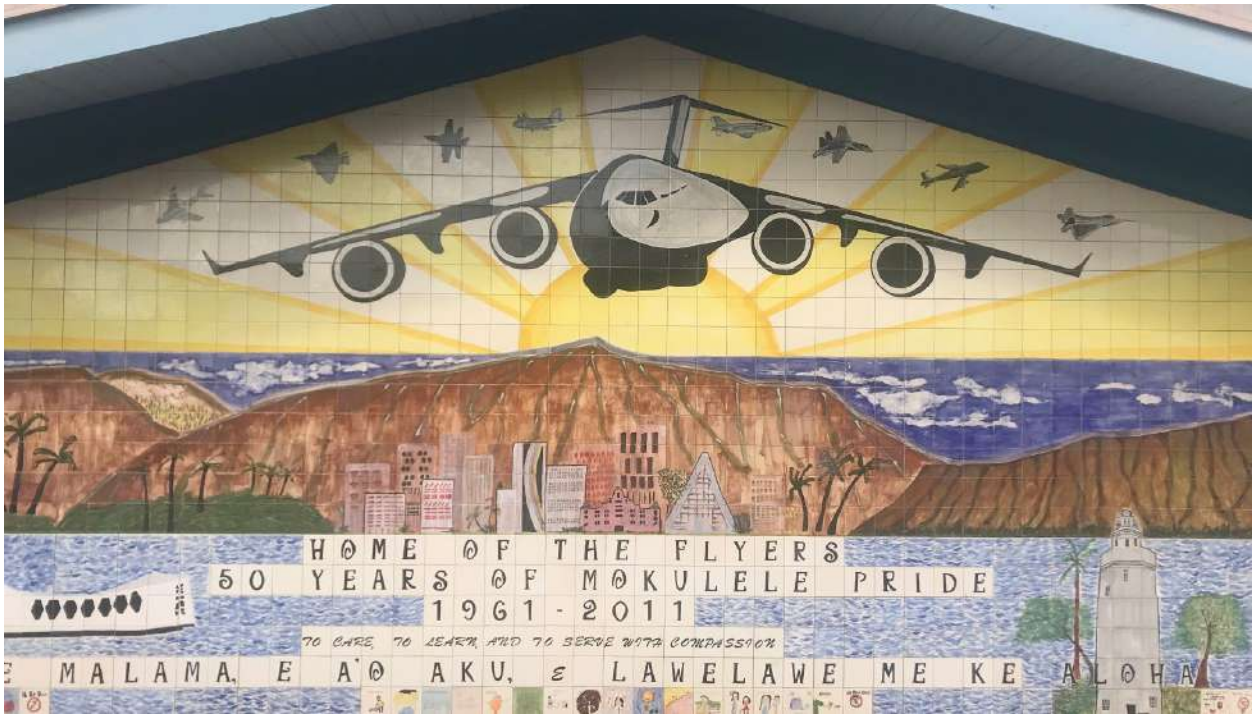
1. **OBJECTIVE 1: INNOVATION. Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.**
    a. 1:1 technology devices
        i. Google Apps for Education (GAFE)
        ii. Front Row Education
        iii. Wonders online
        iv. Stepping Stones
        v. Achieve 3000/SmartyAnts
        vi. Accelerated Reader
        vii. STAR Universal Screener

2. **OBJECTIVE 2: ADEQUATE AND EXPANDED RESOURCES. Secure adequate resources to support school and community-based plans for student success.**
    a. Academic and Financial Plan
    b. Parent & community engagement
        i. Flyer's Day
        ii. Open House
        iii. Coffee Hour
        iv. SCC Meetings
3. **OBJECTIVE 3: EFFICIENT AND TRANSPARENT SUPPORT. Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public education resources.**
    a. RTI
    b. CSSS
        i. Reduction of incident referrals
    c. Social Emotional Learning (SEL) support
        i. TRIBES
        ii. Habits of Mind
        iii. Mindfulness
    d. AVID

Mokulele Elementary School
SELF-STUDY

Chapter 3

Implications of MES Profile and Progress Data



Chapter 3: Implications of Mokulele Elementary School Profile and Progress Data

Based on work completed in Tasks 1 and 2, Self-study Report, Chapter 3: Implications of MES Profile and Progress Data

1. What are the implications of the profile data with respect to student performance?
2. Select two to three student learning needs based on the data.
3. List important questions that have been raised by the analysis of student performance, demographic, and perception data.

<u>The implications of the profile data with respect to student performance</u>

Our data shows that our ELA and math proficiency scores increased between the school years 2014-2015 to 2015-2016. In the following school year 2016-2017, the ELA and math proficiency scores dropped. The data we analyzed has led us to conclude that we need to focus on improving both our ELA and math practices. Our scores in math are lower than in ELA, thus making math our main focus.

Students need behavioral support and a well-managed, orderly environment for effective learning. Based on MES's SQS, Tripod, and behavioral referral data our students show a need for an improved behavior support system. Improvements have been made through our new administration; however, we would like to continue our progress in developing support systems for our students.

MES students' performance in ELA and math and their need for behavior support, all relate to their ability to demonstrate critical thinking and problem-solving strategies. Therefore, we will focus on GLO 3: Complex Thinker.

- GLO 3: Complex Thinker

  This GLO is a priority area for MES based on the following:
  - 62% of our students did not meet proficiency in math.
  - 48% of our students did not meet proficiency in ELA.
  - GLO #3 - Complex Thinker, the overwhelming trend shows that most MES students were graded "sometimes" and "rarely," and no students were graded "consistently."

Student Learning Needs Based on the Data

Learning Need	Related General Learner Outcome
Math	● Complex Thinker
ELA	● Complex Thinker ● Effective Communicator
SEL	● Community Contributor

Questions that have been raised by data

- What systems of support will we have to improve student participation and encourage critical thinking?
- What other supplemental program/strategy can we use to improve and/or monitor students' problem solving skills? (Front Row Education, Problem Solver, Singapore Math, etc.)
- What supports are needed to help develop captivating lessons to increase student engagement and participation?
- How do we better utilize our planning and collaboration time?
- If our school's focus is the whole child, then why are our students not performing at the "consistent" level for GLOs?
- How do we use data more effectively schoolwide?

Mokulele Elementary School
SELF-STUDY

Chapter 4

Self-Study Findings

United We Stand Bulletin Board

- Category A: Organization
- Category B: Standards-based Student Learning: Curriculum
- Category C: Standards-based Student Learning: Instruction
- Category D: Standards-based Student Learning: Assessment and Accountability
- Category E: School Culture and Support for Student Personal and Academic Growth

Chapter 4

Self-Study Findings

Category A: Organization

MES Daily Organization Tool (DOT) Binders

Category A: Organization

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.

Vision, Mission, and General Learner Outcomes, Profile, Academic Plan
A1.1. Indicator: The school has established a clear, coherent vision and mission of what students should know and be able to do; 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.

A1.1. Prompt: *Evaluate the degree to which the development of the school's vision, mission, and Academic Plan has been impacted by pertinent student/community profile data, identified global competencies, and current educational research.*

Findings	Supporting Evidence:
MES Mission Statement ● MES has a clear vision and mission statement, which is based on the belief that all students will have the "skills, knowledge, and resiliency to be successful lifelong learners in a rapidly changing world." **MES Vision Statement** ● "MES is a TRIBES school where all learners succeed in a safe, positive place that values relationships and relevant learning." ● This vision and mission was developed ten years ago using a collaborative process, keeping in mind the community we serve, which is 98% military, and valid skills students need.	● TRIBES ● Vision and Mission Posters ● TRIBES Agreements ● Schoolwide Ohana Lessons ● STEAM Lessons/ Activities ● AVID Strategies ● MES Demographic Reports
Academic Plan ● Our Academic Plan is a three year plan that	● Academic Plan ● Parent Coffee Hour

guides the implementation of the state complex initiatives paired with the current needs of our school. Our Academic Plan is a living document, which is reviewed twice a year and updated as needed. This document guides what we do to improve student performance and address the needs of our school community. ● Mokulele annually solicits input from different stakeholders to provide feedback on the Academic Plan.	● School Community Council (SCC)

Development/Refinement of Vision, Mission, General Learner Outcomes, and Academic Plan

A1.2. Indicator: The processes to ensure involvement of representatives for the entire school community in the development/refinement of the vision and mission are effective.

A1.2. Prompt: *Evaluate the effectiveness of the processes that ensure involvement of the entire school community.*

Findings	Supporting Evidence:
Stakeholder Involvement ● We are effective in ensuring the involvement of our entire school community through student/parent/community/school collaboration meetings to review and provide feedback on our Academic Plan annually. ● Our SCC includes parents, students, certificated and classified staff, and community representatives. Monthly meetings are open to all stakeholders. Meeting dates are posted in parent bulletins, MES website, and on our school marquee.	● Student Community Council (SCC) Meeting Minutes ● Parent Coffee Hour Agendas ● Marquee Messages ● Monthly Newsletter ● MES Website--SCC Link ● MES Website--Calendar of Events ● Lunch Menu (student dropdown)

Understanding of Vision, Mission, General Learner Outcomes, and Academic Plan

A1.3. Indicator: Students, parents, and other members of the school community demonstrate understanding of and commitment to the school's vision and mission, General Learner Outcomes, and the Academic Plan.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, General Learner Outcomes, and the Academic Plan.*

Findings	Supporting Evidence:
Vision and Mission ● 100% of our teachers have the MES vision and mission posted in their classrooms. It is also displayed in the office, in every student planner, our MES website, and MES monthly newsletter.	● Vision and Mission Posters ● School Website ● Monthly Newsletters ● Student Planner
General Learner Outcomes (GLO) ● 100% of our teachers have GLO statements posted in their classroom. The GLOs are incorporated into our curriculum and reinforced in all MES settings. ● 100% of our teachers (K-6) report progress on GLOs quarterly in report cards.	● GLO Posters ● Report Cards
Academic Plan ● 100% of our teachers and staff are given copies of our Academic Plan in the Faculty Binder at the beginning of the school year, when it is also reviewed. ● Our Academic Plan is also shared with our SCC. ● Our Academic Plan is available to the public for view on the HIDOE website.	● Faculty Binder ● SCC Meeting Minutes ● HIDOE Website

Regular Review and Revision

A1.4. Indicator: The school is implementing an effective process for regular review/revision of the school vision, mission, General Learner Outcomes, and the Academic Plan based on student needs in an evolving global society.

A1.4. Prompt: *Evaluate the effectiveness of the process for regular review/revision of the school vision, mission, General Learner Outcomes, and the Academic Plan.*

Findings	Supporting Evidence:
Vision and Mission ● Our vision and mission statements have not been reviewed on a regular basis using a specific process.	● Vision and Mission Statements
Academic Plan ● Our Academic Plan is available to the public through the state website. It is reviewed by the faculty, staff and SCC annually.	● Academic Plan ● SCC Meeting Minutes ● Faculty Binder
GLOs ● GLOs are common mandated statewide student outcomes that have been established over several years, thus are not open for revision at this time.	● State Strategic Plan

General Learner Outcomes and Vision and Mission

A1.5. Indicator: General Learner Outcomes and academic standards are reflected in the school's vision and mission.

A1.5. Prompt: *Evaluate the ways in which General Learner Outcomes and academic standards are reflected in the school's vision and mission.*

Findings	Supporting Evidence:
Vision and Mission ● The academic standards and GLOs are	● Vision and Mission Statements

related to our vision and mission based on what is stated in our vision and mission statements ("provide our students with the skills, knowledge, and resiliency to be successful lifelong learners in a rapidly changing world.")	
GLOs ● TRIBES, which is mentioned in our vision, reinforces the GLOs.	● TRIBES Agreements ● TRIBES Activities

A2. Governance Criterion

The school's program and operations are in alignment 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.

Understanding the Role of the Governing Authority (BOE, DOE State and Complex Area)

A2.1. Indicator: The school community understands the governing authority's role including how stakeholders can be involved.

A2.1. Prompt: *To what degree does the school community understand the governing authority's role, including how stakeholders can participate in the school's governance?*

Findings	Supporting Evidence:
Stakeholder Involvement ● Our school community understands the roles of the BOE, DOE State Level Offices, and Complex Areas, including how stakeholders (parents, students, faculty, staff, community members) can participate in our school's governance. This occurs during faculty and staff meetings, Lotus Notes correspondence, letters sent home through You've Got Mokulele Mail (YGMM) folders, school newsletters, SCC meetings, Parent Coffee Hour meetings, and surveys. ● All faculty, staff, and parents are notified of	● Flyer's Day Meet and Greet ● SCC Meeting Minutes ● YGMM Folders ● MES Newsletters ● Lotus Notes Correspondence ● DOE Memos and Notices ● SQS Survey ● Faculty Meeting Agendas ● Opening of the School

BOE and DOE policies, laws, rules, and regulations they are responsible for following through mandated principal dissemination of information directed by the BOE, state superintendent, and complex area superintendent. ● MES follows inclusive processes for discussion and decision making through our principal's solicitation of feedback and use of feedback as a means to make final schoolwide decisions.	Year Packet

Relationship Between Governing Authority and School

A2.2. Indicator: The school's stakeholders understand the relationship between the governing authority's decisions, expectations, and initiatives that guide the work of the school.

A2.2. Prompt: *Provide examples of how stakeholders understand the relationship between the governing authority's decisions, expectations, and initiatives that guide the work of the school.*

Findings	Supporting Evidence:
Stakeholder Understanding ● Expectations from the state, district, and school are shared through the State Strategic Plan, DOE memos and notices, and Opening of the School Year Packet. ● Stakeholders within the school community are informed of decisions, expectations and initiatives through faculty and staff meetings, SCC meetings, Parent Coffee Hour meetings, You've Got Mokulele Mail (YGMM) folders, school newsletters, HIDOE website, and MES website.	● State Strategic Plan ● DOE Memos and Notices ● Opening of the Year Packet ● Faculty and Staff Meeting Minutes ● SCC Meeting Minutes ● Parent Coffee Hour Agendas ● YGMM Folders ● MES Newsletters ● HIDOE Website ● MES Website

Faculty, Staff, and Governing Authority

A2.3. Indicator: There is clear understanding about the relationship between the governing authority and the responsibilities of the faculty and staff.

A2.3. Prompt: *To what degree is there clear understanding about the relationship between the governing board and the responsibilities of the faculty and staff?*

Findings	Supporting Evidence:
DOE Expectations ● There is a clear understanding about the relationship between the governing board and the responsibilities of the faculty and staff. ● Policies set forth by the BOE are implemented by the DOE. Administration is responsible for communicating expectations, and our entire school is responsible for implementing set policies. ● Faculty and staff are aware of their responsibilities to implement the state's goals via the State Strategic Plan. ● All documents and State's DOE requirements are reviewed, acknowledged, and implemented throughout the school year.	● Faculty Meetings Minutes ● SCC Meeting Minutes ● DOE Memos and Notices ● Opening of the Year Packet ● State Strategic Plan
Academic Review Team (ART) ● Our ART/leadership team provides support to our teachers and students to ensure all state and complex initiatives are implemented. Our team meets weekly to review and implement systems and practices that improve student achievement, then submits a self-evaluation to the complex area superintendent at the middle and end of each school year.	● ART Agendas and Minutes ● Academic Plan Progress Report

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.

Broad-Based and Collaborative Planning Process

A3.1. Indicator: The school's planning process is broad-based, collaborative, and has the commitment of the stakeholders, including the staff, students, and parents.

A3.1. Prompt: *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, and parents.*

Findings	Supporting Evidence:
School Planning Process ● MES's planning process is highly effective in that it is broad-based, collaborative, and fosters the commitment of the stakeholders including the faculty, staff, students, parents, and community members. ● Relevant support staff members (educational assistants,custodians, cafeteria staff, office staff, casual hires) are also included in school wide meetings as appropriate.	● Faculty Meeting Minutes
Academic and Financial Plan ● Our Academic and Financial Plan development process is cyclical and includes stakeholder input and review. This occurs during SCC meetings, faculty meetings, and ART meetings. ● Academic Plan is progress monitored twice per year. ● Parents, students, and community members are involved in the planning process through SCC meetings; however, involvement is minimal when input and feedback is solicited.	● Academic Plan Progress Report ● SCC Meeting Minutes

Data Teams ● Data Team/PLC meetings are held approximately twice a month during IRA time. They involve grade level groups and while SpEd teachers are invited to attend, their schedules do not permit it. To address this, we are planning to adjust the faculty meeting schedule next year to include dedicated SpEd/Gen. Ed. articulation.	● Data Team/PLC Agenda and Minutes
Vertical Articulation ● During faculty meetings, grade levels share what they do in their grade level. We are working on improving our vertical articulation process in order to review schoolwide academic goals and spiral curriculum more effectively.	● Faculty Meeting Minutes ● Grade Level Created Charts

Correlation between Student Learning and the Academic Plan

A3.2. Indicator: The analysis of multiple sources of data (e.g., demographic, student achievement, perpetual process) guides the school's Academic Plan.

A3.2. Prompt: *How does the school ensure that the analysis of multiple sources of data, General Learner Outcomes, and academic standards are incorporated into the Academic Plan and impact the development, implementation, and monitoring of the plan?*

Findings	Supporting Evidence:
Academic Plan ● The GLOs, Common Core State Standards (CCSS), student achievement data, and perception data drives the development of our Comprehensive Needs Assessment (CNA), which in turn is used to develop our Academic Plan. ● Progress of our Academic Plan is monitored twice per year by our ART.	● Comprehensive Needs Assessment (CNA) ● Academic Plan ● Academic Plan Progress Report ● Strive HI Data ● ART Leadership Meeting Minutes
PLC/Data Team ● MES is committed to ensuring student achievement. The school continues to improve practices and strategies to analyze	● PLC/Data Team Minutes ● Data Team Charts

student data to drive our schools' academic focus, programs, organization, leadership, PD, and student activities. Much of this occurs through facilitation of PLC/Data Team meetings.	

Alignment of All Resources and the Academic Plan

A3.3. Indicator: There is correlation between the allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishment of the Academic Plan.

A3.3. Prompt: *Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the Academic Plan.*

Findings	Supporting Evidence:
Allocation of Resources ● The DOE provides funding for all public schools in Hawaii based on a weighted student formula (WSF) or per-pupil allocation, which is based on legislative funding. Due to fluctuating enrollment over recent years, the budget has also fluctuated. ● 100% of available resources are allocated appropriately to support the implementation, monitoring, and accomplishment of our Academic Plan. ● The school budget is primarily used for personnel (92%), and the remainder for resources, supplies, operational expenses, classroom materials, and PD.	● Academic and Financial Plan ● Financial Report ● WSF/Non-WSF Report

Progress Monitoring of the Academic Plan

A3.4. Indicator: The school's Leadership Team/Academic Review Team has defined roles and responsibilities and monitors the progress of the implementation of the Academic Plan.

A3.4. Prompt: *Comment on the roles and responsibilities of the school's Leadership Team/Academic Review Team. Evaluate the degree to which this team monitors the progress of the implementation of the Academic Plan.*

Findings	Supporting Evidence:
Leadership Team ● The Leadership Team meets weekly to discuss any concerns that are school-related; monitor, plan, and execute schoolwide activities; and review contents of the weekly bulletin.	● Weekly Bulletin
ART ● The ART monitors our Academic Plan. This occurs twice per year through an Academic Plan Progress Report that is completed and submitted to our complex area superintendent where feedback is then provided to us on our progress. ● Weekly meetings provide our ART with the opportunity to review implementation of the Academic Plan. However, this needs to be done with greater fidelity.	● Academic Plan ● Academic Plan Progress Report ● ART Agendas/Minutes

School Community Council

A3.5. Indicator: The School Community Council (SCC) reviews and monitors the Academic Plan, and provides opportunities for stakeholder input and feedback.

A3.5. Prompt: *To what extent does the SCC review and monitor the Academic Plan and provide opportunities for stakeholder input and feedback?*

Findings	Supporting Evidence:
SCC ● The SCC, which has representation from all	● SCC Meeting Minutes ● SCC Sign-in sheets

stakeholder groups, is a forum for exchanging ideas on improving student achievement. The council meets monthly and are expected to review the Academic Plan to monitor the school's progress and suggest feedback for improvement. ● These meetings clarify questions and provide answers about academic initiatives and school related topics.	

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 ongoing professional development.

Qualifications of Staff

A4.1. Indicator: The school implements state personnel policies and procedures to ensure that staff are qualified based on background, training, and preparation.

A4.1. Prompt: *Evaluate the procedures to ensure all staff members in all programs are qualified for their responsibilities within any type of instruction to ensure quality student learning and teaching.*

Findings	Supporting Evidence:
Qualified Staff/Hiring ● MES follows DOE employee policies and practices. Applicants seeking employment in teaching submit an application to the DOE teaching recruitment office. The Personnel Regional Officer (PRO) for Central District provides personnel lists for the principal to schedule interviews. The school follows the interviewing and hiring procedures set by the DOE. ● Our principal interviews and hires teachers and other personnel based on certification and work experience. The ability to collaborate and communicate in a timely manner and work with others is highly regarded, since teamwork is a main focus of	● School Status and Improvement Report (SSIR) ● The following can only be accessed by the principal ○ Hawaii State Teacher Standards Board License ○ Individual Transcripts ○ Office of Human Resources (OHR) Certificated Employment List

our school. Our principal also seeks educators who will engage learners in higher level thinking and has the passion for lifelong learning. ● In SY 2014-2017, 100% of the general education and special education teachers at MES were HQT (Highly Qualified Teachers). This year, SY 2017-2018, the state changed the criteria to Hawaii Qualified Teachers. Under this new policy, 24% (6) were not considered Hawaii Qualified and 76% (19) are considered HQT.	○ Employment Lists Provided by DOE Human Resources ○ Applications ○ Resumes ○ Praxis Scores ○ Diplomas

Maximum Use of Expertise

A4.2. Indicator: 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.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities in order to promote quality student learning and teaching.*

Findings	Supporting Evidence:
Hiring Process ● The DOE generates a list of available applicants who are eligible for employment to fill open positions they are qualified for. This list is sent to our principal for review. Our principal then conducts school-level interviews to either select or not select the available applicants to fill the open positions.	● HIDOE Procedures and Policies for Hiring Practices.
Mentoring ● Currently, four teachers are in the Induction and Mentoring Program. Teachers will participate in the mentoring program until they are tenured.	● Professional Development Educate, Empower, Excel (PDE3)

Defining and Understanding Policies and Procedures

A4.3. Indicator: The school has clear written policies and procedures that define responsibilities and expectations, operational practices, and decision-making processes for administrators and staff.

A4.3. Prompt: *Evaluate the written policies and procedures that define the responsibilities, operational practices, decision-making processes for administrators and staff. Determine the degree of clarity and understanding of these by administration and staff.*

Findings	Supporting Evidence:
Policies and Procedures ● Administration distributes and reviews the Opening of the School Year Packet at the start of each school year for all employees. The packet outlines duties and responsibilities for all faculty and staff members, based on BOE and DOE policies, laws, rules, regulations, procedures, and directives from the state superintendent. Administration also informs Bargaining Unit 5 members on guidelines for student behavior. ● There is a clear understanding of these policies, laws, rules, regulations, procedures, and directives DOE employees are responsible for following.	● Opening of the School Year Packet ● Opening of the School Year Packet Sign-In Sheets

Internal Communication and Planning

A4.4. Indicator: The school has effective structures for internal communication, planning, and resolving differences.

A4.4. Prompt: *How effective are the existing structures for internal communication, planning, and resolving differences?*

Findings	Supporting Evidence:
Internal Communication ● MES's means of internal communication and planning are highly effective, as there are	

many structures in place. Although structures exist for resolving differences, based on teacher perception data, there is room for improvement. When there is a need to address any staff matter, it is a personnel issue; therefore, teachers' perceptions may be based on incomplete information.	
Conflict Resolution ● There is also an open door policy for all faculty and staff to meet with our principal. Employees are expected to work with their grade level teams to resolve conflicts, but if no resolution is reached, they are encouraged to see the administrator. ● According to the SQS Teachers Survey, ○ "I feel comfortable speaking to my school administrator" ■ 2015 - 72% agree (73% state) ■ 2016 - 67% agree (72% state) ■ 2017 - 71% agree (73% state) ○ "The school effectively handles staff discipline problems." ■ 2015 - 46% agree (64% state) ■ 2016 - 32% agree (60% state) ■ 2017 - 53% agree (62% state) ○ "My school has clear rules for staff behavior." ■ 2015 - 50% agree (67% state) ■ 2016 - 41% agree (72% state) ■ 2017 - 59% agree (55% state) ○ "My leadership provides me with effective advice when I have problems on the job." ■ 2015 - 65% agree (75% state) ■ 2016 - 50% agree (71% state) ■ 2017 - 59% agree (74% state)	● SQS Teacher Survey SY 15-17
Lotus Notes ● Lotus Notes is the primary vehicle for daily communication where the following is accessible: ○ E-mail ○ Weekly bulletins	● Lotus Notes ○ Weekly Bulletins ○ DOE Memos and Notices

○ DOE memos and notices	
Google Apps for Education (GAFE) ● GAFE has been added as an additional line of communication across various role groups where the following are accessible: ○ Master Calendar ○ Meeting agendas and minutes ○ Documents ○ Apps used by teachers to monitor student work ○ Presentations/lessons	● GAFE ○ Master Calendar ○ Faculty Meeting Agendas/Minutes ○ Documents/Files
Planning ● Teachers are provided with time to meet in grade level PLC/Data Teams to collaborate, plan curriculum, analyze student work, and/or receive further PD. ● MES has a culture and practice of advance publishing of agendas, public recording, and posting of minutes to ensure transparency and accountability of information.	● PLC/Data Team Agendas/Minutes ● Faculty Meeting Agendas/Minutes
Leadership and ART Planning ● Our Leadership Team is comprised of the principal, curriculum coordinator, student services coordinator (SSC), counselors, technology coordinator, music teacher, and PE teacher. The team meets weekly to address state/school level initiatives. ● ART monitors the school's efforts in implementation of the Academic Plan.	● Leadership Team/ART meeting minutes

Staff Actions/Accountability to Support Learning

A4.5. Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

A4.5. Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.*

Findings	Supporting Evidence:
Data Teams ● Data Teams provide teachers with the opportunity to make informed decisions on teaching and learning based on student data. During this process teams analyze student work, set Specific Measurable Attainable Results-oriented Time-bound (SMART) goals, select teaching strategies, and determine result indicators for success. They also reflect on their teaching practices. ● Although grade level teams meet as Data Teams, the Data Teams process needs to be followed with greater fidelity.	● PLC/Data Team Meeting Minutes ● Data Boards
FOL Groups ● FOL groups are comprised of teachers from different grade levels, classified staff, and a member of the Leadership Team. Each group works on a different section of the WASC self-study report. The range of representatives provide a broad perspective of our school's organization, curriculum, instruction, assessment, student culture and support.	● WASC Self-Study Report
Professional Development (PD) ● During weekly faculty meetings, PD is provided to teachers on topics, such as Response to Intervention (RTI), Data Teams, facilitative leadership, and supplemental	● Faculty Meeting Minutes ● Google Presentations

computer programs. Furthermore, Teachers Teaching Teachers (TTT) strategies employed in the classroom setting.	
Strive HI ● Strive HI performance reports are evaluated by our faculty and staff to identify our areas of strength and areas of growth with regard to student achievement in math, ELA, and science. This data supports us in making informed decisions on next steps for teaching and learning.	● Strive HI Report
RTI ● A RTI schedule is being implemented schoolwide. Students are divided into three to five different groups (low, medium, high) within their grade levels based on results from performance on our STAR universal screener, as well as performance in class. These groups meet with their RTI teacher four times per week, where intervention strategies are provided in the areas of math and ELA. Students are progress-monitored approximately every eight weeks. Our RTI program is slowly evolving as we work on streamlining the process and understanding and applying further appropriate levels of support to students in three tiers or levels of intervention.	● RTI Binder ○ RTI Rosters ○ RTI Schedule
Peer Review ● Peer review meetings are held bimonthly for students with intensive needs to monitor their academic and behavioral progress. Teachers submit student data to the peer review team.	● Peer Review Tracker

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.

Support of Professional Development

A5.1. Indicator: 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.

A5.1. Prompt: *How effective is the support of professional development/learning? Provide evidence and examples.*

Findings	Supporting Evidence:
● Although MES effectively supports professional development/learning with time, personnel, material, and fiscal resources, teachers feel that this is an area which needs to be improved.	
SQS ● SQS Teacher Survey, ○ "I am satisfied with the professional development opportunities the school provides for me." ■ 2015 - 54% agree (56% state) ■ 2016 - 46% agree (57% state) ■ 2017 - 41% agree (67% state)	● SQS Teacher Survey (2015-2017)
Professional Development Educate, Empower, Excel (PDE3) ● PD is offered through PDE3. Teachers have access to increase their skills and knowledge through workshops and courses. ● Lotus Notes is used as a means to share information regarding upcoming PD opportunities.	● PD Classes Teachers Register for on PDE3
Radford Complex Waiver Day ● Radford Complex organizes waiver days twice a year dedicated to PD.	● Radford Complex Waiver Day Agendas
Faculty Meeting PD ● MES's focus has been on the McGraw Hill	● Faculty Meeting Minutes

Wonders ELA Program, Data Teams protocol, facilitative leadership, use of supplemental computer programs, and RTI. PD is also conducted during faculty meetings.	

Supervision and Evaluation

A5.2. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A5.2. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence:
Educator Effectiveness System (EES) ● MES has highly effective evaluation procedures to promote professional growth of our staff because we follow the state mandated EES, which is the process we use to evaluate teachers' performance in the Hawaii State Department of Education to target supports for growth and improvement. ● All teachers are required to develop an Individual Professional Development Plan (IPDP); however, this is not used for evaluation. In their IPDP, teachers write at least one goal, which focuses on student or personal professional growth. Based on what is written, teachers are supported by administration through PD and/or other resources available.	● Hawaii DOE Website ● EES Manual/Documents
Performance Appraisal System (PAS) ● The PAS is used to evaluate classified staff. Principal and staff work together to set targeted annual goals, which are monitored throughout the evaluation period.	● PAS Documents

Measurable Effect of Professional Development

A5.3. Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

A5.3. Prompt: *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence of how professional development/learning has had a positive impact on student learning.*

Findings	Supporting Evidence:
Effectiveness of PD ● PD delivered at the complex and school level has consistently been connected to what is targeted in the MES academic plan. PD has had a positive impact on student learning; however, monitoring the implementation of what was learned through PD provided will need to occur.	● Radford Complex Waiver Day Agendas ● Faculty Meeting Minutes
Individual Professional Development Plan (IPDP) ● Teachers receive mentoring/coaching from the principal in creating their IPDPs.	● EES ○ IPDP
Collaboration Time ● MES dedicates collaboration time bimonthly to PLC/Data Teams. Grade level teams reflect on best practices, analyze student work samples, identify strengths and areas of growth, and determine high yield instructional strategies that will improve student learning. Monitoring student growth through effective teaching strategies is the primary focus of Data Team meetings.	● PLC/Data Team Agenda/Minutes
RTI ● After receiving RTI PD, MES developed a schoolwide RTI program that addresses the needs of all students in the areas of ELA and math. To measure effectiveness of intervention strategies implemented, students are progress monitored approximately every eight weeks.	● RTI Binder ● Data Team Charts and Agendas ● IPDP

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.

Allocation Decisions

A6.1. Indicator: Decisions about resource allocations are aligned with the school's vision, mission, General Learner Outcomes, the academic standards, and the Academic Plan.

A6.1. Prompt: *To what extent are resources allocated to meet the school's vision, mission, General Learner Outcomes, the academic standards, and the Academic Plan?*
Allocation Involvement

Findings	Supporting Evidence:
● According to the SQS Teacher Survey... ○ "I am satisfied with the quality of resources the DOE/school provides to teachers and students for learning." ■ 2015 - 31% agree (49% state) ■ 2016 - 27% agree (47% state) ■ 2017 - 38% agree (67% state) ● Teachers satisfaction of the quality of resources provided are significantly lower than the state response. This is an area that may be an opportunity to collectively explore resource options through partnerships, grants, or fundraisers.	● SQS - Teacher Survey (2015-2017)
Resource Allocation ● While resources are 100% allocated to support our school, the majority of our teachers feel they need more resources. ● Resource allocations are determined by our administration and supports student achievement, our vision and mission, CCSS, and the GLOs. The Academic and Financial Plans outline the use of monies used to support the State Strategic Goals. Administration determines funding for other expenses, such as costs for teacher positions, supplies, and operations.	● Academic and Financial Plan ● Faculty Meeting Minutes ● PTO Minutes

● The allocation of resources are shared with all stakeholders through the SCC, PTO and faculty meetings annually.	

A6.2. Indicator: The school leadership and staff are involved in the resource allocation decisions.

A6.2. Prompt: *Comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence:
● 100% of our resources are allocated appropriately to support the implementation, monitoring, and accomplishment of our Academic Plan, as the enabling activities in the Academic Plan drives the Financial Plan.	● MES Academic Plan ● Financial Plan
Stakeholder Input ● All stakeholders provide input and review into the development of our Financial Plan, as this process is cyclical. This occurs during SCC meetings and faculty meetings.	● SCC Meeting Minutes ● Faculty Meeting Minutes ● Financial Plan

Practices

A6.3. Indicator: 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.

A6.3. Prompt: *Evaluate the effectiveness of the processes and procedures for developing an annual budget, conducting audits, and utilizing sound quality business and accounting practices, including internal controls within the school to ensure protection against mishandling of institutional funds.*

Findings	Supporting Evidence:
Procurement Procedures ● MES follows all state mandated DOE policies	● State Procurement Procedures

and procedures regarding the handling of all funds to maintain sound quality business and accounting practices. ● Audits are conducted periodically by the DOE or private firms contracted by the DOE to ensure protection against mishandling of institutional funds. ● MES conducts its own monitoring of school level funds. Administration, faculty, and staff follow procurement policies and expenditure procedures with regard to authorization approvals and proper documentation.	● WSF Data ● Academic and Financial Plan
Financial Plan ● The Financial Plan development process is cyclical and includes stakeholder input and review. This occurs during SCC meetings and faculty meetings.	● Faculty Binder ○ Financial Plan Process

Facilities Conducive to Learning

A6.4. Indicator: The school's facilities are adequate to support high-quality learning.

A6.4. Prompt: *To what extent do the facilities support high-quality learning?*

Findings	Supporting Evidence:
● According to the SSIR 2016-2017 for the last three years, our school's administration facilities, library, cafeteria, and classrooms were rated "In excess of state standards."	● SSIR
SQS ● Student, Teacher, and Parent feedback on the school School Quality Survey (SQS) show mixed perceptions over the last three years. However, most recent feedback is positive. ● SQS Student Survey, ○ "I feel the school buildings are safe for students." ■ 2015 - 85% agree (84% state)	● SQS Data (SY 2015-2017)

■ 2016 - n/a (84% state) ■ 2017 - 84% agree (84% state) ● SQS Teacher Survey ○ "I feel the grounds and facilities at school are safe for staff." ■ 2015 - 92% agree (85% state) ■ 2016 - 73% agree (82% state) ■ 2017 - 81% agree (84% state) ● SQS Parent Survey ○ "The school grounds and facilities are safe for my child." ■ 2015 - 63% agree (74% state) ■ 2016 - 73% agree (83% state) ■ 2017 - 94% agree (86% state)	

Instructional Materials and Equipment

A6.5. Indicator: 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.

A6.5. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology software, textbooks, and other printed materials, manipulatives, and laboratory materials.*

Findings	Supporting Evidence:
Procurement Procedures ● MES effectively follows all state mandated DOE policies and procedures for acquiring and maintaining adequate instructional materials and equipment. Purchases are driven by the Academic and Financial Plan.	● State Procurement Procedures ● Academic and Financial Plan

Qualified Personnel

A6.6. Indicator: Resources are available to hire and retain qualified personnel for all programs.

A6.6. Prompt: *Determine if resources are available to hire and retain qualified personnel for all programs.*

Findings	Supporting Evidence:
Resources for Personnel ● The financial resources needed for the hiring and retention of qualified staff at the school are determined by the allocations given from the state based on WSF funding, which is based on legislative funding. Thus, resources are available to hire and retain qualified personnel for all programs. ● MES spends the majority of its funds on personnel (92%).	● Financial Report ○ WSF Budget ○ Non-WSF Budget

HIDOE/ACS WASC Category A. Standards-Based Student Learning:
Organization: Summary, Strengths, and Growth Areas

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified student learning needs (Chapter III).

Summary (including comments about the student learning needs

At MES, improving student achievement is a focus; however, we need to monitor the implementation of PD and the Academic Plan, as well as monitor the progress of grade level Data Teams with greater fidelity. Although there is a strong vision and mission statement that guides our school, we need to revisit and review these statements annually with all stakeholders. Many opportunities are provided for parent and community involvement; however, participation in all schoolwide activities needs to be improved. Administration effectively communicates state mandated initiatives, policies, and procedures, which are followed with fidelity.

Prioritize the strengths and areas of growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff and Resources: Areas of Strength

- Improving student achievement is a focus.
- Administration/Principal effectively communicates state mandated initiatives to faculty, staff, and stakeholder members.
- State mandated policies and procedures are followed.
- Many opportunities for parent and community involvement in school are provided.
- Strong vision and mission statement that relates to students and aligns to standards and GLOs.

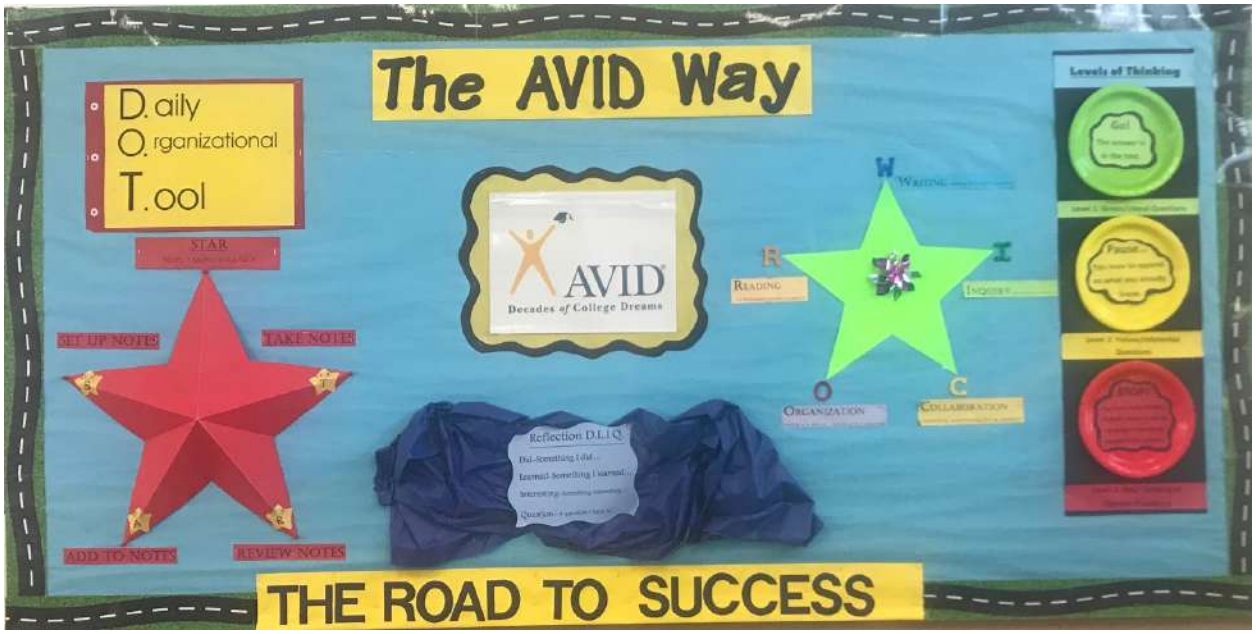
Category A: Organization: Vision and Purpose, Governance, Leadership, Staff and Resources: Areas of Growth

- Monitor the implementation of PD and the Academic Plan, as well as monitoring the progress of grade level Data Teams with greater fidelity.
- Re-evaluate methods of increasing all stakeholder (including teacher) participation in schoolwide activities and decisions as attendance/volunteers/input are minimal.
- Revisit vision and mission statements so that it remains relevant to present and future needs of the students.

Chapter 4

Self-Study Findings

Category B: Standards-based Student Learning: Curriculum



AVID Bulletin Board

Category B: Standards-based Student Learning: Curriculum

B1. Curriculum Criterion

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 and Financial Plan.

Current Educational Research and Thinking

B1.1. Indicator: The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

B1.1. Prompt: *Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and revise the curriculum as needed.*

Findings	Supporting Evidence:
● We maintain a viable, meaningful instructional program for students and are effective in what we do because we continually tailor our PD to stay current and relevant in order to meet our needs.	
Professional Development (PD) ● PD is planned and designed based on current curriculum standards (CCSS, HCPS III, and the Hawaii Early Learning and Development Standards [HELDS] for preschool) and is aligned to the State Strategic Plan and our Academic Plan. ● We need to be more intentional in sharing and following through on what is learned when selected groups of teachers attend PD trainings off campus, so everyone will stay current and relevant.	● Faculty/PD Meeting Minutes ● Faculty Sign in sheets ● PD ○ Achieve 3000/Smarty Ants ■ Sara Bhonsale - whole staff training ○ Front Row ■ Whole staff ○ Wonders Training ■ Selected teachers ○ Response to Intervention (RTI)

	○ Hawaii Department of Education's Longitudinal Data System **(**LDS) ● State Strategic Plan ● MES Academic Plan ● Standards ○ CCSS ○ HCPS III ○ HELDS ● Universal Screener: STAR Reading ○ Selected teachers ● TTT ○ Google Training (Grades 2-6):
SpEd PD ● PD is provided for the SpEd Department to best meet the needs of their students.	● Zoo Phonics (Preschool) ● Lexia (K-6) ● Sonday (PK-6) - (SY 2017-2018)
Research Based/Best Practices Support ● MES stays current by incorporating the latest educational research. ● All the schools in the Radford complex, including MES, have adopted AVID. AVID is used to prepare our students to be successful in school and be college and career ready. ● Thinking Maps are also used to teach organizational skills. ● TRIBES and Mindfulness are research based Social Emotional Learning (SEL) programs used at MES to foster the social development and well-being of our students.	● AVID ● Thinking Maps ● TRIBES ● Mindfulness
PLC/Data Teams ● MES also stays current and relevant and revises the curriculum as needed through the work that is accomplished in PLCs and Data Teams.	● PLC/Data Team Minutes ● Pacing Guides

Survey Data ● Survey data is considered in the use and nonuse of curriculum programs. For example, 16% of teachers felt the "IXL" program was effective, while 84% felt it was somewhat to not effective. ● Consequently, this helped us decide on discontinuing use of IXL for our students and explore the implementation of a more current and relevant program, Front Row Education	● IXL to Front Row Education ● Survey Data FOL B

Academic Standards for Each Subject Area

B1.2. Indicator: The school consistently implements, within and across grade levels or departments, General Learner Outcomes and academic standards for each subject area, course, and/or program that ensure the same high expectations for all students.

B1.2. Prompt: *Evaluate to what extent clearly articulated General Learner Outcomes and academic standards for each subject area, course, and/or program are consistently implemented within and across grade levels or departments that ensure the same high expectations for all students.*

Findings	Supporting Evidence:
● MES clearly articulates the GLOs and academic standards across grade levels to ensure high expectations for all students.	
Standards ● ELA and mathematics curriculum are based on the CCSS. Other areas such as social studies, science, PE, music, health, and art are based on HCPS III. Preschool bases their curriculum on HELDS. ● Teachers post and refer to standards and learning targets being addressed in the lessons they teach. However, this needs to be demonstrated on a more consistent basis.	● Standards ○ CCSS ○ HCPS III ○ HELDS ● Walkthrough Feedback
Pacing Guides ● Through PLC/Data Teams, we are working on grade level pacing guides to stay current	● Pacing Guides ● Vertical Alignment Observation/Documents

and revise our curriculum as needed; however, more time devoted to vertical alignment PK-6 is needed.	
GLOs ● GLOs are addressed in connection with the Habits of Mind initiative. ● GLOs are embedded in all curriculum areas and assessed. ● GLOs are also addressed through TRIBES, schoolwide lessons (Ohana lessons), and AVID strategies. Although GLOs are being addressed in each lesson, we need to be more mindful of articulating them. ● We need to strive towards consistency in how we evaluate students on the GLOs.	● GLO/HOM Posters ● Quarterly Recognition Awards/Assembly ● Student Report Cards ● TRIBES ● Ohana Lessons ● AVID

Congruence

B1.3. Indicator: The school has mapped/paced written curricula in all content areas that are congruent to the academic standards and the General Learner Outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence between written curriculum and the actual concepts and skills taught, the academic standards and the General Learner Outcomes.*

Findings	Supporting Evidence:
● Finding congruence between written standards and what is actually taught is an ongoing process, which we address in PLCs and Data Teams.	
Pacing Guides ● Teachers work in grade level teams to develop pacing guides for ELA and math. They also participate in Data Teams to inform their instruction.	● Pacing Guides ● PLC/Data Team Minutes
Report Cards ● Student report cards evaluate the standards and GLOs that are being taught.	● Student Report Cards

Student Work- Classroom Learning Targets

B1.4 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.

B1.4 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.*

Findings	Supporting Evidence:
● The examination of student work samples and observed student engagement at MES demonstrates implementation of standards-based curriculum and the GLOs as evidenced by:	
Data Teams ● Data Teams provide teachers with the opportunity to make informed decisions on teaching and learning based on student work. During this process, teams analyze student work, set Specific Measurable Attainable Results-oriented Time-bound (SMART) goals, select teaching strategies, and determine result indicators for success. They also reflect on their teaching practices.	● Data Team Minutes ● Student Work Samples
Student Led Conferences ● Our student led conferences culminate a year's worth of learning, as students communicate to their families their best work and progress made throughout the school year. GLO 4: Quality Producer and GLO 5 Effective Communicator are demonstrated.	● Student Evidence Binders ● Student Led Conference Student Script/Agenda
MES Showcase ● Our annual MES showcase in the second semester emphasizes GLO 1: Self Directed Learner, GLO 3: Complex Thinker, GLO 4: Quality Producer, and GLO 6: Effective and Ethical User of Technology. Upper grades	● Student Creations/Projects

also focus on GLO 5: Effective Communicator. MES chooses a schoolwide subject area to focus on for student projects to display at the showcase.	
STEM/STEAM Lessons ● For the past three years (SY 2014-2017) during Ohana groups, STEM lessons were conducted once a quarter. ● SY 2016-2017, MES and the 17th Operational Weather Squadron collaborated on a STEM lesson for the students. ● Ohana groups consist of at least one student from each grade level (K-6) and meet together to do activities. ● In SY 2017-2018, STEM/STEAM evolved, where lessons were conducted in grade level groups rather than Ohana groups, as this was more developmentally appropriate for our students. Lessons were based on preselected topics. ● Ohana groups focus shifted back to team/community building (TRIBES) activities.	● Photos of STEM/STEAM Activities ● STEM/STEAM Lesson Plans ● Student Work Samples
Habits of Mind/GLO Recognition ● Each quarter, two students from each classroom are selected and recognized at the quarterly awards assembly for consistently demonstrating an observed selected Habit of Mind and GLO.	● Assembly Schedule ● Student Awards
Bulletin Boards ● In the classroom, teachers display student work samples of standards-based work.	● Standards-based Student Work Samples
AVID ● AVID is utilized in MES to provide the students' the skills to become college and career ready. With AVID, students are exposed to various strategies in reading, note taking, organizing, and other college and career skills. ● This overlaps with GLO #1: Self-directed Learner.	● Daily Organization Tool (DOT) Binder ● Note Taking Strategies ● Reading Comprehension Strategies ● MES AVID Evidence Binder ● Do, Learn, Interesting, Question (DLIQ) Reflection

Wonders ● Wonders is a state mandated reading program, which aligns to the CCSS for ELA.	● Wonders Work Samples and Assessments
Stepping Stones/Go Math ● Stepping Stones and Go Math are state mandated math programs, which are aligned to the CCSS for math.	● Stepping Stones/Go Math Work Samples and Assessments

Accessibility of All Students to Curriculum

B1.5 Indicator: A rigorous, relevant, and coherent curriculum is accessible to all students through all courses/programs offered. The school examines the demographics and needs of students throughout the class offerings. The school's instructional practices and activities facilitate access and success for all students.

B1.5 Prompt: *Evaluate students' access to a rigorous, relevant and coherent curriculum across all programs. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence:
● All students have access to a rigorous, relevant, and coherent general education curriculum across all programs.	
Technology ● Access to technology and their programs are provided to all our students in grades K-6 to ensure their success.	● 1 to 1 Chromebooks (Gr. 2-6) ● Computer Labs ● Computer Programs ○ Coding ○ Achieve 3000 ■ Kidbiz (2-6) ■ Smarty Ants (K-1) ○ STAR Reading and Math ○ Front Row Education ○ Accelerated Reader (AR)

IRA Classes ● Students participate in music, PE, and technology classes, which provide them with well rounded education opportunities.	● IRA Schedule ● Standards and GLOs
STAR Universal Screener ● STAR Reading is a universal screener used to determine individual student growth in ELA and next steps in providing teachers with additional instructional strategies and skills, which will help all students.	● Universal Screener Data ● SpEd Monthly Assessments
Small Group Instruction (SGI) ● Teachers examine SBA scores, STAR universal screener data, classroom assessments, and observations to place their students in small groups to target areas of need so that each area of growth is addressed. ● Through PD during PLC and faculty meetings Teachers Teaching Teachers (TTT) may be used as a vehicle to build confidence in implementing SGI.	● Walkthrough Data ● Observation Data
RTI ● Students are divided into three to five different groups (low, medium, high) within their grade levels based on results from performance on our STAR universal screener, as well as performance in class. ● These groups meet with their RTI teacher four times per week, where intervention strategies are provided in the areas of math and ELA. ● Students are progress monitored approximately every eight weeks.	● RTI Binder ○ RTI Schedule ○ RTI Groups ○ STAR Assessment Scores
PLC/Data Teams ● Teachers examine student work to determine next steps in planning curriculum to help all students to be successful.	● Data Boards ● PLC/Data Team Minutes
SpEd ● SpEd students have additional resources that provide instructional strategies, skills, and	● Lexia Data ● Sonday Data

materials tailored to their learning needs.	
English Language Learners (ELL): ● The ELL program uses the World-Class Instructional Design Assessment (WIDA) to advance academic language development and academic achievement for children who are culturally and linguistically diverse. It is a diagnostic tool to determine level of services students require. From there the ELL teacher uses STAR data and teacher input to determine how she will help students gain.	● WIDA ● STAR Data
Speech ● The speech program uses many different ways of helping students with speech difficulties including the Pictures Exchange Communication System (PECS).	● Pictures Exchange Communication System (PECS)

Integration Among Disciplines

B1.6 Indicator: There is curriculum integration among disciplines at the school.

B1.6 Prompt: *Evaluate to what extent there is curriculum integration among disciplines.*

Findings	Supporting Evidence:
Curriculum Integration ● Per the MES staff "Curriculum Survey" results, the data shows that 73% of the staff integrate multiple subjects "more than once a week" within their teaching and 27% of the staff implement multiple subjects "once a week". This data implies that the integration of other subject areas is an overall strength of the MES staff. ● Evidence from the "Curriculum Survey" also suggests that 100% of the staff participated in the MES Showcase that highlights multiple subject areas.	● Curriculum Survey ● Student Work Samples

STEM/STEAM ● All students in grades PK-6 participate in STEM/STEAM lessons integrating science, technology, engineering, art and mathematics.	● Ohana Groups (SY 2014-2017) Work Samples ● STEAM (SY 2017-2018) Work Samples

Curricular Development, Evaluation, and Revisions

B1.7 Indicator: The school assesses its curriculum review and evaluation processes for each program area to ensure student learning needs are met through a challenging, coherent, and relevant curriculum. The assessment includes the degree to which there is involvement of key stakeholders. *(For elementary schools: The schools articulate regularly within the complex to ensure the implementation of the K-12 construct and complex curricular initiatives.)*

B1.7 Prompt: *Comment on the effectiveness of the school's curriculum review and evaluation processes to ensure student learning needs are being met. Include comments regarding the extent to which there is involvement of key stakeholders. (For elementary schools: share examples of articulation with other schools within the complex, including comments on the regularity and effectiveness of these efforts. What has been learned from the follow-up of the K-12 construct and others regarding the effectiveness of complex curricular initiatives?)*

Findings	**Supporting Evidence:**
● As the Wonders program and Stepping Stones and Go Math programs are state mandated, currently there is no curriculum review and evaluation process.	
SCC ● The SCC consists of representation from all stakeholder groups (parents, students, faculty, and community members) and serves as a forum for exchanging ideas on improving student achievement. This occurs during monthly meetings. A major task of the SCC is to provide input into the Academic Plan.	● SCC Agendas and Minutes

Complex Meetings ● Through the monthly Curriculum Coordinators' (CC) and Technology Coordinators' (TC) Meetings, discussions regarding K-12 construct and effectiveness of complex curricular initiatives occur.	● CC Agendas and Meeting Minutes ● TC Agendas and Meeting Minutes

Articulation and Follow-up Studies

B1.8 Indicator: The school articulates regularly with other schools within the complex and/or local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.8 Prompt: *Share examples of articulation with other schools within the complex and/or local colleges and universities, including comments on the regularity and effectiveness of these efforts. What has been learned from the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence:
● MES articulates regularly with other schools in our complex.	
Radford Complex Waiver Day ● In SY 2017-2018, the Radford Complex Waiver Day was coordinated as a PD day through articulation with other schools within the complex and was aligned to complex initiatives. In the past, it provided schools within the complex the opportunity to articulate within like grade levels on the implementation of complex initiatives.	● Agendas, Minutes, Schedules and Materials
Principals' Meetings ● Radford Complex Principals' Meetings are held monthly to plan, discuss, and take action on state and complex initiatives.	● Radford Complex Principals' Meeting Minutes
CC Meetings ● CCs in the Radford Complex meet on a monthly basis, where discussions regarding the K-12 construct and effectiveness of	● CC Agendas and Meeting Minutes

complex curricular initiatives occur.	
TC Meetings ● A Radford Complex technology scope and sequence is being developed during monthly TC meetings.	● TC Agenda and Minutes
AVID Coordinators' Meetings ● AVID Coordinators meet monthly to: ○ Coordinate walkthroughs at every school in the Radford Complex, as well as college visits. ○ Review and discuss AVID evidence and strategies. ○ Share AVID certification requirements. ○ Discuss the K-12 construct. ○ Review the impact AVID has had on students enrolled in college.	● AVID Coordinators' Meeting Minutes ● AVID Certification
Gifted and Talented (GT) Coordinator Meetings ● GT Coordinators in the Radford Complex meet monthly to: ○ Discuss and create a uniform complex wide screening process to select qualified candidates for the GT program. ○ Ensure military compact compliance. ○ Discuss curriculum. ○ Share concerns.	● GT Agendas and Minutes ● GT Matrix
Music Teacher Meetings ● Radford Complex Music Teachers have been meeting once a year for the last two years to discuss the goals of our respective music programs and collaborate to share resources/materials.	● Radford Complex Music Teacher Meeting agenda

B2. Curriculum Criterion- Planning and Monitoring Student Learning Plans

All students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals.

Variety of Programs- Full Range of Choices

B2.1. Indicator: 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. *(For elementary schools: The school provides students with opportunities for career and/or college readiness exploration and preparation.)*

B2.1. Prompt: *How effective are the processes to allow all students to make appropriate choices and pursue a full range of college/career and/or other educational options? Discuss how the school ensures effective opportunities for career awareness, exploration, and preparation to promote college and career readiness. (For elementary schools: Discuss how the school ensures effective opportunities for career exploration to promote college and career readiness. Ex. AVID, STEM, etc.)*

Findings	Supporting Evidence:
● MES teachers use various strategies and materials to effectively prepare their students for college and career readiness skills.	● FOL B Curriculum Survey
Field Trips ● Students are exposed to and explore community jobs/roles through field trips and special guest presentations.	● Field Trips ● Career Day in SY 2014-2017
AVID/College ● Students are exposed to different colleges through AVID. ● At MES, Thursdays are college shirt days. Everyone is encouraged to wear a college shirt. ● Pennants for various colleges are displayed in the library and some classrooms.	● Weekly College Shirt Day ● Pennants on Display ● AVID Strategies ○ Organizational Skills/Tools ○ DOT binders

● AVID strategies are taught and implemented schoolwide.	○ Costa's Levels of Thinking and Questioning ○ 2 Column Notes
Special Guest Presentations ● Students are exposed to different careers through various guest presentations.	● 17th Operational Weather Squadron did a presentation to the Ohana Groups. ● Aviation Museum presentation ● Explosive Ordnance Disposal (EOD) Unit Presentation (K-1) ● Fire Department Demonstration ● Dental Hygiene Presentation
Achieve 3000 Career Center ● Students can research a variety of careers to learn what lexile level is required.	● Achieve 3000 Career Center

Student-Parent-Staff Collaboration

B2.2. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, college/career, and/or other educational options. *(For elementary schools: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan. Ex. student learning portfolio, student personal goals, and/or student led conferences.)*

B2.2. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, college/career and/or other educational options. (For elementary schools: Evaluate to what extent parents, students, and staff collaborate in developing and monitoring student learning portfolio(s), student learning goals, and/or student led conferences.)*

Findings	Supporting Evidence:
● Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan as evidenced by:	
DOT Binders ● DOT binders help students with organizational skills that support them with college and career readiness, as well as prepare them for life post high school.	● DOT Binders
Student Led Conferences ● Student led conferences culminate a year's worth of learning, as students communicate to their families their best work and progress made throughout the school year. GLO 4: Quality Producer and GLO 5 Effective Communicator are demonstrated.	● Student Evidence Binders ● Student Led Conference Student Script/Agenda
Parent Teacher Conferences ● During parent-teacher conferences, student learning progress, objectives, and next steps are discussed.	● Report Card ● Student & Parent Reflection ● Conference Logs/Schedules
AVID Presentations ● AVID presentations for parents are held to communicate what the AVID program is about and how it supports students to be	● AVID Video ● AVID Night ● Parent Coffee Hour

college and career ready.	
IEP ● SpEd students have an Individualized Education Program (IEP) that is developed by the IEP team members to assist students in successfully meeting learning goals and objectives.	● IEPs (confidential)

Monitoring/Changing Student Plans

B2.3. Indicator: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g. classes and programs) and regularly evaluates them. *(For elementary schools: The school implements processes for monitoring and making appropriate changes in student learning portfolio(s) and/or student personal goals and/or student led conferences and regularly evaluates them.)*

B2.3 Prompt: *Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs). (For elementary schools: Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' learning portfolio(s) and/or student personal goals and/or student led conferences.)*

Findings	Supporting Evidence:
● MES has different methods for monitoring and making appropriate changes in students' personal learning plans. While most of these methods are effective, we need to continuously monitor them.	
Data Teams ● Data Teams is a process that provides teachers with the opportunity to make informed decisions on teaching and learning based on student work. During this process, teams analyze student work, set Specific Measurable Attainable Results-oriented	● Data Team Minutes ● Student Work Samples

Time-bound (SMART) goals, select teaching strategies, and determine result indicators for success. They also reflect on their teaching practices.	
FOL B Curriculum Survey ● Per the MES staff "FOL B Curriculum Survey" results, the data shows that 27% of the staff feel Data Teams are Most Effective, 64% of the staff feel that "Data Teams"are Somewhat Effective, and 9% feel Data Teams are Not Effective for further instructional planning.	● FOL B Curriculum Survey
Student Evidence Binders ● Student Evidence Binders are shared during student led conferences and utilized to set goals for students; however, progress needs to be monitored.	● Student Evidence Binders
Behavioral Goal ● Students' behavioral goal (to be a Mokulele citizen), as related to the GLOs, is monitored daily in various grade levels.	● GLOs ● Mokulele Citizen Pledge ● Gr. K - Visual Reinforcements (Stop Light) ● Gr. 1 - Planner Stamp ● Gr. 2 and 3 - Classroom Monitors ● Gr. 4 and 6 - Passcards and Aloha Coupons ● Gr. 5 - Mini Society
IEP Progress Reports ● In addition to annual IEP meetings, IEP progress reports are ongoing to monitor whether SpEd students have met their goals and objectives outlined in their IEPs.	● IEP Progress Reports

Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transition to the student's next educational level or post-high school options, and regularly evaluates the effectiveness of the strategies and programs. *(For elementary schools: The school implements strategies and programs to facilitate transition to the student's next educational level, and regularly evaluates the effectiveness of the strategies and programs.)*

B2.4 Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transition to the student's next educational level or post-high school options and to regularly evaluate the effectiveness of the strategies and programs. (For elementary schools: Evaluate the effectiveness of the strategies and programs to facilitate transition to the student's next educational level and to regularly evaluate the effectiveness of the strategies and programs.)*

Findings	Supporting Evidence:
● MES facilitates transitions to the next educational level for some students and grade levels; however, consideration needs to be given to creating a systemic process for transitioning incoming and exiting students.	
FOL B Curriculum Survey ● Per the MES staff "FOL B Curriculum Survey" results, the staff felt that the transition process to the next level was… ○ 11% - most effective ○ 89% - somewhat effective ● According to the results of "SpEd Curriculum Survey," when SpEd students transition from SpEd teacher to SpEd teacher... ○ 86% - somewhat effective ○ The data suggests there is room for improvement in revising the transition process.	● FOL B Curriculum Survey ● SpEd Curriculum Survey

Anchored for Life (AFL) ● The AFL transition and resiliency program is available to all MES students who are having difficulties with personal or family transitions. ● There are twelve student leaders in grades 4-6 who present selected modules to various classrooms.	● Training ● AFL Kit/Materials
Pre-K ● Pre-K students transitioning to kindergarten participate in center times in the kindergarten classes during the fourth quarter of the school year with their assigned kindergarten teacher. This helps to prepare them for the transition to kindergarten.	● Transition Schedules
SpEd ● SpEd students visit SpEd classes they will be assigned to in the following year.	● Transition Schedules
6th grade ● MES transitions our grade 6 students to middle school through orientations presented by Aliamanu Middle School (AMS).	● AMS Orientation ● AMS Band and Orchestra Performances to Promote the Music Program ● AVID Orientation

B3. Curriculum Criterion- Meeting All Curricular Requirements
Upon completion of elementary, middle, or high school program, students have met the standards with proficiency for that grade span or all the requirements of graduation.

Real World Applications- Curriculum

B3.1. Indicator: All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

B3.1. 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.*

Findings	Supporting Evidence:
● MES students have many opportunities to access real-world applications of their educational interest in relation to a rigorous, standards-based curriculum.	
Web-based Programs ● Web-based programs supplement grade level content and allow students to use technology as a tool for learning. Students are able to virtually access learning beyond the walls of the classroom.	● Achieve 3000 ● Coding ● Wonders ● Stepping Stones (K-5) and Go Math (6)
Field Trips ● Field trips provide opportunities to experience real-world applications of content.	● Grade Level Field Trips (Note: These are only a few examples.) ○ Hawaii Theatre for Youth (HTY) ○ Gr. 4 - Lo`i ○ Hawaii Youth Symphony Concerts
Project-based Lessons ● Project-based lessons are a means for making learning relevant and meaningful for students.	● STEM/STEAM ● Recycling Projects (Note: Below are two examples. Every grade level has their own project-based lessons.) ○ 1st grade - cars

	○ 4th grade - recycling
Community Service Projects ● Students experience real-world application of the GLOs through community service projects.	● Community Service Projects ○ Canned Food Drive ○ Recycling for hurricane relief ○ JPO - Public Service Announcements
Service Groups ● Participation in service groups gives students exposure to possible career interests.	● Junior Police Officers (JPOs) ● TROOPS ● Student Council
Kids Voting ● Kids Voting occurs every other year to give students experience in the voting process.	● Trend Report ○ Civic Responsibility

Meeting Graduation Requirements (or end of grade span requirements)

B3.2 Indicator: The school implements academic support programs to ensure students are meeting all requirements.

B3.2. Prompt: *Comment on the effectiveness of the academic support programs to ensure students are meeting all requirements.*

Findings	Supporting Evidence:
● MES academic support programs are effective in ensuring students are meeting all requirements. ● Data shows students have all been promoted for the past three years, which may be an indication that students are meeting requirements for the next grade level.	
RTI ● Through RTI supports, students receive	● RTI Schedule ● STAR Assessments

differentiated and targeted academic support.	
SpEd ● Students with learning disabilities and who qualify for SpEd services have an IEP tailored to their needs.	● SpEd
ELL ● Our ELL teacher works with students who qualify for ELL services. Various sources of data, such as WIDA scores, teacher input, and STAR data, are used to determine how students will be supported.	● ELL
GT Program ● The GT program at MES uses project based learning to ensure our GT students are supported.	● GT Program
Related Services ● Related services, such as speech/language therapy, occupational therapy, and physical therapy, are provided for identified students.	● Speech/Language Therapy ● Occupational Therapy ● Physical Therapy
Counseling Services ● School level counselors, School Based Behavioral Health (SBBH) Specialists, Military Family Life Counselor (MFLC), and supplemental programs assist in managing the behavioral, social, and emotional needs of our students.	● School Counseling ● SBBH ● MFLC
Supplemental Computer-based Programs ● Online supplemental computer-based programs provide differentiated support for students.	● Smarty Ants ● Achieve 3000 ● Accelerated Reader ● Front Row Education ● Lexia ● STAR Universal Screener
Military Partnerships ● AFL and Military Mentors (M&M) are supplemental programs that provide MES students with additional SEL supports.	● AFL ● M&M

HIDOE/ACS WASC Category B. Standards-Based Student Learning: Curriculum: Summary, Strengths, and Growth Areas

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified student learning needs (Chapter III).

Summary (including comments about the student learning needs):

At MES we utilize a variety of curriculum tools, interventions, and strategies to help assist teachers in best meeting the students' needs. We pride ourselves on staying current in the latest educational research and implementing complex initiatives, while integrating multiple subject areas. MES students contribute to the community through different methods of civic responsibilities. An RTI program, where a variety of strategies are used to support all students, is currently being systematized.

While we do have a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of our students, we need to monitor what we do with greater frequency so that we become more consistent as a school. Processes are in place for students transitioning to certain grade levels, but given the transiency of our military population, more consideration needs to be given to creating a systemic process for transitioning incoming and exiting students.

More time devoted to vertical alignment and rigorous monitoring of our implementation of Small Group Instruction (SGI) and RTI, student evidence binders, as well as finding congruence between written standards and what is actually taught, will help us to adjust our practices and should increase student success in various curriculum areas.

Prioritize the strengths and areas of growth for Category B.

Category B: Curriculum: Areas of Strength

- Multiple subjects are integrated into instruction more than once a week.
- MES stays current by incorporating the latest educational research (AVID, Thinking Maps, TRIBES, Mindfulness, PLC/Data Teams).
- The STAR Universal Screener is used at least three times a year to monitor student progress.

- All students have access to a rigorous, relevant, and coherent general education curriculum (based on CCSS, HCPS III and HELDS) across all programs.
- RTI is implemented schoolwide.
- MES participates in complex wide initiatives, meetings, and events.
- Student support services are effective.
- Student Evidence Binders are implemented schoolwide and shared during parent-teacher conferences and student led conferences.
- Schoolwide STEM/STEAM initiative is implemented 4x/year.
- Quarterly awards assemblies recognizing HOM and GLOs are held.
- Students are exposed to and explore community jobs/roles through field trips and special guest presenters.
- Some transition processes are in place.
- MES serves the community through different activities (JPO, TROOPS, Recycling, Hurricane Relief).

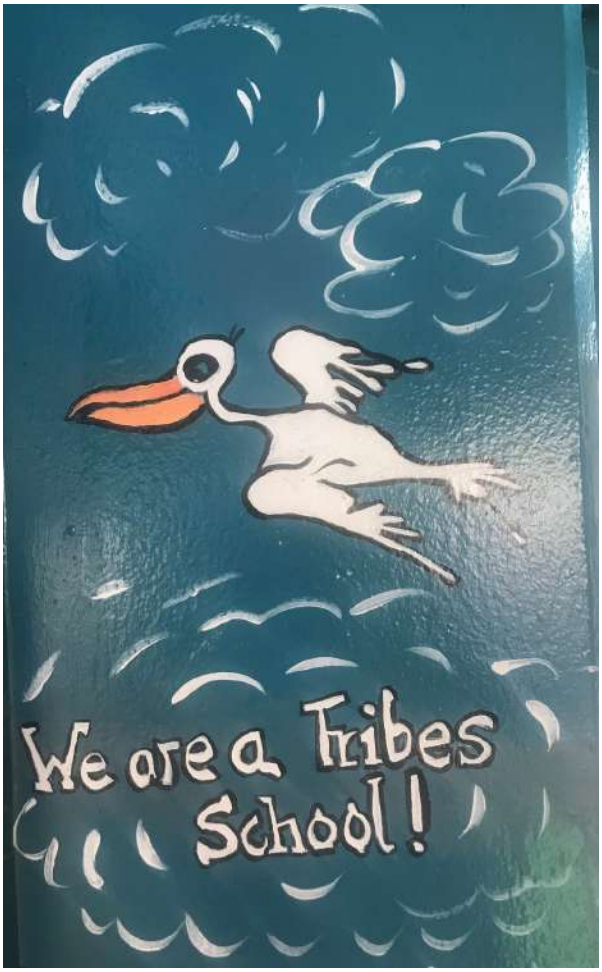
Category B: Curriculum: Areas of Growth

- Devote more time to vertical alignment.
- Improve on finding congruence between written standards and what is actually taught.
- Consistently post and refer to standards, learning targets, and GLOs being addressed.
- Implement Small Group Instruction (SGI) with fidelity.
- Assess RTI, as SY 2017-2018 is our first year of implementation.
- Monitor progress on students' goals in their evidence binders.
- Intentionally share and follow through on what was gained when selected groups of teachers attend PD trainings off campus.
- Improve the transition process for incoming and exiting students.

Chapter 4

Self-Study Findings

Category C: Standards-based Student Learning: Instruction



TRIBES Pelican

Located in the Gateway of Aloha

Category C: Standards-based Student Learning: Instruction

C1. Instruction Criterion - Student Access to Learning

Differentiated, high-quality instruction provides access, challenge, and support for all students to achieve the academic standards and General learner Outcomes.

Differentiation of Instruction

C1.1. Indicator: The school's instructional staff members differentiate instruction by varying content, processes, products, and/or learning environment (e.g. Tier 1) to ensure that all students achieve the academic standards and the General Learner Outcomes.

C1.1. Prompt: *How effectively do instructional staff members differentiate instruction to ensure that all students achieve academic standards and General Learner Outcomes?*

Findings	Supporting Evidence:
● MES teachers are very effective in using a variety of methods to differentiate instruction to ensure that all students achieve academic standards and GLOs; however, we need to ensure that SGI is implemented with fidelity. ● We also need to monitor and review RTI and our online computer-based programs.	
RTI ● In SY 2017-2018, our school implemented a schoolwide (K-6) RTI program, where all grade levels were divided into groups based on STAR Reading/STAR Math scores and other teacher data (e.g., observations, classwork, and other assessments). These groupings are flexible and were agreed upon and discussed during grade level PLC/Data Team meetings.	● RTI Binder ● STAR Universal Screener ● PLC/Data Team Minutes
Online Computer-Based Programs ● Technology is utilized to differentiate instruction through online programs that adapt content based on the students' performance. ● Front Row Education	● FOL C Survey ● AR Student Usage Report

○ According to the Front Row Education trainers' recommendations, the program should be used at least twice a week to show results. ○ We have found that 35% (7/19 teachers K-6) do not use Front Row Education at all and 65% (13/19) have their students use it at least once a week. ● Achieve/SmartyAnts ○ According to the Achieve 3000/SmartyAnts trainer recommendations, the program should be used at least three times a week to show gains. ○ SmartyAnts/Achieve 3000 usage ■ 45% (9/19 teachers K-6) use at least once a week. ■ 45% (9/19) use it 2-4 times a week. ■ 10% (2/19) use it every day. ● Accelerated Reader (AR) ○ 100% of our teachers (gr. 1-6) participate in the AR program. However, four teachers had under 45% student participation.	
Small Group Instruction (SGI) ● Based on our FOL C Survey, all of our classroom teachers are differentiating instruction in ELA and math, using diverse methods, (e.g. think-pair-share, role playing, paraphrasing, exit passes, peer tutoring, reader's theater, reading groups, 1 to 1 teacher assistance, SGI).	● FOL C Survey ● Student Work Samples

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 for each area of study.

C1.2. Prompt: *Comment to the extent to which students are expected to learn and know where they are in meeting the learning targets, and what they need to do to meet the learning targets.*

Findings	Supporting Evidence:
● While MES teachers usually articulate learning targets, students must be able to know how to improve, in order to meet the learning target.	
Teacher Survey ● Based on our FOL C Survey, teachers usually express their learning targets and at least 50% of the time their students can state the learning target.	● FOL C Survey
Expectations ● Walkthrough data indicates that some classrooms have their relevant standards posted and some teachers address the learning targets. ● The criteria that students need to meet the learning target in various curriculum areas are shared through rubrics. These rubrics indicate where students are in their learning and how to progress.	● Standards/I Can Statements Posted in the Classroom ● Learning Targets Posted in the Classroom ● Walkthrough feedback (Leadership Team) ● Walkthrough feedback (CAS team) ● Self Assessment/ Reflection (DLIQ) ○ Class Reflection (K-1) ● Rubrics ○ Wonders Reading Rubrics ○ Stepping Stones Rubrics ○ CCSS Rubrics

Students' Feedback

C1.3. Indicator: The school takes into account students' feedback in order to adjust instruction and learning experiences.

C1.3. Prompt: *Provide examples of the school using student feedback to adjust instruction.*

Findings	Supporting Evidence:
● MES uses student feedback to adjust instruction.	
Feedback ● Teachers use student feedback to determine their next steps in teaching or reteaching information. ● Based on our FOL C Survey, ○ All of our teachers get oral feedback from their students to adjust instruction. ○ 74% of our teachers administer polls. ○ 59% collect written feedback from their students.	● FOL C Survey ● Student Samples (Written Feedback)

C2. Instruction Criterion - Rigorous and Relevant Instruction
All teachers provide students with a variety of activities and assignments that are engaging (e.g., technology-enhanced and experiences beyond the textbook) and call for higher order thinking.

Current Knowledge
C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, 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 multimedia and other technology in the delivery of curriculum.*

Findings	Supporting Evidence:
● Based on survey data, many teachers do not feel up-to-date in teaching Wonders and Stepping Stones. Teachers use multimedia and other technology in varying degrees to deliver instruction.	
FOL C Survey ● Based on our FOL C Survey ○ 56% of our teachers feel up-to-date in teaching our reading program, Wonders. ○ 37% of our teachers feel they are up-to-date in teaching the math Stepping Stones program. ● According to our FOL C Survey, all of our teachers use at least one type of technology every day. This includes, but is not limited to the following: ○ Desktops/chromebooks/laptops ○ Projectors/Elmos/Ladibugs ○ Smartboards/Mimeos	● FOL C Survey

Student Engagement:
C2.2. Indicator: Students who are intellectually engaged are involved with challenging content, through well-designed tasks and activities requiring complex thinking.

C2.2. Prompt: *Evaluate the extent to which students are intellectually engaged. Provide examples.*

Findings	Supporting Evidence:
● According to survey data, MES students are engaged in the school setting.	
SQS Student Survey ● "I like coming to school" ○ 2015 - 71% agree (76% state) ○ 2016 - n/a (75% state) ○ 2017 - 82% agree (73% state) ● "I like the classes and programs at school" ○ 2015 - 78% agree (86% state) ○ 2016 - n/a (84% state) ○ 2017 - 82% agree (84% state) ● "My teachers want me to learn a lot." ○ 2015 - 95% agree (97% state) ○ 2016 - n/a (97% state) ○ 2017 - 96% agree (97% state) ● "My teachers teach me new things in school." ○ 2015 - 88% agree (92% state) ○ 2016 - na (92% state) ○ 2017 - 84% agree (92% state) ● Overall, our percentages are aligned to the state average in each area above and increased from SY 2015-2017 with exception to the area: "My teachers teach me new things in school." This suggests that "My teachers teach me new things in school" is an area of focus.	● SQS Student Survey ○ 2015 - 2017 ● Grade Level projects ● Student Work
Tripod Survey ● Tripod Survey (Gr. 3-6) ○ "Captivate" ■ 2014-2015 - 60% agree ■ 2015-2016 - 63% agree ■ 2016-2017 - 69% agree ○ "Challenge"	● Tripod Survey

■ 2014-2015 - 78% agree ■ 2015-2016 - 80% agree ■ 2016-2017 - 76% agree	
FOL C Survey ● FOL C Survey ○ Based on a scale of 1-5: ■ 60% (16/27) of our teachers felt their students were intellectually engaged. ■ 37% (10/27) of our teachers believed their students were somewhat engaged.	● FOL C Survey

Teachers as Facilitators of Learning
C2.3. Indicator: Teachers are facilitators in a student-centered classroom.

C2.3. Prompt: *Evaluate and comment on the extent to which teachers are facilitators in a student-centered classroom. Provide examples.*

Findings	Supporting Evidence:
● MES teachers are facilitators in varying degrees of student-centered classrooms; however, a common understanding of the definition of "student-centered" needs to be discussed and established.	
FOL C Survey ● FOL C Survey ○ 56% (15/27) of our teachers felt their classrooms were student centered. ○ 37% (10/27) felt their classrooms were student centered for some activities. ○ 7% (2/27) of our teachers felt their classrooms were occasionally student centered because of the nature of their classes.	● FOL C Survey ● Student Work Samples
MES Showcase ● Projects, such as for MES Showcase student work, provide students with the opportunity	● MES Showcase Student Work

to display their understanding of learned concepts in their own way.	
Classroom Expectations ● In the beginning of the school year, many teachers work with their students to create classroom expectations and rules.	● Classroom expectations/rules
Achieve 3000 ● In the Achieve 3000 program, students are able to choose their own articles/activities. Students' self-directed ability of article choice varies from teacher to teacher. ● According to Achieve 3000 usage reports: ○ 54% use this program at least 2-4 times a week. ○ 23% use this program at least once a week. ○ 23% do not use this program at all.	● SmartyAnts (K-1) ● Achieve 3000/Kidbiz (Gr. 2-5) ● Teenbiz (6)

Variety of Strategies

C2.4. Indicator: Teachers use a variety of strategies to support students' access and application of the knowledge acquired and to communicate understanding.

C2.4. Prompt: *Evaluate and comment on the extent to which teachers use a variety of strategies to support students' access and application of knowledge acquired and communicate understanding.*

Findings	Supporting Evidence:
● MES teachers use many different ways to effectively have their students access and apply knowledge to communicate understanding.	
FOL C Survey ● Based on our FOL C Survey, there were many different ways that students were able to access knowledge including: ○ Chromebook/computers ○ Digital encyclopedia ○ Biographies (digital)	● FOL C Survey ● Oral Presentation ○ Scoring Sheets ○ Rubrics ○ Feedback from Students

○ Websites ○ YouTube ○ World Almanac for Kids ○ Books ○ Visiting experts ○ Interviews ○ Field trips ● 67% of our teachers have books available for students to access information. ● 44% of our teachers allowed students to access information digitally. ● 31% of our teachers gave their students access to real-world experiences. ● 11% of our teachers had students interview real people. ● 88% of our teachers have their students communicate their acquired knowledge through oral presentations.	
Communicate Understanding ● Teachers have students demonstrate understanding of concepts learned in a variety of ways.	● Projects ● PowerPoint Presentations ● Oral Presentations ● Visuals (Thinking Maps, Graphic Organizer) ● Exit Passes ● Reflections ● Writing ● Kinesthetic Demonstrations ● Performances

C2.5. Indicator: Student work demonstrates the utilization of tools and resources (e.g., technology, online resources, etc.) to research, discover, and build knowledge about the world.

C2.5. Prompt: *Evaluate and comment on the extent to which student work demonstrates the utilization of tools and resources to research, discover, and build knowledge about the world.*

Findings	Supporting Evidence:
● MES teachers have their students utilize varying degrees of tools and resources to research.	
Technology ● FOL C Survey ○ Approximately 50% of our teachers have their students use computer websites, digital encyclopedias, and online videos to extend their knowledge about the world in order to complete research projects.	● FOL C Survey ● Grade Level Projects ● Grade Level Presentations
Real-World ● FOL C Survey ○ About 82% of our teachers provide real-world experiences to have their students gain knowledge.	● FOL C Survey ● Field Trips ○ Reflection ○ Project ● Real-World Interviews ○ Report ● Special Presenters/Expert ○ Reflections ○ Reports
Books ● FOL C Survey ○ 67% have their students use books to gain knowledge.	● FOL C Survey ● Student Reports ● Student Projects

C2.6. Indicator: Teachers involved students in opportunities that demonstrate thinking, reasoning, and problem solving in group and individual activities, projects, discussions, and inquiries.

C2.6. Prompt: *Evaluate and comment on the extent to which teachers involved students in opportunities that demonstrate thinking, reasoning, and problem solving in group and individual activities, projects, discussions, and inquiries.*

Findings	Supporting Evidence:
● MES teachers involve students in opportunities that demonstrate thinking, reasoning, and problem solving in varying degrees, but we need to examine the degree to which complex thinking is taught. Furthermore, there is a discrepancy in the way we evaluate students on the GLOs.	● GLO Report Card Data
STEAM/STEM ● This year (SY 2017-2018), we have a schoolwide initiative to do STEM/STEAM lessons quarterly by grade level; therefore, 100% of our teachers provide opportunities for their students to demonstrate complex thinking. (GLO #3)	● Mokulele STEM/STEAM
FOL C Survey ● FOL C Survey ○ 88% of our teachers have their students communicate their acquired knowledge through oral presentations. ○ 100% of our teachers provide opportunities that demonstrate thinking, reasoning, and problem solving at least once a day. ○ 63% of our teachers give their students two or more opportunities a day to demonstrate critical thinking and/or problem solving skills.	● FOL C Survey ● Oral Presentations ○ Scoring Sheets ○ Rubrics ○ Feedback from Students ● Collaborative Group Projects/Assignments ○ Student Work Samples ■ Wonders ■ Stepping Stones
Thinking Maps, Habits of Mind, TRIBES ● The majority of teachers have received Thinking Maps, Habits of Mind, and TRIBES training in the past years. These are	● Thinking Maps ● Habits of Mind ● TRIBES

classical methods teachers can intentionally deepen critical thinking skills individually as well as in a group.	

Real-World Experiences:

C2.7. 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.)*

C2.7. 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.)*

Findings	Supporting Evidence:
● MES provides many age-appropriate real-world experiences for students.	
Real World Experiences ● FOL C Survey ○ 41% of our teachers provide real-world experiences for their students at least four times a quarter. ○ 30% of our teachers provide real-world experiences for their students at least two-three times a quarter. ○ 26% of our teachers provide real-world experiences for their students at least once a quarter. ○ Thus, 97% of teachers provide real-world experiences for students at least quarterly.	● FOL C Survey ● Field Trips (e.g., Lo`i) ● School/Grade Level Events ○ Career Day ○ Bike Education ● PTO Events ● Complex Events ○ Basketball ○ Volleyball ○ Track Meet ○ Speech Festival ○ Music Festival ● Community Service ○ Daily Monitor Jobs (Cafeteria, Library)

	○ JPO ○ TROOPS ○ Service Projects ■ Canned Food Drive ■ Recycling for Hurricane Relief ■ St. Jude's

HIDOE/ACS WASC Category C. Standards-Based Student Learning: Instruction: Summary, Strengths, and Growth Areas

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified student learning needs (Chapter III).

Summary (including comments about the student learning needs):

MES teachers provide instruction in many different ways, including the use of technology. According to the SQS and Tripod surveys, most of our students like coming to school and feel intellectually challenged and captivated by their teacher's instruction. Teachers incorporate the GLOs into their lessons, but the degree to which they are taught and evaluated needs to be re-assessed.

MES provides an array of online, differentiated computer-based programs, but usage of these programs must be monitored with more consistency to ensure they are being utilized to their full extent. Vertical articulation regarding school wide rubrics and a common understanding of what a student centered classroom really looks like is needed in the near future to ensure consistency.

More staff PD in online Wonders and Stepping Stones programs is needed. SGI also needs to be implemented with more frequency in each subject area.

Prioritize the strengths and areas of growth for Category C.

Category C: Instruction: Areas of Strength

- An array of online computer-based programs are provided.
- Differentiated strategies are employed by all teachers.
- Learning targets and criteria are reviewed with students.
- All teachers receive feedback from students to adjust instruction.
- All teachers use at least one type of technology per day to deliver instruction.
- Survey data indicates that students like coming to school and feel academically challenged.
- MES provides many different ways for students to access knowledge.
- Real-world experiences are provided.
- Teachers provide opportunities for students to demonstrate GLO #3 complex thinking, reasoning and problem solving at least once a day.

Category C: Instruction: Areas of Growth

- MES needs more consistent and systemic usage of computer-based programs.
- SGI needs to be implemented with more consistency.
- Schoolwide rubrics and criteria need to be discussed.
- Teacher survey data indicates that further PD in Wonders and Stepping Stones online needs to be provided.
- A common understanding of what constitutes a student centered classroom needs to be developed.
- The degree to which GLOs are taught and evaluated needs to be reviewed and re-assessed.

Chapter 4

Self-Study Findings

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

Students From All Around the World

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

D1. Assessment and Accountability Criterion--Reporting and Accountability Process

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

D1.1 Prompt: *Evaluate the effectiveness of the assessment processes.*

Findings	Supporting Evidence:
● MES is effective at following assessment processes to support student achievement; however, we will need to look into a common schoolwide social studies and science curriculum and relevant assessments.	
STAR ● STAR is a universal screener administered approximately every eight weeks to assess reading and math progress of all our students to determine the level of support they need for our RTI program. ● STAR is also used within our SpEd department to progress monitor students on a monthly basis.	● STAR Universal Screener
Data Teams ● Data Teams is an assessment process that provides teachers with the opportunity to make informed decisions on teaching and learning based on student data. During this	● Data Teams ● Data Boards (STAR Electronic Data Board)

process teams analyze student work, set SMART goals, select teaching strategies, and determine result indicators for success. They also reflect on their teaching practices. ● Although grade level teams meet as Data Teams, the Data Teams process needs to be followed with greater fidelity.	
Language Arts ● Wonders Assessments ○ Weekly/selection tests, including Question 21, provides evidence of progress with reading comprehension and writing skills, especially in the area of nonfiction. ● Achieve 3000 ○ LevelSet (administered three times a year) provides data on reading Lexile levels and academic growth.	● Wonders Assessments including Question 21 ● Achieve 3000 Reports ● Student evidence folders/binders
Math ● Stepping Stones ○ Module tests (pre-assessment, post assessment, and performance tasks) assess for mastery of targeted math concepts. Additionally, formative and summative assessments are conducted through check up (skill based abilities) and performance tasks (application of concepts). ● Go Math (Grade 6 Only) ○ Leveled module tests are formative assessments that target math skills within a concept. Unit tests with performance tasks are summative assessments that measure several concepts and application within a unit of study. ● After analyzing our schoolwide data on math, we concluded that we need to implement a schoolwide problem solving process which we are now exploring.	● Stepping Stones (K-5)/Go Math (gr.6) Assessments ● Student evidence folders/binder
Science and Social Studies ● Formative and summative assessment are	● Quizzes, concept tests, projects, and

administered based on teacher created curriculum or the Scott Foresman curriculum. ● Students are also assessed via projects and experiments conducted in class. ● MES Showcase and Science Fair allows students to display and communicate their understandings of science concepts and/or the scientific process. ● Fourth-grade students are administered the Hawaii State Assessment (HSA) for science annually.	experiments ● MES Showcase and Science Fair Projects ● Scott Foresman Assessments ● HSA Science Scores

Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine 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 impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence:
● Growth and performance levels are determined by formative and summative assessments aligned to standards based criteria. As such, a variety of methods are used to formatively and summatively assess students through implementation of state mandated program assessments and teacher created assessments.	● Student Evidence Folders/Binders ● Summative and Formative Assessments ● Stepping Stones/Go Math Assessments ● Wonders Assessments ● Content Specific Rubrics (to assist teachers in determining a standards-based grade)
Vertical Articulation ● MES teachers are still working on consistency of implementation of curriculum across and within grade levels and content areas, and need to have vertical alignment of schoolwide exemplars and common rubrics	● Vertical Articulation Schedule to be Determined

which will lead to consistency of measuring student growth and progress.	

Modifications Based on Assessment Results

D1.3. Indicator: The school leadership/Academic Review Team/Data Teams use assessment results to modify the school's programs and processes, professional development, and resource allocations to demonstrate a results-driven continuous process.

D1.3. Prompt: *Comment on the overall effectiveness of how assessment results have prompted modifications in the school's programs and processes, professional development, and resource allocations to demonstrate a results-driven continuous process.*

Findings	Supporting Evidence:
● MES uses assessment results to drive modifications to the Academic Plan, which include school programs and allocation of resources.	
Academic Plan ● MES's Academic Plan is developed with assessment results in mind. Resources are allocated to support the enabling activities in this plan. ● PD is then coordinated and provided to elevate assessment results. ● Our Academic Plan should be revisited on a more frequent basis to monitor effectiveness of how assessment results drive implementation of our school programs, processes, and PD.	● Academic Plan ● SBA Scores ● Strive HI Results ● STAR Universal Screener Results ● RTI Schedule ● Achieve 3000/SmartyAnts Scores ● Professional Development Documented via Faculty Meeting Minutes ● PLC/Data Team Minutes

Monitoring of Student Growth

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

D1.4. Prompts: *Evaluate the effectiveness of the system used to monitor the progress of all students towards meeting the academic standards and General Learner Outcomes.*

Findings	Supporting Evidence:
● A variety of systems are used to monitor progress of all students towards meeting academic standards and GLOs.	
Peer Review Tracker ● Peer review meetings are held on a bimonthly basis for students with intensive needs to monitor their academic and behavioral progress. Teachers submit student data through a Peer Review Tracker form to the peer review team. ● Possible next steps and suggestions for how the teacher can provide accommodations for students are discussed. ● Our next steps to improve will be to develop a common understanding, as well as a process for teachers to follow, prior to referring students for more intense services after peer review meetings have been conducted.	● Peer Review Tracker
eCSSS Incident Log (blue notes) ● When students violate Chapter 19, a referral may be generated to address their behaviors by counselors or administration. Follow-up supports are also recommended and provided. ● Incidents are recorded in eCSSS.	● eCSSS Incident Log Form ● eCSSS Data

RTI ● We started implementing a RTI schedule in SY 2017-2018. Students were divided into three to five different groups (low, medium, high) within their grade levels based on results from performance on our STAR universal screener, as well as performance in class. ● These groups meet with their RTI teacher four times per week, where intervention strategies are provided in the areas of math and ELA. ● Students are progress monitored approximately every eight weeks. Our RTI program is slowly evolving. We are working on streamlining the process and understanding and applying further appropriate levels of support to students in three tiers or levels of intervention.	● RTI Binder ○ RTI Schedule ○ RTI Groups ○ STAR Assessment Scores

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 Assessment Strategies

D2.1. Indicator: Teachers use appropriate assessment strategies to measure student progress toward acquiring academic standards and the General Learner Outcomes.

D2.1. Prompt: *Evaluate the appropriateness of formative assessment strategies used by teachers to measure student progress and modify instructional practices.*

Findings	Supporting Evidence:
● A variety of formative assessment strategies are used to measure student progress and modify student instructional practices.	

Data Teams ● Data Teams provide teachers with the opportunity to make informed decisions on teaching and learning based on student data. During this process, teams analyze student work, set Specific Measurable Attainable Results-oriented Time-bound (SMART) goals, select teaching strategies, and determine result indicators for success. They also reflect on their teaching practices. ● Although grade level teams meet as Data Teams, the Data Teams process needs to be followed with greater fidelity.	● PLC/Data Team Meeting Minutes ● Data Boards
Language Arts ● Formative assessments from Wonders (theme, weekly, benchmark, and unit) are administered. ● There is a need for vertical alignment on Wonders formative tests to include Question 21.	● Wonders ○ Writing Rubric ○ Weekly/Selection Assessments (Question 21) ● Teacher Created ○ Rubric ○ Assessments ● Writing prompts ○ Essays ○ Journals ● AVID Strategies ○ Interactive Notebook ○ Reflection Logs- Did Learn Interesting Question (DLIQ) ○ Note Taking (2 or 3 column) ● STAR Progress Monitor ● Achieve 3000
Math ● Stepping Stones formative assessments include: pre-tests for each module, journals, and formative module assessments. ● Go Math formative assessments include: placement/beginning of the year assessments, leveled module tests, leveled unit tests, mid-year tests.	● Stepping Stones/Go Math unit and module tests ● Workbook Practice Pages ● Word Problems ● Teacher Created Word Problems with Feedback

● The Stepping Stones curriculum needs to be supplemented with more practice problems, word problems, and vocabulary that aligns to the CCSS.	● Unit Projects/Research Report with Rubrics ● STAR Progress Monitor

Using Assessment Data

D2.2 Indicator: Assessment data are used to make decisions and modify instructional practices.

D2.2 Prompt: *Evaluate the effectiveness of modified instructional practices based on assessment data.*

Findings	Supporting Evidence:
● Teachers utilize data from various assessments to modify instruction in order for students to achieve proficiency on academic standards and the GLOs.	● Rubrics ● Formative Assessments
STAR Universal Screener ● STAR progress monitoring tool is used to modify instructional practice. Three years of data show scores generally show improvement from the beginning of the year to the middle. However, scores decreased from the middle to the end. On face value, it appears that modified instructional practices are initially working, but not sustained or further modified as expected student levels of performance increase.	● STAR Data
Data Teams ● In grade level Data Teams, teachers make informed decisions on teaching and learning based on student data. During this process teams analyze student work, set Specific Measurable Attainable Results-oriented Time-bound (SMART) goals, select teaching strategies, and determine result indicators for success. They also reflect on their teaching. Continued examination of data and fidelity of following the process is critical.	● Data Teams Minutes

Demonstration of Student Achievement

D2.3. 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.

D2.3. Prompt: *Evaluate how a variety of standards-based curriculum-embedded assessments demonstrate student achievement of the academic standards and the General Learner Outcomes.*

Findings	Supporting Evidence:
ELA ● Teachers use the assessments provided by Wonders to assess a variety of ELA skills, which are based on CCSS. ● Student are assessed using the Achieve 3000 reading program on their comprehension of nonfiction articles. ● Our school provides access and rewards for students that participate in AR. ● Strive HI performance data results in SY 2016-2017 were 2% higher than the state percentage. Our ELA Achievement Gap was 2 points, significantly better than the state 33 point gap. While these results may be higher than the state, it was lower than the previous year's 58% where it spiked over 10% from the year before. Our school, while scores have fluctuated, is making progress but work must continue at 49% of our student did not meet proficiency.	● Wonders Assessment ● Achieve 3000 ● AR ● Strive HI data
Math ● Teachers use the assessments provided by Stepping Stones or Go Math (grade 6 only) to assess a variety of math skills, which are based on CCSS. ● Students are given access to the online website Front Row Education, which assesses students on a variety of math skills at their level. ● Strive HI performance data results in SY 2016-2017 showed our achievement gap to	● Stepping Stones ● Go Math ● Front Row Education ● Strive HI

be -6 points; significantly lower than the state 28 point gap. However, math performance is concerning.	
GLOs ● GLOs are embedded in all curriculum areas and assessed. ● GLOs are also addressed through TRIBES, schoolwide lessons (Ohana lessons), and AVID strategies. ● We need to strive towards consistency in how we evaluate students on the GLOs.	● Student Report Cards ● TRIBES ● Ohana Lessons ● AVID

Teacher Feedback to Students

D2.4. Indicator: Teacher provide timely, specific, and descriptive feedback in order to support students in achieving learning targets, academic standards, and General Learner Outcomes.

D2.4. Prompt: *How effective is teacher feedback in supporting students in achieving learning targets, academic standards, and General Learner Outcomes?*

Findings	Supporting Evidence:
● MES teachers effectively use feedback to support students in achieving learning targets, academic standards and GLOs. They also use it to inform their instruction.	
Feedback ● Feedback is provided in different forms **(**e.g., written, oral, peer-to-peer). ● Two areas of strength in providing feedback are in writing and math problem solving. ● Although feedback is provided, effectiveness is impacted by timeliness.	● Feedback on Rubrics ● DLIQ/Reflection-Teacher Response ● Peer-to-Peer Feedback Opportunities (writing process) ● Exit Passes ● Exemplar Pieces ● Oral Feedback ● Self evaluation ● Temperature Checks

HIDOE/ACS WASC Category D. Standards-Based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Areas

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified student learning needs (Chapter III).

Summary (including comments about the student learning needs):

At MES, we have been implementing the state mandated curriculum for ELA and math and have been administering formative and summative assessments that are aligned to standards, measure growth, and help inform instruction. However, we realize that there is a need to have a schoolwide discussion and vertical alignment of curriculum and criteria, which will lead to consistency of measuring student growth and progress (academically and behaviorally) of each grade/level.

While we do have an array of programs and processes in place that are driven by assessment results and support student growth (such as our Academic Plan, Data Teams, peer reviews, and RTI schedule), it would be prudent for us to revisit them on a more frequent basis to monitor their effectiveness. This will help us in being more consistent in what we do as a school.

After analyzing and reflecting on our school data, we have noticed that some of our student learning needs are in the areas of math and writing. In the area of math, we will focus on multi-step word problems and a schoolwide problem solving process or set of schoolwide strategies. For writing, students will practice their writing skills through Question 21 from the Wonders Weekly Assessments. Additionally, a schoolwide writing rubric using Wonders and other resources will be developed.

Prioritize the strengths and areas of growth for Category D.

Category D: Assessment and Accountability: Areas of Strength

- ELA and math state mandated curriculum are implemented.
- There is a schoolwide universal screener.
- Schoolwide supplemental computer based programs (such as Achieve 3000, Front Row Education, Smarty Ants, Accelerated Reader) are available.
- Formative and summative assessments are aligned to standards, measure growth, and help to inform instruction.
- Programs and processes are driven by assessment results.

- Systems are in place to monitor progress of all students (academic standards and GLOs).
- Assessment processes (such as Data Teams) are implemented schoolwide.
- GLOs are addressed in all curriculum areas.

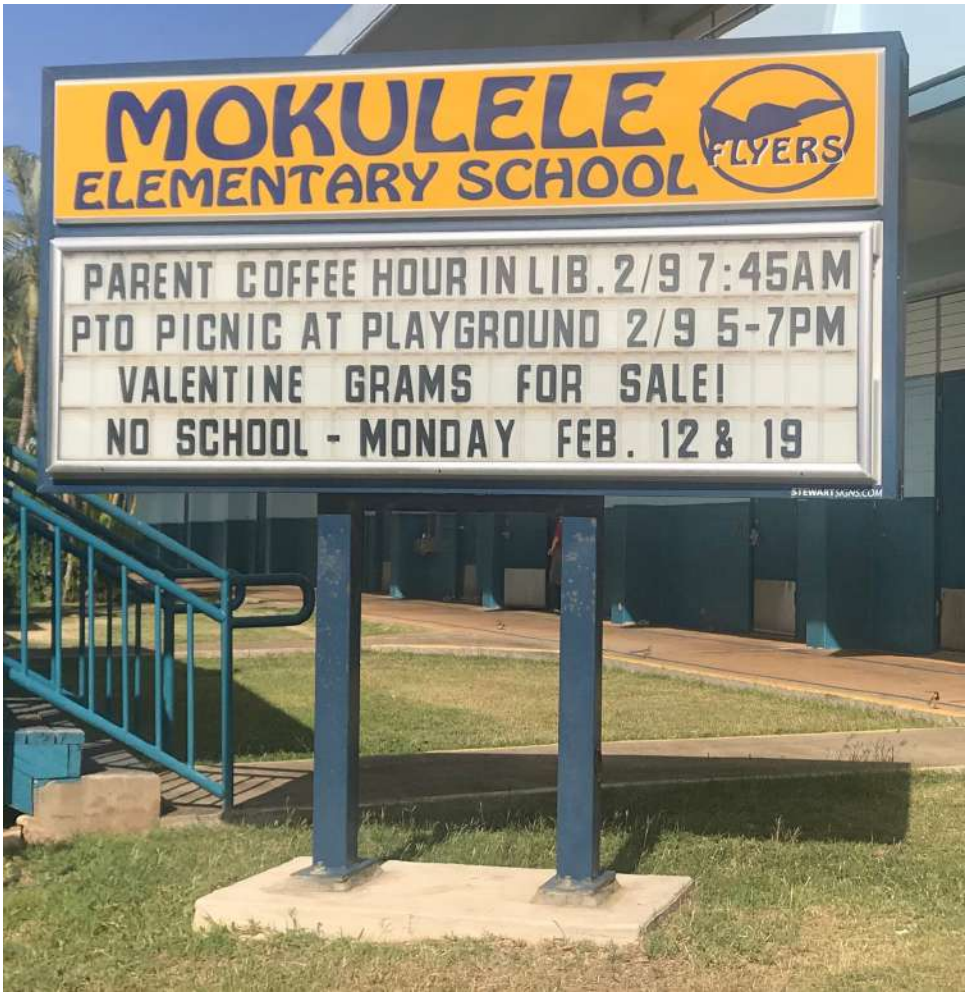
Category D: Assessment and Accountability: Areas of Growth

- Revisit programs and processes on a more frequent basis to monitor their effectiveness.
- Follow Data Teams process with greater fidelity.
- Create consistency of measuring student growth and progress of each grade/level through vertical articulation and vertical alignment of curriculum.
- Develop exemplars, common rubrics, and math problem solving process within and across grade levels.
- Review and revise peer review and RTI process.
- Utilize a more consistent method for rating GLOs.
- Collect parent feedback with greater consistency.

Chapter 4

Self-Study Findings

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



MES Marquee

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.

Parent Engagement

E1.1. Indicator: The school implements strategies and processes for the regular engagement of parent and community stakeholders, including but not limited to participation in the School Community Council. Parents and community stakeholders are active partners in the the teaching/learning process for all students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular engagement of parents and the community, including being active partners in the teaching/learning process.*

Findings	Supporting Evidence
● MES provides many opportunities/activities to encourage parent and community member involvement; however, we need to improve parent and community participation. ● SQS Parent Survey ○ "The school has encouraged me to participate in classroom and school activities." ■ 2015 - 89% agree (72% state) ■ 2016 - 87% agree (72% state) ■ 2017 - 88% agree (74% state)	● SQS Survey
Face-to-Face Events and Activities ● Flyers' Day: ○ Parents and students are welcomed to their new classroom, meet their teacher, and drop off school supplies. ○ Community members also have booths and are available to address questions about the services they provide	● Flyers' Day ● Grade Level Orientation ● Spaghetti/Movie Night ● Family Fun Night ○ In SY 2017-2018, MES had 250 people in attendance with a

● Boy Scouts ● Karate ● PTO ● Military Family Life Counselor (MFLC) ● Grade Level Orientations: ○ Parents come to school where general information and procedures are shared ● Family Fun Night: ○ To get more parent participation, we offer families a meal and pictures with Santa.	total of 57 families for Family Fun Night
Opportunities to Volunteer ● We actively solicit parent and community volunteers to help run many of our schoolwide activities through newsletters, flyers, e-mails, and Synrevoice messages.	● Field Trips (Chaperones) ● Turkey Trot ● Fall Festival ● Jump Rope for Heart ● Dr. Seuss Read Aloud Day ● Field Day
Parent Communication ● MES uses various methods to keep parents informed on school events.	● Student Planners (grades K-6) ● Memos/Monthly Parent Newsletter ● MES Website ● Parent Coffee Hour (monthly) ● Synrevoice Messaging ● School Marquee ● School Community Council
PTO: ● MES PTO actively collaborates in school events and raises money to support common goals of the school, parents, faculty and staff.	● PTO Meetings
Academic Sharing ● We invite parents to MES regularly to keep	● Parent-Teacher Conference Evaluations

them abreast of their child's academic progress through Parent Teacher Conferences, Student Led Conferences, and the MES Showcase where parents and community members have an opportunity to see our students' work.	● Student-Led Conference Evaluations ● MES Showcase

Community Resources

E1.2. Indicator: The school uses community resources to support students, such as professional services, business partnerships, non-profits, organizations, military, etc.

E1.2. Prompt: *Evaluate the effectiveness of the school's use of community resources to support students.*

Findings	Supporting Evidence:
● MES uses community resources to support students in a variety of ways.	
Financial Resources ● MES joined forces with Domino's and Papa John's Pizza, to fundraise. ● PTO sponsors several fundraisers for our school throughout the year. ● The Hickam Officers' Spouses Club (HOSC) and Boutiki generously donate funds.	MES Fundraisers: ● Dominos ● Papa John's ● Boxtops for Education ● Turkey Trot PTO Fundraisers: ● Spaghetti and Movie Night ● School Kine Cookies ● Regal Bread Sales ● Weekly Ice Pop Sales Community Grants/Donations: ● HOSC Grants ● Boutiki Donations
Service Resources ● Eagle Scouts plan and execute campus beautification and service projects.	Eagle Scouts

● Air Force Medical Clinic Dental education presentation (gr. K-2). ● Department of Health (DOH) Flu Shot Clinic on campus; (not offered in SY 2017-2018). ● The Hawaii Bicycling League provides bike safety lessons (gr. 4). ● Operational Weather Squadron (OWS) Partnership Service members have led Ohana STEM lessons, shared robotics demonstrations, and volunteered to read aloud for Dr. Suess Day. ● Pizza Hut sponsors a Book It program to encourage reading. ● The Air Force Band performs for the student body. ● Rotary Club donates free dictionaries to all 3rd graders.	● Building Wooden Bookshelves for our Library ● Painting ● Planters ● Basketball Benches ● A Wooden Plaque with School Logo ● Refurbish Rolling Boards Community Resources ● Air Force Medical Clinic Presentations (K-2) ● DOH Flu Shots ● Hawaii Bicycling League (gr. 4) ● OWS Partnership Activities ● Pizza Hut Book It ● Air Force Band Performances ● Rotary Club Dictionaries (gr. 3)
Parent Resources ● Parents donate various resources and/or volunteer their time to support schoolwide events.	Parent and Community Volunteers ● Turkey Trot ● Dr. Seuss Day ● Fall Festival ● Family Fun Night

Parent/Community and Student Achievement

E1.3. Indicator: The school ensures that the parents and school community understand student achievement of the academic standards and General Learner Outcomes through the curricular/co-curricular program.

E1.3. Prompt: *Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards and General Learner Outcomes through the curricular/co-curricular program.*

Findings	Supporting Evidence:
● Achievement of academic standards and GLOS are effectively communicated to all stakeholders using various strategies.	
Communication ● All grade levels conduct a parent orientation meeting, where teachers inform parents about the standards (e.g., HCPS, CCSS) and GLOs. ● Achievement of standards and GLOs are reviewed during parent-teacher and student-led conferences. It should be noted that most elementary schools conduct either a parent conference or student-led conference. MES does both for greater parent communication regarding their child's progress. ● Report cards/IEP progress reports communicate student progress quarterly. ● During Parent Coffee Hour meetings, topics related to academic standards and GLOs are discussed. ● During SCC meetings, all stakeholder groups are informed of MES's efforts to improve student achievement of the academic standards and GLOs through the Academic Plan.	● MES Parent Orientation ● Parent-Teacher Conferences ● Student Led Conference ● Report Cards/IEP Progress Reports ● Parent Coffee Hour Meetings ● SCC Meetings

Student Achievement Recognition ● Parents are invited to quarterly recognition assemblies to acknowledge students who were outstanding in demonstrating specific GLOs and Habits of Mind. ● Monthly VIP lunches are held with our principal to recognize selected students from each grade level for successfully demonstrating GLOs and Habits of Mind.	● GLO Monthly Awards Assembly ● Monthly VIP Lunch
Visual Reinforcers ● GLOs, Habits of Mind, TRIBES Agreements and Thinking Maps posters are displayed schoolwide. ● Student Planners (gr. 1-6) contain school profile data, school expectations, and GLOs. These are reviewed every semester.	● GLO Posters ● Habits of Mind Posters ● Thinking Maps Posters ● TRIBES Agreements ● Student Planners

E2. School Culture Criterion

The school a) is a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and c) maintains focus on continuous school improvement.

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly environment that nurtures learning (e.g. internet safety, drills, etc.).

E2.1. Prompt: *Comment on the effectiveness of a) the existing policies, regulations and procedures; and use of resources to ensure a safe, clean, and orderly environment that nurtures learning, b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety, and c) initiatives and responses to address bullying and harassment.*

Findings	Supporting Evidence:
A) Safe, Clean, Orderly Environment	

● MES has effective policies, regulations, and procedures which provide students with a safe, clean, and orderly environment.	
Opening of School Year Procedures: ● MES students are provided with school planners at the beginning of each school year. Teachers review the expectations outlined in the planner. **Playground Orientation:** ● During the beginning of the school year, the lower grades are given a visual demonstration on how to properly use playground equipment and structures by our PE teacher. **Safety Committee:** ● MES has a Safety Committee that meets quarterly to discuss, monitor, and make decisions on safety related issues. ● All teachers house Crisis Management and Safety Guides in their classrooms. ● Monthly safety drills are conducted to prepare for various emergency situations. **Adult Lunchroom Supervisors** ● Adult lunchroom supervisors monitor students during lunch periods to maintain a safe and orderly environment. **Custodial Staff** ● Custodial staff regularly upkeep the school grounds, maintain classroom and common area for safety and cleanliness. ● They house a Material Safety Data Sheets (MSDS) binder, which lists all hazardous materials stored in our school. **Health Aide** ● MES has a full time health aide on staff.	● Student Planners ○ TRIBES Agreements ○ General Learner Outcomes ○ Standards of Behavior ○ Chapter 19 ○ General School Rules ○ Dress Code Guidelines ○ Anti-Bullying Policy ○ Campus Safety and Security ○ Hickam AFB Traffic Code in respect to Bicycle Operation and Coaster-Wheeled Conveyance ○ Contraband on Campus ○ Assembly Rules ○ Restroom Rules/Procedures ○ Recess Rules ○ Cafeteria Rules/Procedures ● Playground Safety Video ● MES Safety Committee Meeting Minutes ● Crisis Management and Safety Guide

	● Quarterly Inspection ● MSDS Binder ● Annual Fire Inspection ● Safety Drills ○ Fire Drills ○ Campus Lockdown ○ Shelter-in-Place ○ Earthquake ○ Off-Campus Evacuation drill. ● Health aide
SQS Data Students and parents reported the following about MES: ● Students ○ "I feel the school buildings are safe for students." ■ 2015 - 85% agree ● 84% state ■ 2016 - na ● 84% state ■ 2017 - 83% agree ● 85% state ○ "There are clear rules to ensure students' safety at school." ■ 2015 - 93% agree ● 91% state ■ 2016 - na ● 91% state ■ 2017 - 86% agree ● 91% state ● Parents ○ "The school grounds and facilities are safe for my child." ■ 2015 - 65% agree ● 84% state ■ 2016 - 73% agree ● 83% state ■ 2017 - 94% agree ● 86% state ○ "My child's school has clear rules to maintain students' safety at school."	● SQS Data

■ 2015 - 78% agree ● 89% state ■ 2016 - 93% agree ● 89% state ■ 2017 - 88% agree ● 90% state	
B) Internet Safety ● MES has effective safety regulations and operating procedures for internet safety. ● MES employs a Technology Responsible Use Form (TRUF), that parents must agree to and sign to acknowledge understanding of effective and ethical use of technology. ● Technology Responsible Use Guidelines (TRUG) are reviewed in technology class. ● Students who are assigned chromebooks must agree to internet safety guidelines, as well as computer care guidelines outlined in our Chromebook Contracts.	● TRUF ● TRUG ● Chromebook Contract
C) Initiatives and Responses to Address Bullying and Harassment. ● MES has effective initiatives and responses to address bullying and harassment; however, it remains an ongoing concern. **Morning Recess Prior to Start of School Day** ● Supervised morning recess is provided prior to the start of the school day to allow students to practice healthy social and physical skills. **Counselors** ● Counselors use Anchored for Life (AFL) materials to provide lessons on transitions, character building, anti-bullying, and harassment issues. **Mokulele Citizen** ● In the cafeteria and in every classroom, the Mokulele Citizen pledge is posted, reminding students to take care of themselves, take care of others, and take care of their school environment. **GLOs** ● GLO #2 Community Contributor teaches our MES students that it is essential for human	● Morning Recess ● Counselor Lessons ● Mokulele Citizen Posters ● GLOs ● TRIBES ● Mindfulness ● JPO ● TROOPS ● MES Student Planner ○ Anti-Bullying Policy

beings to work together. **TRIBES** ● TRIBES is a schoolwide process to build community. MES has systematized the five TRIBES agreements and many of the strategies. MES has also created TRIBES Ohana to build consistency and stability in this system. **Mindfulness** ● Students learn to manage their feelings and emotions through meditation and quiet reflection to facilitate appropriate peer relationships. **Junior Police Officers (JPOs)** ● JPOs aid in facilitating vehicular traffic and pedestrian safety before and after school. **TROOPS** ● Select students from grades 2-6 are trained to mediate conflicts between peers during recess. **MES Planners** ● MES students are provided with school planners at the beginning of each school year.	
SQS Data Students, parents, and teachers reported the following opinions about MES: ● **Student Data** ○ "I feel safe at school." ■ 2015 - 84% agree ● 85% state ■ 2016 - n/a ● 85% state ■ 2017- 82% agree ● 84% state ○ "I feel safe from the mean kids at my school." ■ 2015 - 68% agree ● 57% state ■ 2016 - n/a ● 55% state ■ 2017- 70% agree ● 55% state	● SQS Data

- **Parent Data**
  - "Threats, intimidation, harassment, or hazing are rare in this school."
    - 2015 - 56% agree
      - 67% state
    - 2016 - 100% agree
      - 67% state
    - 2017 - 77% agree
      - 68% state
  - "My child is safe at school."
    - 2015 - 89% agree
      - 88% state
    - 2016 - 100% agree
      - 87% state
    - 2017 - 94% agree
      - 89% state
- **Teacher Data**
  - "I feel safe at school."
    - 2015 - 96% agree
      - 89% state
    - 2016 - 77% agree
      - 87% state
    - 2017 - 94% agree
      - 90% state
  - "I feel safe from harassment, intimidation, and threats at school."
    - 2015 - 73% agree
      - 80% state
    - 2016 - 55% agree
      - 76% state
    - 2017 - 77% agree
      - 79% state
  - "I feel the grounds and facilities at school are safe for staff."
    - 2015 - 81% agree
      - 85% state
    - 2016 - 73% agree
      - 82% state
    - 2017 - 92% agree
      - 84% state

Discipline and Behavior Management System

E2.2. Indicator: The school has an effective discipline and behavior management system that supports learning, growth, and development.

E2.2. Prompt: *Evaluate the effectiveness of the discipline and behavior management system to support student learning, growth, and development.*

Findings	Supporting Evidence:
● MES has an effective set of schoolwide expectations for behavior that sets the groundwork for learning, growth, and development. ● According to eCSSS SY 2016-2017 "Incidents by Location" data, 62% (91/158) of incidents occurred in the classroom. ● According to eCSSS SY 2014-2017 disruption, disrespect/non-compliance, and physical contact remain high for the past three years. ● Expectations are shared at the start of every school year, posted in every classroom and student planner, as well as at various locations on campus as a reminder. ● These expectations are made clear to students and parents by teachers, counselors, and administrators. Schoolwide expectations are revisited as necessary.	● "Incidents by Location" Data (eCSSS) ● MES student planner ○ Chapter 19 ○ Mokulele Citizen ○ Purple Hand Pledge ○ Bully-Proof Pledge ○ TRIBES Agreements ○ Classroom Rules ● AVID expectations ○ SLANT ● Quarterly Awards Assembly
Student Services ● School counselors, MFLC, and SBBH on staff for teacher consult and student counseling. ● Character Education Services provided by the counselor for grades K-3. **SQS Student Survey** ● "Students at my school who do not behave are disciplined." ○ 2015 - 68% agree ■ 63% state ○ 2016 - n/a	● Counseling Services ○ Counselors ○ SBBH ○ MFLC ○ Character Education Services (K-3) ● SQS Survey (2015-2017)

■ 62% state ○ 2017 - 58% agree ■ 61% state	
Parent Engagement ● Parents have many opportunities to learn about schoolwide behavioral expectations. ● Parent concerns are addressed as needed with appropriate school personnel.	● Parent Engagement Opportunities ○ Parent Orientation ○ Parent Coffee Hour Agendas ○ Kindergarten Parent Orientation Agenda ○ Parent Teacher Conferences ● Parent Meeting Agendas
Faculty and Staff Component **Chapter 19** ● Administrator reviews the DOE's and MES's discipline plan and Chapter 19 with the faculty and staff at the start of the school year. **Behavioral Referrals** ● Behaviors that violate Chapter 19 are documented on a Behavioral Referral Form and submitted to the principal for follow-up action. ● All referrals are addressed appropriately and inputted into the eCSSS data system. **Peer Review** ● Peer Review Meetings (SSC, counselors, Principal, MFLC counselor, and relevant support personnel) are held every other Wednesday where input is gathered for possible follow-up supports on behavioral and/or academic concerns.	● Faculty and Staff Binder ● Behavioral Referral Forms ○ Referral sheet (immediate intervention documentation) ● Peer tracker (form used for behavioral and/or academic concerns) ● Participation in training opportunities such an Non-violent Crisis Intervention (NCI) ● Crisis plan

High Expectations for Students

E2.3. Indicator: The school has high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.3. Prompt: *Evaluate the school's effort and success to ensure high expectations for all stakeholders and in building an environment that honors individual differences and is conducive to learning.*

Findings	Supporting Evidence:
● MES has high expectations for all students and builds an environment that honors individual differences and is conducive to learning through the following activities and programs.	● MES Vision and Mission ● GLOs ● Habits of Mind
Curriculum and Supplemental Academic Programs ● MES has high expectations based on CCSS. ● AVID strategies are used to promote high expectations. ● MES provides adaptive computer programs that assess and differentiates lessons for students.	● CCSS ● AVID Strategies ○ DOT Binder ○ 2-3 Column Notes ○ STAR (Set Up Notes, Take Notes, Add to Notes, and Review Notes) ○ SLANT (Sit, Lean Forward, Ask pertinent questions, Nod your head Yes or No, Talk with your Teacher) ● Computer Programs ○ Achieve 3000 ○ STAR Universal Screener ○ Lexia ○ Front Row Education ○ Accelerated Reader

Enrichment Activities ● A wide range of extracurricular activities are offered throughout the year.	● Extra-Curricular Activities: ○ Speech Festival ○ Student Council ○ Intramurals/Extra murals ■ Volleyball ■ Basketball ■ Track ○ Music Ensembles (SY 2014-2016) ■ Guitar Ensemble ■ String Ensemble ■ Percussion Ensemble ○ JPO ○ TROOPS
Recognition of Achievement ● Students are recognized for their achievements.	● GLO and Habits of Mind Quarterly Awards Assembly ● VIP Lunches ● Achieve 3000 Recognition Activity ● AR Achievement Award ● Sports Awards ● Music Awards
Special Resources ● Learning is differentiated to meet student needs. ● **RTI** ○ All grade levels are divided into groups based on STAR Reading/STAR Math scores and other teacher data (e.g., observations, classwork, and other assessments). Intervention strategies are provided for students. ● **Special Education** ○ Students who qualify for special	● RTI Binders ● SpEd ○ IEPs ● 504 plans ● GT ● EL

education and related services have IEPs that are implemented. ● **504** ○ Students who qualify for a 504 plan are provided equal access to education. ● **ELL** ○ Students who are identified as ELL receive instruction and support based on their English proficiency needs. ● **GT** ○ Students who are identified as GT through a complex wide matrix, meet to work on project based learning.	
Data Teams ● Data Teams provide teachers with the opportunity to make informed decisions on teaching and learning based on student data. ● Although grade level teams meet as Data Teams, the Data Teams process needs to be followed with greater fidelity.	● PLC/Data Team Meeting Minutes ● Data Boards

Culture of Trust, Respect, and Professionalism

E2.4. Indicator: The school has a culture of trust, respect, and professionalism among all members of the school community.

E2.4. Prompt: *To what degree is a culture of trust, respect, and professionalism demonstrated by all members of the school community?*

Findings	Supporting Evidence:
● MES provides behavioral expectations and places accountability upon each Mokulele Citizen to maintain a school environment that is conducive to learning. The conduct of a Mokulele Citizen is guided by one's respect for self, others, and our school properties.	● GLOs ● Habits of Mind ● TRIBES ● Mokulele Citizen Pledge ● Purple Hand Pledge ● Bully-Proof Pledge

SQS Data Students, parents, and teachers reported the following opinions about MES: ● **Student Data** ○ "My teachers give me help when I need it." ■ 2015 - 90% agreed ● 92% state ■ 2016 - n/a ● 91% state ■ 2017- 87% agreed ● 91% state ○ "My teachers really listen when I talk." ■ 2015- 78% agree ● 88% state ■ 2016 - n/a ● 87% state ■ 2017- 78% agree ● 88% state ○ "I enjoy talking to my teachers." ■ 2015 - 78% agree ● 81% state ■ 2016 - n/a ● 80% state ■ 2017- 82% agree ● 81% state ● **Parent Data** ○ "If I have concerns, I am taken seriously by school administrators." ■ 2015 - 67% agree ● 79% state ■ 2016 - 73% agree ● 79% state ■ 2017- 56% agree ● 80% state ○ "The school staff makes me feel welcome at school." ■ 2015 - 89% agree ● 83% state ■ 2016 - 87% agree ● 83% state ■ 2017- 75% agree ● 85% state ○ "My child's teachers seek ways to	● SQS Survey Data (SY 2015-2017)

improve my child's academic progress."
    - 2015 - 67% agree
        - 80% state
    - 2016 - 87% agree
        - 81% state
    - 2017- 88% agree
        - 82% state
- **Teacher Data**
    - "I feel comfortable speaking to my school administrator."
        - 2015 - 72% agree
            - 73% state
        - 2016 - 67% agree
            - 72% state
        - 2017 - 71% agree
            - 74% state
    - "I am satisfied with the respect and value my school gives to my role."
        - 2015 - 68% agree
            - 73% state
        - 2016 - 59% agree
            - 70% state
        - 2017 - 71% agree
            - 72% state
    - "I feel I am an integral, vital part of the educational community in which I work."
        - 2015 - 67% agree
            - 77% state
        - 2016 - 68% agree
            - 76% state
        - 2017- 76% agree
            - 76% state
    - "I can offer my opinions freely on ways to make improvements at my school."
        - 2015 - 73% agree
            - 70% state
        - 2016 - 64% agree
            - 68% state
        - 2017 - 71% agree
            - 70% state

Professionalism ● The EES evaluation requirements holds teachers to a high standard of professionalism. ● Teachers demonstrate professionalism in the following ways: ○ Earning higher educational degrees and/or participating in professional development classes. ○ Participating in the mentoring program. ○ Participating in meetings and events beyond the work day. ○ Participation in various complex wide activities.	● EES/IPDPs ● Complex wide activities ○ Speech Festival ○ Music Festival ○ Extramurals ● Special Events ○ Family Fun Night ○ Fall Festival ○ SCC/PTO meetings ○ IEP/504 meetings
Parents/Community ● MES builds trust and respect by maintaining an open-door policy and having opportunities to share and receive information on school improvement efforts.	● Parent Coffee Hour Minutes ● SCC Minutes

E3 and E4. Support for Student Personal and Academic Growth Criteria
E3. Student Support Criterion--Personalization

All students receive appropriate support along with a personal learning plan (as appropriate to the needs of the child) to help ensure academic success.

Adequate Personalized Support

E3.1. Indicator: The school ensures that every student receives appropriate support services in such areas as academic/behavioral assistance, health, career, and personal counseling.

E3.1. Prompt: *Evaluate the availability and the adequacy of services to support students in such areas as academic/behavioral assistance, health, career, and personal counseling.*

Findings	Supporting Evidence:
● A variety of services are available for all MES students to meet individual needs in such areas as academic/behavioral assistance, health, career, and personal counseling.	
Student Services Coordinator (SSC) ● SSC is the single point of contact for coordination/ procurement of services.	● SSC
Academic/Behavioral Assistance ● MES provides support services to all students. **RTI** ● Intervention strategies are provided for 100% of our students. **Military Family Life Counselor (MFLC)** ● Students who have parents/guardians who are active military and are in need of emotional, behavioral, or transitional support are serviced by the MFLC.	● Support staff ○ IRAs ○ Counselors ○ SBBH ○ MFLC ● Behavior/Incident Monitoring ○ Peer Tracker ○ FBA /BSP ○ Form 101 ○ eCSSS reports ● AFL

	● Operation Heroes ● RTI Binder
Health ● A school health aide is present to render, monitor, and dispense health related services as needed. ● Disadvantaged students who are deemed eligible receive free/reduced priced meals. ● MES cafeteria staff prepares and serves healthy and hot meals for breakfast and lunch. ● MES follows the HIDOE Wellness Policy which does not allow carbonated drinks and any high sugar items.	● Health aide ● Health Room Logs ● Lunch count ● Wellness Policy Guidelines
Specialized Support Services ● MES has support staff to provide consultation, monitoring, and/or specialized services for students. **Special Education** ● Students who qualify for special education and related services have IEPs that are implemented. Progress is monitored. The referral process will be clarified and revised to provide consistency. **504** ● Students who qualify for a 504 plan are provided equal access to education. **Speech Club** ● Select general education students participate in speech club to improve speech and language skills. **ELL** ● Students who are identified as ELL receive instruction and support based on their English proficiency needs.	● Educational Assistants (EAs) ○ Autism Consultant Teacher (ACT) ○ Speech Pathologist ○ Speech Aide ● Other support services ○ ELL ○ Occupational Therapists (OT) ○ Physical Therapists (PT) ○ School psychologist (on call) ○ Skills Trainers (ST) ○ Skilled Nurse ● IEP ● IEP Progress Report ● 504 Plans
Career	● AVID Strategies ● Achieve career center

● Through the AVID program teachers teach strategies to prepare students for success in high school, college, and a career. ● College and career reports based on individual Lexile scores are generated to predict student success in various occupations.	

Direct Connections

E3.2. Indicator: The school demonstrates direct links between student learning needs and the allocation of resources to student support services, such as counseling/advisory services, psychological and health service, or referral services.

E3.2. Prompt: *Evaluate the direct links between student learning needs and the allocation of resources to student support services, such as counseling/advisory services, psychological and health services, or referral services, including supports and services for students who are at-risk.*

Findings	Supporting Evidence:
● MES allocates resources and services based on the Financial Plan, which is driven by the Academic Plan. ● MES also allocates resources based on student needs, which are determined by various means.	● Academic Financial Plan
Peer Review ● Peer Review meetings are held twice a month to address identified students receiving SPEd and 504 services who also manifest concerning behavior to ensure services are being provided and students are learning at an appropriate level.	● Peer Review Meetings
RTI ● Using the RTI process, teachers utilize different strategies to help students improve their learning in the areas of Mathematics and Language Arts.	● RTI Binder

IEP and 504 Meetings ● At IEP and 504 meetings, necessary support services are determined that will facilitate student progress in the general education setting.	● Peer tracker ● Academic referral
McKinney Vento Act ● Homeless students who are eligible for services through McKinney Vento Act may receive assistance with transportation to school. Currently, MES does not have students who are homeless.	● McKinney Vento Act
GT ● The GT program at MES is a pullout program for students in grades 4-6.	● GT Schedule ● GT Screener (FERPA)
Counselors ● MES has two counselors who are assigned to specific grade levels from Kindergarten to Grade 6. ● They provide school level counseling services for students through small groups, teaching anti-bullying lessons, and behavioral teacher consultation. ● Our counselors use a referral form process to screen requests for individual or group counseling.	● Disciplinary referral ● Deployment Group ● Counselor Referral Forms
SSC ● The SSC coordinates resources and services to support student achievement for students and aids in coordinating and facilitating Student Focussed Team (SFT) meetings, IEP/504 meetings, and Peer Review Meetings.	● Consultation with District Resource Teachers
ELL ● The ELL teacher provides direct small group instruction with specific students who receive ELL services. Students are also monitored based on their specific ELL learning needs.	● ELL Schedule
Speech ● Speech and language therapy is provided by	● Speech Schedule

two speech therapists and one communication aide on an individual and group basis as needed or stated in the student's IEP.	

Strategies Used for Student Growth/Development

E3.3. Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum and instruction that promotes inclusion, processes for regular review of student and school wide profiles, and processes and procedures for intervention (e.g., ELL, SpEd, and other alternative learning programs).

E3.3. Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence:
● MES's leadership and staff use different strategies to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.	
Peer Review ● Peer Review team discusses student needs and recommends instructional modifications and adaptations to support student learning.	● Peer Tracker Review Forms
RTI ● Using the RTI process, teachers utilize different strategies that can help students improve their learning in the areas of mathematics and English Language Arts.	● RTI Binders ● Small Group Instruction
Curriculum ● Our Reading (Wonders) and Math (Stepping	● Wonders

Stones) schoolwide curriculum has resources available for teachers to differentiate lessons to their students needs allowing all their students the ability to participate in grade level curriculum.	○ Leveled Readers ● Stepping Stones/Go Math
Supplementary Programs ● Supplementary programs such as Achieve 3000, Front Row Education, and SmartyAnts automatically differentiate lessons for students. Students are able to work at their individualized pace and level. ● Technology is used to personalize learning, which allows students to be creative and self-directed.	● Supplementary Programs ○ Front Row Education ○ Achieve 3000/SmartyAnts ○ Lexia ● Computer programs ○ Coding ○ Google Apps

E4. Student Support Criterion--Accessibility

Student have access to a system of personalized supports, activities, and opportunities at the school and within the community.

Equal Access to curriculum and Support

E4.1. Indicator: All students have access to a challenging, relevant, and coherent curriculum. 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).

E4.1. Prompt: *To what extent do all students have accessibility to a challenging, relevant, and coherent curriculum? (Examine the demographics and distribution of students throughout the class offerings and the types of alternative schedules available.)*

Findings	Supporting Evidence:
● MES implements a relevant, coherent, and consistent curriculum in both math (Stepping	● Wonders

Stones/Go Math) and ELA (Wonders), which are state mandated programs.	● Stepping Stones (Gr. K-5) ● Go Math (Gr. 6)
Various Accessibilities ● MES uses a variety of effective support programs to address students' diverse learning needs. ● IRA (Instructional Resource Augmentation) classes (music, PE, technology) are scheduled for all grade levels on a rotating basis to ensure that all students have equal opportunities to engage in the activities provided. ● Extended School Year (ESY) is provided for special education students who require continuity in instruction during traditional school breaks. **STEM/STEAM Lessons:** ● STEM/STEAM lessons integrate science, technology, engineering, art, and math concepts where students creatively solve real-world problems using an engineering design approach. **Online Computer-Based Programs** ● Computer based programs are designed to differentiate instruction by adapting to students' performance.	● IRA Classes ○ PE ○ Music ○ Technology ● Extended School Year (ESY) ● STEM/STEAM Lessons ● Computer Based Programs ○ Front Row Education ○ Achieve 3000/ Smarty Ants

Curricular/Co-Curricular Activities

E4.2. Indicator: School leadership and staff link curricular/co-curricular activities to the academic standards and General Learner Outcomes for students who require access to a system of personalized supports.

E4.2. Prompt: *Comment on the relationship between curricular/co-curricular activities and the academic standards and General Learner Outcomes for students who require access to a system of personalized supports.*

Findings	Supporting Evidence:
● MES's curricular/co-curricular activities are	

driven by standards and GLOs, offer personalized supports, and are accessible to all types of learners.	
Accessibility ● Through IEPs and 504 plans, accommodations and/or modifications are provided to allow students to participate in curricular/co-curricular activities; however, these plans are not necessary for students to receive accommodations and/or modifications. ● Although curricular/co-curricular activities are driven by standards and GLOs, a more conscious effort needs to be made to overtly connect these activities to standards and GLOs.	**Curricular and co-curricular activities include the following:** ● STEM/STEAM ● Ohana Lessons ● Read Across America ● MES Showcase ● Speech Festival ● Music Festival ● Extramural-Intramural Events ● Field Trips ● Complex Fitness Day (Gr. 6) ● Track Meet (Gr. 4-6) ● Talent Show ● IEP ● 504 Plans

Meeting Student Needs Through Curricular/Co-Curricular Activities

E4.3. Indicator: The school has a process for regularly evaluating the degree to which curricular/co-curricular activities are meeting the needs of student who require access to a system of personalized supports.

E4.3. Prompt: *Evaluate the school process for regularly evaluating the degree to which curricular/co-curricular activities are meeting the needs of students who require access to a system of personalized supports.*

Findings	Supporting Evidence:
● MES has the following processes in place for regularly evaluating the level of student	

involvement in curricular/co-curricular activities and student use of support services:	
SQS Data ● Students reported the following opinions about MES: ○ **Student Data** ■ "I like the classes and programs at school." ● 2015 - 78% agree ○ 85% state ● 2016 - n/a ○ 84% state ● 2017 - 82% agree ○ 84% state	● SQS Survey Data SY 2015 & 2017
IEP and 504 Meeting ● IEP and 504 meetings are held at least once a year to evaluate current needs and make necessary adjustments to accommodations and modifications. ● Students who qualify for special education and related services are monitored through annual IEPs, quarterly progress reports, as well as collaboration between the general and special education teachers, educational assistants, and skills trainers.	● IEP Agendas ● 504 Agendas ● IEPs ● IEP Progress Reports ● 504 Plans
Report Cards ● Report cards are sent home quarterly to share progress on curriculum.	● Report Cards

Student Perceptions

E4.4. Indicator: The school is aware of the student perspective of support services through such approaches as interviewing and dialoguing with student representatives of the school population.

E4.4. Prompt: *Comment on the student perspective about the effectiveness of support services after interviewing and dialoguing with student representatives of the school population. (Ensure that students represent the broad and diverse array of the school population.)*

Findings	Supporting Evidence:
Students' views on the school's support services are effective as evidenced by: ● **SQS Data -** Students reported the following opinions about MES: ○ **Student Data:** ■ "I feel safe at school." ● 2015 - 84% agree ○ 85% state ● 2016 - n/a ○ 85% state ● 2017 - 82% agree ○ 64% state ■ "If I ever got sick at school, someone would take care of me." ● 2015 - 87% agree ○ 83% state ● 2016 - n/a ○ 82% state ● 2017 - 82% agree ○ 81% state ■ "My teachers give me help when I need it." ● 2015 - 86% agree ○ 92% state ● 2016 - n/a ○ 91% state ● 2017 - 87% agree ○ 91% state ■ "If I feel bad, I can get help from the school staff."	● SQS Survey Data 2015 & 2017 ● SCC Minutes (school website)

● 2015 - 65% agree ○ 72% state ● 2016 - n/a ○ 72% state ● 2017 - 72% agree ○ 73% state ● Student Council representatives from grades 4-6 participate in all SCC meetings to share students' views.	

WASC Category E. School Culture and Support for Student Personal and Academic Growth: Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified student learning needs (Chapter III).

Summary (including comments about the student learning needs):

MES strives to build a positive school climate through the collaboration of all stakeholder groups. We provide many opportunities and activities to encourage parent and community involvement; however, increasing parent participation is an ongoing effort. While MES is a safe place for learning, bullying and harassment remains a concern.

MES has high expectations and builds an environment that honors differences. Learning is tailored to meet students' needs through differentiation of curriculum and supplemental programs, as well as a wide range of activities that are aligned to academic standards and GLOs; however, MES needs to overtly connect curricular/co-curricular activities to standards and GLOs. Data Teams provide teachers opportunities to make informed decisions for teaching and learning based on student data, but the Data Teams process needs to be followed with greater fidelity.

Prioritize the strengths and areas of growth for Category E.

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

- AVID program teaches strategies to prepare students for success in high school, college and career.
- MES provides a safe learning environment.
- Visuals reinforce schoolwide initiatives and are posted in every classroom.
- Data Teams provide teachers with opportunities to make informed decisions on student data.
- Learning is differentiated and a wide range of extracurricular activities are offered to meet student needs.
- MES has initiatives and responses to address bullying and harassment.

- Many opportunities/activities are provided to inform and encourage parent and community member involvement.
- MES PTO actively collaborates on school events and raises money to support common goals of the school and uses community resources to support students in a variety of ways.

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

- Although grade level teams meet as Data Teams, the process needs to be followed with greater fidelity.
- Although MES has high expectations regarding appropriate student behavior, we need to work on reducing incidents of disruption, disrespect/non-compliance, and/or physical contact in the classroom.
- Bullying and harassment remains an ongoing concern.
- Connections between curricular/co-curricular activities and standards/GLOs need to be clearly stated.
- Although MES provides many opportunities for parent and community involvement, participation is minimal.

Mokulele Elementary School
SELF-STUDY

Chapter 5
Academic Plan

Gateway of Aloha
Saying Aloha and Farewell to our Departing Students

Task 5: Revise the Academic Plan; establish an ongoing follow-up process to monitor implementation and accomplishment

Product

- **Self-Study, Report, Chapter V: Academic Plan**
  - **A. Utilize the schoolwide strengths and growth areas/challenges**
    - **a. Insert the table that lists all strengths from Categories A-E.**

Areas of Strength: Mokulele Elementary School

Organization: Vision and Mission, GLOs, Governance, Leadership and Staff, and Resources	Standard-Based Student Learning: Curriculum	Standards-Based Student Learning: Instruction	Standards-Based Student Learning: Assessment and Accountability	School Culture and Support for Student Personal and Academic Growth
● Improving student achievement is a focus. ● Administration/Principal effectively communicates state mandated initiatives to faculty, staff, and stakeholder members. ● State mandated policies and procedures are followed. ● Many opportunities for parent and community involvement	● Multiple subjects are integrated into instruction more than once a week. ● MES stays current by incorporating the latest educational research (AVID, Thinking Maps, TRIBES, Mindfulness, PLC/Data Teams). ● The STAR Universal Screener is used at least three times a	● An array of online computer-based programs are provided. ● Differentiated strategies are employed by all teachers. ● Learning targets and criteria are reviewed with students. ● All teachers receive feedback from students to adjust instruction. ● All teachers use at least one type of technology per day to	● ELA and math state mandated curriculum are implemented. ● There is a schoolwide universal screener. ● Schoolwide supplemental computer based programs (such as Achieve 3000, Front Row Education, Smarty Ants, Accelerated Reader) are available.	● AVID program teaches strategies to prepare students for success in high school, college and career. ● MES provides a safe learning environment. ● Visuals reinforce schoolwide initiatives and are posted in every classroom. ● Data Teams provide teachers with opportunities

in school are provided. ● Strong vision and mission statement that relates to students and aligns to standards and GLOs.	year to monitor student progress. ● All students have access to a rigorous, relevant, and coherent general education curriculum (based on CCSS, HCPS III and HELDS) across all programs. ● RTI is implemented schoolwide. ● MES participates in complex wide initiatives, meetings, and events. ● Student support services are effective. ● Student Evidence Binders are implemented schoolwide and shared during parent-teacher conferences and student	deliver instruction. ● Survey data indicates that students like coming to school and feel academically challenged. ● MES provides many different ways for students to access knowledge. ● Real-world experiences are provided. ● Teachers provide opportunities for students to demonstrate GLO #3 complex thinking, reasoning and problem solving at least once a day.	● Formative and summative assessments are aligned to standards, measure growth, and help to inform instruction. ● Programs and processes are driven by assessment results. ● Systems are in place to monitor progress of all students (academic standards and GLOs). ● Assessment processes (such as Data Teams) are implemented schoolwide. ● GLOs are addressed in all curriculum areas.	to make informed decisions on student data. ● Learning is differentiated and a wide range of extracurricular activities are offered to meet student needs. ● MES has initiatives and responses to address bullying and harassment. ● Many opportunities/ activities are provided to inform and encourage parent and community member involvement. ● MES PTO actively collaborates on school events and raises money to support common goals of the school and uses community resources to

	led conferences. ● Schoolwide STEM/STEAM initiative is implemented 4x/year. ● Quarterly awards assemblies recognizing HOM and GLOs are held. ● Students are exposed to and explore community jobs/roles through field trips and special guest presenters. ● Some transition processes are in place. ● MES serves the community through different activities (JPO, TROOPS, Recycling, Hurricane Relief).			support students in a variety of ways.

b. Insert the table that prioritizes all areas of growth/challenges from Categories A-E.

Areas of Growth: Mokulele Elementary School

Organization: Vision and Mission, GLOs, Governance, Leadership and Staff, and Resources	Standard-Based Student Learning: Curriculum	Standards-Based Student Learning: Instruction	Standards-Based Student Learning: Assessment and Accountability	School Culture and Support for Student Personal and Academic Growth
● Monitor the implementation of PD and the Academic Plan, as well as monitoring the progress of grade level Data Teams with greater fidelity. ● Re-evaluate methods of increasing all stakeholder (including teacher) participation in schoolwide activities and decisions as attendance/volunteers/input are minimal. ● Revisit vision and mission statements so that it remains relevant to present and	● Devote more time to vertical alignment. ● Improve on finding congruence between written standards and what is actually taught. ● Consistently post and refer to standards, learning targets, and GLOs being addressed. ● Implement Small Group Instruction (SGI) with fidelity. ● Assess RTI, as SY 2017-2018 is our first year of implementation.	● MES needs more consistent and systemic usage of computer-based programs. ● SGI needs to be implemented with more consistency. ● Schoolwide rubrics and criteria need to be discussed. ● Teacher survey data indicates that further PD in Wonders and Stepping Stones online needs to be provided. ● A common understanding of what constitutes a student	● Revisit programs and processes on a more frequent basis to monitor their effectiveness. ● Follow Data Teams process with greater fidelity. ● Create consistency of measuring student growth and progress of each grade/level through vertical articulation and vertical alignment of curriculum. ● Develop exemplars, common rubrics, and math problem solving	● Although grade level teams meet as Data Teams, the process needs to be followed with greater fidelity. ● Although MES has high expectations regarding appropriate student behavior, we need to work on reducing incidents of disruption, disrespect/non-compliance, and/or physical contact in the classroom. ● Bullying and harassment remains an ongoing concern.

future needs of the students.	● Monitor progress on students' goals in their evidence binders. ● Intentionally share and follow through on what was gained when selected groups of teachers attend PD trainings off campus. ● Improve the transition process for incoming and exiting students.	centered classroom needs to be developed. ● The degree to which GLOs are taught and evaluated needs to be reviewed and re-assessed.	process within and across grade levels. ● Review and revise peer review and RTI process. ● Utilize a more consistent method for rating GLOs. ● Collect parent feedback with greater consistency.	● Connections between curricular/co-curricular activities and standards/GLOs need to be clearly stated. ● Although MES provides many opportunities for parent and community involvement, participation is minimal.

c. Comment briefly on implications for revising the Academic Plan

- Through stakeholder involvement, our Academic Plan will be revised based on our identified areas of growth, as well as our complex and state initiatives. As a result, our enabling activities may change and/or be updated.

B. State 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 standard-based approach in support of student achievement based on both academic standards and the General Learner Outcomes (optional).

a. Systems and practices will need to be implemented to address our identified areas of growth. This will improve instruction for all

students by increasing the fidelity and consistency with which programs are implemented and evaluated.

- Increase schoolwide consistency by monitoring programs and processes (e.g. data teams, RTI) with greater fidelity and developing common understandings of these programs and processes.
- Overtly teach to academic standards and GLOs so that learning targets are clear to students.
- Provide time for faculty to articulate and collaborate between grade levels (including SpEd team) to assist in the development of vertical alignment in all subject areas.
- Increase stakeholder involvement in school events.

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

a. Members of the Academic Review Team , using the "Plan, Implement, Evaluate, Improve" process (which replaced the Plan, Do, Check, Act model) will be responsible for monitoring the implementation of each enabling activity in our Academic Plan. Evidence of progress will be collected on a quarterly basis, and follow-up action will be taken to address areas of growth. Teachers and stakeholders will be included in the "Plan, Implement, Evaluate, Improve" process as pertinent to the actions in the Academic Plan. The School Community Council will continue to monitor ongoing school improvement at Mokulele Elementary School.

Three-Year Academic Plan 2017-2020

Aiea – Moanalua – Radford

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Where are we now?	
Prioritize school's needs as identified in one or more of the following needs assessments: • Comprehensive Needs Assessment (Title I Schools) • WASC Self Study ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction ▪ WASC Category C: Standards Based Student Learning: Instruction ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability • International Baccalaureate (IB) Authorization	1. Need: Students need to Understand and Apply the 8 Standards of Mathematical Practice. 2. Need: Social Emotional Learning (SEL): Students need behavioral support and a well-managed, orderly environment for effective learning. **MES WASC Chapter 1** **MES WASC Chapter 3** **Addressing Equity: Sub Group Identification**

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

• Other	**In order to address equity, list the targeted sub group(s) and their identified needs.** **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs. Subgroup: Special Education Grades K-6 Needs: Narrowing the Achievement Gap Math Gap 3% in SY 2014-2015 to 22% in SY 2015-2016 ELA Gap 22% in SY 2014-2015 to 44% in SY 2015-2016 Enabling activities include all teachers and all students

ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name of ART Team Accountable Lead	**Title of ART Team Accountable Lead**
1. Shannon Tamashiro	1. Principal/EES
2. Linda Chingon	2. ART Lead
3. Trisha Shimabuku-Fish	3. CSSS/RTI
4. Linda Chingon	4. Formative Instruction/Data Team/RTI
5. Jamie Kawamura	5. CCSS/STEM
6. Seth McKeague	6. CCSS/STEM
7. Amy Okinishi	7. CCSS/STEM
8. Iris Lazor	8. I&M

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.

- ☐ ***Objective 1: Empowered*** *- All students are empowered in their learning to set and achieve their aspirations for the future.*
- ☐ ***Objective 2: Whole Child*** *- All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.*
- ☐ ***Objective 3: Well Rounded*** *- All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.*
- ☐ ***Objective 4: Prepared and Resilient*** *- All students transition successfully throughout their educational experiences.*

Outcome: By the end of three years,	**Rationale:**
• 3% growth in SBA Math scores in 2017-2018 • 3% growth in SBA Math scores in 2018-2019 • 4% growth in SBA Math scores in 2019-2020	• Students exhibit weak problem solving skills based on teacher observational data and low student performance on both formative and summative classroom assessments. • Strive HI data also show that in Math Proficiency students scored at 43% in 2016 on the SBA test. • Observational data indicate a need for students' greater familiarity with SBA prompts and levels of thinking required to respond to them.
• 3% growth in SBA ELA scores in 2017-2018 • 3% growth in SBA ELA scores in 2018-2019 • 4% growth in SBA ELA scores in 2019-2020	• Strive HI data indicate that in ELA Proficiency students scored at 61% in 2016 on the SBA test. • Continued school wide focus on AVID strategies to build student comprehension and increase interaction with texts.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Planning				Funding	Interim Measures of Progress	Semester 1	Semester 2
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**	**Brief statement for each enabling activity that is addressed during the semester**	**Brief statement for each enabling activity that is addressed during the semester**
By the end of SY: 2018 all students will show an increase of 3% performance on the SBA Math test.	• Focus Instruction on Math Practice 1: "Make sense of problems and Persevere in solving them," with the expectation that teachers will implement the new learning. • Focus Instruction on Math Practice 4: "Model with Mathematics," with the expectation that teachers will implement the new learning. • School wide implementation of Front Row Ed	**2017-2018**	Linda Chingon	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Quarterly Stepping Stones/Go Math data on Standards of Mathematical Practice (SMP) 1 & 4 • Quarterly Data from Front Row Ed - school wide common assessments • Quarterly teacher observations on Standards of Mathematical Practice (SMP) 1 & 4 • Possible Data collected from Problem Solver • Quarterly testing using- Star Math Universal Screener - School Wide Data measuring SMP 1 & 4.	• Implementation of RTI math and ELA has been initiated. STAR screener data is being utilized as a progress monitoring tool. Common Core State Standards: Mathematical Practices focus will be revisited. • In-service on the use of Front Row Ed has been provided. Usage is being monitored. • Problem Solver series has been reviewed. Common consensus on its implementation has	

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	• Reconnect & intentionally implement school wide problem solving strategies. • Return to the use of Problem Solver • School wide vertical articulation on Mathematical Practices, expectations & skills					• Vertical articulation occurring across grade levels via math pacing guides.	
By the end of SY: 2019 all students will show an increase of 3% performance on the SBA Math test.	• Focus Instruction on Math Practice 5: "Use appropriate tools strategically," with the expectation that teachers will implement the new learning. • Focus Instruction on Math Practice 7: "Look for and make use of structure," with the expectation that teachers will implement the new learning. • Continue to	**2018-2019**	Linda Chingon	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Quarterly data on the additional Stepping Stones/Go Math on SMP 5 & 7 • Quarterly Front Row Ed - school wide common assessments • Fall & Spring Data from Teacher observations on SMP 5 & 7 • Possible Data collected from Problem Solver • Quarterly testing using Star Math Universal Screener - School Wide Data	• Not applicable until SY: 2018-2019	

	intentionally implement school wide problem solving strategies, Front Row Ed, Problem Solver & Vertical Articulation.						
By the end of SY: 2020 all students will show an increase of 4% performance on the SBA Math test.	• Focus Instruction on Math practice 6: "Attend to precision," with the expectation that teachers will implement the new learning. • Continue to intentionally implement school wide problem solving strategies, Front Row Ed, Problem Solver & Vertical Articulation.	**2019-2020**	Linda Chingon	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Quarterly data on the addition of Stepping Stones/Go Math on SMP 6 • Quarterly Front Row Ed - school wide common assessments • Fall and Spring data from Teacher observations on SMP 6 • Possible Data collected from Problem Solver • Quarterly testing using Star Math Universal Screener - School Wide Data	• Not applicable until SY: 2019-2020	

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

By the end of SY 2018 all students will show an increase of 3% performance on the SBA ELA test. By the end of SY 2019 all students will show an increase of 3% performance on the SBA ELA test. By the end of SY 2020 all students will show an increase of 4% performance on the SBA ELA test.	• Provide teacher support to implement Wonders online • Provide links for learning how to effectively implement Wonders online • Wonders PD training (Wendy Ogawa & Rosa Narikiyo) • Reconnect with Step-up to Writing, 6+1 Traits, Thinking Maps) • Implement AVID - WICOR strategies	**2017-2020**	Linda Chingon	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Data Teams • Data Boards • Walkthroughs • Exit Passes after PD • Surveys/Temperature Checks • Student Work - Writing Samples of Question 21 in Wonders and Grade Level Writing Prompts • Uniformity of Rubrics per grade level to measure quarterly student progress • STAR • AVID Walkthroughs • AVID ISS and CSS • School wide common assessments (e.g. Question 21, etc…)	• New teachers were introduced to the Wonders online component. • Professional development has been provided on Wonders. Various features of Wonders (e.g. Tier 2 Supports) will be explored. • Further Wonders training (online component) to be scheduled in second semester. • Step-up to Writing, and 6+1 Traits, and Thinking Maps has been revisited. Monitoring of implementation will need to occur. • AVID-WICOR strategies are being implemented, and will be monitored next semester.	

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Goal 2: Staff Success. Mokulele Elementary School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years,	**Rationale:**
TECHNOLOGY • Integrate Technology into ELA & Math instruction.	**TECHNOLOGY** • In SY: 2016-2017 the school began to roll out 1:1 Chromebook for grades 2-6. With new equipment, teachers will require professional development to effectively utilize programs and software applications to integrate technology into ELA and Math instruction. • The use of 1:1 programs and applications will provide teachers with tools to differentiate instruction for greater student success.
RTI • Faculty & instructional staff will be fully trained and implement Response to Intervention (RTI).	**RTI** • RTI is a research-based approach that is effective when implemented with consistency. • Staff needs to understand the three tiers of RTI support. • Mokulele needs to determine supports and strategies at each tier and systematize school wide processes to meet individual student needs.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Planning				Funding	Interim Measures of Progress	Semester 1	Semester 2
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**	**Brief statement for each enabling activity that is addressed during the semester**	**Brief statement for each enabling activity that is addressed during the semester**
Throughout SY: 2017-2020, Professional Development with Technology At the annual MES Student Showcase, 100% of students will display products demonstrating their successful use of technology.	• Teachers will participate in Complex Waiver day - Tech Summit • Provide teachers the opportunity to attend GAFE Summit • Teachers will utilize Chromebooks and Google Docs as a means of shared communication, planning & learning. • Teachers will participate in PD during extended faculty meetings in order to implement school programs with fidelity	**2017-2020**	Jamie Kawamura Seth McKeague	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Walkthrough Data • PLC minutes • Reflection/Exit Passes on PD (e.g. after mini lessons, PLC, meeting, etc.) • Online usage data (e.g. Wonders, Achieve, Front Row Ed, etc.)	• Teachers participated in the Complex Waiver Day. • Attendance to GAFE Summit to be determined. • Grades 2-6 have 1:1 Chromebooks. Google Docs is being utilized to communicate, plan, and document learning. • Teachers have been participating in professional development during extended faculty	

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	(e.g. Wonders, Achieve, Front Row Ed, etc.) • Teachers will participate in collegial technology support (Teachers Teaching Teachers (TTT)), with the expectation that teachers will apply newly learned skills in the classroom.						meeting days. • Teachers Teaching Teachers to occur next semester.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Planning				Funding	Interim Measures of Progress	Semester 1	Semester 2
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**	**Brief statement for each enabling activity that is addressed during the semester**	**Brief statement for each enabling activity that is addressed during the semester**
By SY 2017-2018, Integrating technology in ELA and Math.	• Research uses of Google Classroom	**2017-2018**	Jamie Kawamura Seth McKeague	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Classroom technology implementation plan for SY: 18-19	• Technology Implementation Plan has been initiated. Some teachers are piloting Google Classroom.	
By SY 2018-2019, All teachers will be trained in Google Classrooms	• Introduce Google Classrooms	**2018-2019**	Jamie Kawamura Seth McKeague	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Surveys, Exit Passes & Reflections	• Not applicable until SY: 2018-2019	

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

By SY: 2019-2020, Grades 4-6 will implement Google Classrooms into their curriculum.	• Implement Google Classrooms into the curriculum (1:1 classes)	**2019-2020**	Jamie Kawamura Seth McKeague	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Teacher & students artifacts	• Not applicable until SY: 2019-2020

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Planning				Funding	Interim Measures of Progress	Semester 1	Semester 2
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**	**Brief statement for each enabling activity that is addressed during the semester**	**Brief statement for each enabling activity that is addressed during the semester**
By SY: 2017 -2018 Develop Common Understanding of Scope & Sequence of Curriculum	• Teachers will dialogue on Math Practice 1: "make sense of problems and persevere in solving them," in order to gain common understanding. • Teachers will dialogue on Math Practice 4: "model with mathematics," in order to gain common understanding.	**2017-2018**	Jamie Kawamura Seth McKeague	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Monitor School Wide Implementation and alignment of SMP 1 & 4 through data team analysis & discussions of student work.	• Pacing guides are being developed within grade level PLC time.	

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

By SY: 2018 -2019 Develop Common Understanding of Scope & Sequence of Curriculum	• Teachers will dialogue on Math Practice 5: "Use appropriate tools strategically"in order to gain common understanding. • Teachers will dialogue on Math Practice 7: "Look for and make use of structure," in order to gain common understanding.	**2018-2019**	Jamie Kawamura Seth McKeague	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Monitor School Wide Implementation and alignment with the addition of SMP 5 & 7 through data team analysis & discussions of student work.	• Not applicable until SY: 2018-2019	
By SY: 2019 -2020 Develop Common Understanding of Scope & Sequence of Curriculum	• Teachers will dialogue on Math practice 6: "Attend to precision," in order to gain common understanding.	**2019-2020**	Jamie Kawamura Seth McKeague	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Monitor School Wide Implementation and alignment with the addition of SMP 6 through data team analysis & discussions of student work.	• Not applicable until SY: 2019-2020	

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Planning				Funding	Interim Measures of Progress	Semester 1 Nov. 20	Semester 2 April 20
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**	**Brief statement for each enabling activity that is addressed during the semester**	**Brief statement for each enabling activity that is addressed during the semester**
By SY 2017-2018, Implement RTI process	• Train teachers on RTI process. • Implement RTI process for Reading	**2017-2018**	Trisha Shimabuku-Fish Linda Chingon	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Universal Screener to gather data for RTI • Analyze, revise data & next steps	• All teachers were trained on the RTI process and are implementing RTI for ELA and math.	
By SY 2018-2019, Assess RTI process	• Revisit and revise the RTI process for Reading • Extend RTI process beyond Reading	**2018-2019**	Trisha Shimabuku-Fish Linda Chingon	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Assess ongoing RTI process to determine school wide structures. • Determine other areas to expand RTI based on school needs.	• Not applicable until SY: 2018-2019	

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

By SY 2019-2020, Refine RTI process	• Focus on deepening RTI implementation and structures to sustain the process.	**2019-2020**	Trisha Shimabuku-Fish Linda Chingon	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Assess ongoing RTI process and structures to determine next steps.	• Not applicable until SY: 2019-2020

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Planning				Funding	Interim Measures of Progress	Semester 1	Semester 2
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**	**Brief statement for each enabling activity that is addressed during the semester**	**Brief statement for each enabling activity that is addressed during the semester**
Throughout SY: 2017-2020, Shared leadership (Teachers Teaching Teachers (TTT))	• MES teachers conducting PD & share effective strategies (in all areas)	**2019-2020**	Jamie Kawamura Seth McKeague	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Conduct Surveys, Reflections & Exit Passes	• Teachers Teaching Teachers to occur next semester.	

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Goal 3: Successful Systems of Support. The system and culture of **Mokulele Elementary School** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	**Rationale:**
• By SY: 2017 - 2018 10% reduction in incident referrals • By SY: 2018 - 2019 10% reduction in incident referrals • By SY: 2019 - 2020 10% reduction in incident referrals	• In SY: 2015-2016, there were 271 class D offenses. (LDS) • In SY: 2016-2017, there were 196 class D offenses in the first semester alone. (LDS) • In the first semester of SY: 2016-2017, approximately 232 referrals were received. (LDS) • Results from the November 2016 School wide Tripod Survey data indicate that Classroom Management is one of our greatest needs (55%).
• By SY: 2017-2020, Increase parent and community engagement.	• Data for the past four years show that attendance at monthly parent coffee hours is generally in the single digits. We would like to increase our parent participation in these events. • Community attendance at School Community Council (SCC) Meetings has been very low, sometimes to the point that the meeting had to be cancelled due to non-attendance. • Until November 2016, Mokulele has had no military partners.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Planning				Funding	Interim Measures of Progress	Semester 1 Nov. 20	Semester 2 April 20
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**	**Brief statement for each enabling activity that is addressed during the semester**	**Brief statement for each enabling activity that is addressed during the semester**
In SY: 2017-2020 Reconnect with SEL supports.	• Year 1 reconnect with Tribes • Year 2 reconnect with Habits of Mind & correlate to SMP • Year 3 sustain and deepen Tribes and Habits of Mind	**2017-2020**	Linda Chingon	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Turn in a schedule to admin of frequency of SEL practices. • Walk-through	• Tribes/Ohana Groups meet monthly. • Tribes training unavailable this year. • Tribes strategies modeled during faculty meetings. • Appreciations given in the weekly faculty/staff bulletin and meetings. • Very Important People (VIP) lunches conducted monthly. • Recognition assemblies conducted quarterly.	

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	• Correlate Tribes, Mindfulness, AVID and I Messages with Social and Emotional Learning (SEL) Competencies. • School Wide Agreement on Frequency of SEL practices.	**2017-2020**	Tribes Committee	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Exit pass for Ohana Lessons. • Data collected from Inner Explorer website.	• See above	
	• TRIBES Training for non-certified teachers. • Refresher TRIBES training for staff. • Appreciate/reinforce by celebrating positive work/behaviors.	**2017-2020**		X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Incident Referral Data • Peer Trackers	• See above	
	• Refresher for Mindfulness practice	**2017-2020**	Bill Laeha (Mindfulness)	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A		• Has not been addressed this semester	

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

SY 2017-2020: Increase parent and community involvement	• Refine and enhance our school wide activities so that parents/community are more informed and involved • Flyers Day - Meet & Greet • Open House • Parent Information Night • Parent Coffee Hour • SCC monthly meetings • School wide events utilizing Military Partnership Volunteers • Boy Scout service projects • Parent/community participation in annual school wide events	2017-2020	ART Team	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Baseline data using ○ Sign-in ○ Surveys ○ Evaluations • Monitor data using ○ Sign-in ○ Surveys ○ Evaluations ○ Photos	• All enabling activities have been addressed with the exception of the Boy Scout Service projects.	

Mokulele Elementary School
SELF-STUDY

Appendices

Table of Appendices

A. Strive HI ---------- 210

B. Trend Report ---------- 226

C. SSIR ---------- 232

D. SQS ---------- 256

E. Tripod Survey ---------- 304

F. FOL Committee Surveys ---------- 332

G. Academic Plan ---------- 343

H. Financial Plan ---------- 363

I. WSF/Non-WSF ---------- 371

J. Funds From Other Sources ---------- 374

K. Report Cards ---------- 375

L. Map of School ---------- 421

M. Classroom Assignment Map ---------- 422

N. MES Staff Roster ---------- 423

O. FOL Committee Groups ---------- 424

P. Bell Schedule ---------- 425

Q. IRA/RTI Schedule ---------- 426

R. Index of Acronyms ---------- 427

A. Strive HI SY 2014-2015

SchCode: 220

School Year Ending: 2014

Strive HI: Student Group Performance Report

Mokulele Elementary

Target	Reading				Math				Science				Retention Rate	
	Participation 95%		Proficiency 79 %		Participation 95%		Proficiency 66 %		Participation 95%		Proficiency 49 %		Objective <= 2 %	
	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?
All Students	99%	Yes	70%	No	99%	Yes	58%	No	100%	Yes		n/a	1%	Yes
Disadvantaged	100%	Yes	70%	No	100%	Yes	60%	No		n/a		n/a		
Disabled (SPED)		n/a		n/a		n/a		n/a		n/a		n/a		
Limited English (ELL)		n/a		n/a		n/a		n/a		n/a		n/a		
Asian/Pacific Islander	100%	Yes	82%	Yes	100%	Yes	71%	Yes		n/a		n/a		
Black		n/a		n/a		n/a		n/a		n/a		n/a		
Hispanic		n/a		n/a		n/a		n/a		n/a		n/a		
Native American		n/a		n/a		n/a		n/a		n/a		n/a		
White	99%	Yes	78%	No	99%	Yes	60%	No		n/a		n/a		
Asian		n/a		n/a		n/a		n/a		n/a		n/a		
Pacific Islander		n/a		n/a		n/a		n/a		n/a		n/a		
Native Hawaiian		n/a		n/a		n/a		n/a		n/a		n/a		

Index Classification: Continuous Improvement

Source of Displayed Percentage Value

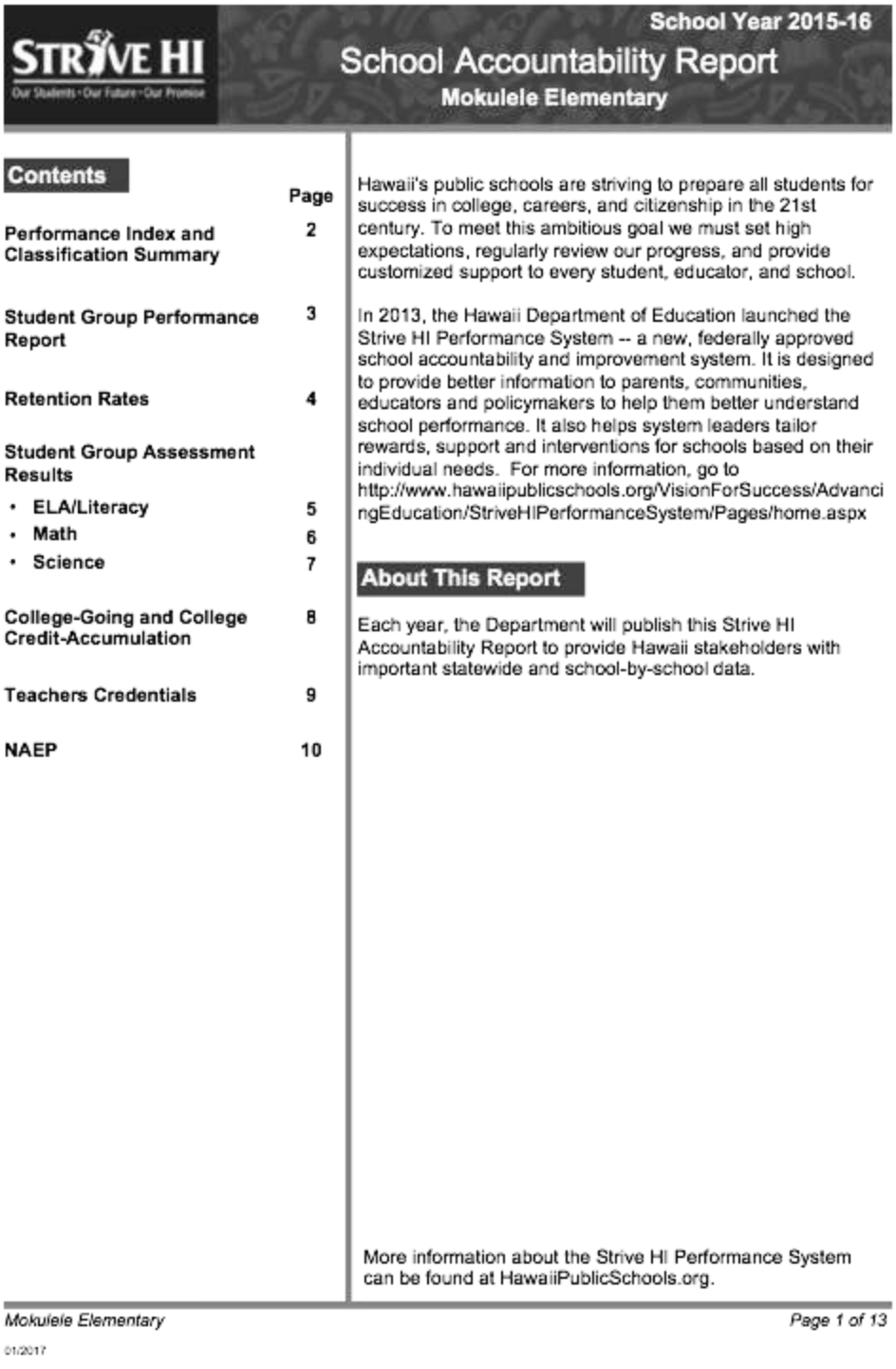
i ELL and ELL Exits Proficiency Rate

ii SPED and SPED Exits Proficiency Rate

Run Date: Monday, September 08, 2014

Final Results

A. Strive HI SY 2015-2016



STRIVE HI
Our Students · Our Future · Our Promise

School Year 2015-16

School Accountability Report

Mokulele Elementary

Contents

	Page
Performance Index and Classification Summary	2
Student Group Performance Report	3
Retention Rates	4
Student Group Assessment Results	
• ELA/Literacy	5
• Math	6
• Science	7
College-Going and College Credit-Accumulation	8
Teachers Credentials	9
NAEP	10

Hawaii's public schools are striving to prepare all students for success in college, careers, and citizenship in the 21st century. To meet this ambitious goal we must set high expectations, regularly review our progress, and provide customized support to every student, educator, and school.

In 2013, the Hawaii Department of Education launched the Strive HI Performance System -- a new, federally approved school accountability and improvement system. It is designed to provide better information to parents, communities, educators and policymakers to help them better understand school performance. It also helps system leaders tailor rewards, support and interventions for schools based on their individual needs. For more information, go to http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/home.aspx

About This Report

Each year, the Department will publish this Strive HI Accountability Report to provide Hawaii stakeholders with important statewide and school-by-school data.

More information about the Strive HI Performance System can be found at HawaiiPublicSchools.org.

Mokulele Elementary *Page 1 of 13*

01/2017

Strive HI: Performance Index and Classification Summary

Strive HI Transition Year Data Report, 2015-16
(220) Mokulele Elementary

(FINAL RESULTS)

	SCHOOL YEAR 2014-2015 School	School	SCHOOL YEAR 2015-2016 Complex Area (Elementary)	State (Elementary)
Achievement	Math Meeting Standard **36%** ELA/Literacy Meeting Standard **49%** Science Proficiency **59%**	Math Meeting Standard **43%** ELA/Literacy Meeting Standard **61%** Science Proficiency **59%**	Math Meeting Standard **52%** ELA/Literacy Meeting Standard **60%** Science Proficiency **65%**	Math Meeting Standard **48%** ELA/Literacy Meeting Standard **53%** Science Proficiency **57%**
Growth	Math Growth MGP **52** ELA/Literacy Growth MGP **58**	Math Growth MGP **48** ELA/Literacy Growth MGP **60**		
Readiness	Chronic Absenteeism **5%**	Chronic Absenteeism **8%**	Chronic Absenteeism **8%**	Chronic Absenteeism **13%**
Achievement Gap	Math Gap Rate **3%** ELA/Literacy Gap Rate **22%**	Math Gap Rate **22%** ELA/Literacy Gap Rate **44%**	Math Gap Rate **44%** ELA/Literacy Gap Rate **39%**	Math Gap Rate **47%** ELA/Literacy Gap Rate **46%**
Other	Retention Rate **0%** 3rd Grade Advanced Reading **N/A**	Retention Rate **0%** 3rd Grade Advanced Reading **40%**	Retention Rate **0%** 3rd Grade Advanced Reading **28%**	Retention Rate **0%** 3rd Grade Advanced Reading **23%**

NOTE: Final display numbers are rounded.

If asterisked (*), results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

Run Date: Monday, December 05, 2016

Strive HI: Student Group Performance Report

The Student Group Performance Report disaggregates key outcomes across student subgroups that include economically disadvantaged, disabled, English language learners, and five federally defined race and ethnic groups. In addition, Hawaii provides further breakdowns for Asian, Native Hawaiian, and Pacific Islander to more accurately reflect the State's population demographics.

Based on Strive HI Index scores and key graduation and achievement gap measures, a school is classified into one of five categories: Recognition, Continuous Improvement, Focus, Priority, or Superintendent's Zone. Schools classified as a High Performance Recognition School must meet all targets on its Student Group Performance Reports.

Each school's Student Group Performance Report can be found on the Strive HI section of the Accountability Resource Center of Hawaii (ARCH) webpage (http://arch.k12.hi.us).

	ELA/Literacy				Math				Science			
	Participation		Meeting Standard		Participation		Meeting Standard		Participation		Proficiency	
State Target	95%		61%		95%		51%		95%		61%	
	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?
State: All Students	98%		51%		98%		42%		97%		43%	
All Students	98%	Yes	61%	Yes	96%	Yes	43%	No	100%	Yes		n/a
Disadvantaged	97%	Yes	50%	No	94%	No	43%	No		n/a		n/a
Disabled (SPED)		n/a		n/a		n/a		n/a		n/a		n/a
Limited English (ELL)		n/a		n/a		n/a		n/a		n/a		n/a
Asian/Pacific Islander	95%	Yes		n/a	95%	Yes		n/a		n/a		n/a
Black		n/a		n/a		n/a		n/a		n/a		n/a
Hispanic	100%	Yes		n/a	100%	Yes		n/a		n/a		n/a
Native American		n/a		n/a		n/a		n/a		n/a		n/a
White	97%	Yes	66%	Yes	94%	No	54%	Yes		n/a		n/a
Asian		n/a		n/a		n/a		n/a		n/a		n/a
Native Hawaiian		n/a		n/a		n/a		n/a		n/a		n/a
Pacific Islander		n/a		n/a		n/a		n/a		n/a		n/a
High Needs	97%	Yes	42%	No	94%	No	38%	No		n/a		n/a
Non High Needs	99%	Yes	76%	Yes	98%	Yes	48%	No		n/a		n/a

Source of Displayed Percentage Value

[i] ELL and ELL Exits Achievement Rate

[ii] SPED and SPED Exits Achievement Rate

Notes: Reported proficiency rates are actual, unadjusted rates. Proficiency rates on this report may differ from the Strive HI Index and Classification Report due to a participation rate penalty applied to some low participation rate schools under Strive HI calculations.

If asterisked, results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

Cells with too few students (less than 40) are designated "n/a" due to reliability concerns.

Strive HI accountability proficiency results may differ from assessment proficiency results. Only students enrolled in the school for a full school year are included in Strive HI accountability results for proficiency.

Retention Rates

The elementary school retention rates are based on the percent of students, excluding kindergarteners, who are not promoted to the next grade level. Middle and Intermediate retention rates are based on the percent of 8th grade students who are not promoted to 9th grade the following year. A low retention rate is desired.

Performance Target	Retention	
	Elementary <= 2%	
	%	Met?
State: All Students	0%	
All Students	0%	Yes
Disadvantaged	0%	Yes
Disabled (SPED)	0%	Yes
Limited English (ELL)	0%	Yes
Asian/Pacific Islander	0%	Yes
Black	0%	Yes
Hispanic	0%	Yes
Native American		n/a
White	1%	Yes
Asian	0%	Yes
Native Hawaiian	0%	Yes
Pacific Islander	0%	Yes
High Needs	0%	Yes
Non High Needs	0%	Yes

Notes: If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

Student Group Assessment Results

Assessment Results

	English Language Arts/Literacy					
	% Tested	% Meeting Standard	% in Each Standard Level			
			Did Not Meet	Nearly Met	Met	Exceeded
All Students	97%	59%	18%	24%	31%	28%
Disadvantaged	97%	46%	26%	29%	21%	24%
Disabled (SPED)	92%	9%	65%	26%	9%	*
Limited English (ELL)	*	*	*	*	*	*
Asian/Pacific Islander	93%	58%	10%	33%	33%	25%
Black	100%	60%	24%	16%	48%	12%
Hispanic	98%	51%	17%	32%	24%	27%
Native American	*	*	*	*	*	*
White	97%	62%	20%	17%	26%	36%
Asian	84%	75%	*	25%	38%	38%
Native Hawaiian	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
Male	98%	55%	23%	22%	33%	23%
Female	96%	61%	13%	26%	29%	32%
Migrant	n/a	n/a	n/a	n/a	n/a	n/a
AA Students	*	*	*	*	*	*
High Needs	94%	41%	30%	29%	20%	20%
Non High Needs	99%	74%	6%	19%	40%	34%

Notes. The percent tested and percent proficient are based on all students enrolled in tested grades on the Participation Rate Count date.
In addition to federally required race and ethnicity reporting, Asian, Native Hawaiian, and Pacific Islander students are reported as discrete subgroups to more accurately reflects the State's population demographics.
If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).
If the number of students is too small, the figure is not calculated and is noted with an "n/a."

Assessment: Two-Year Trend by Grade Level

This table shows your school's assessment results over a two-year period for all grade levels tested in reading.

English Language Arts/Literacy
% Meeting Standard

Grade	2014-15	2015-16
3	28%	65%
4	59%	60%
5	55%	53%
6	53%	51%

Notes: If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).
If the number of students is too small, the figure is not calculated and is noted with an "n/a."

Assessment Results

	Math					
	% Tested	% Meeting Standard	% in Each Standard Level			
			Did Not Meet	Nearly Met	Met	Exceeded
All Students	96%	39%	20%	41%	24%	15%
Disadvantaged	94%	37%	29%	34%	19%	18%
Disabled (SPED)	84%	5%	71%	24%	5%	*
Limited English (ELL)	*	*	*	*	*	*
Asian/Pacific Islander	95%	44%	24%	32%	29%	15%
Black	96%	17%	25%	58%	13%	4%
Hispanic	100%	33%	21%	45%	17%	17%
Native American	*	*	*	*	*	*
White	94%	49%	15%	36%	30%	19%
Asian	89%	41%	12%	47%	29%	12%
Native Hawaiian	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
Male	96%	43%	21%	37%	22%	21%
Female	96%	37%	19%	44%	26%	11%
Migrant	n/a	n/a	n/a	n/a	n/a	n/a
AA Students	*	*	*	*	*	*
High Needs	94%	33%	36%	31%	17%	16%
Non High Needs	98%	46%	5%	49%	30%	15%

Notes. The percent tested and percent proficient are based on all students enrolled in tested grades on the Participation Rate Count date.
In addition to federally required race and ethnicity reporting, Asian, Native Hawaiian, and Pacific Islander students are reported as discrete subgroups to more accurately reflects the State's population demographics.
If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).
If the number of students is too small, the figure is not calculated and is noted with an "n/a."

Assessment: Two-Year Trend by Grade Level

This table shows your school's assessment results over a two-year period for all grade levels tested in math.

Math % Meeting Standard		
Grade	2014-15	2015-16
3	27%	62%
4	45%	25%
5	37%	33%
6	31%	31%

Notes: If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).
If the number of students is too small, the figure is not calculated and is noted with an "n/a."

Assessment Results

	Science					
	% Tested	% Proficient	% in Each Proficiency Level			
			Well-Below	Approaches	Meets	Exceeds
All Students	100%	53%	4%	43%	47%	6%
Disadvantaged	100%	50%	6%	44%	50%	*
Disabled (SPED)	*	*	*	*	*	*
Limited English (ELL)	n/a	n/a	n/a	n/a	n/a	n/a
Asian/Pacific Islander	*	*	*	*	*	*
Black	100%	40%	10%	50%	40%	*
Hispanic	100%	33%	*	67%	33%	*
Native American	*	*	*	*	*	*
White	100%	80%	5%	15%	65%	15%
Asian	*	*	*	*	*	*
Native Hawaiian	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
Male	100%	52%	8%	40%	44%	8%
Female	100%	54%	*	46%	50%	4%
Migrant	n/a	n/a	n/a	n/a	n/a	n/a
AA Students	n/a	n/a	n/a	n/a	n/a	n/a
High Needs	100%	38%	8%	54%	38%	*
Non High Needs	100%	67%	*	33%	56%	11%

Notes. The percent tested and percent proficient are based on all students enrolled in tested grades on the Participation Rate Count date

In addition to federally required race and ethnicity reporting, Asian, Native Hawaiian, and Pacific Islander students are reported as discrete subgroups to more accurately reflects the State's population demographics.

If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA)

If the number of students is too small, the figure is not calculated and is noted with an "n/a."

Assessment: Two-Year Trend by Grade Level

This table shows your school's assessment results over a two-year period for all grade levels tested in science.

Science % Proficient		
Grade	2014-15	2015-16
4	55%	53%

Notes: If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

If the number of students is too small, the figure is not calculated and is noted with an "n/a."

College-Going and College Credit-Accumulation by Student Group

College-going and college credit-accumulation rates are report by: (a) all students, (b) economically disadvantaged, (c) students with disabilities, (d) English language learners, (e) seven federal race/ethnicity categories, and (f) gender.

College-Going: Counts are based on students who graduate from high school, who then enroll in an institution of higher education (IHE) within 16 months of receiving a regular high school diploma. Source data are compiled by the National Student Clearinghouse. The cohort represents the 2013-14 school year.

Credit-Accumulation: Counts are based on students who graduate from high school, who then enroll in the University of Hawaii system within 16 months of receiving a regular high school diploma and complete at least one year's worth of college credit (applicable toward a degree) within two years of enrollment. Source data are from the Hawaii P-20 Partnership for Education (Hawaii P-20) program. The cohort represents the 2011-12 school year.

College-Going and College Credit-Accumulation is not applicable for this school.

Teacher Qualifications

The percentages of all public elementary and secondary teachers in the State of Hawaii who have the following types of professional qualifications are reported below.

	Full License	Emergency Hire (CTE, Nilhau & Emergency Hire Special Permits)
2013-14	100%	0%
2014-15	100%	0%
2015-16	100%	0%

Notes: Due to rounding, the percentages may not sum to 100%
CTE = Career Technical Education.

Full License

A fully licensed teacher has at least a baccalaureate degree; has completed a State Approved Teacher Education Program (SATEP); has passed Praxis tests (or equivalent) and has a teacher licensure issued by the Hawaii Teacher Standards Board.

Emergency Hire

Teachers with at least a baccalaureate degree may be hired on an emergency basis when there is a position for which fully licensed teachers are not available. A teacher on emergency hire status must annually demonstrate active pursuit of obtaining a Hawaii teacher license. Emergency hires are teachers who have not met the full requirements of licensure.

Classes Not Taught By Highly Qualified Teachers

Below is the percentage of core academic content classes at the school not taught by "highly qualified" teachers as defined under ESEA (Elementary and Secondary Education Act).

		Percent
Classes Not Taught by Highly Qualified Teachers	**2013-14**	0%
	2014-15	0%
	2015-16	0%

Note. The procedures and decision rules regarding the collection and summarizing of this type of data have been revised from year-to-year. Thus, comparisons between years should not be made at this time.

To comply with ESEA requirements, a teacher who is highly qualified is defined as a teacher who:

1) Holds at least a baccalaureate degree; and
2) Is fully licensed by the Hawaii Teacher Standards Board; and
3a) Has passed a state required test of subject matter knowledge in each core academic subject taught; or
3b) Has a major (or the equivalent of a major which is 30 semester hours) in each core academic subject area taught; and
4) Is properly assigned at the grade levels for which the teacher is licensed.

There is an exception in ESEA that recognizes teachers participating in certain alternative routes to licensure.

National Assessment of Educational Progress (NAEP) Mathematics, Reading and Science Results for Hawaii

The NAEP or National Assessment of Educational Progress is a state-by-state assessment of students in grades 4 and 8. It is the only test in the United States that provides a comparison of the performance of students in Hawaii with the performance of students nationally. All states, the District of Columbia, and the Department of Defense Schools participate in mathematics and reading assessments every two years, with 2014-15 being the most recent year for the NAEP. NAEP also assessed Science for both grades 4 and 8 in 2014-15.

NAEP differs in several ways from the Smarter Balanced Assessments which serve as the main state assessments for Hawaii. NAEP has remained a paper-and-pencil assessment through the 2014-15 school year, but starting in 2016-17 will be administered mostly via tablet computers. NAEP shows only a partial alignment with the Common Core Standards, especially in the recommended or implied sequence of instruction. Furthermore, NAEP results are based on samples of students across Hawaii public and public charter schools rather than including all grade 4 and grade 8 students.

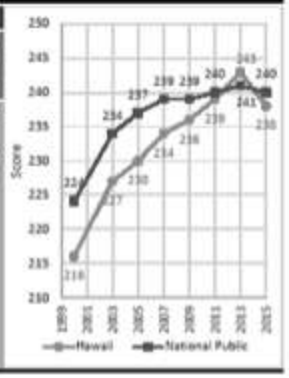
The tables on the following pages provide data on NAEP achievement levels by student group. The NAEP organizes results along the following "achievement levels:" Advanced (A), at and above Proficient (P+), at and above Basic (B+), and Below Basic (BB). NAEP defines Advanced as "superior performance." Proficient represents "...solid academic performance [in which] students have demonstrated competency over challenging subject matter." NAEP defines Basic as "partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade."

The graphs on the right side of the next pages illustrate Hawaii and national trends. In the period from 1999 through 2013, the trend graphs indicated gains, in which gaps between Hawaii scores or percentages and those of national public schools narrowed. However, in 2015, Hawaii's scores declined in grade 4 mathematics, grade 8 mathematics and grade 8 reading, and were static for grade 4 reading. These declines and stasis paralleled national results. The gap for grade 4 reading remained at six scale score points. The gap for grade 8 reading increased from six points in 2013 to seven points in 2015. The gap for grade 8 mathematics declined from three points in 2013 to two points in 2015. And for grade 4 mathematics, where Hawaii exceeded the national average scale score by two points in 2013, it fell to two points below the national average scale score in 2015. Despite the declines and stasis from 2013 to 2015, Hawaii's gains from 2005 to 2015 were the second highest in the nation. Hawaii made strong gains in science from 2009 through 2015.

In addition to data pertaining to All Students, there are student subgroups that include economically disadvantaged as measured by eligibility for free or reduced-price lunch, disabled or students with an Individual Education Plan or 504 Plan, English-language learners, and students grouped by placement in one of the federal ethnicity/race categories. This year's report also includes exclusion rates.

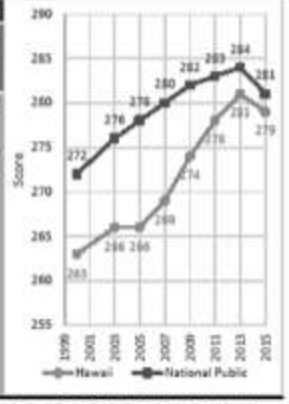
2015 GRADE 4 MATHEMATICS

Grade 4	HAWAII							NATIONAL PUBLIC						
Student Group	Avg. Scale Score	% of Tested	% of Students at Each Achievement Level A	A+	B+	BB	Confidence %	Avg. Scale Score	% of Tested	% of Students at Each Achievement Level A	A+	B+	BB	Confidence %
All Students	238	100	7	38	79	21	2	240	100	7	39	81	19	2
Econ Disadvantaged	229	55	3	26	70	30		229	55	2	24	72	28	
Disabled (IEP Only)	197	8	#	6	31	69	13	215	12	2	14	51	49	12
Eng-Lang Learners	201	7	1	6	33	67	12	218	11	1	15	57	43	7
Asian/Pacific Islander	235	68	6	36	76	24		236	5	22	61	90	10	
Black	#	2	+	+	+	+		224	15	1	19	65	35	
Hispanic	236	8	4	35	80	20		230	26	3	26	73	27	
Native American	+	#	+	+	+	+		228	1	2	24	70	30	
White	248	14	11	50	88	12		248	49	10	51	90	10	
A/PI includes 2+	236	75	6	36	76	24		232	8	18	55	89	11	
Two or More Races	241	7	8	44	80	20		244	3	9	44	85	15	
Asian	245	34	9	48	85	15		250	5	23	64	92	8	
Hawaii/Pacific Islander	226	34	2	24	68	32		226	#	3	24	65	35	



2015 GRADE 8 MATHEMATICS

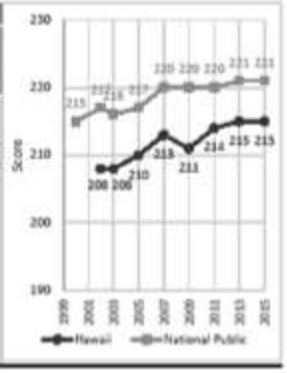
Grade 8	HAWAII							NATIONAL PUBLIC						
Student Group	Avg. Scale Score	% of Tested	% of Students at Each Achievement Level A	A+	B+	BB	Confidence %	Avg. Scale Score	% of Tested	% of Students at Each Achievement Level A	A+	B+	BB	Confidence %
All Students	279	100	6	30	70	30	2	281	100	8	32	70	30	2
Econ Disadvantaged	269	52	2	20	60	40		268	52	2	18	58	42	
Disabled (IEP Only)	232	10	#	1	15	85	11	243	11	1	6	28	72	10
Eng-Lang Learners	239	7	#	3	26	74	14	246	6	1	5	31	69	5
Asian/Pacific Islander	279	70	6	30	68	32		305	6	25	58	86	14	
Black	+	2	+	+	+	+		260	15	1	12	47	53	
Hispanic	271	7	4	20	64	36		269	25	3	19	60	40	
Native American	+	#	+	+	+	+		267	1	3	19	57	43	
White	287	12	8	34	78	22		291	51	10	42	81	19	
A/PI includes 2+	275	78	6	30	69	31		299	8	20	51	82	18	
Two or More Races	285	8	7	34	77	23		283	2	9	35	72	28	
Asian	289	36	10	41	78	22		307	5	26	60	88	12	
Hawaii/Pacific Islander	268	34	2	18	59	41		277	#	6	30	65	35	



Notes. (A) # = Rounds to Zero. (B) Percentages reported under achievement levels P+ and B+ are cumulative. P+ reflects those students who are Advanced or Proficient. B+ reflects those students who are Advanced, Proficient, or Basic (See prior page for specific definitions of NAEP achievement levels. (C) + = Too few to allow release of data.

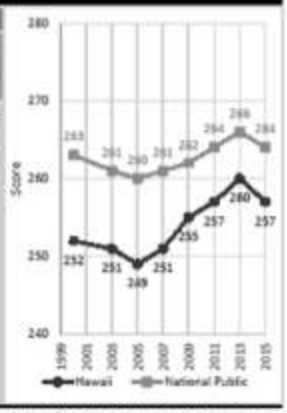
2015 GRADE 4 READING

Grade 4 Student Group	HAWAII Avg Scale Score	HAWAII % of Tested	HAWAII % of Students at Each Achievement Level A	HAWAII P+	HAWAII B+	HAWAII BB	HAWAII Excluded %	NATIONAL PUBLIC Avg Scale Score	NATIONAL PUBLIC % of Tested	NATIONAL PUBLIC % of Students at Each Achievement Level A	NATIONAL PUBLIC P+	NATIONAL PUBLIC B+	NATIONAL PUBLIC BB	NATIONAL PUBLIC Excluded %
All Students	215	100	6	29	61	39	2	221	100	8	35	68	32	2
Econ Disadvantaged	203	54	3	17	48	52		209	55	3	21	56	44	
Disabled (IEP Only)	159	8	#	3	12	88	13	184	12	2	11	30	70	12
Eng-Lang Learners	164	7	#	2	12	88	12	189	11	1	8	32	68	7
Asian/Pacific Islander	211	67	5	25	56	44		238	5	19	53	81	19	
Black	+	2	+	+	+	+		206	15	2	18	51	49	
Hispanic	212	8	4	25	61	39		208	26	3	21	54	46	
Native American	+	1	+	+	+	+		206	1	4	22	53	47	
White	233	15	13	48	80	20		232	49	11	46	79	21	
A/PI includes 2+	212	75	5	26	58	42		233	8	16	48	78	22	
Two or More Races	225	7	8	39	70	30		226	3	10	39	72	28	
Asian	220	33	8	34	67	33		240	5	21	56	83	17	
Hawaii/Pacific Islander	201	34	2	16	46	54		212	#	5	26	58	42	



2015 GRADE 8 READING

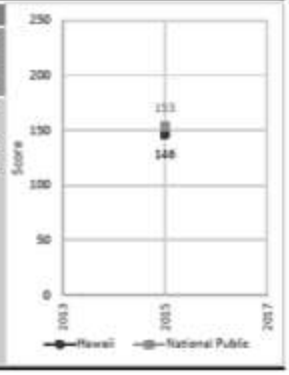
Grade 8 Student Group	HAWAII Avg Scale Score	HAWAII % of Tested	HAWAII % of Students at Each Achievement Level A	HAWAII P+	HAWAII B+	HAWAII BB	HAWAII Excluded %	NATIONAL PUBLIC Avg Scale Score	NATIONAL PUBLIC % of Tested	NATIONAL PUBLIC % of Students at Each Achievement Level A	NATIONAL PUBLIC P+	NATIONAL PUBLIC B+	NATIONAL PUBLIC BB	NATIONAL PUBLIC Excluded %
All Students	257	100	2	26	68	32	2	264	100	3	33	75	25	2
Econ Disadvantaged	247	50	1	16	57	43		253	52	1	20	64	36	
Disabled (IEP Only)	215	10	#	1	21	79	10	226	11	#	6	32	68	10
Eng-Lang Learners	214	6	#	1	17	83	11	223	6	#	3	28	72	8
Asian/Pacific Islander	254	70	2	23	63	35		279	6	9	50	85	15	
Black	258	2	1	23	71	29		247	15	1	15	58	42	
Hispanic	258	7	2	26	68	32		253	25	1	20	65	35	
Native American	+	#	+	+	+	+		253	1	2	22	64	36	
White	270	12	5	38	81	19		273	51	4	42	84	16	
A/PI includes 2+	255	78	2	24	66	34		275	8	8	46	83	17	
Two or More Races	264	8	3	32	76	24		267	2	4	36	77	23	
Asian	263	36	3	31	74	26		280	5	10	52	86	14	
Hawaii/Pacific Islander	246	34	1	15	55	45		254	#	2	23	65	35	



Notes. (A) # = Rounds to Zero. (B) Percentages reported under achievement levels P+ and B+ are cumulative. P+ reflects those students who are Advanced or Proficient. B+ reflects those students who are Advanced, Proficient, or Basic (See prior page for specific definitions of NAEP achievement levels. (C) + = Too few to allow release of data.

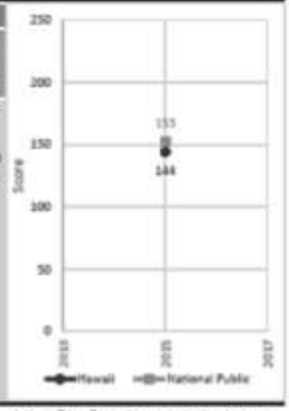
2015 GRADE 4 Science

Grade 4 Student Group	HAWAII Avg Scale Score	HAWAII % of Tested	HAWAII % of Students at Each Achievement Level A	HAWAII P+	HAWAII B+	HAWAII BB	HAWAII Changes %	NATIONAL PUBLIC Avg Scale Score	NATIONAL PUBLIC % of Tested	NATIONAL PUBLIC % of Students at Each Achievement Level A	NATIONAL PUBLIC P+	NATIONAL PUBLIC B+	NATIONAL PUBLIC BB	NATIONAL PUBLIC Changes %
All Students	146	100	1	30	69	31	2	153	100	1	37	75	25	1
Econ Disadvantaged	134	57	#	18	58	42		140	55	#	22	63	37	
Disabled (IEP Only)	99	8	#	5	21	79	11	129	12	#	16	50	50	9
Eng-Lang Learners	94	7	#	1	13	87	9	121	11	#	9	41	59	4
Asian/Pacific Islander	142	68	#	26	66	34		166	5	3	52	85	15	
Black	*	2	*	*	*	*		132	15	#	14	53	47	
Hispanic	142	8	#	25	66	34		138	26	#	20	61	39	
Native American	*	#	*	*	*	*		141	1	#	#	64	36	
White	162	14	1	52	84	16		165	49	1	50	88	22	
A/PI includes 2+	143	75	#	27	67	33		163	8	3	48	83	17	
Two or More Races	153	7	1	39	75	25		158	3	2	41	80	20	
Asian	153	34	1	37	78	22		168	5	3	54	87	13	
Hawaii/Pacific Islander	131	34	#	15	55	45		142	#	#	25	64	36	



2015 GRADE 8 Science

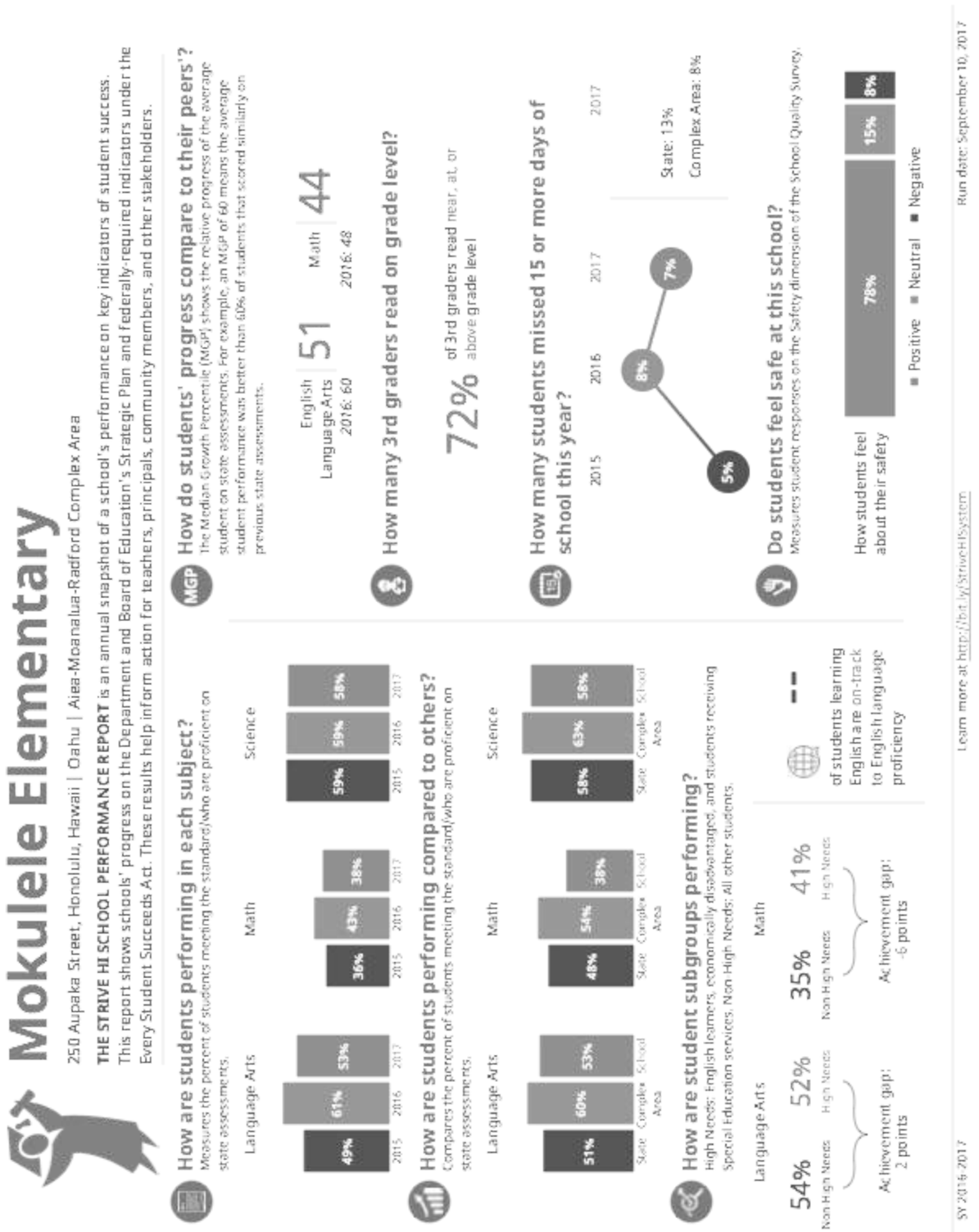
Grade 8 Student Group	HAWAII Avg Scale Score	HAWAII % of Tested	HAWAII % of Students at Each Achievement Level A	HAWAII P+	HAWAII B+	HAWAII BB	HAWAII Changes %	NATIONAL PUBLIC Avg Scale Score	NATIONAL PUBLIC % of Tested	NATIONAL PUBLIC % of Students at Each Achievement Level A	NATIONAL PUBLIC P+	NATIONAL PUBLIC B+	NATIONAL PUBLIC BB	NATIONAL PUBLIC Changes %
All Students	144	100	1	23	58	52	2	153	100	2	33	67	33	2
Econ Disadvantaged	134	50	#	15	47	53		140	51	#	18	52	48	
Disabled (IEP Only)	102	9	#	2	13	87	16	120	11	#	8	29	71	10
Eng-Lang Learners	91	6	#	1	9	91	9	110	6	#	3	18	82	4
Asian/Pacific Islander	139	71	#	18	53	47		163	6	4	46	78	22	
Black	*	3	*	*	*	*		131	15	#	11	40	60	
Hispanic	152	7	1	28	66	34		139	25	1	18	51	49	
Native American	*	#	*	*	*	*		140	1	#	17	53	47	
White	163	12	2	41	81	19		165	51	2	46	81	19	
A/PI includes 2+	141	78	#	20	54	46		162	8	4	43	76	34	
Two or More Races	153	8	1	35	63	35		158	2	3	37	72	28	
Asian	149	36	1	26	65	35		165	5	4	48	80	20	
Hawaii/Pacific Islander	129	34	#	10	39	61		137	#	1	17	47	53	



Notes. (A) # = Rounds to Zero. (B) Percentages reported under achievement levels P+ and B+ are cumulative. P+ reflects those students who are Advanced or Proficient. B+ reflects those students who are Advanced, Proficient, or Basic (See prior page for specific definitions of NAEP achievement levels. (C) * = Too few to allow release of data.

01/2017
Published on January 18, 2017 by: Accountability Section, Office of Strategy, Innovation and Performance.
Strive HI School Accountability Report. Honolulu, HI: Hawaii State Department of Education.

A. Strive HI 2016-2017



STRIVE HI
Our Students • Our Future • Our Promise

How do you measure how well a school is doing? In our estimation, it's more than scores on high-stakes tests. Schools should show that they are supporting children along the educational pipeline toward college, career, and community readiness. Are our students attending school? Are they graduating? Are they going to college? And how successfully are schools reducing the achievement gap between high-needs and non-high needs students?

The Strive HI Performance System was designed to account for these factors in student success. Initially created in 2013 by a U.S. Department of Education waiver from certain aspects of the former No Child Left Behind Act, Strive HI has been refocused by the goals and priorities of the 2017-2020 Department of Education and Board of Education Strategic Plan, the governing document for the public education system. Our Strategic Plan provides a common foundation of expectations and supports for public education, centering on closing the achievement gap to ensure equity and excellence in our schools.

Learn more at http://bit.ly/StriveHISystem

Mokulele Elementary

250 Aupaka Street, Honolulu, Hawaii | Oahu | Aiea-Moanalua-Radford Complex Area

Our Story

Mokulele Elementary is committed to creating a safe and caring culture while using active instructional strategies to engage all learners. Teachers work in Professional Learning Communities analyzing student work, collaborating on unit plans and exploring personal inquiries to improve their craft.

The Sports Intramural Program offers students in grades 2-6 opportunities to participate on a team for flag-football, basketball, and softball. The Radford Complex Extramural Program includes all seven elementary feeder schools (Mokulele Elementary, Hickam Elementary, Nimitz Elementary, Pearl Harbor Kai Elementary, Pearl Harbor Elementary, Aliamanu Elementary, and Makalapa Elementary) in coed volleyball, boys and girls basketball, and track. Dedicated teachers volunteer to coach and facilitate both sporting events.

The music program has a weekly strings and woodwind ensemble program in addition to the existing chorus program.

The Strategic Plan

The Strategic Plan describes shared objectives for equity and excellence for every child. To measure progress on the Strategic Plan, we report on key statewide success indicators. These indicators represent the health of public education, focusing on those which have greatest impact on student success, as well as state and federal requirements. They do not comprehensively represent the diverse measures of success valued by our nearly 300 schools. Schools address their unique approach to indicators through their Academic and Financial Plans and charter school contracts. Learn more at http://bit.ly/1WggQrL

About Our School

Principal | Peter Tovey
Grades | K-6
808-421-4180
mokulele.k12.hi.us

341
students enrolled

of students are English language learners

of students are eligible for Free or Reduced Lunch

of students receive Special Education services

of students receiving Special Education services are in general education classes most of the day

B. Trend Report SY 2014-2015

Updated as of 03/01/2016

220 *Mokulele Elementary*

Trend Report:
Educational and Fiscal Accountability

School Report for School Year 2014-2015

A Guide to Understanding Trend Reports explains the educational and fiscal measures and lists schools in each of the complexes for the school year 2014-15. The *Guide* is available on-line at http://arch.k12.hi.us.

Background

Student Enrollment	*Total*	*SPED*		*ELL*		*Free & Reduced-Cost Lunch Program*		*Kindergartners Who Attended Preschool*
School Year	#	#	%	#	%	#	%	%
2012-2013	470	47	10.0%	*	*	153	32.5%	36.7%
2013-2014	449	58	12.9%	*	*	157	34.9%	--
2014-2015	364	41	11.2%	*	*	116	31.8%	--

Teachers	*Total*	*Licensed*	*Years Experience*	*5+ Years at This School*	*Classes Taught by Teachers Meeting NCLB Requirements*	*Advanced Degree*	*Early Childhood Endorsement (Gr. K teachers)*
School Year	#	%	Average	%	%	%	#
2012-2013	33	96.9%	16.9	70%	97%	18.1%	0
2013-2014	33	100.0%	18.1	76%	100%	15.1%	--
2014-2015	30	100.0%	19.0	77%	100%	23.3%	--

Academic Achievement

HI Statewide Assessment Program	*ELA % Meeting Standard by Grade Level*								*Math % Meeting Standard by Grade Level*							
School Year	3	4	5	6	7	8	10	11	3	4	5	6	7	8	10	11
2012-2013	62.0	71.8	69.4	90.1	na	na	na	na	53.4	67.1	56.8	52.9	na	na	na	na
2013-2014	66.1	71.7	68.4	76.5	na	na	na	na	59.3	58.6	59.4	56.2	na	na	na	na
2014-2015	27.6	58.8	54.7	52.7	na	na	na	na	27.0	45.0	36.5	30.5	na	na	na	na

HI Statewide Assessment Program	*Science % Proficient by Grade Level*		
School Year	4	8	HS
2012-2013	58.4	na	na
2013-2014	50.0	na	na
2014-2015	55.7	na	na

School Year	*Proportion Ready for Kindergarten*	*Retention Rate %*			*Dropout Rate %* (4-year rate)	*Graduate On-Time %*	*Others %*
		Elementary	Middle	Grade 9			
2012-2013	About 1/2	1%	na	na	na	na	na
2013-2014	--	0%	na	na	na	na	na
2014-2015	--	0%	na	na	na	na	na

*Results suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA)

Updated as of 03/01/2016

Safety and Well-Being

Students	Average Daily Attendance %		Offenses by Type of Incident (number of citations per 1,000 students)					
			Violence		Property		Illicit Substances	
School Year	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
2012-2013	95.2%	na	2	na	0	na	0	na
2013-2014	94.7%	na	2	na	0	na	0	na
2014-2015	95.9%	na	0	na	0	na	0	na

School	Persistently Dangerous Schools (NCLB)	Workers' Compensation Claims		Student and Teacher Perceptions on School Safety and Well-Being			
School Year	Yes/No	Total # of claims	% of claims resulting in loss-time	Safety % Positive Responses		Well-Being % Positive Responses	
				Students	Teachers	Students	Teachers
2012-2013	No	2	0.0%	--	--	--	--
2013-2014	No	--	--	--	--	--	--
2014-2015	No	2	0.0%	79.3%	73.5%	73.6%	68.3%

Civic Responsibility

	Young Voter Registration	Kids Voting Hawaii		Students Who Are Not Suspended	Volunteer Hours
School Year	# of students participating	# of students participating	% of students participating	% of Enrollment	# of PCNC volunteer hours per 100 students
2012-2013	na	442	94.0%	98.9%	--
2013-2014	na	--	--	99.7%	--
2014-2015	na	364	100.0%	100.0%	--

Fiscal Accountability

	State General Funds				Explanation of Significant Budget Changes
School Year	School Salaried Payroll	Allocation Excluding School Salaried Payroll	Expended	Carryover	
2012-2013	$2,723,654	$252,215	$224,513	$27,702	none
2013-2014	$2,963,288	$178,122	$173,538	$4,584	none
2014-2015	$2,886,923	$117,842	$114,289	$3,553	none

B. Trend Report 2015-2016

Updated as of 11/25/2016

220 *Mokulele Elementary*

Trend Report:
Educational and Fiscal Accountability

School Report for School Year 2015-2016

A *Guide to Understanding Trend Reports* explains the educational and fiscal measures and lists schools in each of the complexes for the school year 2015-16. The *Guide* is available on-line at http://arch.k12.hi.us.

Background

Student Enrollment	*Total*	*SPED*		*ELL*		*Free & Reduced-Cost Lunch Program*		*Kindergartners Who Attended Preschool*
School Year	#	#	%	#	%	#	%	%
2013-2014	449	58	12.9%	*	*	157	34.9%	--
2014-2015	364	41	11.2%	*	*	116	31.8%	--
2015-2016	359	45	12.5%	*	*	112	31.1%	--

Teachers	*Total*	*Licensed*	*Years Experience*	*5+ Years at This School*	*Classes Taught by Teachers Meeting NCLB Requirements*	*Advanced Degree*	*Early Childhood Endorsement (Gr. K teachers)*
School Year	#	%	Average	%	%	%	#
2013-2014	33	100.0%	18.1	76%	100%	15.1%	--
2014-2015	30	100.0%	19.0	77%	100%	23.3%	--
2015-2016	29	100.0%	18.4	79%	100%	20.6%	--

Academic Achievement

HI Statewide Assessment Program	*ELA % Meeting Standard by Grade Level*								*Math % Meeting Standard by Grade Level*							
School Year	3	4	5	6	7	8	10	11	3	4	5	6	7	8	10	11
2013-2014	66.1	71.7	68.4	76.5	na	na	na	na	59.3	58.6	59.4	56.2	na	na	na	na
2014-2015	27.6	58.8	54.7	52.7	na	na	na	na	27.0	45.0	36.5	30.5	na	na	na	na
2015-2016	65.4	57.6	54.0	51.4	na	na	na	na	62.2	25.4	33.3	31.4	na	na	na	na

HI Statewide Assessment Program	*Science % Proficient by Grade Level*		
School Year	4	8	HS
2013-2014	50.0	na	na
2014-2015	55.7	na	na
2015-2016	51.9	na	na

School Year	*Proportion Ready for Kindergarten*	*Retention Rate %*			*Dropout Rate %* (4-year rate)	*Graduate On-Time %*	*Others %*
		Elementary	Middle	Grade 9			
2013-2014	--	0%	na	na	na	na	na
2014-2015	--	0%	na	na	na	na	na
2015-2016	--	0%	na	na	na	na	na

*Results suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA)
**School is participating in the Community Eligibility Provision

Updated as of 11/25/2016

Safety and Well-Being

Students	Average Daily Attendance %		Offenses by Type of Incident (number of suspensions per 1,000 students)					
			Violence		Property		Illicit Substances	
School Year	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
2013-2014	94.7%	na	2	na	0	na	0	na
2014-2015	95.9%	na	0	na	0	na	0	na
2015-2016	95.7%	na	3	na	0	na	0	na

School	Persistently Dangerous Schools (NCLB)	Workers' Compensation Claims		Student and Teacher Perceptions on School Safety and Well-Being			
School Year	Yes/No	Total # of claims	% of claims resulting in loss-time	Safety % Positive Responses		Well-Being % Positive Responses	
				Students	Teachers	Students	Teachers
2013-2014	No	--	--	--	--	--	--
2014-2015	No	2	0.0%	79.3%	73.5%	73.6%	68.3%
2015-2016	No	1	0.0%	--	57.5%	--	54.5%

Civic Responsibility

	Young Voter Registration	Kids Voting Hawaii		Students Who Are Not Suspended	Volunteer Hours
School Year	# of students participating	# of students participating	% of students participating	% of Enrollment	# of PCNC volunteer hours per 100 students
2013-2014	na	--	--	99.7%	--
2014-2015	na	364	100.0%	100.0%	--
2015-2016	na	--	--	99.7%	--

Fiscal Accountability

	State General Funds				Explanation of Significant Budget Changes
School Year	School Salaried Payroll	Allocation Excluding School Salaried Payroll	Expended	Carryover	
2013-2014	$2,963,288	$178,122	$173,538	$4,584	none
2014-2015	$2,886,923	$117,842	$114,289	$3,553	none
2015-2016	$2,874,941	$122,783	$134,743	($11,960)	none

B. Trend Report 2016-2017

Updated as of 11/14/2017

220 *Mokulele Elementary*

Trend Report:
Educational and Fiscal Accountability

School Report for School Year 2016-2017

A *Guide to Understanding Trend Reports* explains the educational and fiscal measures and lists schools in each of the complexes for the school year 2016-17. The *Guide* is available on-line at http://arch.k12.hi.us.

Background

Student Enrollment	*Total*	*SPED*		*ELL*		*Free & Reduced-Cost Lunch Program*	
School Year	#	#	%	#	%	#	%
2014-2015	364	41	11.2%	*	*	116	31.8%
2015-2016	359	45	12.5%	*	*	112	31.1%
2016-2017	341	38	11.1%	*	*	118	34.6%

Teachers	*Total*	*Licensed*	*Years Experience*	*5+ Years at This School*	*Classes Taught by Teachers Meeting NCLB Requirements*	*Advanced Degree*
School Year	#	%	Average	%	%	%
2014-2015	30	100.0%	19.0	77%	100%	23.3%
2015-2016	29	100.0%	18.4	79%	100%	20.6%
2016-2017	27	100.0%	19.5	85%	100%	22.2%

Academic Achievement

HI Statewide Assessment Program	*ELA % Meeting Standard by Grade Level*							*Math % Meeting Standard by Grade Level*						
School Year	3	4	5	6	7	8	11	3	4	5	6	7	8	11
2014-2015	27.6	58.8	54.7	52.7	na	na	na	27.0	45.0	36.5	30.5	na	na	na
2015-2016	65.4	57.6	54.0	51.4	na	na	na	62.2	25.4	33.3	31.4	na	na	na
2016-2017	51.9	59.0	45.9	48.2	na	na	na	46.1	43.1	16.2	44.8	na	na	na

HI Statewide Assessment Program	*Science % Proficient by Grade Level*		
School Year	4	8	HS
2014-2015	55.7	na	na
2015-2016	51.9	na	na
2016-2017	57.7	na	na

School Year	*Retention Rate %*			*Dropout Rate %*	*Graduate On-Time %*	*Others %*
	Elementary	Middle	Grade 9	*(4-year rate)*		
2014-2015	0%	na	na	na	na	na
2015-2016	0%	na	na	na	na	na
2016-2017	0%	na	na	na	na	na

*Results suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA)
**School is participating in the Community Eligibility Provision

Mokulele Elementary Trend Report Page 1 of 2

Updated as of 11/14/2017

Safety and Well-Being

Students	Average Daily Attendance %		Offenses by Type of Incident (number of suspensions per 1,000 students)					
			Violence		Property		Illicit Substances	
School Year	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
2014-2015	95.9%	na	0	na	0	na	0	na
2015-2016	95.7%	na	3	na	0	na	0	na
2016-2017	95.6%	na	12	na	0	na	0	na

School	Persistently Dangerous Schools (NCLB)	Workers' Compensation Claims		Student and Teacher Perceptions on School Safety and Well-Being			
School Year	Yes/No	Total # of claims	% of claims resulting in loss-time	Safety % Positive Responses		Well-Being % Positive Responses	
				Students	Teachers	Students	Teachers
2014-2015	No	2	0.0%	79.3%	73.5%	73.6%	68.3%
2015-2016	No	1	0.0%	--	57.5%	--	54.5%
2016-2017	No	--	--	77.5%	72.2%	78.8%	62.6%

Civic Responsibility

	Young Voter Registration	We Vote Hawaii		Students Who Are Not Suspended	Volunteer Hours
School Year	# of students participating	# of students participating	% of students participating	% of Enrollment	# of PCNC volunteer hours per 100 students
2014-2015	na	364	100.0%	100.0%	--
2015-2016	na	--	--	99.7%	--
2016-2017	na	325	95.3%	99.1%	--

Fiscal Accountability

	State General Funds				Explanation of Significant Budget Changes
School Year	School Salaried Payroll	Allocation Excluding School Salaried Payroll	Expended	Carryover	
2014-2015	$2,886,923	$117,842	$114,289	$3,553	none
2015-2016	$2,874,941	$122,783	$134,743	($11,960)	none
2016-2017	$2,757,257	$245,150	$229,116	$16,034	none

C. SSIR SY 2014-2015

Mokulele Elementary School

School Code: 220 Grades K-6

School Status and Improvement Report School Year 2014-15

Contents

Focus on Standards p. 1

School Description p. 1

School Setting pp. 2-3

- Student Profile
- Community Profile

School Improvement p. 4

- Summary of Progress

School Resources p. 5

- Certified Staff
- Facilities

Vital Signs pp. 6-8

- School Quality Survey
- Student Conduct
- School Retention or Completion
- Hawaii Statewide Assessment Program
- Other School Information

School Address:

Mokulele Elementary School
250 Aupaka Street
Honolulu, Hawaii 96818

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

Mokulele Elementary School is located on Joint Base Pearl Harbor Hickam (JBPHH) in Honolulu, Hawaii. The student population consists of over 95% military families.

As an AVID Elementary-certified school, Mokulele Elementary will continue our mission to build a strong foundation of skills, knowledge, and resiliency in our College and Career Ready learners by providing continuous opportunities for technological advances. Each class offers Interactive white boards, document projectors, and multiple student computers. Many of our software programs that were instrumental to our academic improvements include Accelerated Reader, Imagine Learning education, and Achieve 3000. We will continue to utilize IXL, a web-based program, to meet our increased AYP demands in math.

We continue to be committed to the State's Healthy Hawaii Initiative by providing morning exercise starting at 7:20 am. Each student also receives Physical Education, Music, Library, and Hawaiiana or Character Education each week. Our focus on developing the Whole Child is extremely important as we continue to add something new to our Arts, like last year's production of The Little Mermaid and School Talent Shows. Our Sports Intramural Program continues to include over 60% of our students in Grades 2-6. Volleyball, Basketball, Football, Softball, and Track are a few of the year-round activities being offered. Our monthly Tribe 'Ohana Groups include lessons to foster inclusion, influence, and community among all students, staff, teachers, and partners.

The Mokulele School Community continues to build partnerships with local businesses who support the school with their time by attending our annual AVID Career Day and reading to kids during "Read Across America." We hold monthly activities to offer parents opportunities to visit the school with Parent Coffee Hours, School Community Council meetings, and Principal VIP Luncheons. In addition, there are several annual events such as the Fall Festival, Family Fun Night in December, Student-led Conferences, and Student STEM Showcase that attract families to the school.

School Status and Improvement Report *School Year 2014-15*

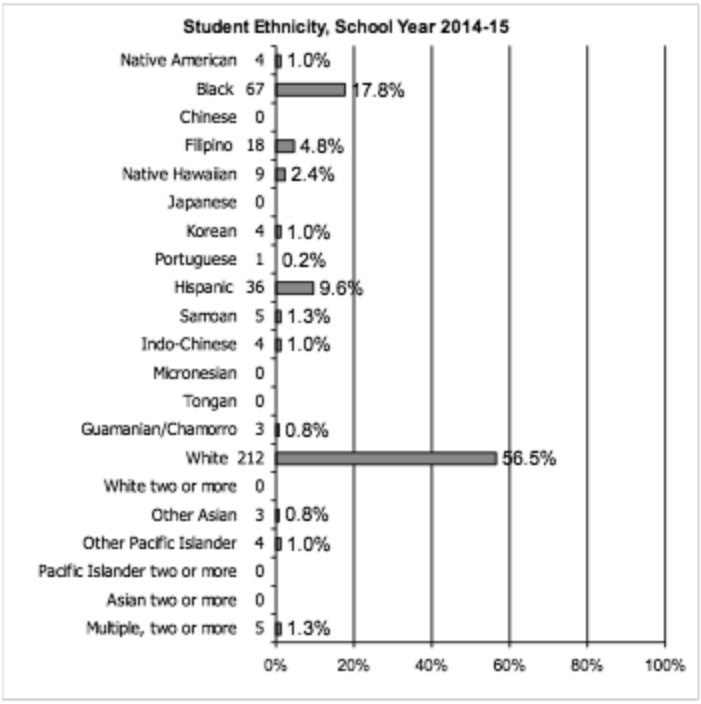
School Setting

Student Profile

School year	*2012-13*	*2013-14*	*2014-15*
Fall enrollment	470	449	364
Number and percent of students enrolled for the entire school year	375 79.7%	354 78.8%	266 73.0%
Number and percent of students receiving free or reduced-cost lunch	153 32.5%	157 34.9%	116 31.8%

	2012-13	*2013-14*	*2014-15*
Number and percent of students in Special Education programs	47 10.0%	58 12.9%	41 11.2%
Number and percent of students with limited English proficiency	* *	* *	* *
Percent of Kindergartners who attended preschool	37%	--	--

Note. " -- " means missing data.
" * " means data not reported to maintain student confidentiality (see FERPA).



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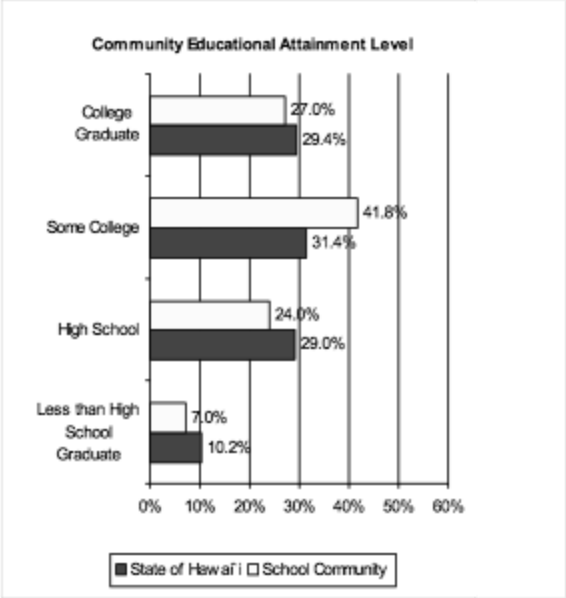
School Setting

Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and the incorporation of Hawaii's HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

Based on the 2010 U.S. Census

Radford HSC Complex	School Community	State of Hawai'i
Total population	27,470	1,360,301
Percentage of population aged 5-19	21.5%	18.4%
Median age of population	27.5	38.6
Number of family households	6,331	313,907
Median household income	$64,049	$66,420



School Improvement

Summary of Progress

In SY 2014-15, Mokulele Elementary School officially began to embrace the AVID Elementary vision in creating a culture of learning in a safe and caring environment for College and Career Readiness. We also invested much time over the past years incorporating the Habits of Mind into our General Learner Outcomes (GLOs) to develop resilient student learners. Teachers developed note-taking skills and organizational tools to provide students with life skills. They were able to work in our Professional Learning Community where teachers developed and explored personal inquiries to improve their craft through their Personal Developmental Plan. Teachers learned about Data Teams and analyzed student work, collaborated on common assessments, and created a sense of collegiality that's imperative to our profession.

Mokulele Elementary developed the Academic Plan for SY 2015-2016 with the following considerations in mind: Mokulele's Vision and Mission, the Vision of the Public School Graduate, general learner outcomes, DOE student priorities, HSA data, current school initiatives, and current research and best practices. These considerations were kept in mind as the three committees – (FOL 1) Formative Instruction/Data Teams; (FOL 2) Common Core/STEM; and (FOL 3) Comprehensive Student Supports – in the school academic plan.

A review of the school's Strive HI results indicates that Mokulele students continue to improve toward meeting proficiency for both reading and math. Our current Index score of 284 puts the school in Continuous Improvement. However, Math scores (58%) are much lower than our Reading scores (70%) and will require much needed gains. New Reading and Math programs, Wonders and Stepping Stones, respectively, were implemented this past school year.

For the SY 2015-2016, Mokulele Elementary will provide students with a renewed focus on being College, Career, Citizenship-Ready with the introduction of the AVID program. The Advancement Via Individualized Determination (AVID) will bring that caring culture back while using active instructional strategies to engage all learners. Achieve3000 and Lexia continue to assist our students with their reading, while IXL offers math interventions and practice.

School Status and Improvement Report *School Year 2014-15*

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		29.0
Regular Instruction, FTE	75.8%	22.0
Special Instruction, FTE	24.1%	7.0
Supplemental Instruction, FTE	0.0%	0.0
Teacher headcount		30
Teachers with 5 or more years at this school		23
Teachers' average years of experience		19.0
Teachers with advanced degrees		7

Professional Teacher Credentials

Fully licensed	100.0%	30
Emergency hires	0.0%	0

Students per Teaching Staff

Regular Instruction	14.6
Special Instruction	5.8

Administrative and Student Services Staff

Administration, FTE *	3.0
Librarians, FTE	0.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	1

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Facilities

School Year Ending 2015

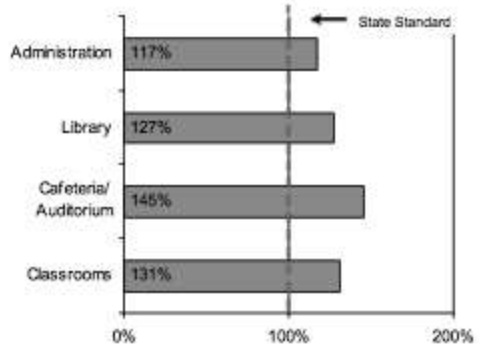
Classrooms available	34
Number of classrooms short (-) or over (+)	0

School facilities inspection results

From the 2011 school year, school facilities inspection data are no longer available at the state level. Department schools are still required to do an annual assessment of its facilities in the following areas: Grounds, Building exterior, Building interior, Equipment/Furnishings, Health/Safety and Sanitation. All department schools should have their annual inspections completed by the second quarter of the school year.

Historically, the majority of the department schools attained inspection assessment points in the following ranges: 9-15, earning a "Satisfactory" rating, and 16-18 points, earning the highest "Very Good" rating.

Adequacy of School's Space



School facilities are considered inadequate if below 70%; marginal if between 70% and 99%; and in excess of state standard if above 100%. School population is placed into size categories and is used in formulas to determine State standards for space. Graph does not display capacity exceeding 200%.

Note. " -- " means missing data.

Vital Signs

School Quality Survey

The School Quality Survey (SQS), administered periodically by the Accountability Section, is used for strategic planning and to comply with state accountability requirements.

Percent of Positive Responses

School Quality Survey * Dimensions		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2014	--	--	--	--	--	--
	2015	73.5%	82.6%	77.3%	86.6%	79.3%	77.1%
Well-Being	2014	--	--	--	--	--	--
	2015	68.3%	80.3%	85.1%	91.9%	73.6%	78.7%
Satisfaction	2014	--	--	--	--	--	--
	2015	51.1%	69.7%	61.1%	83.1%	85.7%	88.6%
Involvement/Engagement	2014	--	--	--	--	--	--
	2015	69.2%	77.3%	77.7%	86.8%	78.6%	80.7%

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2014	--	--	--	--	--	--
	2015	86.6%	87.4%	10.0%	34.6%	94.4%	84.9%

* The SQS is completed by students and parents of students in grades 4, 5, 7, 8, 9, and 11 and by all teachers of the school. State Teacher and Parent positive response figures are one of four grade spans (Gr. K to 5/6, Gr. 6/7 to 8, Gr. 9 to 12, and Multi-level) that best correspond to this school's grade span. The Student positive response figures for the State and this school are those of the highest grade level surveyed at this school.

** State Return Rate for Teachers, Parents, and Students are for one of six grade spans (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

Note: In 2015, a revised School Quality Survey (SQS) was administered statewide to students, school staff, and parents. The dimensions, questions, and rating scale differ from the SQS administered in previous years; thus, the 2014 SQS percentages are intentionally left blank (--).

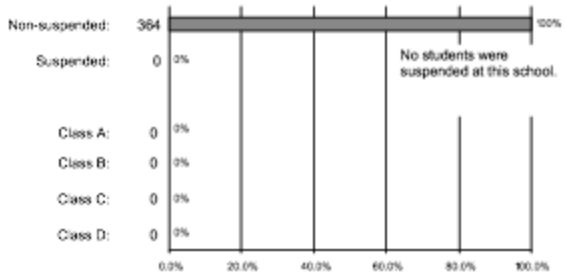
Vital Signs

Student Conduct

Attendance and Absences

School Year 2012-13	2013-14	2014-15	*State Standard*
Average Daily Attendance: % (higher is better)			
95.2%	94.7%	95.9%	**95.0%**
Average Daily Absences: in days (lower is better)			
8.5	9.3	7.3	**9**

Suspensions, School Year 2014-2015



Examples of class of suspension:
Class A: Burglary, robbery, sale of dangerous drugs
Class B: Disorderly conduct, trespassing
Class C: Class cutting, insubordination, smoking
Class D: Contraband (e.g. possession of tobacco)

School Retention

Retention for elementary schools include students who were retained (kept back a grade) in all grades except kindergarten. Retention for middle/intermediate/K-8 schools include only eighth graders who were not promoted to ninth grade.

Retention

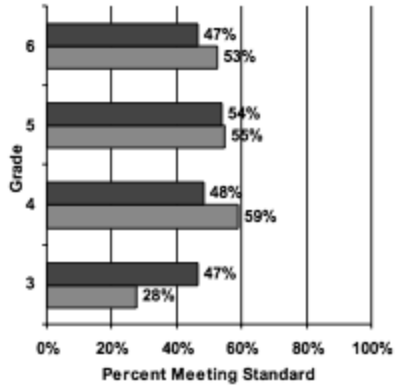
	2013	2014	2015
Total number of students	384	351	321
Percent retained in grade	1%	0%	0%

Note. " -- " means missing data.
" * " means data not reported to maintain student confidentiality (see FERPA).

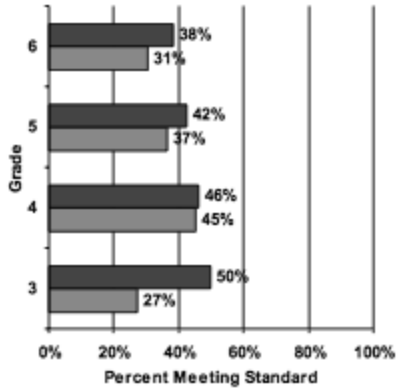
Vital Signs

Hawaii Statewide Assessment Program

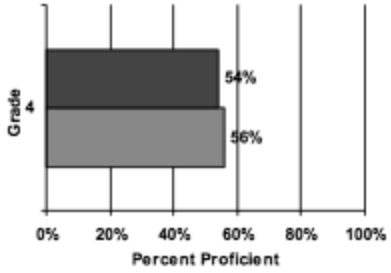
Hawaii Common Core Standards English Language Arts/Literacy



Hawaii Common Core Standards Mathematics



HCPS Science



The HCPS Science assessment is given in grades 4 and 8. High School (HS) HCPS Science assessment results are from an end-of-course exam given to high school students enrolled in Biology I.

School State

A school's bar may not be shown to maintain student confidentiality (see FERPA).

Other School Information

Published on June 30, 2016.
Accountability Section, Assessment and Accountability Branch, Office of Strategy, Innovation and Performance, Honolulu, HI: Hawaii State Department of Education.

C. SSIR SY 2015-2016

Mokulele Elementary School

School Code: 220

Grades K-6

School Status and Improvement Report School Year 2015-16

Contents

Focus on Standards p. 1

School Description p. 1

School Setting pp. 2-3

- Student Profile
- Community Profile

School Improvement p. 4

- Summary of Progress

School Resources p. 5

- Certified Staff
- Facilities

Vital Signs pp. 6-8

- School Quality Survey
- Student Conduct
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School Address:

Mokulele Elementary School
250 Aupaka Street
Honolulu, Hawaii 96818

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

Mokulele Elementary School is located on Joint Base Pearl Harbor Hickam (JBPHH) in Honolulu, Hawaii. The student population consists of 95% military families, with 391 parents employed in our US Armed Forces, among our 365 students. Seventy-one (71) of our 365 students (19.5%) receive special education services and 12 students (3.3 %) receive English as a Second Language Learner services. Mokulele has 27% of our students receiving free or reduced lunch.

At Mokulele Elementary, we are an AVID school whose mission is to build a strong foundation of skills, knowledge, and resiliency for our life-long College- and Career-ready learners. We will continue to provide continuous opportunities for technological advances through STEM. Each class offers Interactive white boards, document projectors, and multiple student computer labs. Many of our software programs that were instrumental to our academic improvements include STAR assessments, Accelerated Reader, LEXIA, and Achieve 3000. We will continue to utilize IXL, a web-based program to meet our deficiencies in math.

We are committed to the State's Healthy Hawaii Initiative by providing morning exercise starting at 7:20 am. Each student also receives Physical Education, Music, Library, and Hawaiiana or Character Education each week. Our focus on developing the Whole Child is extremely important as we continue to improve our music programs that include strings, woodwind, and percussion. Our annual School Talent Show features many of these musical performances. Our Sports Intramural Program continues to include students from Grades 4-6 participating in Volleyball, Basketball, Flag-football, Softball, and Track throughout the year. Our monthly Tribe 'Ohana Groups include lessons to foster inclusion, influence, and community among all students, staff, teachers, and partners.

The Mokulele School Community continues to build partnerships with local businesses to provide donations or offer prizes for student incentives. We hold monthly activities to offer parents opportunities to visit the school with Parent Coffee Hours, School Community Council meetings, and Principal VIP Luncheons. In addition, there are several annual events such as the Fall Festival, Family Fun Night in December, Student-led Conferences, and Student STEM Showcase that attract families to the school.

School Status and Improvement Report *School Year 2015-16*

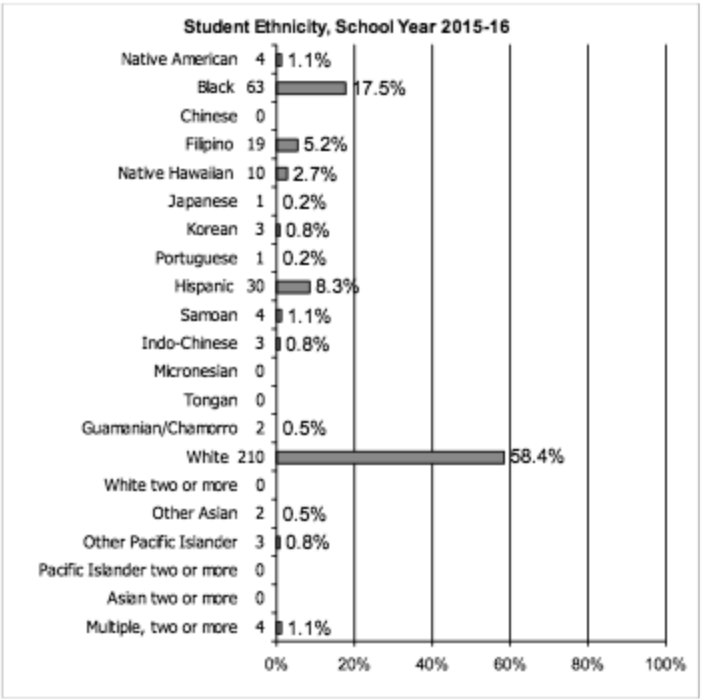
School Setting

Student Profile

School year	*2013-14*	*2014-15*	*2015-16*
Fall enrollment	449	364	359
Number and percent of students enrolled for the entire school year	354 78.8%	266 73.0%	234 65.1%
Number and percent of students receiving free or reduced-cost lunch	157 34.9%	116 31.8%	112 31.1%

	2013-14	*2014-15*	*2015-16*
Number and percent of students in Special Education programs	58 12.9%	41 11.2%	45 12.5%
Number and percent of students with limited English proficiency	* *	* *	* *
Percent of Kindergartners who attended preschool	--	--	--

Note. -- means missing data.
* means data not reported to maintain student confidentiality (see FERPA).
** means School is participating in the Community Eligibility Provision.



n = 359

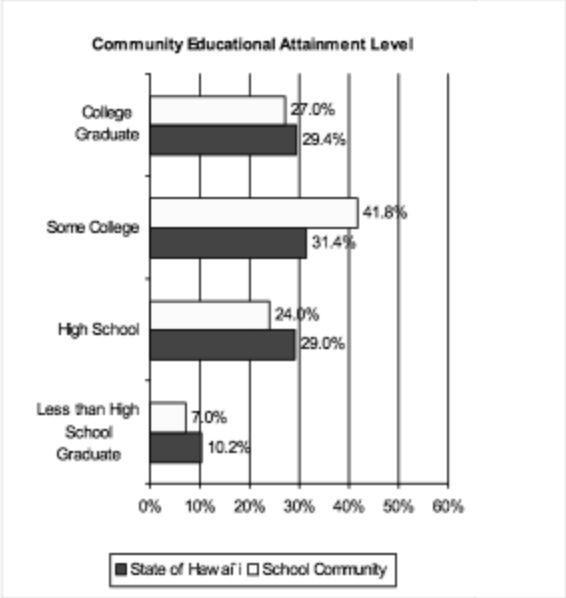
School Setting

Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and the incorporation of Hawaii's HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

Based on the 2010 U.S. Census

Radford HSC Complex	School Community	State of Hawai'i
Total population	27,470	1,360,301
Percentage of population aged 5-19	21.5%	18.4%
Median age of population	27.5	38.6
Number of family households	6,331	313,907
Median household income	$64,049	$66,420



School Improvement

Summary of Progress

In SY 2015-16, Mokulele Elementary School continued to embrace the vision of an AVID and Tribes school in creating a culture of College- and Career-Ready learners in a safe and caring environment. We invested much time over the past year incorporating Mindfulness into our curriculum to develop focused, reflecting student learners. Teachers were able to work in Professional Learning Communities and developed and explored personal inquiries to improve their craft through their Personal Learning Plan. Teachers continued to work in Data Teams, analyzing student work, collaborating on common assessments, and creating a sense of collegiality that's imperative to our student success.

Mokulele Elementary developed the Academic Plan for SY 2016-2017 with the following considerations in mind: Mokulele's Vision and Mission, the Vision of the Public School Graduate, general learner outcomes, DOE student priorities, SBA data, current school initiatives, and current research and best practices. These considerations were the focus of five Focus On Learning committees (1) Purpose: Organization; (2) Curriculum: Standard-based Student Learning; (3) Instruction: Standard-based Student Learning; (4) Assessments & Accountability: Standard-based Student Learning; and (5) Quality Student Support for Student Personal and Academic Growth.

A Review of the school's StriveHI Index indicates that Mokulele remains in the Continuous Improvement. However, Math scores (36%) are much lower than our Reading scores (49%) and will require much needed gains. All in all, MES exceeded the statewide results in all four categories (Achievement, Growth, Readiness, and Achievement Gap). Our State's new Math Stepping Stones program was implemented at the start of the SY '14-15 and our hope is that with SBA implementation dip, we'll eventually increase our SBA scores.

Since SY 2013-14, Mokulele Elementary has provided students with a renewed focus on being College-, Career-, Citizenship-Ready with the introduction of the Advancement Via Individualized Determination (AVID) program. The AVID culture has brought an awareness of using active instructional strategies to engage all learners. This SY, our teachers focused their attention on teaching readers to "Mark the Text" in addition to focusing on reflective journals and learning logs to summarize their lessons. Students were provided incentives in utilizing the Achieve 3000 program which assisted our students with their reading Lexile growth. As we continue to improve upon our vertical alignment, teachers will continue to develop formative assessments for reading to go along with the completed math assessments.

School Status and Improvement Report *School Year 2015-16*

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		28.0
Regular Instruction, FTE	75.0%	21.0
Special Instruction, FTE	25.0%	7.0
Supplemental Instruction, FTE	0.0%	0.0
Teacher headcount		29
Teachers with 5 or more years at this school		23
Teachers' average years of experience		18.4
Teachers with advanced degrees		6
Professional Teacher Credentials		
Fully licensed	100.0%	29
Emergency hires	0.0%	0

Students per Teaching Staff *

Regular Instruction	14.9
Special Instruction	6.4

* These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE *	3.0
Librarians, FTE	0.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	1

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Facilities

School Year Ending 2016

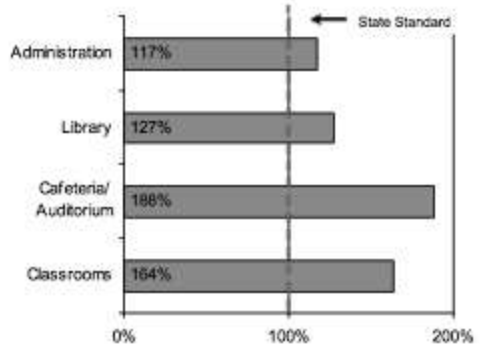
Classrooms available	34
Number of classrooms short (-) or over (+)	0

School facilities inspection results

From the 2011 school year, school facilities inspection data are no longer available at the state level. Department schools are still required to do an annual assessment of its facilities in the following areas: Grounds, Building exterior, Building interior, Equipment/Furnishings, Health/Safety and Sanitation. All department schools should have their annual inspections completed by the second quarter of the school year.

Historically, the majority of the department schools attained inspection assessment points in the following ranges: 9-15, earning a "Satisfactory" rating, and 16-18 points, earning the highest "Very Good" rating.

Adequacy of School's Space



School facilities are considered inadequate if below 70%; marginal if between 70% and 99%; and in excess of state standard if above 100%. School population is placed into size categories and is used in formulas to determine State standards for space. Graph does not display capacity exceeding 200%.

Note. -- means missing data.

Vital Signs

School Quality Survey

The School Quality Survey (SQS), administered by the Accountability Section, is used for strategic planning and to comply with state accountability requirements.

Percent of Positive Responses

School Quality Survey * Dimensions		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2015	73.5%	82.6%	77.3%	86.6%	79.3%	77.1%
	2016	57.5%	78.9%	90.0%	86.6%	--	76.5%
Well-Being	2015	68.3%	80.3%	85.1%	91.9%	73.6%	78.7%
	2016	54.5%	77.0%	95.5%	92.6%	--	77.9%
Satisfaction	2015	51.1%	69.7%	61.1%	83.1%	85.7%	88.6%
	2016	50.9%	67.7%	78.3%	83.6%	--	88.1%
Involvement/Engagement	2015	69.2%	77.3%	77.7%	86.8%	78.6%	80.7%
	2016	60.5%	74.0%	83.3%	87.3%	--	79.5%

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2015	86.6%	87.4%	10.0%	34.6%	94.4%	84.9%
	2016	75.8%	77.8%	17.4%	35.2%	0.0%	85.4%

* The SQS is completed by students and parents of students in grades 4, 5, 7, 8, 9, and 11 and by all teachers of the school. State Teacher and Parent positive response figures are one of four grade spans (Gr. K to 5/6, Gr. 6/7 to 8, Gr. 9 to 12, and Multi-level) that best correspond to this school's grade span. The Student positive response figures for the State and this school are those of the highest grade level surveyed at this school.

** State Return Rate for Teachers, Parents, and Students are for one of six grade spans (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

Note: In 2015, a revised School Quality Survey (SQS) was administered statewide to students, school staff, and parents. The dimensions, questions, and rating scale differ from the SQS administered in previous years.

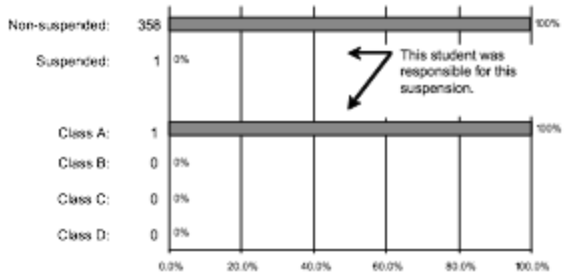
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2013-14	2014-15	2015-16	
Average Daily Attendance: % (higher is better)			
94.7%	95.9%	95.7%	**95.0%**
Average Daily Absences: in days (lower is better)			
9.3	7.3	7.7	**9**

Suspensions, School Year 2015-2016



Examples of class of suspension:
Class A: Burglary, robbery, sale of dangerous drugs
Class B: Disorderly conduct, trespassing
Class C: Class cutting, insubordination, smoking
Class D: Contraband (e.g. possession of tobacco)

School Retention

Retention for elementary schools include students who were retained (kept back a grade) in all grades except kindergarten. Retention for middle/intermediate/K-8 schools include only eighth graders who were not promoted to ninth grade.

Retention

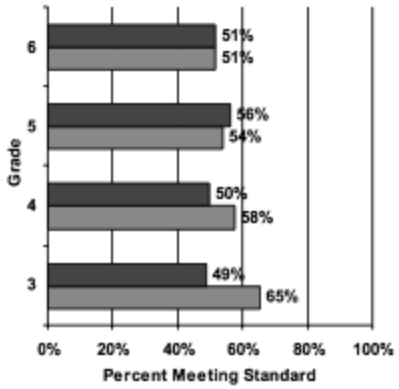
	2014	2015	2016
Total number of students	351	321	301
Percent retained in grade	0%	0%	0%

Note. -- means missing data.
* means data not reported to maintain student confidentiality (see FERPA).

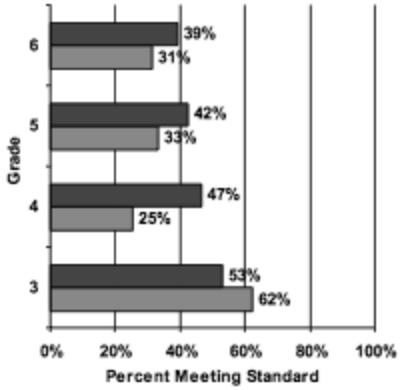
Vital Signs

Hawaii Statewide Assessment Program

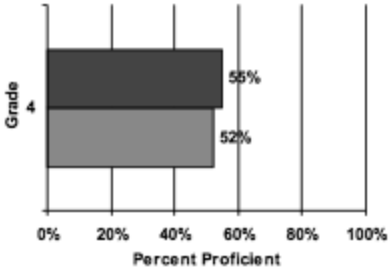
Language Arts/Literacy



Mathematics



HCPS Science



The HCPS Science assessment is given in grades 4 and 8. High School (HS) HCPS Science assessment results are from an end-of-course exam given to high school students enrolled in Biology I.

School State

A school's bar may not be shown to maintain student confidentiality (see FERPA).

Other School Information

Published on November 2, 2016.
Accountability Section, Assessment and Accountability Branch, Office of Strategy, Innovation and Performance, Honolulu, HI: Hawaii State Department of Education.

C. SSIR SY 2016-2017

Mokulele Elementary School

School Code: 220 Grades K-6

School Status and Improvement Report School Year 2016-17

Contents

Focus on Standards p. 1

School Description p. 1

School Setting pp. 2-3

- Student Profile
- Community Profile

School Improvement p. 4

- Summary of Progress

School Resources p. 5

- Certified Staff
- Facilities

Vital Signs pp. 6-8

- School Quality Survey
- Student Conduct
- School Retention or Completion
- Hawaii Statewide Assessment Program
- Other School Information

School Address:

Mokulele Elementary School
250 Aupaka Street
Honolulu, Hawaii 96818

Focus On Standards

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This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

Mokulele Elementary School is located on Joint Base Pearl Harbor-Hickam (JBPHH) in Honolulu, Hawaii. Of our 340 students, 96% are from military families, with 324 parents employed in the US Armed Forces. 62 of our students (18.2 %) receive special education services, and 14 students (4.1%) receive English as a Second Language Learner services. Mokulele has 27% of students receiving free or reduced lunch.

Mokulele is an AVID school whose mission is to build a strong foundation of skills, knowledge, and resiliency for our life-long College and Career ready learners. We will continue to provide continuous opportunities for technological advances through STEM. Each class offers interactive white boards, document projectors, and multiple student computer labs. Furthermore, this School Year 2016-2017 we have purchased Chromebooks for students in grades 2-6 to align with our complex initiative of 1:1 computers for all students, and our plan is to extend this to all students in grades K and 1 next School Year. Many of our software programs that are instrumental in our academic progress include STAR assessments, Accelerated Reader, LEXIA, and Achieve 3000. We will discontinue IXL as we have now purchased Front Row Ed, an exciting, interactive web-based program in Math, ELA, and Social Studies to assist students in meeting the Common Core State Standards in these content areas.

We are committed to the State's Healthy Hawaii Initiative by providing daily mor exercise from 7:20-7:40 am. Each student also receives Physical Education, Musi Library, and Hawaiiana or Character Education each week. Our focus on develop Whole Child is extremely important as we maintain our music programs including strings, woodwind, and percussion. Our Intramural Sports Program includes stuc from Grades 4-6 for Volleyball, Basketball, Flag-football, Softball, and Track. O quarterly school wide Tribes 'Ohana Groups include lessons on inclusion, influen community among all students, staff, teachers, and partners.

The Mokulele School Community continues to build partnerships with local businesses to provide donations or offer prizes for student incentives. We hold monthly activities to offer parents opportunities to visit the school with Parent Coffee Hours, School Community Council meetings, and Principal VIP Luncheons. This year we created a new military partnership with the USAF 17th Operational Weather Squadron. (17OWS) They have assisted Mokulele on many occasions with volunteers for school wide events such as Turkey Trot, Family Fun Night, Read Across America, Month of the Military Child activities, and Field Days.

School Status and Improvement Report *School Year 2016-17*

School Setting

Student Profile

School year	*2014-15*	*2015-16*	*2016-17*
Fall enrollment	364	359	341
Number and percent of students enrolled for the entire school year	266 73.0%	234 65.1%	262 76.8%
Number and percent of students receiving free or reduced-cost lunch	116 31.8%	112 31.1%	118 34.6%

	2014-15	*2015-16*	*2016-17*
Number and percent of students in Special Education programs	41 11.2%	45 12.5%	38 11.1%
Number and percent of students with limited English proficiency	* *	* *	* *

Note. -- means missing data.
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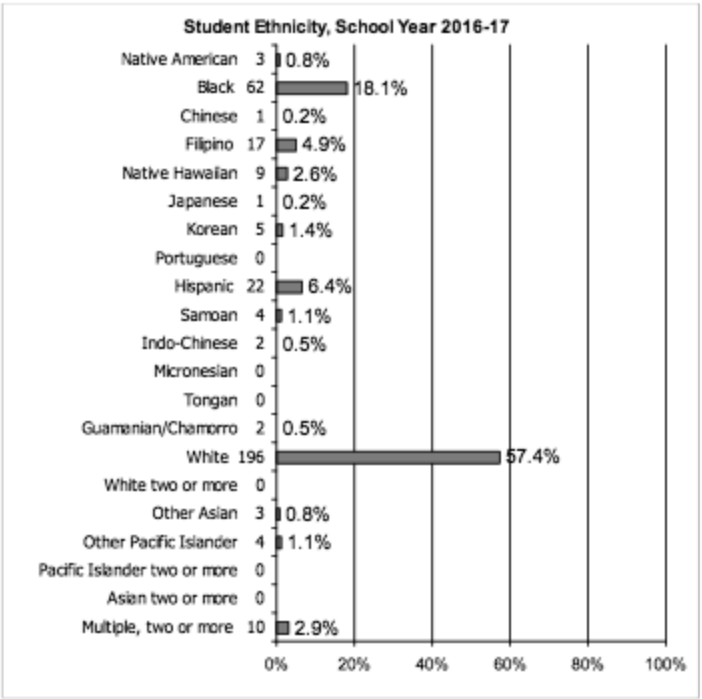

n = 341

School Setting

Community Profile

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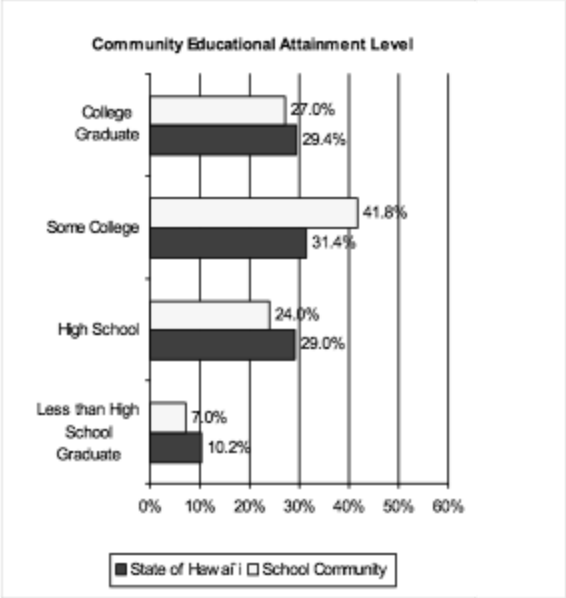
	Based on the 2010 U.S. Census	
Radford HSC Complex	School Community	State of Hawai'i
Total population	27,470	1,360,301
Percentage of population aged 5-19	21.5%	18.4%
Median age of population	27.5	38.6
Number of family households	6,331	313,907
Median household income	$64,049	$66,420



School Improvement

Summary of Progress

In SY 2016-17, Mokulele further embraced the vision of an AVID and TRIBES school to create a culture of College and Career Ready learners in a safe, caring environment. We maintained Mindfulness in our curriculum to develop focused, reflecting student learners. Teachers worked in Professional Learning Communities to improve their craft by addressing student needs through Small Group Instruction. We will continue to seek professional development for our teachers to enhance their efforts to embed it into the school culture. Teachers continued to work in Data Teams analyzing student work, collaborating on common assessments, and creating a sense of collegiality imperative to student success.

Mokulele Elementary developed the Academic Plan for SY 2017-2018 with the following considerations in mind: Vision and Mission, Vision of the Public School Graduate, General Learner Outcomes, DOE Strategic Plan, SBAC data, current school initiatives, and research-based best practices. These become the focus of five "Focus On Learning" (FOL) committees as we implement our first year of WASC Accreditation in writing our Self Study document, which includes Purpose: Organization (1); Standards-based Student Learning in Curriculum (2), Instruction (3), Assessments & Accountability (4), and Quality Student Support for Student Personal and Academic Growth. (5)

A Review of the school's Strive HI Index of SBA performance in SY 2015-2016 indicates that Mokulele falls in the Continuous Improvement category. Math scores (36%) are considerably lower than our Reading scores (49%), and will require much needed gains. All in all, MES exceeded the Statewide results in all four categories. (Achievement, Growth, Readiness, and Achievement Gap) Our State's new Math Stepping Stones program was implemented at the start of the SY '14-15, and we plan to incrementally increase our SBAC scores each school year.

In addressing the education of the Whole Child, Mokulele began implementing the Operation Heroes project this SY, an after school 10-week program of classes that help build resiliency in students to changes and transitions inherent in the lives of military children. Next School Year we will add the Military Mentors program to provide 1:1 role models for our students on a weekly basis.

Since SY 2013-14, Mokulele Elementary has focused on College, Career, and Citizenship Ready with the introduction of the AVID program. The Advancement Via Individualized Determination (AVID) culture has brought to Mokulele a greater awareness of the need for active instructional strategies to engage all learners. This SY our teachers have focused on teaching students to expand their levels of questioning, particularly the 'how' and 'why' questions. Furthermore, we focused on reflective journals and learning logs for students to summarize and reflect on their lessons. We provided students with incentives to consistently utilize the Achieve 3000 program, which assists our students with their reading Lexile growth. Schoolwide, we saw an average 119-point Lexile growth, far above the expected 80 points.

Mokulele's Academic Plan goals for SY 2017-2020 are a 10% increase in SBA scores in both Math and Language Arts as follows: '17-'18: 3%; '18-'19: 3%; '19-'20: 4%.

School Status and Improvement Report *School Year 2016-17*

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		27.0
Regular Instruction, FTE	77.7%	21.0
Special Instruction, FTE	22.2%	6.0
Supplemental Instruction, FTE	0.0%	0.0
Teacher headcount		27
Teachers with 5 or more years at this school		23
Teachers' average years of experience		19.5
Teachers with advanced degrees		6
Professional Teacher Credentials		
Fully licensed	100.0%	27
Emergency hires	0.0%	0

Students per Teaching Staff *

Regular Instruction	14.4
Special Instruction	6.3

* These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE *	2.0
Librarians, FTE	0.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	1

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Facilities

	School Year Ending 2017
Classrooms available	34
Number of classrooms short (-) or over (+)	0

School facilities inspection results

From the 2011 school year, school facilities inspection data are no longer available at the state level. Department schools are still required to do an annual assessment of its facilities in the following areas: Grounds, Building exterior, Building interior, Equipment/Furnishings, Health/Safety and Sanitation. All department schools should have their annual inspections completed by the second quarter of the school year.

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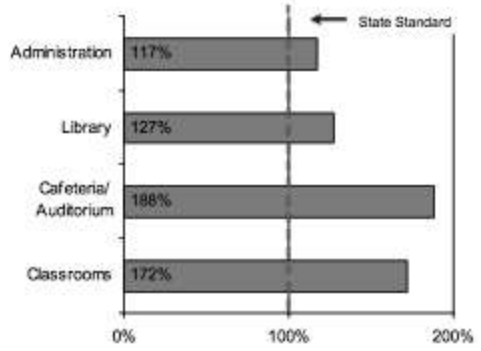
Adequacy of School's Space



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Vital Signs

School Quality Survey

The School Quality Survey (SQS), administered by the Accountability Section, is used for strategic planning and to comply with state accountability requirements.

Percent of Positive Responses

School Quality Survey * Dimensions		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2016	57.5%	78.9%	90.0%	86.6%	--	76.5%
	2017	72.2%	81.0%	85.4%	88.1%	77.5%	76.1%
Well-Being	2016	54.5%	77.0%	95.5%	92.6%	--	77.9%
	2017	62.6%	78.5%	87.5%	93.3%	78.8%	77.8%
Satisfaction	2016	50.9%	67.7%	78.3%	83.6%	--	88.1%
	2017	58.3%	74.9%	71.8%	86.8%	83.2%	88.1%
Involvement/Engagement	2016	60.5%	74.0%	83.3%	87.3%	--	79.5%
	2017	67.0%	75.8%	78.1%	88.5%	81.5%	79%

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2016	75.8%	77.8%	17.4%	35.2%	0.0%	85.4%
	2017	62.9%	83.2%	19.0%	35.8%	98.8%	79.3%

* The SQS is completed by students and parents of students in grades 4, 5, 7, 8, 9, and 11 and by all teachers of the school. State Teacher and Parent positive response figures are one of four grade spans (Gr. K to 5/6, Gr. 6/7 to 8, Gr. 9 to 12, and Multi-level) that best correspond to this school's grade span. The Student positive response figures for the State and this school are those of the highest grade level surveyed at this school.

** State Return Rate for Teachers, Parents, and Students are for one of six grade spans (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

Note: In 2015, a revised School Quality Survey (SQS) was administered statewide to students, school staff, and parents. The dimensions, questions, and rating scale differ from the SQS administered in previous years.

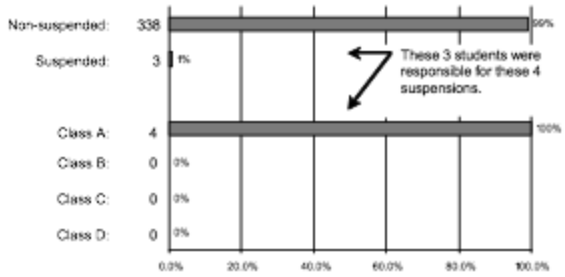
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2014-15	2015-16	2016-17	
Average Daily Attendance: % (higher is better)			
95.9%	95.7%	95.6%	**95.0%**
Average Daily Absences: in days (lower is better)			
7.3	7.7	7.8	**9**

Suspensions, School Year 2016-2017



Examples of class of suspension:
Class A: Burglary, robbery, sale of dangerous drugs
Class B: Disorderly conduct, trespassing
Class C: Class cutting, insubordination, smoking
Class D: Contraband (e.g. possession of tobacco)

School Retention

Retention for elementary schools include students who were retained (kept back a grade) in all grades except kindergarten. Retention for middle/intermediate/K-8 schools include only eighth graders who were not promoted to ninth grade.

Retention

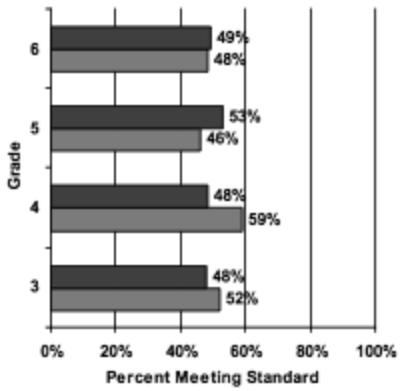
	2015	2016	2017
Total number of students	321	301	279
Percent retained in grade	0%	0%	0%

Note. -- means missing data.
* means data not reported to maintain student confidentiality (see FERPA).

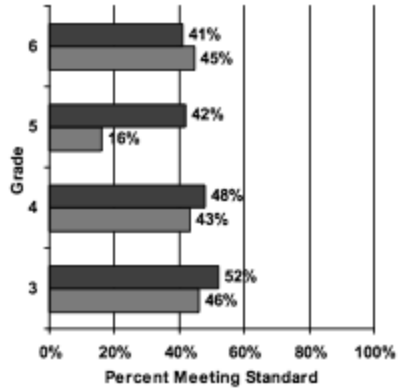
Vital Signs

Hawaii Statewide Assessment Program

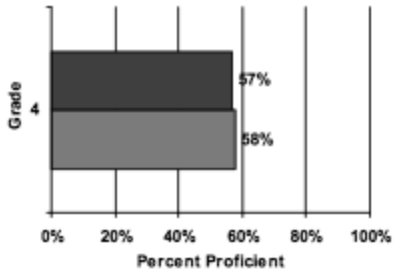
Language Arts/Literacy



Mathematics



HCPS Science



The HCPS Science assessment is given in grades 4 and 8. High School (HS) HCPS Science assessment results are from an end-of-course exam given to high school students enrolled in Biology I.

School State

A school's bar may not be shown to maintain student confidentiality (see FERPA).

Other School Information

Mokulele Elementary School is a candidate for accreditation by the Accrediting Commission for Schools, Western Association of Schools and Colleges.

Published on November 7, 2017.
Accountability Section, Assessment and Accountability Branch, Office of Strategy, Innovation and Performance, Honolulu, HI: Hawaii State Department of Education.

D. SQS SY 2014-2015

School Quality Survey

Mokulele Elementary

Spring 2015

Hawaii Department of Education
Office of Strategy, Innovation, and Performance
Assessment and Accountability Branch
Accountability Section

Publication Date: October 2015

School survey size and return rate:

Group	# Distributed	# Returned	Return Rate (%)
Students:	90	85	94.4%
Parents	90	9	10.0%
Teachers:	30	26	86.6%

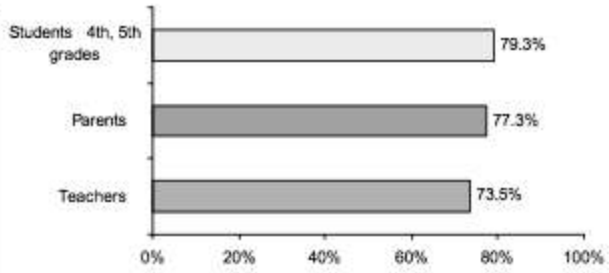
SQS Summary Table

	Dimension	Group		Average (7-1)	Percent (%) Response: Positive (> 4.0)	Neutral (= 4.0)	Negative (< 4.0)
A.	Safety	Students	4th, 5th grades	5.5	79.3%	13.9%	6.6%
		Parents		5.4	77.3%	16.9%	5.6%
		Teachers		5.1	73.5%	19.3%	7%
B.	Well-Being	Students	4th, 5th grades	5.4	73.6%	19.7%	6.5%
		Parents		5.8	85.1%	9.2%	5.5%
		Teachers		5.0	68.3%	18.8%	12.8%
C.	Satisfaction	Students	4th, 5th grades	5.8	85.7%	11.1%	3.1%
		Parents		5.0	61.1%	13.8%	25%
		Teachers		4.3	51.1%	28.6%	20.1%
D.	Involvement/Engagement	Students	4th, 5th grades	5.5	78.6%	16.5%	4.7%
		Parents		5.7	77.7%	14.8%	7.4%
		Teachers		4.9	69.2%	22%	8.6%

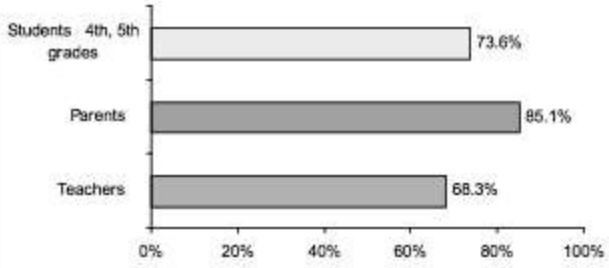
SQS Summary Figure

Dimension	Group	Percent Positive Response

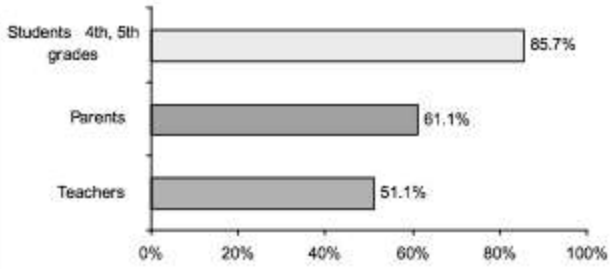
A. Safety



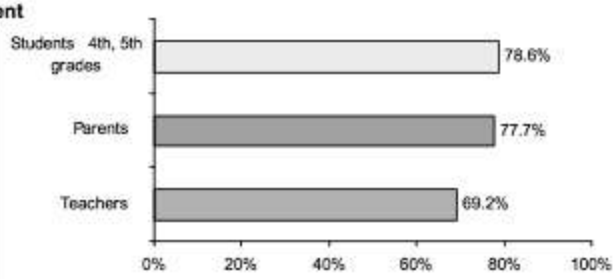
B. Well-Being



C. Satisfaction



D. Involvement/Engagement



Elementary School Student Survey

A. Safety

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
1. I feel safe at school.									
	29	14	28	11	2	0	1	85	5.6
	34.1%	16.5%	32.9%	12.9%	2.4%	0.0%	1.2%	100%	
2. Students at my school who do not behave are disciplined.									
	11	20	27	16	8	1	2	85	5.0
	12.9%	23.5%	31.8%	18.8%	9.4%	1.2%	2.4%	100%	
3. I feel safe from the mean kids at my school.									
	19	17	15	25	7	1	1	85	5.1
	22.4%	20.0%	17.6%	29.4%	8.2%	1.2%	1.2%	100%	
4. I feel the school buildings are safe for students.									
	25	23	23	9	2	1	1	84	5.6
	29.8%	27.4%	27.4%	10.7%	2.4%	1.2%	1.2%	100%	
5. If I ever got sick at school, someone would take care of me.									
	40	20	13	7	3	0	1	84	6.0
	47.6%	23.8%	15.5%	8.3%	3.6%	0.0%	1.2%	100%	
6. There are clear rules to ensure students' safety at school.									
	41	25	13	3	2	1	0	85	6.1
	48.2%	29.4%	15.3%	3.5%	2.4%	1.2%	0.0%	100%	
Dimension Totals:	165	119	119	71	24	4	6	508	5.6
	32.5%	23.4%	23.4%	14.0%	4.7%	0.8%	1.2%	100%	

B. Well-Being

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
7. I have friends at school who care about me.									
	37	20	12	12	1	0	1	83	5.9
	44.6%	24.1%	14.5%	14.5%	1.2%	0.0%	1.2%	100%	
8. My teachers give me help when I need it.									
	33	26	14	11	1	0	0	85	5.9
	38.8%	30.6%	16.5%	12.9%	1.2%	0.0%	0.0%	100%	
9. If I feel bad, I can get help from the school staff.									
	9	26	20	16	5	2	7	85	4.8
	10.6%	30.6%	23.5%	18.8%	5.9%	2.4%	8.2%	100%	
10. I usually get a good night's sleep before going to school in the morning.									
	22	15	14	24	3	2	3	83	5.1
	26.5%	18.1%	16.9%	28.9%	3.6%	2.4%	3.6%	100%	
11. I usually have something to eat before school starts in the morning.									
	35	21	10	12	2	2	0	82	5.8
	42.7%	25.6%	12.2%	14.6%	2.4%	2.4%	0.0%	100%	
12. I am treated fairly at this school.									
	24	13	18	24	2	0	2	83	5.3
	28.9%	15.7%	21.7%	28.9%	2.4%	0.0%	2.4%	100%	
Dimension Totals:	160	121	88	99	14	6	13	501	5.5
	31.9%	24.2%	17.6%	19.8%	2.8%	1.2%	2.6%	100%	

Elementary School Student Survey

C. Satisfaction

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
13. My teachers really listen when I talk.									
	26	25	24	5	2	2	0	84	5.7
	31.0%	29.8%	28.6%	6.0%	2.4%	2.4%	0.0%	100%	
14. My teachers want me to learn a lot.									
	56	16	7	3	1	0	0	83	6.5
	67.5%	19.3%	8.4%	3.6%	1.2%	0.0%	0.0%	100%	
15. I like what I am learning at school.									
	25	23	13	20	1	1	1	84	5.5
	29.8%	27.4%	15.5%	23.8%	1.2%	1.2%	1.2%	100%	
16. The school building has everything I need to learn.									
	24	23	21	9	3	0	3	83	5.5
	28.9%	27.7%	25.3%	10.8%	3.6%	0.0%	3.6%	100%	
17. My teachers teach me new things in school.									
	36	27	12	10	0	0	0	85	6.0
	42.4%	31.8%	14.1%	11.8%	0.0%	0.0%	0.0%	100%	
18. My school is a good school.									
	42	19	13	9	1	1	0	85	6.0
	49.4%	22.4%	15.3%	10.6%	1.2%	1.2%	0.0%	100%	
Dimension Totals:	209	133	90	56	8	4	4	504	5.9
	41.5%	26.4%	17.9%	11.1%	1.6%	0.8%	0.8%	100%	

D. Involvement/Engagement

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
19. I like coming to school.									
	17	25	18	19	2	0	3	84	5.3
	20.2%	29.8%	21.4%	22.6%	2.4%	0.0%	3.6%	100%	
20. When there is a school event that I like, I participate.									
	36	18	20	9	0	0	1	84	5.9
	42.9%	21.4%	23.8%	10.7%	0.0%	0.0%	1.2%	100%	
21. I enjoy talking to my teachers.									
	27	23	16	13	3	2	1	85	5.6
	31.8%	27.1%	18.8%	15.3%	3.5%	2.4%	1.2%	100%	
22. I like the classes and programs at school.									
	28	21	17	15	1	2	1	85	5.6
	32.9%	24.7%	20.0%	17.6%	1.2%	2.4%	1.2%	100%	
Dimension Totals:	108	87	71	56	6	4	6	338	5.6
	32.0%	25.7%	21.0%	16.6%	1.8%	1.2%	1.8%	100%	

Parent Survey

A. Safety

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
1. My child is safe at school.									
	3	3	2	1	0	0	0	9	5.9
	33.3%	33.3%	22.2%	11.1%	0.0%	0.0%	0.0%	100%	
2. My child is safe from harassment, intimidation, and threats at school.									
	1	4	3	1	0	0	0	9	5.6
	11.1%	44.4%	33.3%	11.1%	0.0%	0.0%	0.0%	100%	
3. My child has a caring adult to ensure my child's safety at school.									
	3	2	3	1	0	0	0	9	5.8
	33.3%	22.2%	33.3%	11.1%	0.0%	0.0%	0.0%	100%	
4. The school grounds and facilities are safe for my child.									
	2	2	1	2	1	0	0	8	5.3
	25.0%	25.0%	12.5%	25.0%	12.5%	0.0%	0.0%	100%	
5. Threats, intimidation, harassment, or hazing are rare in this school.									
	1	3	1	3	1	0	0	9	5.0
	11.1%	33.3%	11.1%	33.3%	11.1%	0.0%	0.0%	100%	
6. My child's school has clear rules to maintain students' safety at school.									
	2	3	2	1	0	1	0	9	5.3
	22.2%	33.3%	22.2%	11.1%	0.0%	11.1%	0.0%	100%	
Dimension Totals:	12	17	12	9	2	1	0	53	5.5
	22.6%	32.1%	22.6%	17.0%	3.8%	1.9%	0.0%	100%	

B. Well-Being

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
7. My child has friends in school who care about my child.									
	2	2	4	1	0	0	0	9	5.6
	22.2%	22.2%	44.4%	11.1%	0.0%	0.0%	0.0%	100%	
8. My child's teachers provide help on classwork when my child needs it.									
	3	3	1	0	1	1	0	9	5.4
	33.3%	33.3%	11.1%	0.0%	11.1%	11.1%	0.0%	100%	
9. If my child ever got sick at school, someone would take care of my child.									
	4	2	1	2	0	0	0	9	5.9
	44.4%	22.2%	11.1%	22.2%	0.0%	0.0%	0.0%	100%	
10. My child is well-rested for school.									
	1	6	1	0	1	0	0	9	5.7
	11.1%	66.7%	11.1%	0.0%	11.1%	0.0%	0.0%	100%	
11. My child is fed before school.									
	7	1	1	0	0	0	0	9	6.7
	77.8%	11.1%	11.1%	0.0%	0.0%	0.0%	0.0%	100%	
12. Students are treated fairly at school.									
	3	3	1	2	0	0	0	9	5.8
	33.3%	33.3%	11.1%	22.2%	0.0%	0.0%	0.0%	100%	
Dimension Totals:	20	17	9	5	2	1	0	54	5.8
	37.0%	31.5%	16.7%	9.3%	3.7%	1.9%	0.0%	100%	

Parent Survey

C. Satisfaction

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
13. I am satisfied with the education my child is receiving at school.									
	1	3	1	1	2	0	1	9	4.6
	11.1%	33.3%	11.1%	11.1%	22.2%	0.0%	11.1%	100%	
14. I am satisfied with the quality of resources the DOE provides to teachers and students for learning.									
	1	2	2	1	3	0	0	9	4.7
	11.1%	22.2%	22.2%	11.1%	33.3%	0.0%	0.0%	100%	
15. I am satisfied with the printed materials, e-mail/online, phone/text, or in-person meetings used by the school to communicate with me.									
	3	2	1	2	1	0	0	9	5.4
	33.3%	22.2%	11.1%	22.2%	11.1%	0.0%	0.0%	100%	
16. My child's teachers seek ways to improve my child's academic progress.									
	5	0	1	1	1	0	1	9	5.3
	55.6%	0.0%	11.1%	11.1%	11.1%	0.0%	11.1%	100%	
Dimension Totals:	10	7	5	5	7	0	2	36	5.0
	27.8%	19.4%	13.9%	13.9%	19.4%	0.0%	5.6%	100%	

D. Involvement/Engagement

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
17. Teachers are available to discuss my child's work or behavior.									
	5	1	1	1	1	0	0	9	5.9
	55.6%	11.1%	11.1%	11.1%	11.1%	0.0%	0.0%	100%	
18. If I have concerns, I am taken seriously by school administrators.									
	2	2	2	3	0	0	0	9	5.3
	22.2%	22.2%	22.2%	33.3%	0.0%	0.0%	0.0%	100%	
19. The school staff makes me feel welcome at the school.									
	5	1	2	1	0	0	0	9	6.1
	55.6%	11.1%	22.2%	11.1%	0.0%	0.0%	0.0%	100%	
20. The school gives me opportunities to participate in important decisions about my child's education.									
	3	3	1	2	0	0	0	9	5.8
	33.3%	33.3%	11.1%	22.2%	0.0%	0.0%	0.0%	100%	
21. Most of my child's teachers work with me to improve my child's learning									
	5	1	0	1	1	0	1	9	5.4
	55.6%	11.1%	0.0%	11.1%	11.1%	0.0%	11.1%	100%	
22. The school has encouraged me to participate in classroom and school activities.									
	2	4	2	0	1	0	0	9	5.7
	22.2%	44.4%	22.2%	0.0%	11.1%	0.0%	0.0%	100%	
Dimension Totals:	22	12	8	8	3	0	1	54	5.7
	40.7%	22.2%	14.8%	14.8%	5.6%	0.0%	1.9%	100%	

Teacher Survey

A. Safety

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
1. I feel safe at school.									
	5	8	12	0	1	0	0	26	5.6
	19.2%	30.8%	46.2%	0.0%	3.8%	0.0%	0.0%	100%	
2. The school effectively handles staff discipline problems.									
	1	5	6	11	2	1	0	26	4.6
	3.8%	19.2%	23.1%	42.3%	7.7%	3.8%	0.0%	100%	
3. I feel safe from harassment, intimidation, and threats at school.									
	5	7	7	6	1	0	0	26	5.3
	19.2%	26.9%	26.9%	23.1%	3.8%	0.0%	0.0%	100%	
4. I feel the grounds and facilities at school are safe for staff.									
	4	8	12	1	1	0	0	26	5.5
	15.4%	30.8%	46.2%	3.8%	3.8%	0.0%	0.0%	100%	
5. The established safety policies at school make me feel safe.									
	1	10	10	4	0	0	0	25	5.3
	4.0%	40.0%	40.0%	16.0%	0.0%	0.0%	0.0%	100%	
6. My school has clear rules for staff behavior.									
	1	7	5	8	4	1	0	26	4.6
	3.8%	26.9%	19.2%	30.8%	15.4%	3.8%	0.0%	100%	
Dimension Totals:	17	45	52	30	9	2	0	155	5.2
	11.0%	29.0%	33.5%	19.4%	5.8%	1.3%	0.0%	100%	

B. Well-Being

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
7. I have colleagues at school who care about me.									
	9	9	6	0	0	0	1	25	5.9
	36.0%	36.0%	24.0%	0.0%	0.0%	0.0%	4.0%	100%	
8. My leadership provides me with effective advice when I have problems on the job.									
	2	3	12	6	0	2	1	26	4.7
	7.7%	11.5%	46.2%	23.1%	0.0%	7.7%	3.8%	100%	
9. My school provides me with the support I need to do my job well.									
	2	5	7	8	2	0	1	25	4.7
	8.0%	20.0%	28.0%	32.0%	8.0%	0.0%	4.0%	100%	
10. I feel staff are treated fairly at school.									
	4	3	7	5	6	0	0	25	4.8
	16.0%	12.0%	28.0%	20.0%	24.0%	0.0%	0.0%	100%	
Dimension Totals:	17	20	32	19	8	2	3	101	5.0
	16.8%	19.8%	31.7%	18.8%	7.9%	2.0%	3.0%	100%	

Teacher Survey

C. Satisfaction

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
11. I enjoy working at my school.									
	4	5	9	7	0	0	0	25	5.2
	16.0%	20.0%	36.0%	28.0%	0.0%	0.0%	0.0%	100%	
12. I am satisfied with the quality of resources the DOE provides to teachers and students for learning.									
	0	1	7	3	6	6	3	26	3.3
	0.0%	3.8%	26.9%	11.5%	23.1%	23.1%	11.5%	100%	
13. I am satisfied with the professional development opportunities the DOE provides for me.									
	0	3	11	7	2	1	2	26	4.3
	0.0%	11.5%	42.3%	26.9%	7.7%	3.8%	7.7%	100%	
14. I am satisfied with the respect and value my school gives to my role.									
	2	2	11	8	3	0	0	26	4.7
	7.7%	7.7%	42.3%	30.8%	11.5%	0.0%	0.0%	100%	
15. I am satisfied with the opportunities I have to contribute to policy decisions that affect my school.									
	1	2	8	12	3	0	0	26	4.5
	3.8%	7.7%	30.8%	46.2%	11.5%	0.0%	0.0%	100%	
Dimension Totals:	7	13	46	37	14	7	5	129	4.4
	5.4%	10.1%	35.7%	28.7%	10.9%	5.4%	3.9%	100%	

D. Involvement/Engagement

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
16. If I have concerns, my leadership responds in a timely manner.									
	1	5	10	6	3	1	0	26	4.7
	3.8%	19.2%	38.5%	23.1%	11.5%	3.8%	0.0%	100%	
17. I am proud of the events, meetings, or programs my school provides.									
	2	6	11	5	2	0	0	26	5.0
	7.7%	23.1%	42.3%	19.2%	7.7%	0.0%	0.0%	100%	
18. For teachers/staff, I feel comfortable speaking to my school administrator; for principals, I feel comfortable speaking to my Complex Area Superintendent.									
	4	9	5	4	1	0	2	25	5.1
	16.0%	36.0%	20.0%	16.0%	4.0%	0.0%	8.0%	100%	
19. I can offer my opinions freely on ways to make improvements at my school.									
	1	4	14	6	1	0	0	26	4.9
	3.8%	15.4%	53.8%	23.1%	3.8%	0.0%	0.0%	100%	
20. I feel I am an integral, vital part of the educational community in which I work.									
	1	3	12	7	1	0	0	24	4.8
	4.2%	12.5%	50.0%	29.2%	4.2%	0.0%	0.0%	100%	
Dimension Totals:	9	27	52	28	8	1	2	127	4.9
	7.1%	21.3%	40.9%	22.0%	6.3%	0.8%	1.6%	100%	

D. SQS SY 2015-2016

School Quality Survey

Mokulele Elementary

Spring 2016

Hawaii Department of Education
Office of Strategy, Innovation, and Performance
Assessment and Accountability Branch
Accountability Section

Publication Date: July 2016

School survey size and return rate:

Group	# Distributed	# Returned	Return Rate (%)
Students:	86	0	0.0%
Parents	86	15	17.4%
Teachers:	29	22	75.8%

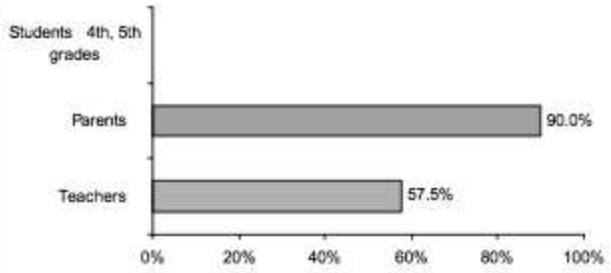
SQS Summary Table

	Dimension	Group		Average (7-1)	Percent (%) Response: Positive (> 4.0)	Neutral (= 4.0)	Negative (< 4.0)
A.	Safety	Students	4th, 5th grades	--	--	--	--
		Parents		5.8	90%	4.4%	5.5%
		Teachers		4.8	57.5%	22.7%	19.6%
B.	Well-Being	Students	4th, 5th grades	--	--	--	--
		Parents		6.2	95.5%	2.2%	2.2%
		Teachers		4.6	54.5%	17%	28.4%
C.	Satisfaction	Students	4th, 5th grades	--	--	--	--
		Parents		5.4	78.3%	5%	16.6%
		Teachers		4.2	50.9%	17.2%	31.8%
D.	Involvement/Engagement	Students	4th, 5th grades	--	--	--	--
		Parents		5.8	83.3%	3.3%	13.3%
		Teachers		4.7	60.5%	13.7%	25.6%

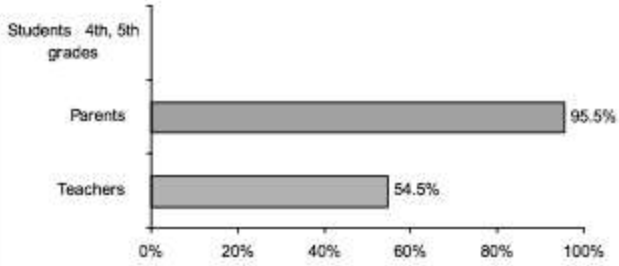
SQS Summary Figure

Dimension	Group	Percent Positive Response

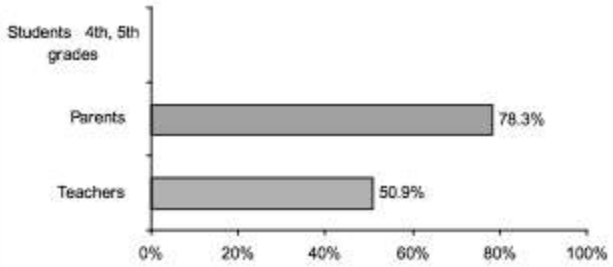
A. Safety



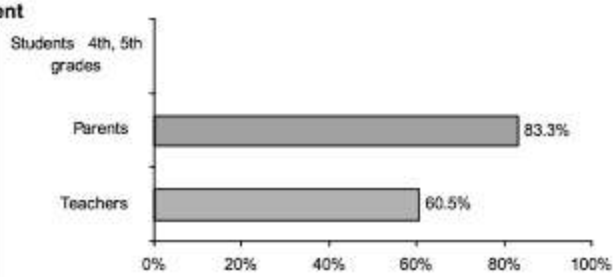
B. Well-Being



C. Satisfaction



D. Involvement/Engagement



Elementary School Student Survey

A. Safety

B. Well-Being

Elementary School Student Survey

C. Satisfaction

D. Involvement/Engagement

Parent Survey

A. Safety

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
1. My child is safe at school.									
	8	3	4	0	0	0	0	15	6.3
	53.3%	20.0%	26.7%	0.0%	0.0%	0.0%	0.0%	100%	
2. My child is safe from harassment, intimidation, and threats at school.									
	3	7	5	0	0	0	0	15	5.9
	20.0%	46.7%	33.3%	0.0%	0.0%	0.0%	0.0%	100%	
3. My child has a caring adult to ensure my child's safety at school.									
	5	4	3	2	1	0	0	15	5.7
	33.3%	26.7%	20.0%	13.3%	6.7%	0.0%	0.0%	100%	
4. The school grounds and facilities are safe for my child.									
	4	6	1	2	1	1	0	15	5.5
	26.7%	40.0%	6.7%	13.3%	6.7%	6.7%	0.0%	100%	
5. Threats, intimidation, harassment, or hazing are rare in this school.									
	3	4	7	0	1	0	0	15	5.5
	20.0%	26.7%	46.7%	0.0%	6.7%	0.0%	0.0%	100%	
6. My child's school has clear rules to maintain students' safety at school.									
	7	4	3	0	0	1	0	15	6.0
	46.7%	26.7%	20.0%	0.0%	0.0%	6.7%	0.0%	100%	
Dimension Totals:	30	28	23	4	3	2	0	90	5.8
	33.3%	31.1%	25.6%	4.4%	3.3%	2.2%	0.0%	100%	

B. Well-Being

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
7. My child has friends in school who care about my child.									
	7	5	3	0	0	0	0	15	6.3
	46.7%	33.3%	20.0%	0.0%	0.0%	0.0%	0.0%	100%	
8. My child's teachers provide help on classwork when my child needs it.									
	10	1	2	1	0	0	1	15	6.1
	66.7%	6.7%	13.3%	6.7%	0.0%	0.0%	6.7%	100%	
9. If my child ever got sick at school, someone would take care of my child.									
	8	3	4	0	0	0	0	15	6.3
	53.3%	20.0%	26.7%	0.0%	0.0%	0.0%	0.0%	100%	
10. My child is well-rested for school.									
	7	4	4	0	0	0	0	15	6.2
	46.7%	26.7%	26.7%	0.0%	0.0%	0.0%	0.0%	100%	
11. My child is fed before school.									
	10	3	2	0	0	0	0	15	6.5
	66.7%	20.0%	13.3%	0.0%	0.0%	0.0%	0.0%	100%	
12. Students are treated fairly at school.									
	8	3	2	1	0	1	0	15	6.0
	53.3%	20.0%	13.3%	6.7%	0.0%	6.7%	0.0%	100%	
Dimension Totals:	50	19	17	2	0	1	1	90	6.2
	55.6%	21.1%	18.9%	2.2%	0.0%	1.1%	1.1%	100%	

Parent Survey

C. Satisfaction

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
13. I am satisfied with the education my child is receiving at school.									
	4	4	3	1	2	0	1	15	5.2
	26.7%	26.7%	20.0%	6.7%	13.3%	0.0%	6.7%	100%	
14. I am satisfied with the quality of resources the DOE provides to teachers and students for learning.									
	3	4	3	1	2	1	1	15	4.9
	20.0%	26.7%	20.0%	6.7%	13.3%	6.7%	6.7%	100%	
15. I am satisfied with the printed materials, e-mail/online, phone/text, or in-person meetings used by the school to communicate with me.									
	7	3	3	1	0	0	1	15	5.8
	46.7%	20.0%	20.0%	6.7%	0.0%	0.0%	6.7%	100%	
16. My child's teachers seek ways to improve my child's academic progress.									
	9	3	1	0	0	1	1	15	5.9
	60.0%	20.0%	6.7%	0.0%	0.0%	6.7%	6.7%	100%	
Dimension Totals:	23	14	10	3	4	2	4	60	5.5
	38.3%	23.3%	16.7%	5.0%	6.7%	3.3%	6.7%	100%	

D. Involvement/Engagement

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
17. Teachers are available to discuss my child's work or behavior.									
	10	2	1	0	0	1	1	15	6.0
	66.7%	13.3%	6.7%	0.0%	0.0%	6.7%	6.7%	100%	
18. If I have concerns, I am taken seriously by school administrators.									
	6	3	2	3	0	0	1	15	5.5
	40.0%	20.0%	13.3%	20.0%	0.0%	0.0%	6.7%	100%	
19. The school staff makes me feel welcome at the school.									
	9	2	2	0	0	1	1	15	5.9
	60.0%	13.3%	13.3%	0.0%	0.0%	6.7%	6.7%	100%	
20. The school gives me opportunities to participate in important decisions about my child's education.									
	8	3	1	0	2	0	1	15	5.7
	53.3%	20.0%	6.7%	0.0%	13.3%	0.0%	6.7%	100%	
21. Most of my child's teachers work with me to improve my child's learning									
	10	2	1	0	0	1	1	15	6.0
	66.7%	13.3%	6.7%	0.0%	0.0%	6.7%	6.7%	100%	
22. The school has encouraged me to participate in classroom and school activities.									
	9	0	4	0	0	0	2	15	5.7
	60.0%	0.0%	26.7%	0.0%	0.0%	0.0%	13.3%	100%	
Dimension Totals:	52	12	11	3	2	3	7	90	5.8
	57.8%	13.3%	12.2%	3.3%	2.2%	3.3%	7.8%	100%	

Teacher Survey

A. Safety

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
1. I feel safe at school.									
	5	5	7	4	1	0	0	22	5.4
	22.7%	22.7%	31.8%	18.2%	4.5%	0.0%	0.0%	100%	
2. The school effectively handles staff discipline problems.									
	1	4	2	7	6	2	0	22	4.1
	4.5%	18.2%	9.1%	31.8%	27.3%	9.1%	0.0%	100%	
3. I feel safe from harassment, intimidation, and threats at school.									
	5	2	5	7	2	1	0	22	4.9
	22.7%	9.1%	22.7%	31.8%	9.1%	4.5%	0.0%	100%	
4. I feel the grounds and facilities at school are safe for staff.									
	8	1	7	3	3	0	0	22	5.4
	36.4%	4.5%	31.8%	13.6%	13.6%	0.0%	0.0%	100%	
5. The established safety policies at school make me feel safe.									
	4	5	6	5	2	0	0	22	5.2
	18.2%	22.7%	27.3%	22.7%	9.1%	0.0%	0.0%	100%	
6. My school has clear rules for staff behavior.									
	2	3	4	4	4	3	2	22	4.0
	9.1%	13.6%	18.2%	18.2%	18.2%	13.6%	9.1%	100%	
Dimension Totals:	25	20	31	30	18	6	2	132	4.8
	18.9%	15.2%	23.5%	22.7%	13.6%	4.5%	1.5%	100%	

B. Well-Being

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
7. I have colleagues at school who care about me.									
	7	6	8	1	0	0	0	22	5.9
	31.8%	27.3%	36.4%	4.5%	0.0%	0.0%	0.0%	100%	
8. My leadership provides me with effective advice when I have problems on the job.									
	4	3	4	3	5	3	0	22	4.5
	18.2%	13.6%	18.2%	13.6%	22.7%	13.6%	0.0%	100%	
9. My school provides me with the support I need to do my job well.									
	3	2	3	5	6	3	0	22	4.2
	13.6%	9.1%	13.6%	22.7%	27.3%	13.6%	0.0%	100%	
10. I feel staff are treated fairly at school.									
	3	2	3	6	2	4	2	22	4.0
	13.6%	9.1%	13.6%	27.3%	9.1%	18.2%	9.1%	100%	
Dimension Totals:	17	13	18	15	13	10	2	88	4.6
	19.3%	14.8%	20.5%	17.0%	14.8%	11.4%	2.3%	100%	

Teacher Survey

C. Satisfaction

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
11. I enjoy working at my school.									
	3	5	8	4	1	1	0	22	5.1
	13.6%	22.7%	36.4%	18.2%	4.5%	4.5%	0.0%	100%	
12. I am satisfied with the quality of resources the DOE provides to teachers and students for learning.									
	0	3	3	3	7	4	2	22	3.5
	0.0%	13.6%	13.6%	13.6%	31.8%	18.2%	9.1%	100%	
13. I am satisfied with the professional development opportunities the DOE provides for me.									
	0	4	6	7	2	2	1	22	4.2
	0.0%	18.2%	27.3%	31.8%	9.1%	9.1%	4.5%	100%	
14. I am satisfied with the respect and value my school gives to my role.									
	2	2	9	1	5	2	1	22	4.3
	9.1%	9.1%	40.9%	4.5%	22.7%	9.1%	4.5%	100%	
15. I am satisfied with the opportunities I have to contribute to policy decisions that affect my school.									
	2	3	6	4	1	5	1	22	4.2
	9.1%	13.6%	27.3%	18.2%	4.5%	22.7%	4.5%	100%	
Dimension Totals:	7	17	32	19	16	14	5	110	4.3
	6.4%	15.5%	29.1%	17.3%	14.5%	12.7%	4.5%	100%	

D. Involvement/Engagement

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
16. If I have concerns, my leadership responds in a timely manner.									
	3	2	8	4	2	3	0	22	4.6
	13.6%	9.1%	36.4%	18.2%	9.1%	13.6%	0.0%	100%	
17. I am proud of the events, meetings, or programs my school provides.									
	3	4	3	4	5	3	0	22	4.4
	13.6%	18.2%	13.6%	18.2%	22.7%	13.6%	0.0%	100%	
18. For teachers/staff, I feel comfortable speaking to my school administrator; for principals, I feel comfortable speaking to my Complex Area Superintendent.									
	4	5	5	3	3	1	0	21	5.0
	19.0%	23.8%	23.8%	14.3%	14.3%	4.8%	0.0%	100%	
19. I can offer my opinions freely on ways to make improvements at my school.									
	3	3	8	2	4	2	0	22	4.7
	13.6%	13.6%	36.4%	9.1%	18.2%	9.1%	0.0%	100%	
20. I feel I am an integral, vital part of the educational community in which I work.									
	2	4	9	2	5	0	0	22	4.8
	9.1%	18.2%	40.9%	9.1%	22.7%	0.0%	0.0%	100%	
Dimension Totals:	15	18	33	15	19	9	0	109	4.7
	13.8%	16.5%	30.3%	13.8%	17.4%	8.3%	0.0%	100%	

D. SQS SY 2016-2017

School Quality Survey

Mokulele Elementary

Spring 2017

Hawaii Department of Education
Office of Strategy, Innovation, and Performance
Assessment and Accountability Branch
Accountability Section

Publication Date: August 2017

School survey size and return rate:

Group	# Distributed	# Returned	Return Rate (%)
Students	84	83	98.8%
Parents	84	16	19.0%
Teachers	27	17	62.9%

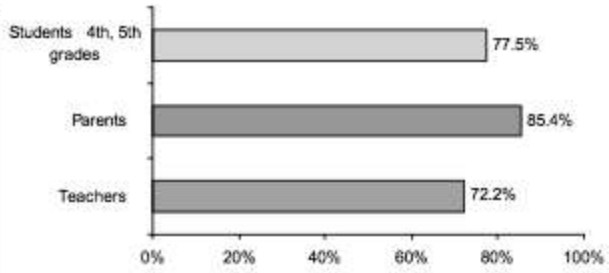
SQS Summary Table

Dimension	Group		Average (7-1)	Percent (%) Response: Positive (> 4.0)	Neutral (= 4.0)	Negative (< 4.0)
A. Safety	Students	4th, 5th grades	5.5	77.5%	14.6%	7.8%
	Parents		5.7	85.4%	10.4%	4.1%
	Teachers		5.0	72.2%	19.8%	7.9%
B. Well-Being	Students	4th, 5th grades	5.7	78.8%	13.5%	7.6%
	Parents		5.8	87.5%	6.2%	6.2%
	Teachers		4.8	62.6%	22.3%	14.9%
C. Satisfaction	Students	4th, 5th grades	5.9	83.2%	13.2%	3.4%
	Parents		5.0	71.8%	17.1%	10.9%
	Teachers		4.4	58.3%	25%	16.6%
D. Involvement/Engagement	Students	4th, 5th grades	5.8	81.5%	13.2%	5.1%
	Parents		5.4	78.1%	15.6%	6.2%
	Teachers		4.8	67%	25.8%	7%

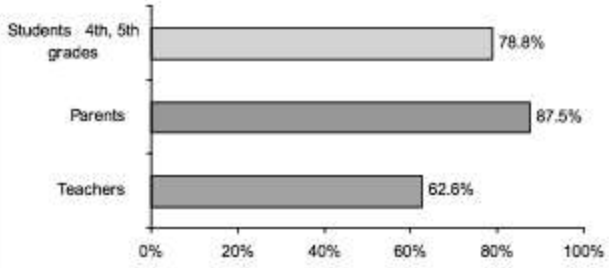
SQS Summary Figure

Dimension	Group	Percent Positive Response

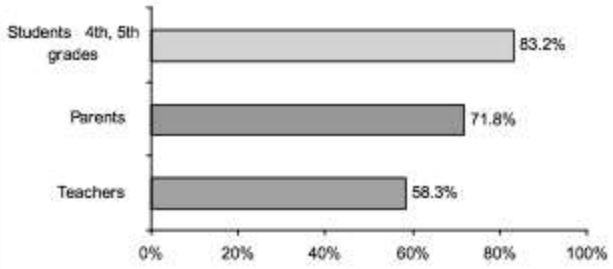
A. Safety



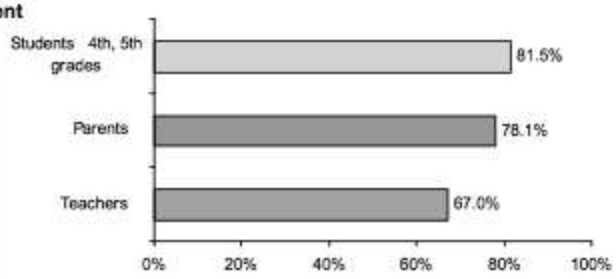
B. Well-Being



C. Satisfaction



D. Involvement/Engagement



Elementary School Student Survey

A. Safety

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
1. I feel safe at school.									
	30	17	21	11	3	0	1	83	5.7
	36.1%	20.5%	25.3%	13.3%	3.6%	0.0%	1.2%	100%	
2. Students at my school who do not behave are disciplined.									
	13	13	22	24	8	2	1	83	4.9
	15.7%	15.7%	26.5%	28.9%	9.6%	2.4%	1.2%	100%	
3. I feel safe from the mean kids at my school.									
	24	15	19	13	9	2	1	83	5.3
	28.9%	18.1%	22.9%	15.7%	10.8%	2.4%	1.2%	100%	
4. I feel the school buildings are safe for students.									
	28	27	15	9	4	0	0	83	5.8
	33.7%	32.5%	18.1%	10.8%	4.8%	0.0%	0.0%	100%	
5. If I ever got sick at school, someone would take care of me.									
	37	11	20	10	4	0	1	83	5.8
	44.6%	13.3%	24.1%	12.0%	4.8%	0.0%	1.2%	100%	
6. There are clear rules to ensure students' safety at school.									
	42	11	21	6	3	0	0	83	6.0
	50.6%	13.3%	25.3%	7.2%	3.6%	0.0%	0.0%	100%	
Dimension Totals:	174	94	118	73	31	4	4	498	5.6
	34.9%	18.9%	23.7%	14.7%	6.2%	0.8%	0.8%	100%	

B. Well-Being

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
7. I have friends at school who care about me.									
	51	11	7	10	3	0	0	82	6.2
	62.2%	13.4%	8.5%	12.2%	3.7%	0.0%	0.0%	100%	
8. My teachers give me help when I need it.									
	38	21	13	10	1	0	0	83	6.0
	45.8%	25.3%	15.7%	12.0%	1.2%	0.0%	0.0%	100%	
9. If I feel bad, I can get help from the school staff.									
	25	17	18	12	4	1	6	83	5.2
	30.1%	20.5%	21.7%	14.5%	4.8%	1.2%	7.2%	100%	
10. I usually get a good night's sleep before going to school in the morning.									
	29	16	12	15	7	3	1	83	5.4
	34.9%	19.3%	14.5%	18.1%	8.4%	3.6%	1.2%	100%	
11. I usually have something to eat before school starts in the morning.									
	42	10	20	7	4	0	0	83	6.0
	50.6%	12.0%	24.1%	8.4%	4.8%	0.0%	0.0%	100%	
12. I am treated fairly at this school.									
	31	17	13	13	7	1	0	82	5.6
	37.8%	20.7%	15.9%	15.9%	8.5%	1.2%	0.0%	100%	
Dimension Totals:	216	92	83	67	26	5	7	496	5.7
	43.5%	18.5%	16.7%	13.5%	5.2%	1.0%	1.4%	100%	

Elementary School Student Survey

C. Satisfaction

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
13. My teachers really listen when I talk.									
	36	13	16	14	4	0	0	83	5.8
	43.4%	15.7%	19.3%	16.9%	4.8%	0.0%	0.0%	100%	
14. My teachers want me to learn a lot.									
	59	11	10	2	0	1	0	83	6.5
	71.1%	13.3%	12.0%	2.4%	0.0%	1.2%	0.0%	100%	
15. I like what I am learning at school.									
	30	15	19	17	1	0	1	83	5.6
	36.1%	18.1%	22.9%	20.5%	1.2%	0.0%	1.2%	100%	
16. The school building has everything I need to learn.									
	25	18	24	10	4	0	1	82	5.6
	30.5%	22.0%	29.3%	12.2%	4.9%	0.0%	1.2%	100%	
17. My teachers teach me new things in school.									
	43	16	11	11	1	1	0	83	6.0
	51.8%	19.3%	13.3%	13.3%	1.2%	1.2%	0.0%	100%	
18. My school is a good school.									
	41	15	12	12	2	0	1	83	5.9
	49.4%	18.1%	14.5%	14.5%	2.4%	0.0%	1.2%	100%	
Dimension Totals:	234	88	92	66	12	2	3	497	5.9
	47.1%	17.7%	18.5%	13.3%	2.4%	0.4%	0.6%	100%	

D. Involvement/Engagement

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
19. I like coming to school.									
	37	12	18	10	2	2	1	82	5.8
	45.1%	14.6%	22.0%	12.2%	2.4%	2.4%	1.2%	100%	
20. When there is a school event that I like, I participate.									
	46	10	11	12	1	1	2	83	5.9
	55.4%	12.0%	13.3%	14.5%	1.2%	1.2%	2.4%	100%	
21. I enjoy talking to my teachers.									
	36	13	19	12	1	1	1	83	5.8
	43.4%	15.7%	22.9%	14.5%	1.2%	1.2%	1.2%	100%	
22. I like the classes and programs at school.									
	34	21	13	10	4	0	1	83	5.8
	41.0%	25.3%	15.7%	12.0%	4.8%	0.0%	1.2%	100%	
Dimension Totals:	153	56	61	44	8	4	5	331	5.8
	46.2%	16.9%	18.4%	13.3%	2.4%	1.2%	1.5%	100%	

Parent Survey

A. Safety

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
1. My child is safe at school.									
	6	7	2	1	0	0	0	16	6.1
	37.5%	43.8%	12.5%	6.3%	0.0%	0.0%	0.0%	100%	
2. My child is safe from harassment, intimidation, and threats at school.									
	4	4	4	3	1	0	0	16	5.4
	25.0%	25.0%	25.0%	18.8%	6.3%	0.0%	0.0%	100%	
3. My child has a caring adult to ensure my child's safety at school.									
	5	5	4	1	1	0	0	16	5.8
	31.3%	31.3%	25.0%	6.3%	6.3%	0.0%	0.0%	100%	
4. The school grounds and facilities are safe for my child.									
	3	6	6	1	0	0	0	16	5.7
	18.8%	37.5%	37.5%	6.3%	0.0%	0.0%	0.0%	100%	
5. Threats, intimidation, harassment, or hazing are rare in this school.									
	4	5	3	3	1	0	0	16	5.5
	25.0%	31.3%	18.8%	18.8%	6.3%	0.0%	0.0%	100%	
6. My child's school has clear rules to maintain students' safety at school.									
	5	5	4	1	1	0	0	16	5.8
	31.3%	31.3%	25.0%	6.3%	6.3%	0.0%	0.0%	100%	
Dimension Totals:	27	32	23	10	4	0	0	96	5.7
	28.1%	33.3%	24.0%	10.4%	4.2%	0.0%	0.0%	100%	

B. Well-Being

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
7. My child has friends in school who care about my child.									
	4	8	3	0	1	0	0	16	5.9
	25.0%	50.0%	18.8%	0.0%	6.3%	0.0%	0.0%	100%	
8. My child's teachers provide help on classwork when my child needs it.									
	5	5	2	2	1	0	1	16	5.4
	31.3%	31.3%	12.5%	12.5%	6.3%	0.0%	6.3%	100%	
9. If my child ever got sick at school, someone would take care of my child.									
	6	5	3	0	1	0	1	16	5.7
	37.5%	31.3%	18.8%	0.0%	6.3%	0.0%	6.3%	100%	
10. My child is well-rested for school.									
	8	6	1	1	0	0	0	16	6.3
	50.0%	37.5%	6.3%	6.3%	0.0%	0.0%	0.0%	100%	
11. My child is fed before school.									
	10	4	2	0	0	0	0	16	6.5
	62.5%	25.0%	12.5%	0.0%	0.0%	0.0%	0.0%	100%	
12. Students are treated fairly at school.									
	5	4	3	3	0	0	1	16	5.4
	31.3%	25.0%	18.8%	18.8%	0.0%	0.0%	6.3%	100%	
Dimension Totals:	38	32	14	6	3	0	3	96	5.9
	39.6%	33.3%	14.6%	6.3%	3.1%	0.0%	3.1%	100%	

Parent Survey

C. Satisfaction

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
13. I am satisfied with the education my child is receiving at school.									
	2	2	7	4	0	0	1	16	4.9
	12.5%	12.5%	43.8%	25.0%	0.0%	0.0%	6.3%	100%	
14.* I am satisfied with the quality of resources provided to teachers and students for learning.									
	1	2	6	4	2	0	1	16	4.5
	6.3%	12.5%	37.5%	25.0%	12.5%	0.0%	6.3%	100%	
15. I am satisfied with the printed materials, e-mail/online, phone/text, or in-person meetings used by the school to communicate with me.									
	3	5	4	2	1	1	0	16	5.3
	18.8%	31.3%	25.0%	12.5%	6.3%	6.3%	0.0%	100%	
16. My child's teachers seek ways to improve my child's academic progress.									
	3	5	6	1	0	0	1	16	5.4
	18.8%	31.3%	37.5%	6.3%	0.0%	0.0%	6.3%	100%	
Dimension Totals:	9	14	23	11	3	1	3	64	5.0
	14.1%	21.9%	35.9%	17.2%	4.7%	1.6%	4.7%	100%	

D. Involvement/Engagement

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
17. Teachers are available to discuss my child's work or behavior.									
	4	7	3	1	1	0	0	16	5.8
	25.0%	43.8%	18.8%	6.3%	6.3%	0.0%	0.0%	100%	
18. If I have concerns, I am taken seriously by school administrators.									
	3	4	2	6	0	0	1	16	5.0
	18.8%	25.0%	12.5%	37.5%	0.0%	0.0%	6.3%	100%	
19. The school staff makes me feel welcome at the school.									
	6	4	2	2	1	0	1	16	5.5
	37.5%	25.0%	12.5%	12.5%	6.3%	0.0%	6.3%	100%	
20. The school gives me opportunities to participate in important decisions about my child's education.									
	4	4	5	3	0	0	0	16	5.6
	25.0%	25.0%	31.3%	18.8%	0.0%	0.0%	0.0%	100%	
21. Most of my child's teachers work with me to improve my child's learning									
	3	7	3	2	0	0	1	16	5.4
	18.8%	43.8%	18.8%	12.5%	0.0%	0.0%	6.3%	100%	
22. The school has encouraged me to participate in classroom and school activities.									
	3	5	6	1	1	0	0	16	5.5
	18.8%	31.3%	37.5%	6.3%	6.3%	0.0%	0.0%	100%	
Dimension Totals:	23	31	21	15	3	0	3	96	5.5
	24.0%	32.3%	21.9%	15.6%	3.1%	0.0%	3.1%	100%	

** Unlike the prior two years' SQS reports, the reference to the "Hawaii Department of Education" (DOE) was removed from this question.*

Teacher Survey

A. Safety

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
1. I feel safe at school.									
	3	5	8	1	0	0	0	17	5.6
	17.6%	29.4%	47.1%	5.9%	0.0%	0.0%	0.0%	100%	
2. The school effectively handles staff discipline problems.									
	1	0	8	5	3	0	0	17	4.5
	5.9%	0.0%	47.1%	29.4%	17.6%	0.0%	0.0%	100%	
3. I feel safe from harassment, intimidation, and threats at school.									
	3	2	8	2	2	0	0	17	5.1
	17.6%	11.8%	47.1%	11.8%	11.8%	0.0%	0.0%	100%	
4. I feel the grounds and facilities at school are safe for staff.									
	2	4	7	3	0	0	0	16	5.3
	12.5%	25.0%	43.8%	18.8%	0.0%	0.0%	0.0%	100%	
5. The established safety policies at school make me feel safe.									
	2	3	7	5	0	0	0	17	5.1
	11.8%	17.6%	41.2%	29.4%	0.0%	0.0%	0.0%	100%	
6. My school has clear rules for staff behavior.									
	1	1	8	4	3	0	0	17	4.6
	5.9%	5.9%	47.1%	23.5%	17.6%	0.0%	0.0%	100%	
Dimension Totals:	12	15	46	20	8	0	0	101	5.0
	11.9%	14.9%	45.5%	19.8%	7.9%	0.0%	0.0%	100%	

B. Well-Being

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
7. I have colleagues at school who care about me.									
	5	4	7	0	0	0	0	16	5.9
	31.3%	25.0%	43.8%	0.0%	0.0%	0.0%	0.0%	100%	
8. My leadership provides me with effective advice when I have problems on the job.									
	1	4	5	5	2	0	0	17	4.8
	5.9%	23.5%	29.4%	29.4%	11.8%	0.0%	0.0%	100%	
9. My school provides me with the support I need to do my job well.									
	0	1	7	3	5	1	0	17	4.1
	0.0%	5.9%	41.2%	17.6%	29.4%	5.9%	0.0%	100%	
10. I feel staff are treated fairly at school.									
	1	1	6	7	1	1	0	17	4.5
	5.9%	5.9%	35.3%	41.2%	5.9%	5.9%	0.0%	100%	
Dimension Totals:	7	10	25	15	8	2	0	67	4.8
	10.4%	14.9%	37.3%	22.4%	11.9%	3.0%	0.0%	100%	

Teacher Survey

C. Satisfaction

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
11. I enjoy working at my school.									
	1	1	12	3	0	0	0	17	5.0
	5.9%	5.9%	70.6%	17.6%	0.0%	0.0%	0.0%	100%	
12. I am satisfied with the quality of resources the school* provides to teachers and students for learning.									
	0	1	5	3	5	0	2	16	3.8
	0.0%	6.3%	31.3%	18.8%	31.3%	0.0%	12.5%	100%	
13. I am satisfied with the professional development opportunities the school* provides for me.									
	1	1	5	6	3	0	1	17	4.2
	5.9%	5.9%	29.4%	35.3%	17.6%	0.0%	5.9%	100%	
14. I am satisfied with the respect and value my school gives to my role.									
	1	1	10	3	1	0	1	17	4.6
	5.9%	5.9%	58.8%	17.6%	5.9%	0.0%	5.9%	100%	
15. I am satisfied with the opportunities I have to contribute to policy decisions that affect my school.									
	1	1	8	6	0	1	0	17	4.6
	5.9%	5.9%	47.1%	35.3%	0.0%	5.9%	0.0%	100%	
Dimension Totals:	4	5	40	21	9	1	4	84	4.5
	4.8%	6.0%	47.6%	25.0%	10.7%	1.2%	4.8%	100%	

D. Involvement/Engagement

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
16. If I have concerns, my leadership responds in a timely manner.									
	2	1	8	4	1	0	1	17	4.7
	11.8%	5.9%	47.1%	23.5%	5.9%	0.0%	5.9%	100%	
17. I am proud of the events, meetings, or programs my school provides.									
	1	1	7	7	1	0	0	17	4.6
	5.9%	5.9%	41.2%	41.2%	5.9%	0.0%	0.0%	100%	
18. For teachers/staff, I feel comfortable speaking to my school administrator; for principals, I feel comfortable speaking to my Complex Area Superintendent.									
	2	3	7	4	0	0	1	17	4.9
	11.8%	17.6%	41.2%	23.5%	0.0%	0.0%	5.9%	100%	
19. I can offer my opinions freely on ways to make improvements at my school.									
	2	2	8	4	0	0	1	17	4.9
	11.8%	11.8%	47.1%	23.5%	0.0%	0.0%	5.9%	100%	
20. I feel I am an integral, vital part of the educational community in which I work.									
	1	3	9	3	0	0	1	17	4.9
	5.9%	17.6%	52.9%	17.6%	0.0%	0.0%	5.9%	100%	
Dimension Totals:	8	10	39	22	2	0	4	85	4.8
	9.4%	11.8%	45.9%	25.9%	2.4%	0.0%	4.7%	100%	

** Unlike the prior two years' SQS reports, this question has been changed to refer to the resources and professional development opportunities provided at the school-level, not system-wide by the Hawaii Department of Education (DOE).*

D. SQS State Data SY 2014-2015

School Quality Survey Statewide Summary Report

Spring 2015

Hawaii Department of Education
Office of Strategy, Innovation, and Performance
Assessment and Accountability Branch
Accountability Section

Publication Date: October 2015

Elementary School Student Survey

A. Safety

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
1. I feel safe at school.									
	9,988	5,119	5,286	2,682	457	126	229	23,887	5.8
	41.8%	21.4%	22.1%	11.2%	1.9%	0.5%	1.0%	100%	
2. Students at my school who do not behave are disciplined.									
	4,777	3,687	6,431	6,048	1,558	462	762	23,725	5.0
	20.1%	15.5%	27.1%	25.5%	6.6%	1.9%	3.2%	100%	
3. I feel safe from the mean kids at my school.									
	5,447	3,682	4,309	4,458	2,834	817	2,153	23,700	4.7
	23.0%	15.5%	18.2%	18.8%	12.0%	3.4%	9.1%	100%	
4. I feel the school buildings are safe for students.									
	9,726	5,300	4,881	2,540	669	157	394	23,667	5.8
	41.1%	22.4%	20.6%	10.7%	2.8%	0.7%	1.7%	100%	
5. If I ever got sick at school, someone would take care of me.									
	10,810	4,218	4,665	2,599	765	219	432	23,708	5.8
	45.6%	17.8%	19.7%	11.0%	3.2%	0.9%	1.8%	100%	
6. There are clear rules to ensure students' safety at school.									
	12,036	5,084	4,332	1,627	295	90	139	23,603	6.1
	51.0%	21.5%	18.4%	6.9%	1.2%	0.4%	0.6%	100%	
Dimension Totals:	52,784	27,090	29,904	19,954	6,578	1,871	4,109	142,290	5.5
	37.1%	19.0%	21.0%	14.0%	4.6%	1.3%	2.9%	100%	

B. Well-Being

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
7. I have friends at school who care about me.									
	12,644	4,355	3,654	2,063	482	132	290	23,620	6.1
	53.5%	18.4%	15.5%	8.7%	2.0%	0.6%	1.2%	100%	
8. My teachers give me help when I need it.									
	12,762	5,155	3,756	1,539	231	69	132	23,644	6.2
	54.0%	21.8%	15.9%	6.5%	1.0%	0.3%	0.6%	100%	
9. If I feel bad, I can get help from the school staff.									
	7,095	4,898	5,083	4,103	1,217	357	896	23,649	5.3
	30.0%	20.7%	21.5%	17.3%	5.1%	1.5%	3.8%	100%	
10. I usually get a good night's sleep before going to school in the morning.									
	6,750	4,596	4,782	4,621	1,460	474	844	23,527	5.2
	28.7%	19.5%	20.3%	19.6%	6.2%	2.0%	3.6%	100%	
11. I usually have something to eat before school starts in the morning.									
	11,498	3,404	3,818	3,212	874	292	592	23,690	5.8
	48.5%	14.4%	16.1%	13.6%	3.7%	1.2%	2.5%	100%	
12. I am treated fairly at this school.									
	7,440	5,135	4,906	4,167	1,173	322	536	23,679	5.4
	31.4%	21.7%	20.7%	17.6%	5.0%	1.4%	2.3%	100%	
Dimension Totals:	58,189	27,543	25,999	19,705	5,437	1,646	3,290	141,809	5.7
	41.0%	19.4%	18.3%	13.9%	3.8%	1.2%	2.3%	100%	

Elementary School Student Survey

C. Satisfaction

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
13. My teachers really listen when I talk.									
	11,580	5,051	4,122	2,123	412	133	181	23,602	6.0
	49.1%	21.4%	17.5%	9.0%	1.7%	0.6%	0.8%	100%	
14. My teachers want me to learn a lot.									
	17,793	3,136	2,004	505	94	49	72	23,653	6.6
	75.2%	13.3%	8.5%	2.1%	0.4%	0.2%	0.3%	100%	
15. I like what I am learning at school.									
	10,055	5,659	4,241	2,778	442	153	337	23,665	5.9
	42.5%	23.9%	17.9%	11.7%	1.9%	0.6%	1.4%	100%	
16. The school building has everything I need to learn.									
	9,061	5,794	4,740	2,840	742	152	270	23,599	5.8
	38.4%	24.6%	20.1%	12.0%	3.1%	0.6%	1.1%	100%	
17. My teachers teach me new things in school.									
	13,096	5,178	3,502	1,442	244	87	112	23,661	6.2
	55.3%	21.9%	14.8%	6.1%	1.0%	0.4%	0.5%	100%	
18. My school is a good school.									
	13,111	4,483	3,210	2,032	410	135	299	23,680	6.1
	55.4%	18.9%	13.6%	8.6%	1.7%	0.6%	1.3%	100%	
Dimension Totals:	74,696	29,301	21,819	11,720	2,344	709	1,271	141,860	6.1
	52.7%	20.7%	15.4%	8.3%	1.7%	0.5%	0.9%	100%	

D. Involvement/Engagement

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
19. I like coming to school.									
	9,064	4,849	4,124	3,748	841	309	792	23,727	5.6
	38.2%	20.4%	17.4%	15.8%	3.5%	1.3%	3.3%	100%	
20. When there is a school event that I like, I participate.									
	10,450	4,566	4,039	3,669	571	114	292	23,701	5.8
	44.1%	19.3%	17.0%	15.5%	2.4%	0.5%	1.2%	100%	
21. I enjoy talking to my teachers.									
	9,206	5,241	4,816	3,384	603	169	321	23,740	5.7
	38.8%	22.1%	20.3%	14.3%	2.5%	0.7%	1.4%	100%	
22. I like the classes and programs at school.									
	11,162	5,055	4,074	2,677	406	132	258	23,764	5.9
	47.0%	21.3%	17.1%	11.3%	1.7%	0.6%	1.1%	100%	
Dimension Totals:	39,882	19,711	17,053	13,478	2,421	724	1,663	94,932	5.8
	42.0%	20.8%	18.0%	14.2%	2.6%	0.8%	1.8%	100%	

Parent Survey

A. Safety

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
1. My child is safe at school.									
	5,410	4,774	6,423	1,610	474	99	100	18,890	5.7
	28.6%	25.3%	34.0%	8.5%	2.5%	0.5%	0.5%	100%	
2. My child is safe from harassment, intimidation, and threats at school.									
	3,819	3,930	6,118	2,995	1,496	266	253	18,877	5.2
	20.2%	20.8%	32.4%	15.9%	7.9%	1.4%	1.3%	100%	
3. My child has a caring adult to ensure my child's safety at school.									
	5,634	4,447	6,051	2,101	415	76	116	18,840	5.6
	29.9%	23.6%	32.1%	11.2%	2.2%	0.4%	0.6%	100%	
4. The school grounds and facilities are safe for my child.									
	4,728	4,509	6,662	2,214	565	111	119	18,908	5.5
	25.0%	23.8%	35.2%	11.7%	3.0%	0.6%	0.6%	100%	
5. Threats, intimidation, harassment, or hazing are rare in this school.									
	3,416	3,584	5,450	3,550	1,841	411	389	18,641	5.0
	18.3%	19.2%	29.2%	19.0%	9.9%	2.2%	2.1%	100%	
6. My child's school has clear rules to maintain students' safety at school.									
	5,628	4,807	6,422	1,551	330	85	96	18,919	5.7
	29.7%	25.4%	33.9%	8.2%	1.7%	0.4%	0.5%	100%	
Dimension Totals:	28,635	26,051	37,126	14,021	5,121	1,048	1,073	113,075	5.5
	25.3%	23.0%	32.8%	12.4%	4.5%	0.9%	0.9%	100%	

B. Well-Being

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
7. My child has friends in school who care about my child.									
	6,572	5,056	5,714	1,281	197	36	56	18,912	5.9
	34.8%	26.7%	30.2%	6.8%	1.0%	0.2%	0.3%	100%	
8. My child's teachers provide help on classwork when my child needs it.									
	6,125	4,809	5,507	1,638	548	137	139	18,903	5.7
	32.4%	25.4%	29.1%	8.7%	2.9%	0.7%	0.7%	100%	
9. If my child ever got sick at school, someone would take care of my child.									
	6,199	4,528	5,993	1,703	294	61	90	18,868	5.7
	32.9%	24.0%	31.8%	9.0%	1.6%	0.3%	0.5%	100%	
10. My child is well-rested for school.									
	6,031	5,207	5,784	1,297	406	66	67	18,858	5.8
	32.0%	27.6%	30.7%	6.9%	2.2%	0.3%	0.4%	100%	
11. My child is fed before school.									
	8,934	3,758	4,456	1,265	289	30	73	18,805	6.0
	47.5%	20.0%	23.7%	6.7%	1.5%	0.2%	0.4%	100%	
12. Students are treated fairly at school.									
	4,293	4,450	6,031	2,766	801	211	208	18,760	5.4
	22.9%	23.7%	32.1%	14.7%	4.3%	1.1%	1.1%	100%	
Dimension Totals:	38,154	27,808	33,485	9,950	2,535	541	633	113,106	5.8
	33.7%	24.6%	29.6%	8.8%	2.2%	0.5%	0.6%	100%	

Parent Survey

C. Satisfaction

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
13. I am satisfied with the education my child is receiving at school.									
	4,880	4,520	5,751	2,244	919	317	257	18,888	5.4
	25.8%	23.9%	30.4%	11.9%	4.9%	1.7%	1.4%	100%	
14. I am satisfied with the quality of resources the DOE provides to teachers and students for learning.									
	3,835	3,793	5,665	3,234	1,486	458	395	18,866	5.1
	20.3%	20.1%	30.0%	17.1%	7.9%	2.4%	2.1%	100%	
15. I am satisfied with the printed materials, e-mail/online, phone/text, or in-person meetings used by the school to communicate with me.									
	5,018	4,557	6,009	2,098	731	270	244	18,927	5.5
	26.5%	24.1%	31.7%	11.1%	3.9%	1.4%	1.3%	100%	
16. My child's teachers seek ways to improve my child's academic progress.									
	5,120	4,482	5,508	2,518	830	247	197	18,902	5.5
	27.1%	23.7%	29.1%	13.3%	4.4%	1.3%	1.0%	100%	
Dimension Totals:	18,853	17,352	22,933	10,094	3,966	1,292	1,093	75,583	5.4
	24.9%	23.0%	30.3%	13.4%	5.2%	1.7%	1.4%	100%	

D. Involvement/Engagement

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
17. Teachers are available to discuss my child's work or behavior.									
	5,738	4,542	5,766	2,065	491	135	162	18,899	5.6
	30.4%	24.0%	30.5%	10.9%	2.6%	0.7%	0.9%	100%	
18. If I have concerns, I am taken seriously by school administrators.									
	4,979	4,235	5,498	2,918	626	189	260	18,705	5.4
	26.6%	22.6%	29.4%	15.6%	3.3%	1.0%	1.4%	100%	
19. The school staff makes me feel welcome at the school.									
	5,640	4,434	5,646	2,348	472	153	170	18,863	5.6
	29.9%	23.5%	29.9%	12.4%	2.5%	0.8%	0.9%	100%	
20. The school gives me opportunities to participate in important decisions about my child's education.									
	4,933	4,273	5,805	2,775	651	161	187	18,785	5.5
	26.3%	22.7%	30.9%	14.8%	3.5%	0.9%	1.0%	100%	
21. Most of my child's teachers work with me to improve my child's learning									
	5,044	4,151	5,481	2,824	881	195	224	18,800	5.4
	26.8%	22.1%	29.2%	15.0%	4.7%	1.0%	1.2%	100%	
22. The school has encouraged me to participate in classroom and school activities.									
	4,548	3,683	5,355	3,292	1,280	237	399	18,794	5.2
	24.2%	19.6%	28.5%	17.5%	6.8%	1.3%	2.1%	100%	
Dimension Totals:	30,882	25,318	33,551	16,222	4,401	1,070	1,402	112,846	5.5
	27.4%	22.4%	29.7%	14.4%	3.9%	0.9%	1.2%	100%	

Teacher Survey

A. Safety

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
1. I feel safe at school.									
	3,489	2,634	2,345	505	319	84	102	9,478	5.8
	36.8%	27.8%	24.7%	5.3%	3.4%	0.9%	1.1%	100%	
2. The school effectively handles staff discipline problems.									
	1,419	1,832	2,792	1,778	997	366	278	9,462	4.9
	15.0%	19.4%	29.5%	18.8%	10.5%	3.9%	2.9%	100%	
3. I feel safe from harassment, intimidation, and threats at school.									
	2,856	2,259	2,459	819	641	212	197	9,443	5.5
	30.2%	23.9%	26.0%	8.7%	6.8%	2.2%	2.1%	100%	
4. I feel the grounds and facilities at school are safe for staff.									
	2,627	2,558	2,801	734	500	109	107	9,436	5.6
	27.8%	27.1%	29.7%	7.8%	5.3%	1.2%	1.1%	100%	
5. The established safety policies at school make me feel safe.									
	2,285	2,503	2,894	1,028	480	129	118	9,437	5.4
	24.2%	26.5%	30.7%	10.9%	5.1%	1.4%	1.3%	100%	
6. My school has clear rules for staff behavior.									
	1,901	2,148	3,074	1,115	807	219	175	9,439	5.2
	20.1%	22.8%	32.6%	11.8%	8.5%	2.3%	1.9%	100%	
Dimension Totals:	14,577	13,934	16,365	5,979	3,744	1,119	977	56,695	5.4
	25.7%	24.6%	28.9%	10.5%	6.6%	2.0%	1.7%	100%	

B. Well-Being

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
7. I have colleagues at school who care about me.									
	3,783	2,786	2,369	357	80	30	41	9,446	6.0
	40.0%	29.5%	25.1%	3.8%	0.8%	0.3%	0.4%	100%	
8. My leadership provides me with effective advice when I have problems on the job.									
	1,995	2,258	2,763	1,211	666	271	242	9,406	5.2
	21.2%	24.0%	29.4%	12.9%	7.1%	2.9%	2.6%	100%	
9. My school provides me with the support I need to do my job well.									
	1,631	2,191	2,957	1,247	829	356	227	9,438	5.1
	17.3%	23.2%	31.3%	13.2%	8.8%	3.8%	2.4%	100%	
10. I feel staff are treated fairly at school.									
	1,573	2,041	2,791	1,306	978	402	360	9,451	4.9
	16.6%	21.6%	29.5%	13.8%	10.3%	4.3%	3.8%	100%	
Dimension Totals:	8,982	9,276	10,880	4,121	2,553	1,059	870	37,741	5.3
	23.8%	24.6%	28.8%	10.9%	6.8%	2.8%	2.3%	100%	

Teacher Survey

C. Satisfaction

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
11. I enjoy working at my school.									
	2,671	2,500	2,719	970	339	122	114	9,435	5.6
	28.3%	26.5%	28.8%	10.3%	3.6%	1.3%	1.2%	100%	
12. I am satisfied with the quality of resources the DOE provides to teachers and students for learning.									
	687	1,176	2,709	1,775	1,834	731	494	9,406	4.2
	7.3%	12.5%	28.8%	18.9%	19.5%	7.8%	5.3%	100%	
13. I am satisfied with the professional development opportunities the DOE provides for me.									
	805	1,300	3,129	2,007	1,360	481	350	9,432	4.5
	8.5%	13.8%	33.2%	21.3%	14.4%	5.1%	3.7%	100%	
14. I am satisfied with the respect and value my school gives to my role.									
	1,693	2,173	2,971	1,149	819	330	291	9,426	5.1
	18.0%	23.1%	31.5%	12.2%	8.7%	3.5%	3.1%	100%	
15. I am satisfied with the opportunities I have to contribute to policy decisions that affect my school.									
	1,332	1,781	3,030	1,725	871	339	353	9,431	4.8
	14.1%	18.9%	32.1%	18.3%	9.2%	3.6%	3.7%	100%	
Dimension Totals:	7,188	8,930	14,558	7,626	5,223	2,003	1,602	47,130	4.8
	15.3%	18.9%	30.9%	16.2%	11.1%	4.2%	3.4%	100%	

D. Involvement/Engagement

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
16. If I have concerns, my leadership responds in a timely manner.									
	1,724	2,009	2,992	1,340	794	266	298	9,423	5.1
	18.3%	21.3%	31.8%	14.2%	8.4%	2.8%	3.2%	100%	
17. I am proud of the events, meetings, or programs my school provides.									
	1,758	2,188	3,377	1,383	453	150	114	9,423	5.3
	18.7%	23.2%	35.8%	14.7%	4.8%	1.6%	1.2%	100%	
18. For teachers/staff, I feel comfortable speaking to my school administrator; for principals, I feel comfortable speaking to my Complex Area Superintendent.									
	2,223	2,067	2,588	1,135	744	300	401	9,458	5.1
	23.5%	21.9%	27.4%	12.0%	7.9%	3.2%	4.2%	100%	
19. I can offer my opinions freely on ways to make improvements at my school.									
	1,737	1,916	2,956	1,458	745	305	326	9,443	5.0
	18.4%	20.3%	31.3%	15.4%	7.9%	3.2%	3.5%	100%	
20. I feel I am an integral, vital part of the educational community in which I work.									
	1,793	2,273	3,187	1,273	540	185	228	9,479	5.2
	18.9%	24.0%	33.6%	13.4%	5.7%	2.0%	2.4%	100%	
Dimension Totals:	9,235	10,453	15,100	6,589	3,276	1,206	1,367	47,226	5.1
	19.6%	22.1%	32.0%	14.0%	6.9%	2.6%	2.9%	100%	

D. SQS State Data SY 2015-2016

School Quality Survey Statewide Summary Report

Spring 2016

Hawaii Department of Education
Office of Strategy, Innovation, and Performance
Assessment and Accountability Branch
Accountability Section

Publication Date: July 2016

Elementary School Student Survey

A. Safety

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
1. I feel safe at school.									
	10,155	5,419	4,855	2,746	487	106	219	23,987	5.9
	42.3%	22.6%	20.2%	11.4%	2.0%	0.4%	0.9%	100%	
2. Students at my school who do not behave are disciplined.									
	5,056	3,658	6,158	6,198	1,572	440	774	23,856	5.0
	21.2%	15.3%	25.8%	26.0%	6.6%	1.8%	3.2%	100%	
3. I feel safe from the mean kids at my school.									
	5,317	3,622	4,136	4,681	3,025	855	2,129	23,765	4.7
	22.4%	15.2%	17.4%	19.7%	12.7%	3.6%	9.0%	100%	
4. I feel the school buildings are safe for students.									
	9,950	5,356	4,715	2,555	660	160	358	23,754	5.8
	41.9%	22.5%	19.8%	10.8%	2.8%	0.7%	1.5%	100%	
5. If I ever got sick at school, someone would take care of me.									
	10,761	4,262	4,545	2,745	870	208	411	23,802	5.8
	45.2%	17.9%	19.1%	11.5%	3.7%	0.9%	1.7%	100%	
6. There are clear rules to ensure students' safety at school.									
	12,402	4,944	4,115	1,687	336	91	124	23,699	6.1
	52.3%	20.9%	17.4%	7.1%	1.4%	0.4%	0.5%	100%	
Dimension Totals:	53,641	27,261	28,524	20,612	6,950	1,860	4,015	142,863	5.5
	37.5%	19.1%	20.0%	14.4%	4.9%	1.3%	2.8%	100%	

B. Well-Being

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
7. I have friends at school who care about me.									
	12,866	4,362	3,554	2,027	491	140	304	23,744	6.1
	54.2%	18.4%	15.0%	8.5%	2.1%	0.6%	1.3%	100%	
8. My teachers give me help when I need it.									
	12,984	5,032	3,675	1,583	281	62	145	23,762	6.2
	54.6%	21.2%	15.5%	6.7%	1.2%	0.3%	0.6%	100%	
9. If I feel bad, I can get help from the school staff.									
	7,276	4,779	4,997	4,202	1,317	306	893	23,770	5.3
	30.6%	20.1%	21.0%	17.7%	5.5%	1.3%	3.8%	100%	
10. I usually get a good night's sleep before going to school in the morning.									
	6,578	4,441	4,621	4,814	1,690	553	953	23,650	5.2
	27.8%	18.8%	19.5%	20.4%	7.1%	2.3%	4.0%	100%	
11. I usually have something to eat before school starts in the morning.									
	11,590	3,395	3,768	3,246	929	270	621	23,819	5.8
	48.7%	14.3%	15.8%	13.6%	3.9%	1.1%	2.6%	100%	
12. I am treated fairly at this school.									
	7,248	5,020	4,961	4,359	1,264	354	563	23,769	5.4
	30.5%	21.1%	20.9%	18.3%	5.3%	1.5%	2.4%	100%	
Dimension Totals:	58,542	27,029	25,576	20,231	5,972	1,685	3,479	142,514	5.7
	41.1%	19.0%	17.9%	14.2%	4.2%	1.2%	2.4%	100%	

Elementary School Student Survey

C. Satisfaction

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
13. My teachers really listen when I talk.									
	11,752	4,815	4,111	2,255	476	117	177	23,703	6.0
	49.6%	20.3%	17.3%	9.5%	2.0%	0.5%	0.7%	100%	
14. My teachers want me to learn a lot.									
	17,957	3,065	2,016	539	107	35	69	23,788	6.6
	75.5%	12.9%	8.5%	2.3%	0.4%	0.1%	0.3%	100%	
15. I like what I am learning at school.									
	9,954	5,698	4,260	2,914	500	142	347	23,815	5.8
	41.8%	23.9%	17.9%	12.2%	2.1%	0.6%	1.5%	100%	
16. The school building has everything I need to learn.									
	8,967	5,689	4,791	3,013	797	161	279	23,697	5.7
	37.8%	24.0%	20.2%	12.7%	3.4%	0.7%	1.2%	100%	
17. My teachers teach me new things in school.									
	13,109	5,014	3,673	1,507	251	76	111	23,741	6.2
	55.2%	21.1%	15.5%	6.3%	1.1%	0.3%	0.5%	100%	
18. My school is a good school.									
	12,962	4,487	3,304	2,104	454	169	308	23,788	6.1
	54.5%	18.9%	13.9%	8.8%	1.9%	0.7%	1.3%	100%	
Dimension Totals:	74,701	28,768	22,155	12,332	2,585	700	1,291	142,532	6.1
	52.4%	20.2%	15.5%	8.7%	1.8%	0.5%	0.9%	100%	

D. Involvement/Engagement

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
19. I like coming to school.									
	8,717	4,859	4,159	3,937	929	344	873	23,818	5.5
	36.6%	20.4%	17.5%	16.5%	3.9%	1.4%	3.7%	100%	
20. When there is a school event that I like, I participate.									
	10,380	4,448	4,009	3,804	718	151	295	23,805	5.8
	43.6%	18.7%	16.8%	16.0%	3.0%	0.6%	1.2%	100%	
21. I enjoy talking to my teachers.									
	9,346	5,096	4,764	3,551	599	201	332	23,889	5.7
	39.1%	21.3%	19.9%	14.9%	2.5%	0.8%	1.4%	100%	
22. I like the classes and programs at school.									
	11,101	4,927	4,120	2,938	418	147	271	23,922	5.9
	46.4%	20.6%	17.2%	12.3%	1.7%	0.6%	1.1%	100%	
Dimension Totals:	39,544	19,330	17,052	14,230	2,664	843	1,771	95,434	5.7
	41.4%	20.3%	17.9%	14.9%	2.8%	0.9%	1.9%	100%	

Parent Survey

A. Safety

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
1. My child is safe at school.									
	5,520	4,881	6,540	1,821	492	112	94	19,460	5.6
	28.4%	25.1%	33.6%	9.4%	2.5%	0.6%	0.5%	100%	
2. My child is safe from harassment, intimidation, and threats at school.									
	3,997	4,045	6,227	3,091	1,457	315	258	19,390	5.2
	20.6%	20.9%	32.1%	15.9%	7.5%	1.6%	1.3%	100%	
3. My child has a caring adult to ensure my child's safety at school.									
	5,853	4,695	6,106	2,092	401	86	93	19,326	5.7
	30.3%	24.3%	31.6%	10.8%	2.1%	0.4%	0.5%	100%	
4. The school grounds and facilities are safe for my child.									
	4,909	4,585	6,691	2,340	648	145	109	19,427	5.5
	25.3%	23.6%	34.4%	12.0%	3.3%	0.7%	0.6%	100%	
5. Threats, intimidation, harassment, or hazing are rare in this school.									
	3,583	3,629	5,550	3,621	1,825	441	411	19,060	5.0
	18.8%	19.0%	29.1%	19.0%	9.6%	2.3%	2.2%	100%	
6. My child's school has clear rules to maintain students' safety at school.									
	5,812	4,841	6,545	1,643	375	90	77	19,383	5.7
	30.0%	25.0%	33.8%	8.5%	1.9%	0.5%	0.4%	100%	
Dimension Totals:	29,674	26,676	37,659	14,608	5,198	1,189	1,042	116,046	5.5
	25.6%	23.0%	32.5%	12.6%	4.5%	1.0%	0.9%	100%	

B. Well-Being

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
7. My child has friends in school who care about my child.									
	6,788	5,162	5,821	1,341	201	45	56	19,414	5.9
	35.0%	26.6%	30.0%	6.9%	1.0%	0.2%	0.3%	100%	
8. My child's teachers provide help on classwork when my child needs it.									
	6,606	4,952	5,516	1,603	485	129	121	19,412	5.8
	34.0%	25.5%	28.4%	8.3%	2.5%	0.7%	0.6%	100%	
9. If my child ever got sick at school, someone would take care of my child.									
	6,470	4,733	6,006	1,687	311	62	91	19,360	5.8
	33.4%	24.4%	31.0%	8.7%	1.6%	0.3%	0.5%	100%	
10. My child is well-rested for school.									
	6,264	5,389	5,834	1,399	386	66	78	19,416	5.8
	32.3%	27.8%	30.0%	7.2%	2.0%	0.3%	0.4%	100%	
11. My child is fed before school.									
	9,592	4,196	4,467	884	175	34	44	19,392	6.1
	49.5%	21.6%	23.0%	4.6%	0.9%	0.2%	0.2%	100%	
12. Students are treated fairly at school.									
	4,656	4,609	5,964	2,680	845	204	230	19,188	5.4
	24.3%	24.0%	31.1%	14.0%	4.4%	1.1%	1.2%	100%	
Dimension Totals:	40,376	29,041	33,608	9,594	2,403	540	620	116,182	5.8
	34.8%	25.0%	28.9%	8.3%	2.1%	0.5%	0.5%	100%	

Parent Survey

C. Satisfaction

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
13. I am satisfied with the education my child is receiving at school.									
	5,111	4,716	5,781	2,309	956	288	250	19,411	5.5
	26.3%	24.3%	29.8%	11.9%	4.9%	1.5%	1.3%	100%	
14. I am satisfied with the quality of resources the DOE provides to teachers and students for learning.									
	4,112	3,986	5,722	3,142	1,511	436	424	19,333	5.2
	21.3%	20.6%	29.6%	16.3%	7.8%	2.3%	2.2%	100%	
15. I am satisfied with the printed materials, e-mail/online, phone/text, or in-person meetings used by the school to communicate with me.									
	5,444	4,723	5,969	2,051	806	233	215	19,441	5.5
	28.0%	24.3%	30.7%	10.5%	4.1%	1.2%	1.1%	100%	
16. My child's teachers seek ways to improve my child's academic progress.									
	5,606	4,671	5,367	2,494	809	213	220	19,380	5.5
	28.9%	24.1%	27.7%	12.9%	4.2%	1.1%	1.1%	100%	
Dimension Totals:	20,273	18,096	22,839	9,996	4,082	1,170	1,109	77,565	5.4
	26.1%	23.3%	29.4%	12.9%	5.3%	1.5%	1.4%	100%	

D. Involvement/Engagement

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
17. Teachers are available to discuss my child's work or behavior.									
	6,166	4,751	5,599	2,071	507	129	139	19,362	5.7
	31.8%	24.5%	28.9%	10.7%	2.6%	0.7%	0.7%	100%	
18. If I have concerns, I am taken seriously by school administrators.									
	5,372	4,317	5,451	2,919	607	196	282	19,144	5.5
	28.1%	22.6%	28.5%	15.2%	3.2%	1.0%	1.5%	100%	
19. The school staff makes me feel welcome at the school.									
	6,054	4,502	5,562	2,445	506	131	190	19,390	5.6
	31.2%	23.2%	28.7%	12.6%	2.6%	0.7%	1.0%	100%	
20. The school gives me opportunities to participate in important decisions about my child's education.									
	5,233	4,444	5,731	2,762	706	170	212	19,258	5.5
	27.2%	23.1%	29.8%	14.3%	3.7%	0.9%	1.1%	100%	
21. Most of my child's teachers work with me to improve my child's learning									
	5,444	4,306	5,330	2,916	850	177	243	19,266	5.5
	28.3%	22.4%	27.7%	15.1%	4.4%	0.9%	1.3%	100%	
22. The school has encouraged me to participate in classroom and school activities.									
	4,811	3,814	5,320	3,453	1,228	239	408	19,273	5.3
	25.0%	19.8%	27.6%	17.9%	6.4%	1.2%	2.1%	100%	
Dimension Totals:	33,080	26,134	32,993	16,566	4,404	1,042	1,474	115,693	5.5
	28.6%	22.6%	28.5%	14.3%	3.8%	0.9%	1.3%	100%	

Teacher Survey

A. Safety

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
1. I feel safe at school.									
	2,699	2,280	2,051	446	365	103	119	8,063	5.7
	33.5%	28.3%	25.4%	5.5%	4.5%	1.3%	1.5%	100%	
2. The school effectively handles staff discipline problems.									
	1,110	1,471	2,280	1,583	919	364	316	8,043	4.7
	13.8%	18.3%	28.3%	19.7%	11.4%	4.5%	3.9%	100%	
3. I feel safe from harassment, intimidation, and threats at school.									
	2,283	1,854	1,995	749	705	218	234	8,038	5.3
	28.4%	23.1%	24.8%	9.3%	8.8%	2.7%	2.9%	100%	
4. I feel the grounds and facilities at school are safe for staff.									
	2,066	2,151	2,374	642	545	126	134	8,038	5.5
	25.7%	26.8%	29.5%	8.0%	6.8%	1.6%	1.7%	100%	
5. The established safety policies at school make me feel safe.									
	1,781	1,972	2,471	984	527	134	149	8,018	5.3
	22.2%	24.6%	30.8%	12.3%	6.6%	1.7%	1.9%	100%	
6. My school has clear rules for staff behavior.									
	1,497	1,743	2,540	1,029	750	220	233	8,012	5.1
	18.7%	21.8%	31.7%	12.8%	9.4%	2.7%	2.9%	100%	
Dimension Totals:	11,436	11,471	13,711	5,433	3,811	1,165	1,185	48,212	5.3
	23.7%	23.8%	28.4%	11.3%	7.9%	2.4%	2.5%	100%	

B. Well-Being

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
7. I have colleagues at school who care about me.									
	3,222	2,332	2,037	291	78	28	42	8,030	6.0
	40.1%	29.0%	25.4%	3.6%	1.0%	0.3%	0.5%	100%	
8. My leadership provides me with effective advice when I have problems on the job.									
	1,663	1,787	2,201	1,142	629	292	295	8,009	5.1
	20.8%	22.3%	27.5%	14.3%	7.9%	3.6%	3.7%	100%	
9. My school provides me with the support I need to do my job well.									
	1,353	1,805	2,457	1,023	796	330	261	8,025	5.0
	16.9%	22.5%	30.6%	12.7%	9.9%	4.1%	3.3%	100%	
10. I feel staff are treated fairly at school.									
	1,254	1,568	2,316	1,146	927	376	448	8,035	4.8
	15.6%	19.5%	28.8%	14.3%	11.5%	4.7%	5.6%	100%	
Dimension Totals:	7,492	7,492	9,011	3,602	2,430	1,026	1,046	32,099	5.2
	23.3%	23.3%	28.1%	11.2%	7.6%	3.2%	3.3%	100%	

Teacher Survey

C. Satisfaction

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
11. I enjoy working at my school.									
	2,247	2,102	2,227	878	322	109	140	8,025	5.5
	28.0%	26.2%	27.8%	10.9%	4.0%	1.4%	1.7%	100%	
12. I am satisfied with the quality of resources the DOE provides to teachers and students for learning.									
	588	887	2,311	1,509	1,593	653	460	8,001	4.2
	7.3%	11.1%	28.9%	18.9%	19.9%	8.2%	5.7%	100%	
13. I am satisfied with the professional development opportunities the DOE provides for me.									
	685	1,083	2,819	1,647	1,112	382	295	8,023	4.5
	8.5%	13.5%	35.1%	20.5%	13.9%	4.8%	3.7%	100%	
14. I am satisfied with the respect and value my school gives to my role.									
	1,423	1,777	2,395	1,020	757	334	316	8,022	5.0
	17.7%	22.2%	29.9%	12.7%	9.4%	4.2%	3.9%	100%	
15. I am satisfied with the opportunities I have to contribute to policy decisions that affect my school.									
	1,152	1,453	2,467	1,385	827	343	392	8,019	4.8
	14.4%	18.1%	30.8%	17.3%	10.3%	4.3%	4.9%	100%	
Dimension Totals:	6,095	7,302	12,219	6,439	4,611	1,821	1,603	40,090	4.8
	15.2%	18.2%	30.5%	16.1%	11.5%	4.5%	4.0%	100%	

D. Involvement/Engagement

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
16. If I have concerns, my leadership responds in a timely manner.									
	1,433	1,599	2,444	1,182	736	296	336	8,026	4.9
	17.9%	19.9%	30.5%	14.7%	9.2%	3.7%	4.2%	100%	
17. I am proud of the events, meetings, or programs my school provides.									
	1,468	1,851	2,772	1,243	433	120	126	8,013	5.2
	18.3%	23.1%	34.6%	15.5%	5.4%	1.5%	1.6%	100%	
18. For teachers/staff, I feel comfortable speaking to my school administrator; for principals, I feel comfortable speaking to my Complex Area Superintendent.									
	1,872	1,740	2,130	928	640	290	439	8,039	5.1
	23.3%	21.6%	26.5%	11.5%	8.0%	3.6%	5.5%	100%	
19. I can offer my opinions freely on ways to make improvements at my school.									
	1,449	1,559	2,434	1,215	732	292	352	8,033	4.9
	18.0%	19.4%	30.3%	15.1%	9.1%	3.6%	4.4%	100%	
20. I feel I am an integral, vital part of the educational community in which I work.									
	1,494	1,921	2,672	1,049	543	168	212	8,059	5.2
	18.5%	23.8%	33.2%	13.0%	6.7%	2.1%	2.6%	100%	
Dimension Totals:	7,716	8,670	12,452	5,617	3,084	1,166	1,465	40,170	5.1
	19.2%	21.6%	31.0%	14.0%	7.7%	2.9%	3.6%	100%	

D. SQS State Data SY 2016-2017

School Quality Survey Statewide Summary Report

Spring 2017

Hawaii Department of Education
Office of Strategy, Innovation, and Performance
Assessment and Accountability Branch
Accountability Section

Publication Date: August 2017

Elementary School Student Survey

A. Safety

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
1. I feel safe at school.									
	9,574	4,969	4,288	2,722	553	136	254	22,496	5.8
	42.6%	22.1%	19.1%	12.1%	2.5%	0.6%	1.1%	100%	
2. Students at my school who do not behave are disciplined.									
	4,547	3,429	5,779	5,952	1,493	463	706	22,369	5.0
	20.3%	15.3%	25.8%	26.6%	6.7%	2.1%	3.2%	100%	
3. I feel safe from the mean kids at my school.									
	5,129	3,430	3,853	4,508	2,733	722	1,982	22,357	4.7
	22.9%	15.3%	17.2%	20.2%	12.2%	3.2%	8.9%	100%	
4. I feel the school buildings are safe for students.									
	9,555	4,923	4,343	2,362	593	168	330	22,274	5.8
	42.9%	22.1%	19.5%	10.6%	2.7%	0.8%	1.5%	100%	
5. If I ever got sick at school, someone would take care of me.									
	9,959	3,965	4,195	2,686	855	197	454	22,311	5.8
	44.6%	17.8%	18.8%	12.0%	3.8%	0.9%	2.0%	100%	
6. There are clear rules to ensure students' safety at school.									
	11,574	4,715	3,895	1,531	307	79	146	22,247	6.1
	52.0%	21.2%	17.5%	6.9%	1.4%	0.4%	0.7%	100%	
Dimension Totals:	50,338	25,431	26,353	19,761	6,534	1,765	3,872	134,054	5.5
	37.6%	19.0%	19.7%	14.7%	4.9%	1.3%	2.9%	100%	

B. Well-Being

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
7. I have friends at school who care about me.									
	12,053	4,061	3,285	1,948	459	149	325	22,280	6.1
	54.1%	18.2%	14.7%	8.7%	2.1%	0.7%	1.5%	100%	
8. My teachers give me help when I need it.									
	12,221	4,698	3,402	1,498	220	79	161	22,279	6.2
	54.9%	21.1%	15.3%	6.7%	1.0%	0.4%	0.7%	100%	
9. If I feel bad, I can get help from the school staff.									
	6,785	4,632	4,841	3,780	1,174	300	771	22,283	5.4
	30.4%	20.8%	21.7%	17.0%	5.3%	1.3%	3.5%	100%	
10. I usually get a good night's sleep before going to school in the morning.									
	6,059	4,115	4,269	4,467	1,664	552	1,074	22,200	5.1
	27.3%	18.5%	19.2%	20.1%	7.5%	2.5%	4.8%	100%	
11. I usually have something to eat before school starts in the morning.									
	10,815	3,213	3,434	2,962	913	318	644	22,299	5.7
	48.5%	14.4%	15.4%	13.3%	4.1%	1.4%	2.9%	100%	
12. I am treated fairly at this school.									
	6,838	4,722	4,630	4,057	1,139	351	561	22,298	5.4
	30.7%	21.2%	20.8%	18.2%	5.1%	1.6%	2.5%	100%	
Dimension Totals:	54,771	25,441	23,861	18,712	5,569	1,749	3,536	133,639	5.6
	41.0%	19.0%	17.9%	14.0%	4.2%	1.3%	2.6%	100%	

Elementary School Student Survey

C. Satisfaction

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
13. My teachers really listen when I talk.									
	11,046	4,634	3,832	2,024	370	115	207	22,228	6.0
	49.7%	20.8%	17.2%	9.1%	1.7%	0.5%	0.9%	100%	
14. My teachers want me to learn a lot.									
	17,067	2,786	1,769	466	83	39	75	22,285	6.6
	76.6%	12.5%	7.9%	2.1%	0.4%	0.2%	0.3%	100%	
15. I like what I am learning at school.									
	9,067	5,371	4,044	2,804	507	150	344	22,287	5.8
	40.7%	24.1%	18.1%	12.6%	2.3%	0.7%	1.5%	100%	
16. The school building has everything I need to learn.									
	8,310	5,392	4,536	2,823	743	123	285	22,212	5.7
	37.4%	24.3%	20.4%	12.7%	3.3%	0.6%	1.3%	100%	
17. My teachers teach me new things in school.									
	12,561	4,678	3,274	1,305	244	86	116	22,264	6.2
	56.4%	21.0%	14.7%	5.9%	1.1%	0.4%	0.5%	100%	
18. My school is a good school.									
	12,098	4,204	3,083	2,001	440	155	316	22,297	6.1
	54.3%	18.9%	13.8%	9.0%	2.0%	0.7%	1.4%	100%	
Dimension Totals:	70,149	27,065	20,538	11,423	2,387	668	1,343	133,573	6.1
	52.5%	20.3%	15.4%	8.6%	1.8%	0.5%	1.0%	100%	

D. Involvement/Engagement

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
19. I like coming to school.									
	7,824	4,466	3,879	3,924	941	340	924	22,298	5.4
	35.1%	20.0%	17.4%	17.6%	4.2%	1.5%	4.1%	100%	
20. When there is a school event that I like, I participate.									
	9,732	4,109	3,696	3,587	684	159	345	22,312	5.8
	43.6%	18.4%	16.6%	16.1%	3.1%	0.7%	1.5%	100%	
21. I enjoy talking to my teachers.									
	8,886	4,897	4,307	3,322	524	146	334	22,416	5.7
	39.6%	21.8%	19.2%	14.8%	2.3%	0.7%	1.5%	100%	
22. I like the classes and programs at school.									
	10,391	4,672	3,889	2,714	359	128	306	22,459	5.9
	46.3%	20.8%	17.3%	12.1%	1.6%	0.6%	1.4%	100%	
Dimension Totals:	36,833	18,144	15,771	13,547	2,508	773	1,909	89,485	5.7
	41.2%	20.3%	17.6%	15.1%	2.8%	0.9%	2.1%	100%	

Parent Survey

A. Safety

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
1. My child is safe at school.									
	6,401	5,217	6,922	1,700	439	94	106	20,879	5.7
	30.7%	25.0%	33.2%	8.1%	2.1%	0.5%	0.5%	100%	
2. My child is safe from harassment, intimidation, and threats at school.									
	4,703	4,420	6,690	3,095	1,440	255	253	20,856	5.3
	22.5%	21.2%	32.1%	14.8%	6.9%	1.2%	1.2%	100%	
3. My child has a caring adult to ensure my child's safety at school.									
	6,795	4,975	6,472	2,010	416	60	82	20,810	5.7
	32.7%	23.9%	31.1%	9.7%	2.0%	0.3%	0.4%	100%	
4. The school grounds and facilities are safe for my child.									
	5,726	5,028	7,169	2,231	551	107	99	20,911	5.6
	27.4%	24.0%	34.3%	10.7%	2.6%	0.5%	0.5%	100%	
5. Threats, intimidation, harassment, or hazing are rare in this school.									
	4,171	4,010	5,811	3,763	1,889	443	415	20,502	5.1
	20.3%	19.6%	28.3%	18.4%	9.2%	2.2%	2.0%	100%	
6. My child's school has clear rules to maintain students' safety at school.									
	6,673	5,256	6,807	1,645	338	81	82	20,882	5.8
	32.0%	25.2%	32.6%	7.9%	1.6%	0.4%	0.4%	100%	
Dimension Totals:	34,469	28,906	39,871	14,444	5,073	1,040	1,037	124,840	5.5
	27.6%	23.2%	31.9%	11.6%	4.1%	0.8%	0.8%	100%	

B. Well-Being

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
7. My child has friends in school who care about my child.									
	7,750	5,534	6,028	1,351	194	30	34	20,921	5.9
	37.0%	26.5%	28.8%	6.5%	0.9%	0.1%	0.2%	100%	
8. My child's teachers provide help on classwork when my child needs it.									
	7,387	5,304	5,832	1,649	499	129	93	20,893	5.8
	35.4%	25.4%	27.9%	7.9%	2.4%	0.6%	0.4%	100%	
9. If my child ever got sick at school, someone would take care of my child.									
	7,222	5,056	6,344	1,754	337	64	63	20,840	5.8
	34.7%	24.3%	30.4%	8.4%	1.6%	0.3%	0.3%	100%	
10. My child is well-rested for school.									
	6,806	5,726	6,258	1,532	412	91	59	20,884	5.8
	32.6%	27.4%	30.0%	7.3%	2.0%	0.4%	0.3%	100%	
11. My child is fed before school.									
	10,481	4,284	4,826	978	188	35	52	20,844	6.1
	50.3%	20.6%	23.2%	4.7%	0.9%	0.2%	0.2%	100%	
12. Students are treated fairly at school.									
	5,343	4,853	6,517	2,818	756	209	185	20,681	5.5
	25.8%	23.5%	31.5%	13.6%	3.7%	1.0%	0.9%	100%	
Dimension Totals:	44,989	30,757	35,805	10,082	2,386	558	486	125,063	5.8
	36.0%	24.6%	28.6%	8.1%	1.9%	0.4%	0.4%	100%	

Parent Survey

C. Satisfaction

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
13. I am satisfied with the education my child is receiving at school.									
	5,768	5,137	6,325	2,311	874	267	228	20,910	5.5
	27.6%	24.6%	30.2%	11.1%	4.2%	1.3%	1.1%	100%	
14.* I am satisfied with the quality of resources provided to teachers and students for learning.									
	5,207	4,696	6,393	2,795	1,157	323	294	20,865	5.4
	25.0%	22.5%	30.6%	13.4%	5.5%	1.5%	1.4%	100%	
15. I am satisfied with the printed materials, e-mail/online, phone/text, or in-person meetings used by the school to communicate with me.									
	6,338	5,069	6,348	1,976	736	229	229	20,925	5.6
	30.3%	24.2%	30.3%	9.4%	3.5%	1.1%	1.1%	100%	
16. My child's teachers seek ways to improve my child's academic progress.									
	6,230	4,895	5,897	2,601	794	222	195	20,834	5.6
	29.9%	23.5%	28.3%	12.5%	3.8%	1.1%	0.9%	100%	
Dimension Totals:	23,543	19,797	24,963	9,683	3,561	1,041	946	83,534	5.5
	28.2%	23.7%	29.9%	11.6%	4.3%	1.2%	1.1%	100%	

D. Involvement/Engagement

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
17. Teachers are available to discuss my child's work or behavior.									
	6,887	4,966	6,150	2,117	470	145	128	20,863	5.7
	33.0%	23.8%	29.5%	10.1%	2.3%	0.7%	0.6%	100%	
18. If I have concerns, I am taken seriously by school administrators.									
	6,244	4,524	5,740	2,989	599	219	273	20,588	5.5
	30.3%	22.0%	27.9%	14.5%	2.9%	1.1%	1.3%	100%	
19. The school staff makes me feel welcome at the school.									
	6,857	4,731	6,091	2,404	506	134	162	20,885	5.7
	32.8%	22.7%	29.2%	11.5%	2.4%	0.6%	0.8%	100%	
20. The school gives me opportunities to participate in important decisions about my child's education.									
	6,015	4,697	6,215	2,797	649	177	178	20,728	5.5
	29.0%	22.7%	30.0%	13.5%	3.1%	0.9%	0.9%	100%	
21. Most of my child's teachers work with me to improve my child's learning									
	6,049	4,591	5,841	2,975	872	191	212	20,731	5.5
	29.2%	22.1%	28.2%	14.4%	4.2%	0.9%	1.0%	100%	
22. The school has encouraged me to participate in classroom and school activities.									
	5,526	4,104	5,744	3,510	1,225	229	392	20,730	5.3
	26.7%	19.8%	27.7%	16.9%	5.9%	1.1%	1.9%	100%	
Dimension Totals:	37,578	27,613	35,781	16,792	4,321	1,095	1,345	124,525	5.6
	30.2%	22.2%	28.7%	13.5%	3.5%	0.9%	1.1%	100%	

** Unlike the prior two years' SQS reports, the reference to the "Hawaii Department of Education" (DOE) was removed from this question.*

Teacher Survey

A. Safety

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
1. I feel safe at school.									
	3,019	2,469	2,348	476	261	94	88	8,755	5.8
	34.5%	28.2%	26.8%	5.4%	3.0%	1.1%	1.0%	100%	
2. The school effectively handles staff discipline problems.									
	1,195	1,659	2,533	1,748	969	349	272	8,725	4.8
	13.7%	19.0%	29.0%	20.0%	11.1%	4.0%	3.1%	100%	
3. I feel safe from harassment, intimidation, and threats at school.									
	2,521	2,103	2,287	798	659	183	182	8,733	5.4
	28.9%	24.1%	26.2%	9.1%	7.5%	2.1%	2.1%	100%	
4. I feel the grounds and facilities at school are safe for staff.									
	2,342	2,334	2,610	702	506	104	101	8,699	5.5
	26.9%	26.8%	30.0%	8.1%	5.8%	1.2%	1.2%	100%	
5. The established safety policies at school make me feel safe.									
	2,018	2,192	2,802	1,045	444	99	111	8,711	5.4
	23.2%	25.2%	32.2%	12.0%	5.1%	1.1%	1.3%	100%	
6. My school has clear rules for staff behavior.									
	1,734	1,960	2,851	1,011	756	205	194	8,711	5.2
	19.9%	22.5%	32.7%	11.6%	8.7%	2.4%	2.2%	100%	
Dimension Totals:	12,829	12,717	15,431	5,780	3,595	1,034	948	52,334	5.4
	24.5%	24.3%	29.5%	11.0%	6.9%	2.0%	1.8%	100%	

B. Well-Being

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
7. I have colleagues at school who care about me.									
	3,517	2,539	2,165	337	83	39	51	8,731	6.0
	40.3%	29.1%	24.8%	3.9%	1.0%	0.4%	0.6%	100%	
8. My leadership provides me with effective advice when I have problems on the job.									
	1,788	2,032	2,589	1,192	590	225	278	8,694	5.2
	20.6%	23.4%	29.8%	13.7%	6.8%	2.6%	3.2%	100%	
9. My school provides me with the support I need to do my job well.									
	1,545	1,990	2,812	1,153	730	280	212	8,722	5.1
	17.7%	22.8%	32.2%	13.2%	8.4%	3.2%	2.4%	100%	
10. I feel staff are treated fairly at school.									
	1,399	1,760	2,519	1,329	963	342	391	8,703	4.9
	16.1%	20.2%	28.9%	15.3%	11.1%	3.9%	4.5%	100%	
Dimension Totals:	8,249	8,321	10,085	4,011	2,366	886	932	34,850	5.3
	23.7%	23.9%	28.9%	11.5%	6.8%	2.5%	2.7%	100%	

Teacher Survey

C. Satisfaction

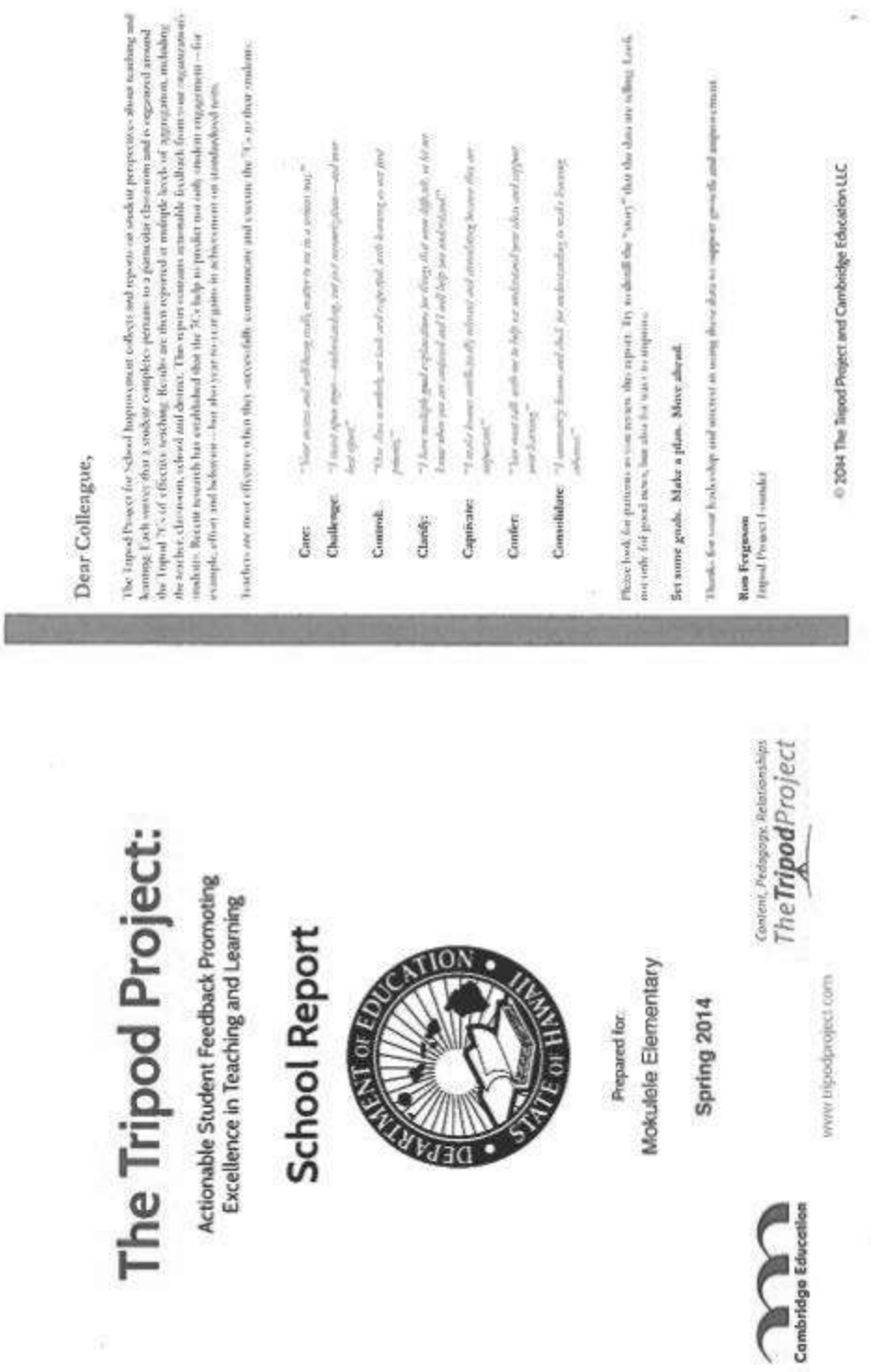
	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
11. I enjoy working at my school.									
	2,579	2,353	2,484	844	248	109	105	8,722	5.6
	29.6%	27.0%	28.5%	9.7%	2.8%	1.2%	1.2%	100%	
12. I am satisfied with the quality of resources the school* provides to teachers and students for learning.									
	978	1,721	3,108	1,343	1,008	307	223	8,688	4.8
	11.3%	19.8%	35.8%	15.5%	11.6%	3.5%	2.6%	100%	
13. I am satisfied with the professional development opportunities the school* provides for me.									
	1,065	1,625	3,124	1,551	858	259	215	8,697	4.9
	12.2%	18.7%	35.9%	17.8%	9.9%	3.0%	2.5%	100%	
14. I am satisfied with the respect and value my school gives to my role.									
	1,529	1,962	2,749	1,084	811	277	283	8,695	5.0
	17.6%	22.6%	31.6%	12.5%	9.3%	3.2%	3.3%	100%	
15. I am satisfied with the opportunities I have to contribute to policy decisions that affect my school.									
	1,159	1,574	2,784	1,637	881	342	321	8,698	4.8
	13.3%	18.1%	32.0%	18.8%	10.1%	3.9%	3.7%	100%	
Dimension Totals:	7,310	9,235	14,249	6,459	3,806	1,294	1,147	43,500	5.0
	16.8%	21.2%	32.8%	14.8%	8.7%	3.0%	2.6%	100%	

D. Involvement/Engagement

	Completely Agree (7)	Strongly Agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly Disagree (2)	Completely Disagree (1)	N	Average Rating
16. If I have concerns, my leadership responds in a timely manner.									
	1,540	1,765	2,829	1,299	730	264	280	8,707	5.0
	17.7%	20.3%	32.5%	14.9%	8.4%	3.0%	3.2%	100%	
17. I am proud of the events, meetings, or programs my school provides.									
	1,658	2,098	3,142	1,230	369	111	96	8,704	5.3
	19.0%	24.1%	36.1%	14.1%	4.2%	1.3%	1.1%	100%	
18. For teachers/staff, I feel comfortable speaking to my school administrator; for principals, I feel comfortable speaking to my Complex Area Superintendent.									
	2,048	1,886	2,436	1,093	618	272	367	8,720	5.2
	23.5%	21.6%	27.9%	12.5%	7.1%	3.1%	4.2%	100%	
19. I can offer my opinions freely on ways to make improvements at my school.									
	1,555	1,733	2,778	1,352	715	295	292	8,720	5.0
	17.8%	19.9%	31.9%	15.5%	8.2%	3.4%	3.3%	100%	
20. I feel I am an integral, vital part of the educational community in which I work.									
	1,609	2,062	2,993	1,235	481	175	191	8,746	5.2
	18.4%	23.6%	34.2%	14.1%	5.5%	2.0%	2.2%	100%	
Dimension Totals:	8,410	9,544	14,178	6,209	2,913	1,117	1,226	43,597	5.1
	19.3%	21.9%	32.5%	14.2%	6.7%	2.6%	2.8%	100%	

** Unlike the prior two years' SQS reports, this question has been changed to refer to the resources and professional development opportunities provided at the school-level, not system-wide by the Hawaii Department of Education (DOE).*

E. Tripod Survey- Spring 2014



The Tripod Project:

Actionable Student Feedback Promoting Excellence in Teaching and Learning

School Report

Prepared for:
Mokulele Elementary

Spring 2014

www.tripodproject.com

Content, Pedagogy, Relationships
The Tripod Project

Cambridge Education

Dear Colleague,

Care:
Challenge:
Control:
Clarify:
Captivate:
Confer:
Consolidate:

Ross Ferguson
Tripod Project Founder

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Preface: Tripod 7Cs Teaching-Practice Categories

Tripod survey reports aim to inform professional growth and school improvement. This preface provides an inventory of teaching issues and themes for each of the Tripod 7Cs. They are phrased for teachers as the intended audience, but anyone who supports teachers should find them useful.

Please feel free to add your own ideas.

Set some goals. Make a plan. Move ahead.

Care

1. How you respond when students appear to be sad or upset.
2. How you respond when students want to talk about problems unrelated to your class.
3. The rules you set for how students should support one another.
4. The words you use when providing encouragement to students.
5. The words you use when you reprimand students in class.
6. The interest you express in the students' extracurricular activities.
7. The comments you write on student work when they do well, or not.

Challenge

1. The ways that you respond when students express doubts about their own abilities.
2. How you remind students of past obstacles that they were able to overcome through persistence.
3. How you seem to set challenges that are enough, but not too much, for each student.
4. What you say to your students when you see them beginning to give up.
5. How you explain to them the difference between memorization and understanding.
6. The ways that you model the persistence and rigor that you want to conduct in your classroom.
7. The ways you celebrate success when students succeed beyond their expectations.

Control

1. The ways you respond when students treat one another disrespectfully.
2. The ways you respond when students speak to you disrespectfully.
3. How you respond when it appears that students are off task.
4. What you say when students ignore or disobey what you have told them to do.
5. How quickly you get students settled and doing work at the beginning of class time.
6. How long before the end of class time you start to wind down the work effort.
7. The ways you make sure students are busy in class, not wasting time.

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Clarify

1. How you press students to reason through things that they don't understand.
2. The way you anticipate questions by knowing what students will find difficult.
3. The way you slow down and speak carefully when covering difficult topics.
4. How you draw examples from previous lessons.
5. The way you have students explain their reasoning to reveal the point of confusion.
6. How carefully you provide orderly, structured explanations when introducing new ideas.
7. How hard you work to generate multiple explanations for tricky concepts.

Captivate

1. How relevant you make the lessons to students' lives.
2. The pacing with which the lesson is delivered.
3. The clarity with which the lesson is delivered.
4. How interactively the lesson is delivered.
5. The use of technology.
6. Your vocal inflections.
7. Your movements and mannerisms.

Confer

1. The degree of support that you provide when responding to poorly phrased questions.
2. How often you encourage students to discuss their perspectives with one another.
3. How often you ask students to solve problems together then discuss their findings.
4. How effectively you answer questions with questions.
5. How sincerely you express respect for student perspectives.
6. How encouragingly you respond when a student gives wrong answers in front of the class.
7. How supportively you treat struggling students, compared to how you treat others?

Consolidate

1. How you press students to identify their own connections while you teach the lesson.
2. How you include topics from previous lessons in current quizzes and homework.
3. How you include issues from future lessons in current quizzes and homework.
4. How you refer to events in the news.
5. The ways that you summarize the lesson at the end of each class.
6. The ways that you summarize whole sequences of lessons or units.
7. The ways that you relate lessons to what your students are learning in other classes.

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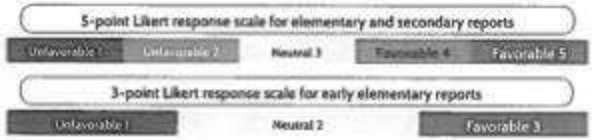
How to read this report?

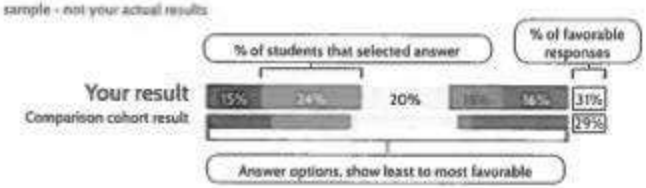
While completing the surveys, students choose from three or five response options for each item. These range from the most favorable response to the most unfavorable response. The response in the center is neutral.



In the report, each survey item offers a color-coded response bar. A 5 or 3 point Likert scale is used to gauge responses depending on the survey level (secondary, upper elementary, or early elementary). The length of each section of the bar is proportionate to the percentage of students that gave that particular response. The most favorable responses are the darkest ones on the right side of the bar, while the most unfavorable are the darkest on the left side of the bar. One or more data bars beneath your score represent a "comparison cohort," defined elsewhere in the report.

For example, in the graphic below, 15 percent of students gave the most unfavorable response, 24 percent the next unfavorable, 20 percent neutral, 15 percent the second most favorable, and 16 percent gave the most favorable response.

sample - not your actual results



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School Report

Information within this report should be considered confidential.
If this report was transferred in error, please contact the administration team for your local Tripod Student Surveys or Cambridge Education at tripodreports@cambridgeed.com.

For additional information regarding the Tripod Project and Cambridge Education, please visit www.tripodproject.org
For assistance interpreting this report, contact your Tripod Project Coordinator or email tripodreports@cambridgeed.com

School: **Mokulele Elementary**

Survey level: **Early Elementary**
Students participated: **197**
Number of classes:

Comparison cohort: **Comparison cohorts for Schools are a representative sample of other schools in your district at your level (e.g. elementary, secondary) if participating under the same project.**

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7C Summary

Spring '14

Mokulele Elementary Level: Early Elementary Responses: 187

7C score	72%
Care *"Your success and well-being really matter to me in a serious way"*	84%
Challenge *"I must upon rigor–understanding, not just memorization–and your best effort"*	78%
Control *"Our class is orderly, on task and respectful, with learning as our first priority"*	51%
Clarify *"I have multiple good explanations: when you are confused I will help you understand"*	79%
Captivate *"I make lessons intellectually relevant and stimulating because they are important"*	73%
Confer *"You must talk with me to help me understand your ideas and support your learning"*	73%
Consolidate *"I summarize lessons and check for understanding to make learning coherent"*	65%

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6

7C Care

84%

"Your success and well-being really matter to me in a serious way."

Synonyms: love, nurture, protect, treasure, watch over, provide for, cultivate

Antonyms: ignore, neglect, set aside, forget, avoid, overlook

People often say that children live by the dictum, "I don't care what you know until I know that you care." Children and youth want to feel psychologically safe in our classrooms. When asked what they most want to know on the first day of school, many say, "What I really want to know is whether my teacher is going to be nice or mean." Of course, nice is not always the most effective strategy for getting students to do what we want, but neither is mean. Caring is being dedicated to your students' success as students while also being concerned about their well being as human beings.

1. I like the way my teacher treats me when I need help.

2. My teacher is nice to me when I ask questions

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7

7C Challenge 78%

"Insist upon rigor-understanding, not just memorization-and your best effort."

Synonyms: press, demand, insist, require, be firm, impose high standards
Antonyms: placate, appease, coddle, shelter from stress, pamper, indulge, spoil

1. In this class, we learn a lot almost every day.
2. When something is hard for me, my teacher still makes me learn it.
3. My teacher makes sure I try to do my best.
4. [Disagree with] In our class, it is okay to stop trying.

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7C Control 51%

"Our class is orderly, on task and respectful, with learning as our first priority."

Synonyms: supervise, guide, direct, govern, regulate, check, calm, preside over
Antonyms: unleash, liberate, loosen, let go of, surrender to, passively watch

1. My classmates act the way my teacher wants them to
2. Our class stays busy and does not waste time

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7C Clarify 79%

"I have multiple good explanations when you are confused I will help you understand"

Synonyms: demystify, interpret, simplify, get across, demonstrate, spell out
Antonyms: confuse, mystify, cloud, scramble, confound, obfuscate, bellig

1. My teacher is very good in explaining things
2. When s/he is teaching us, my teacher asks us whether we understand

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7C Captivate 73%

"I make lessons intellectually relevant and stimulating because they are important"

Synonyms: engage, fascinate, intrigue, stimulate
Antonyms: bore, turn off, and discourage interest

1. [Disagree with] In this class, learning is slow, and not much fun. (Do you agree?)
2. I like the things we are learning in this class

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7C Confer 73%

"You must talk with me to help me understand your ideas and support your learning."

Synonyms: consult, counsel, discuss, talk over, coach, guide, tutor
Antonyms: "sage on the stage", dictate, ignore, shush

Students have useful thoughts and questions that they never express to the teacher. Some can be truly fascinating. How often do you ask questions like, "How is your class going for you this week? What could we do to make it even better?" Or, "What do you find interesting about today's lesson? What connections does it have to your life?" Of course, the answers might be, "Terribly nothing," "Nothing," and "None." But at least you'll never know. You might elicit fascinating responses that you would never imagine as a million years—responses that help you bring the lesson alive or clear up confusions or make a great connection for the whole class.

1. My teacher is a very good listener when kids talk.

2. My teacher wants me to explain my answers -- why I think what I think.

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7C Consolidate 65%

"I summarize lessons and check for understanding to make learning coherent."

Synonyms: unify, strengthen, sharpen, integrate, blend, solidify
Antonyms: disconnect, disorganize, make amorphous, deconcentrate

The typical curriculum that we are responsible to teach covers many topics and skills that our students are supposed to learn. Curriculum units included challenges. One is to check for understanding, making sure that our students have understood each topic on its own terms. The other is to help students understand the most important relationships of the different topics to one another. The more careful we are to help students consolidate their understandings, the better they will retain the things that they learn and be able to apply them later in school and life.

1. My teacher takes time to help us remember what we learn

2. To help us remember, my teacher talks about things that we already learned.

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7C Comparative

Spring '14

Mokulele Elementary Level: Early Elementary Teachers: 13

The table below represents the distribution of Tripod survey results across your organization. The column with the label "7 Cs" shows the overall favorability score across all of the Tripod 7Cs. The other columns provide favorability scores for each of the 7 Cs.

The results in each column are divided into four quartiles computed based on the range of results reported in this table for your organization.
The light green color indicates the scores (within a column) that are in the bottom (4th) quartile and the dark green cells indicate results in the top (1st) quartile. Percentages in the table have been rounded to the nearest whole number, therefore in rare cases two results that appear the same may fall within different quartiles.

ID	7Cs	Care	Challenge	Control	Clarify	Captivate	Confer	Consolidate	Resp.
Mokulele Elementary	72%	84%	78%	51%	79%	73%	73%	65%	197
352208	[illegible]	[illegible]	70%	[illegible]	[illegible]	[illegible]	[illegible]	46%	13
354138	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	77%	[illegible]	15
353725	[illegible]	[illegible]	[illegible]	46%	[illegible]	[illegible]	69%	[illegible]	13
352095	[illegible]	83%	[illegible]	46%	[illegible]	66%	[illegible]	[illegible]	14
355381	[illegible]	[illegible]	[illegible]	43%	77%	64%	[illegible]	[illegible]	11
568772	[illegible]	[illegible]	[illegible]	50%	[illegible]	[illegible]	64%	[illegible]	18
351360	[illegible]	78%	[illegible]	37%	71%	[illegible]	[illegible]	[illegible]	19
354649	78%	[illegible]	79%	[illegible]	[illegible]	[illegible]	68%	61%	14
352770	70%	76%	66%	[illegible]	[illegible]	63%	[illegible]	[illegible]	19
354969	69%	77%	[illegible]	[illegible]	69%	[illegible]	69%	50%	16
353288	68%	[illegible]	74%	[illegible]	[illegible]	58%	64%	61%	18
355358	61%	68%	66%	42%	[illegible]	48%	68%	68%	20
356868	56%	57%	32%	[illegible]	57%	50%	[illegible]	64%	7

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School Report

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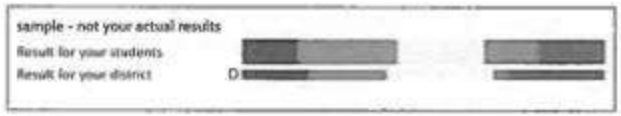
For assistance interpreting this report contact your Tripod Project Coordinator or email tripodreports@camb-ed-us.com

School: **Mokulele Elementary**

Survey level: **Elementary**
Students participated: **224**
Number of classes:

Comparison cohort: Comparison cohorts for Schools are a representative sample of other schools in your district at your level (e.g. elementary, secondary) if participating under the same project.



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7C Summary

Spring '14

Mokulele Elementary Level: Elementary Responses: 224

7C score	67%
Care *"Your success and well-being really matter to me in a serious way"*	75%
Challenge *"I insist upon rigor—understanding, not just memorization—and your best effort"*	75%
Control *"Our class is orderly, on task and respectful, with learning as our first priority"*	53%
Clarify *"I have multiple good explanations, when you are confused I will help you understand"*	79%
Captivate *"I make lessons intellectually relevant and stimulating because they are important"*	54%
Confer *"You must talk with me to help me understand your ideas and support your learning"*	60%
Consolidate *"I summarize lessons and check for understanding to make learning coherent"*	70%

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16

7C Care

75%

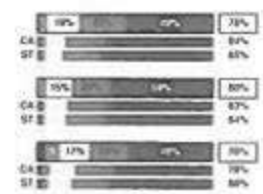
"Your success and well-being really matter to me in a serious way"

Synonyms: love, nurture, protect, treasure, watch over, provide for, cultivate

Antonyms: ignore, neglect, set aside, forget, avoid, overlook

People often say that children live by the dictum, "I don't care what you know until I know that you care." Children and youth want to feel psychologically safe in our classrooms. When asked what they most want to know on the first day of school, many say, "What I really want to know is whether my teacher is going to be nice or mean." Of course, nice is not always the most effective strategy for getting students to do what we want, but neither is mean. Caring is being dedicated to your students' success as students while also being concerned about their well-being as human beings.

1. I like the way my teacher treats me when I need help.
2. My teacher is nice to me when I ask questions.
3. My teacher in this class makes me feel that he/she really cares about me.



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17

7C Challenge 75%

"I insist upon rigor–understanding not just memorization–and your best effort."

Synonyms: press, demand, insist, require, be firm, impose high standards
Antonyms: placate, appease, coddle, shelter from stress, pamper, indulge, spoil

1. In this class, we learn a lot almost every day.
2. My teacher pushes everybody to work hard.
3. [Disagree with] In our class, it is okay to stop trying.
4. My teacher pushes us to think hard about things we read.
5. My teacher makes sure that I try to do my best.
6. When something is hard for me, my teacher still makes me learn it.

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7C Control 53%

"Our class is orderly, on task and respectful, with learning as our first priority."

Synonyms: supervise, guide, direct, govern, regulate, check, calm, preside over
Antonyms: unleash, liberate, loosen, let go of, surrender to, passively watch

1. My classmates behave the way my teacher wants them to.
2. Our class stays busy and does not waste time.
3. [Disagree with] Students behave so badly in this class that it slows down our learning.

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7C Clarify

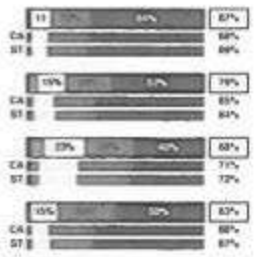
79%

"I have multiple good explanations, when you are confused I will help you understand."

Synonyms: demystify, interpret, simplify, get across, demonstrate, spell out
Antonyms: confuse, mystify, cloud, scramble, confound, obfuscate, befog

Clarity enables learning. Conversely, when a teacher is unable or unwilling to clear up confusion, students may conclude that success is not feasible. They may think, "Maybe I'm just not smart enough." Students who conclude that success is not feasible often become disengaged and distract the rest of the class. We need to recognize when students are confused, discern the nature of the confusion and provide supports that result ultimately in clarity. The simplest support is a basic, straightforward and understandable explanation. However, when this is not feasible, out-of-class time supports from the teacher or others are necessary. In any case, each student wants to know that you will not give up until they understand what they are responsible for learning.

1. My teacher checks to make sure we understand what he/she is teaching us.
2. When he/she is teaching us, my teacher asks us whether we understand.
3. My teacher knows when the class understands, and when we do not.
4. In this class, we learn to correct our mistakes.



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7C Captivate

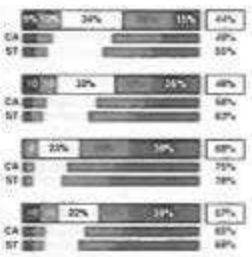
54%

"I make lessons intellectually relevant and stimulating because they are important."

Synonyms: engage, fascinate, intrigue, stimulate
Antonyms: bore, turn off, and discourage interest

Early in life, as young children, we learn what types of things to pay attention to versus ignore. We pay attention to things that affect our happiness and physical safety and things that answer questions about which we have become curious. We "tune out" things that seem totally unconsequential.

1. We have interesting homework.
2. School work is interesting.
3. I like the ways we learn things in this class.
4. [Disagree with] In this class, learning is slow, boring and not much fun. (Do you agree?)



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7C Confer 60%

"You must talk with me to help me understand your ideas and support your learning."

Synonyms: consult, counsel, discuss, talk over, coach, guide, tutor
Antonyms: "sage on the stage", dictate, ignore, shush

Students have useful thoughts and questions that they never express to the teacher. Some can be really fascinating. How often do you ask questions like, "How is our class going for you this week? What could we do to make it even better?" Hy, "What do you find interesting about today's lesson? What connections does it have to your life?" Or, even, the answers might be, "Terribly, nothing" and "None." But if you don't ask, you'll never know. You might hear fascinating suggestions that you would never imagine on a midterm exam—suggestions that help you bring the lesson alive or clear up confusion or make a given connection for the whole class.

1. My teacher wants us to share our thoughts.
2. In this class, we get to make enough choices.
3. Students speak up and share their ideas about class work.
4. My teacher wants me to explain my answers -- why I think what I think.

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7C Consolidate 70%

"I summarize lessons and check for understanding to make learning coherent."

Synonyms: unify, strengthen, sharpen, integrate, blend, solidify
Antonyms: disconnect, disorganize, make amorphous, deconcentrate

The typical curriculum that we are responsible to teach covers many topics and skills that our students are supposed to learn. Consolidation concerns two related challenges. One is to check for understanding, making sure that our students have understood each topic we cover in terms. The other is to help students understand the most important relationships of the different topics to one another. The more careful we are to help students consolidate their understandings, the better they will retain the things that they learn and be able to apply them later on school and life.

1. My teacher takes the time to summarize what we learn each day.
2. My teacher takes time to help us remember what we learn.
3. To help us remember, my teacher talks about things that we already learned

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7C Comparative

Spring '14

Mokulele Elementary Level: Elementary Teachers: 13

The table below represents the distribution of Tripod survey results across your organization. The columns with the label "N" show the overall favorable score associated with the Tripod 7C's. The other columns provide favorable scores for each of the 7 C's.

The results in each column are divided into four quartiles computed based on the range of results reported in the table for your organization.

The light green cocker indicates the scores (within a column) that are in the bottom (4th) quartile and the dark green cells indicate results in the top (1st) quartile. Percentages in the table have been rounded to the nearest whole number; therefore in rare cases two results that appear the same may fall within different quartiles.

ID	7Cs	Care	Challenge	Control	Clarify	Captivate	Confer	Consolidate	Resp.
Mokulele Elementary	67%	75%	75%	53%	79%	54%	60%	70%	224
359091	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	85%	[illegible]	19
359812	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	18
358723	[illegible]	70%	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	21
359089	[illegible]	[illegible]	[illegible]	[illegible]	79%	[illegible]	[illegible]	87%	21
359809	[illegible]	70%	[illegible]	[illegible]	79%	[illegible]	41%	[illegible]	22
358516	[illegible]	[illegible]	67%	30%	[illegible]	[illegible]	[illegible]	[illegible]	16
359180	[illegible]	[illegible]	71%	[illegible]	[illegible]	38%	[illegible]	[illegible]	18
357042	68%	[illegible]	61%	50%	[illegible]	46%	[illegible]	[illegible]	12
359848	67%	[illegible]	[illegible]	50%	[illegible]	25%	[illegible]	55%	16
358998	59%	70%	69%	41%	71%	[illegible]	48%	51%	18
352573	58%	70%	53%	[illegible]	79%	41%	50%	58%	11
353619	54%	65%	73%	23%	71%	43%	45%	59%	20
353060	47%	45%	[illegible]	29%	71%	27%	48%	42%	14

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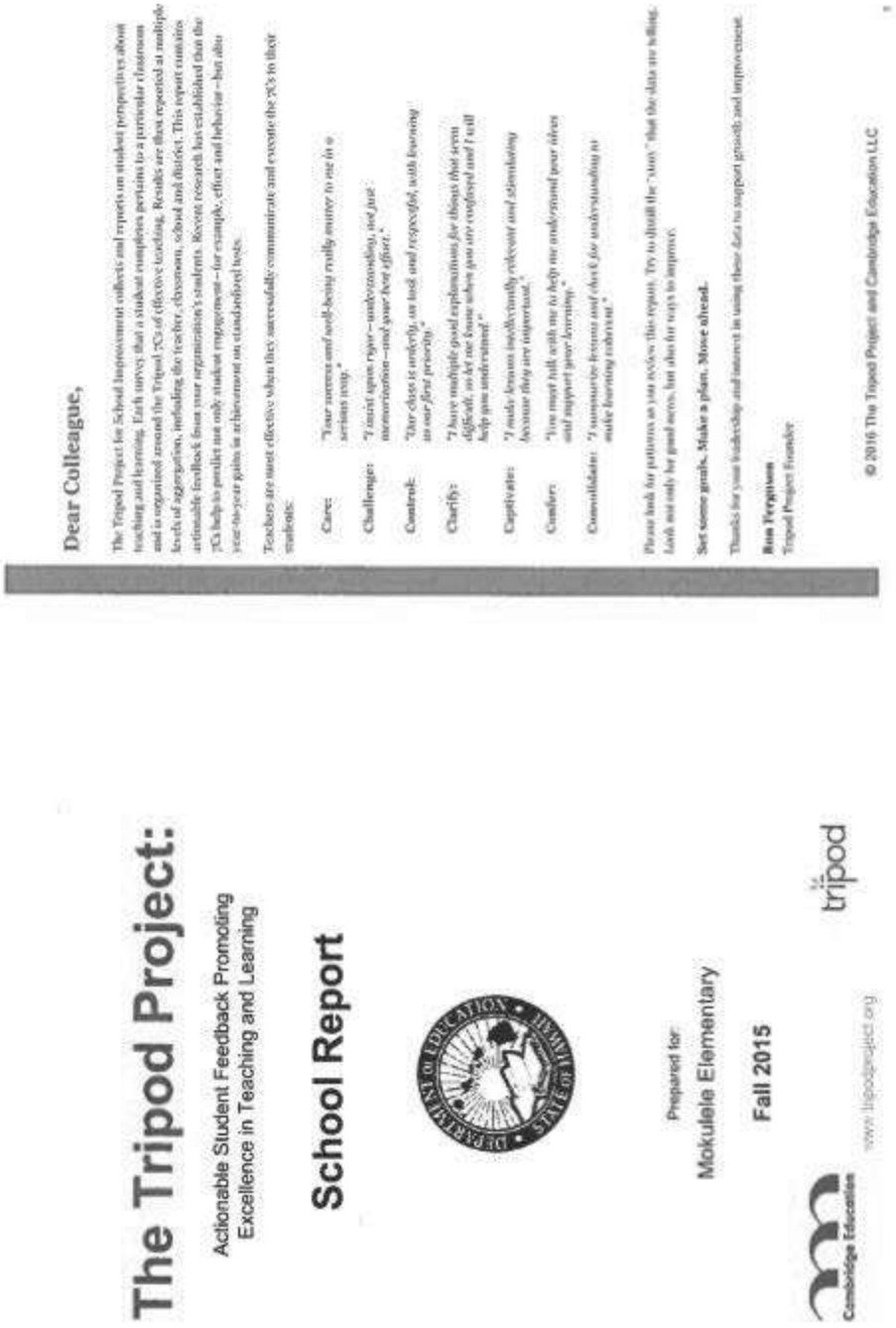
E. Tripod Survey - Fall 2015



Dear Colleague,

The Tripod Project for School Improvement collects and reports on student perspectives about teaching and learning. Each survey that a student completes pertains to a particular classroom and is organized around the Tripod 7Cs of effective teaching. Results are then reported at multiple levels of aggregation, including the teacher, classroom, school and district. This report contains actionable feedback from your organization's students. Recent research has established that the 7Cs help to predict not only student engagement—for example, effort and behavior—but also year-to-year gains in achievement on standardized tests.

Teachers are most effective when they successfully communicate and execute the 7Cs to their students:

Care: *"Your success and well-being really matter to me in a serious way."*

Challenge: *"I insist upon rigor—understanding, not just memorization—and your best effort."*

Control: *"Our class is orderly, we task and respectful, with learning as our first priority."*

Clarify: *"I have multiple good explanations for things that seem difficult, so let me know when you are confused and I will help you understand."*

Captivate: *"I make lessons intellectually relevant and stimulating because they are important."*

Confer: *"You must talk with me to help me understand your ideas and support your learning."*

Consolidate: *"I summarize lessons and check for understanding to make learning coherent."*

Please look for patterns as you review this report. Try to distill the "story" that the data are telling. Look not only for good news, but also for ways to improve.

Set some goals. Make a plan. Move ahead.

Thanks for your leadership and interest in using these data to support growth and improvement.

Ron Ferguson
Tripod Project Founder

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The Tripod Project:

Actionable Student Feedback Promoting Excellence in Teaching and Learning

School Report

Prepared for
Mokulele Elementary

Fall 2015

Cambridge Education

tripod

www.tripodproject.org

Preface: Tripod 7Cs Teaching Practice Categories

As you review this report, you will find ideas for increasing student motivation, reducing behavior problems, raising achievement and improving students' learning experiences in your classrooms. To begin, this preface is an inventory of teaching issues and themes for each of the 7Cs. Consider how each might influence what students experience in your classrooms. Choose a few to discuss with colleagues or to look for when you observe teaching in one another's classrooms.

How would you rate your own teaching by the criteria captured in the 7Cs? This inventory should inspire your own creative deliberations. Please add whatever you think might be important, and then select a few things to focus on for moving forward. Reflect on these as your review your results in this report.

Set some goals. Make a plan. Move ahead.

Care

1. How you respond when students appear to be sad or upset;
2. How you respond when students want to talk about problems unrelated to your class;
3. The rules you set for how students should support one another;
4. The words you use when providing encouragement to students;
5. The words you use when you reprimand students in class;
6. The manner you express to the students' extracurricular activities;
7. The comments you write on student work when they do well, or not;
8. Additional ideas ...

Challenge

1. The ways that you respond when students express doubts about their own abilities;
2. How you remind students of past obstacles that they were able to overcome through persistence;
3. How you seem to set challenges that are enough, but not too much, for each student;
4. What you say to your students when you see them beginning to give up;
5. How you explain to them the difference between memorization and understanding;
6. The ways that you model the persistence and rigor that you want to emulate in your classroom;
7. The ways you celebrate success when students succeed beyond their expectations;
8. Additional ideas ...

Control

1. The ways you respond when students treat one another disrespectfully;
2. The ways you respond when student speak to you disrespectfully;
3. How you respond when it appears that students are off task;
4. What you say when students ignore or disobey what you have told them to do;
5. How quickly you get students settled and doing work at the beginning of class time;
6. How long before the end of class time you start to wind down the work effort;
7. The ways you make sure students are busy as class was starting time;
8. Additional ideas ...

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Clarify

1. How you press students to reason through things that they don't understand;
2. The way you anticipate questions by knowing what students will find difficult;
3. The way you slow down and speak carefully when covering difficult topics;
4. How you *throw examples* from previous lessons;
5. The way you have students explain their reasoning to reveal the point of confusion;
6. How carefully you provide orderly, structured explanations when introducing new ideas;
7. How hard you work to generate multiple explanations for tricky concepts;
8. Additional ideas ...

Captivate

1. How relevant you make the lessons to students' lives;
2. The pairing with which the lesson is delivered;
3. The clarity with which the lesson is delivered;
4. How interactively the lesson is delivered;
5. The use of technology;
6. Your vocal inflections;
7. Your movements and mannerisms;
8. Additional ideas ...

Confer

1. The degree of support that you provide when responding to poorly phrased questions;
2. How often you encourage students to discuss their perspectives with one another;
3. How often you ask students to solve problems together then discuss their findings;
4. How effectively you answer questions with questions;
5. How sincerely you express respect for student perspectives;
6. How encouragingly you respond when a student gives wrong answers in front of the class;
7. How supportively you treat struggling students, compared to how you treat others?
8. Additional ideas ...

Consolidate

1. How you press students to identify their own connections while you teach the lesson;
2. How you include topics from previous lessons in current quizzes and homework;
3. How you include issues from future lessons in current quizzes and homework;
4. How you refer to events in the news;
5. The ways that you summarize the lesson at the end of each class;
6. The ways that you summarize whole sequences of lessons or units;
7. The ways that you relate lessons to what your students are learning in other classes;
8. Additional ideas ...

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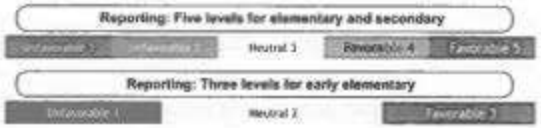
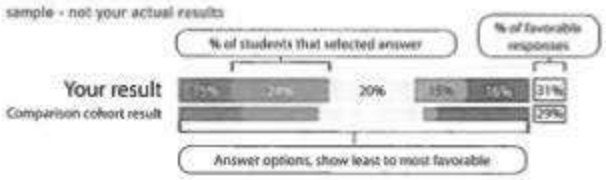
How to read this report?

While completing the surveys, students marked one of either three or five response options for each item on the survey. For some statements on the survey disagreement is the desirable response. For example, students are presented with this statement, "In our class, it is okay to stop trying." When presented with this statement, it is positive when students indicate disagreement. On the other hand, when presented with statements such as "School work is interesting," it is positive when students indicate agreement. In this report, we refer to positive responses as "favorable" and the report provides a visual display of the range of favorable to unfavorable responses. Favorable always indicates that students responded to the statement with the desirable/positive response option.



As you review this report you will see a color-coded response bar for each survey item. The length of each section of the bar is proportionate to the percentage of students that gave that particular response. The percentage of favorable responses is always shown on the right side of the bar and the percentage of unfavorable responses is always shown on the left side of the bar. For example, in the graph below, 15 percent of students gave the most unfavorable response, 24 percent gave the next most unfavorable response, 20 percent gave a neutral response, 15 percent gave the second most favorable response and 26 percent gave the most favorable response. One or more thin bars may appear beneath your result representing a "comparison cohort."



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School Report

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For assistance interpreting this report contact your Tripod Project Coordinator or email **support@cambeducation.com**.

School: **Mokulele Elementary**

Survey level: **Elementary**
Students participated: **189**
Number of classes: **10**

Comparison cohort: Comparison cohorts are aggregate scores for participants from your Complex Area and across the State whose students took the same survey level (e.g. Elementary, Secondary).

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7C Summary

Fall '15

Mokulele Elementary Level: Elementary Responses: 169

7C score 71%

Care 85%

Challenge 80%

Control 54%

Clarify 84%

Captivate 61%

Confer 63%

Consolidate 71%

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7C

Care 85%

"Your success and well-being really matter to me in a serious way."

Synonyms: love, nurture, protect, treasure, watch over, provide for, cultivate

Antonyms: ignore, neglect, set aside, forget, avoid, overlook

People often say that children live by the dictum, "I don't care what you know until I know that you care." Children and youth want to feel psychologically safe in our classrooms. When asked what they most want to know on the first day of school, many say, "What I really want to know is whether my teacher is going to be nice to me." Of course, nice is not always the most effective strategy for getting students to do what we want, but neither is mean. Caring is being dedicated to your students' success as students while also being concerned about their well-being as human beings.

1. I like the way my teacher treats me when I need help

2. My teacher is nice to me when I ask questions

3. My teacher in this class makes me feel that he/she really cares about me.

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7C Challenge 80%

"I insist upon rigor—understanding, not just memorization—and your best effort."

Synonyms: press, demand, insist, require, be firm, impose high standards
Antonyms: placate, appease, coddle, shelter from stress, pamper, indulge, cave

Challenge entails stress. Too little stress leaves a student at rest and too much destroys it. We are challenging our students when we press them to work harder or longer or to think more deeply than they desire or think they can. Challenging students to work hard and think rigorously will succeed best if we can find the right balance between imposing our will as teachers, versus allowing our students to set and pursue their own goals in our classrooms. Challenge is important, because without it our students will find it difficult to keep going when their natural impulse is to relax. Even though they may resent or resist it at the time, they will later respect and value the people who pushed them to stay focused and keep trying when they wanted to relax, slow down or give up.

1. In this class, we learn a lot almost every day.
2. My teacher pushes everybody to work hard.
3. [Disagree with] In our class, it is okay to stop trying.
4. My teacher pushes us to think hard about things we read.
5. My teacher makes sure that I try to do my best.
6. When something is hard for me, my teacher still makes me learn it.

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7C Control 54%

"Our class is orderly: on task and respectful with learning as our first priority."

Synonyms: supervise, guide, direct, govern, regulate, check, calm, press on over
Antonyms: underdo, liberate, loosen, let go of, surrender to, passively watch

Classroom control in the Tripod 7Cs is about maximizing an orderly classroom where people treat one another respectfully and stay on task to achieve high goals for learning. This does not always mean a quiet and calm classroom, since some of the best learning happens when students actively debate questions and work in small groups to solve problems. It does, however, mean that the teacher is willing and able to hold students effectively responsible for behaving appropriately in classroom citizens. There are clear boundaries on what is acceptable, but within those boundaries there can be a great deal of freedom for students to take initiative in order to achieve personal learning goals.

1. My classmates behave the way my teacher wants them to.
2. Our class stays busy and does not waste time.
3. [Disagree with] Students behave so badly in this class that it slows down our learning.

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7C

Clarify

84%

"I have multiple good explanations; when you are confused I will help you understand."

Synonyms: demystify, interpret, simplify, get across, demonstrate, spell out
Antonyms: confuse, mystify, cloud, scramble, confound, obfuscate, befog

Clarity enables learning. Conversely, when a teacher is unable or unwilling to clear up confusion, students may conclude that success is not feasible. They may think, "Maybe I'm just not smart enough." Students who conclude that success is not feasible often become disengaged and distract the rest of the class. We need to recognize when students are confused, discern the nature of the confusion and provide supports that result ultimately in clarity. The simplest support is basic, straightforward and understandable explanation. However, when this is not feasible, out-of-class-time supports from the teacher or others are necessary. In any case, each student wants to know that you will not give up until they understand what they are responsible for learning.

1. My teacher checks to make sure we understand what he/she is teaching us.
2. When he/she is teaching us, my teacher asks us whether we understand.
3. My teacher knows when the class understands, and when we do not.
4. In this class, we learn to correct our mistakes.

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7C

Captivate

61%

"I make lessons intellectually relevant and stimulating because they are important."

Synonyms: engage, fascinate, intrigue, stimulate
Antonyms: bore, turn off, and disenvelop interest

Early in life, as young children, we learn what types of things to pay attention to (versus ignore). We pay attention to things that affect our happiness and physical safety and things that answer questions about which we have become curious. We "tune out" things that seem totally inconsequential.

1. We have interesting homework.
2. School work is interesting.
3. I like the ways we learn things in this class.
4. [Disagree with] In this class, learning is slow, boring and not much fun. (Do you agree?)

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7C Confer — 63%

"You must talk with me to help me understand your ideas and support your learning."

Synonyms: consult, counsel, discuss, talk over, coach, guide, tutor
Antonyms: "sage on the stage", dictate, ignore, shush

Students have useful thoughts and questions that they never express to the teacher. Some can be truly fascinating. How often do you ask questions like, "How is our class going for you this week? What could we do to make it even better?" Or, "What do you find interesting about today's lesson? What connections does it have to your life?" Of course, the answers might be, "Terribly nothing" "Nothing" and "Some." But if you don't ask, you'll never know. You might elicit fascinating responses that you would never imagine in a million years – responses that help you bring the lesson alive or clear up confusion or make a great connection for the whole class.

1. My teacher wants us to share our thoughts.

2. In this class, we get to make enough choices.

3. Students speak up and share their ideas about class work.

4. My teacher wants me to explain my answers – why I think what I think.

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7C Consolidate — 71%

"I summarize lessons and check for understanding to make learning coherent."

Synonyms: unify, strengthen, sharpen, integrate, blend, solidify
Antonyms: disconnect, disorganize, make amorphous, deconcentrate

The typical curriculum that we are responsible to teach covers many topics and skills that our students are supposed to learn. Consolidation concerns two related challenges. One is to check for understanding, making sure that our students have understood each topic on its own terms. The other is to help students understand the most important relationships of the different topics to one another. The more careful we are to help students consolidate their understandings, the better they will retain the things that they learn and be able to apply them later in school and life.

1. My teacher takes the time to summarize what we learn each day.

2. My teacher takes time to help us remember what we learn.

3. To help us remember, my teacher talks about things that we already learned.

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7C Comparative

Fall '15

Mokulele Elementary | Level: Elementary | Responses: 189

The table below represents the distribution of Tripod survey results across your organization. The column with the label "7Cs" shows the overall favorability score across all of the Tripod 7Cs. The other columns provide favorability scores for each of the 7Cs.

The results in each column are divided into four quartiles computed based on the range of results reported in this table for your organization.

The light-green color indicates the scores (within a column) that are in the bottom (4th) quartile and the dark-green cells indicate results in the top (1st) quartile. Percentages in the table have been rounded to the nearest whole number, therefore in rare cases two results that appear the same may fall within different quartiles.

ID	7Cs	Care	Challenge	Control	Clarify	Captivate	Confer	Consolidate	Resp
Mokulele Elementary	77%	85%	90%	54%	84%	61%	63%	71%	189
Fall 2014	70%	81%	76%	55%	83%	60%	60%	70%	216
355516	[illegible]	[illegible]	73%	[illegible]	85%	[illegible]	[illegible]	71%	23
355548	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	49%	55%	[illegible]	17
351912	[illegible]	87%	76%	[illegible]	[illegible]	[illegible]	51%	[illegible]	24
356723	75%	[illegible]	[illegible]	[illegible]	[illegible]	97%	61%	62%	18
356965	73%	[illegible]	73%	[illegible]	61%	[illegible]	38%	55%	19
356956	71%	77%	77%	[illegible]	78%	80%	[illegible]	[illegible]	18
352860	70%	[illegible]	[illegible]	48%	83%	47%	66%	65%	16
355651	70%	69%	[illegible]	[illegible]	79%	45%	[illegible]	64%	13
880645	68%	88%	79%	32%	[illegible]	42%	[illegible]	[illegible]	20
350609	60%	76%	79%	32%	75%	43%	49%	64%	21

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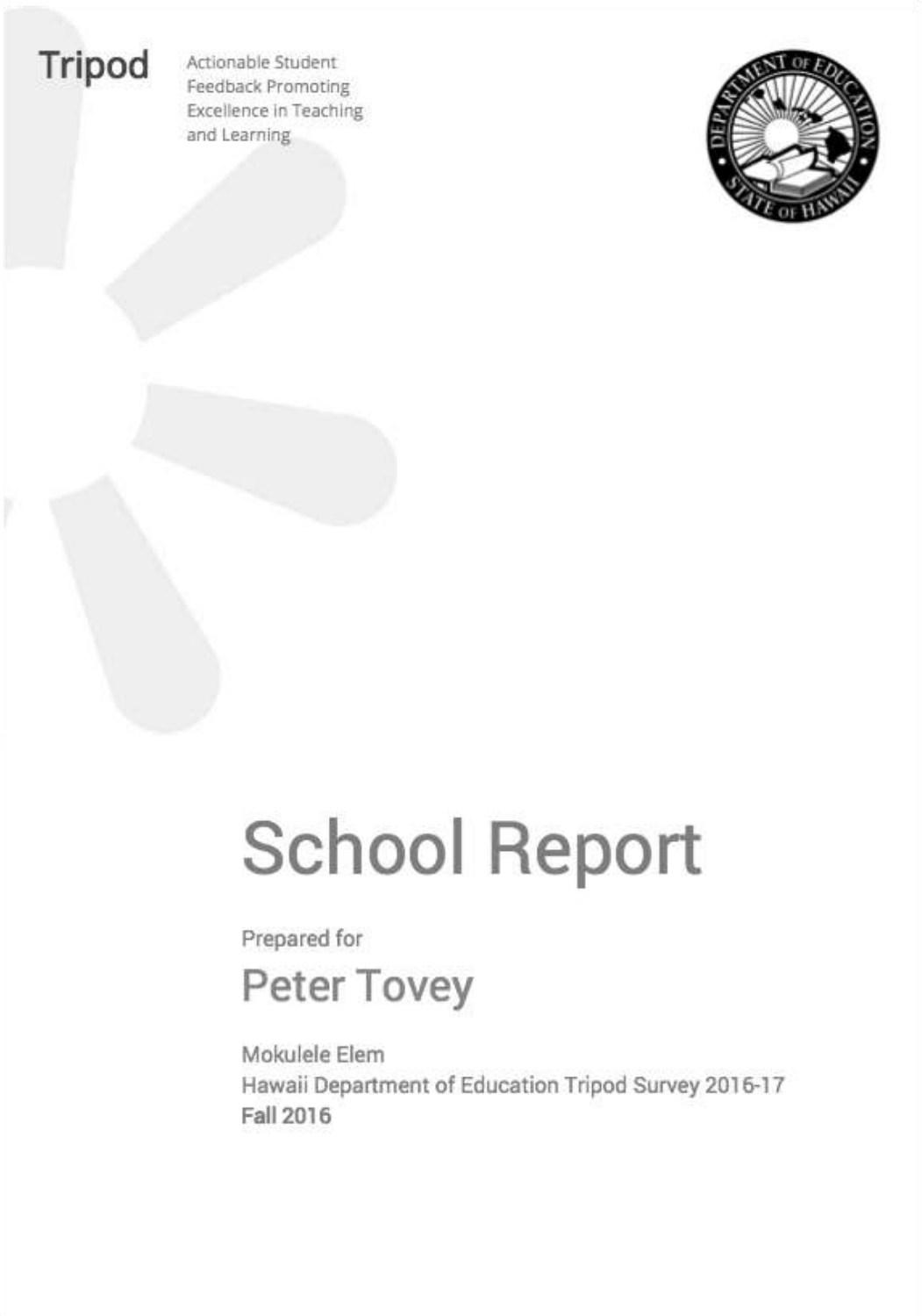
14

E. Tripod Survey - Fall 2016



School report

Information within this report should be considered confidential.

School: **Mokulele Elem**

Survey level: **Upper Elementary**

Students participated: **169**

Type: **Tripod V18, Favorability**

For additional information, please visit tripoded.com. Please email help@tripoded.com with any questions or comments.

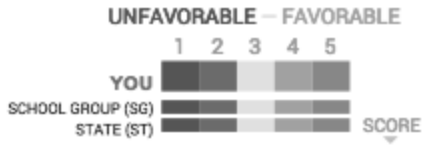
School summary

	85% CARE	61% CONFER	69% CAPTIVATE	82% CLARIFY	72% CONSOLIDATE	76% CHALLENGE	55% CLASSROOM MANAGEMENT	71% 7Cs	169 RESP.
Teacher 1829	93%	87%	79%	91%	84%	94%	71%	85%	19
Teacher 1828	95%	80%	78%	92%	87%	89%	70%	84%	20
Teacher 1824	95%	71%	69%	94%	84%	81%	73%	81%	14
Teacher 1818	81%	75%	69%	86%	81%	86%	52%	76%	24
Teacher 1821	83%	58%	70%	81%	68%	79%	57%	71%	10
Teacher 1822	94%	49%	73%	78%	67%	51%	63%	68%	18
Teacher 1827	80%	48%	84%	81%	66%	71%	42%	67%	15
Teacher 1826	88%	50%	76%	81%	58%	64%	51%	67%	17
Teacher 1825	61%	54%	33%	65%	60%	68%	46%	55%	12
Teacher 1823	70%	31%	52%	68%	53%	71%	23%	52%	20

Item Response Detail*

Survey Period: **Fall 2016** Level: **Upper Elementary** Responses: **169**

Tripod's 7Cs™ Components of Effective Teaching



Care

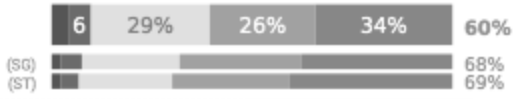
1. My teacher is nice to me when I ask questions.

2. My teacher in this class makes me feel that he/she really cares about me.

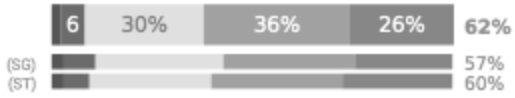
3. I like the way my teacher treats me when I need help.

Confer

1. My teacher wants us to share our thoughts.

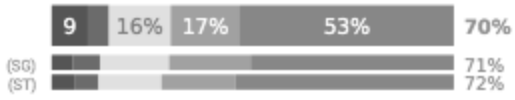


2. Students speak up and share their ideas about class work.

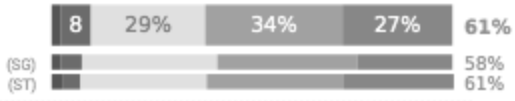


Captivate

1. In this class, learning is slow, boring and not much fun. (Do you agree?)
*(Negatively worded item **)*

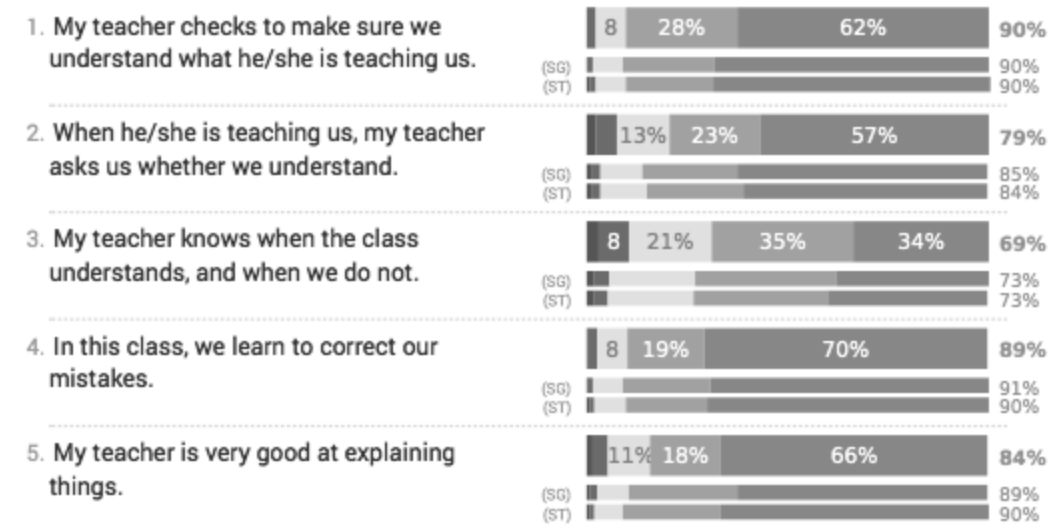


2. School work is interesting.

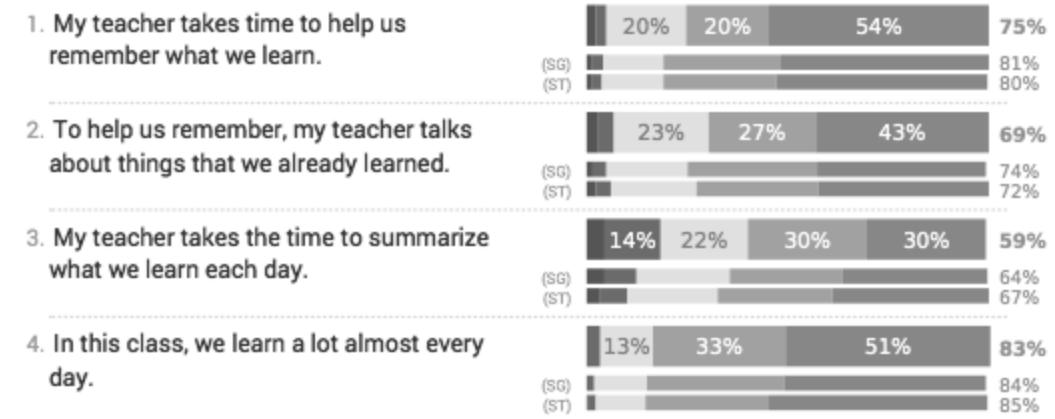


3. I like the ways that we learn things in this class.

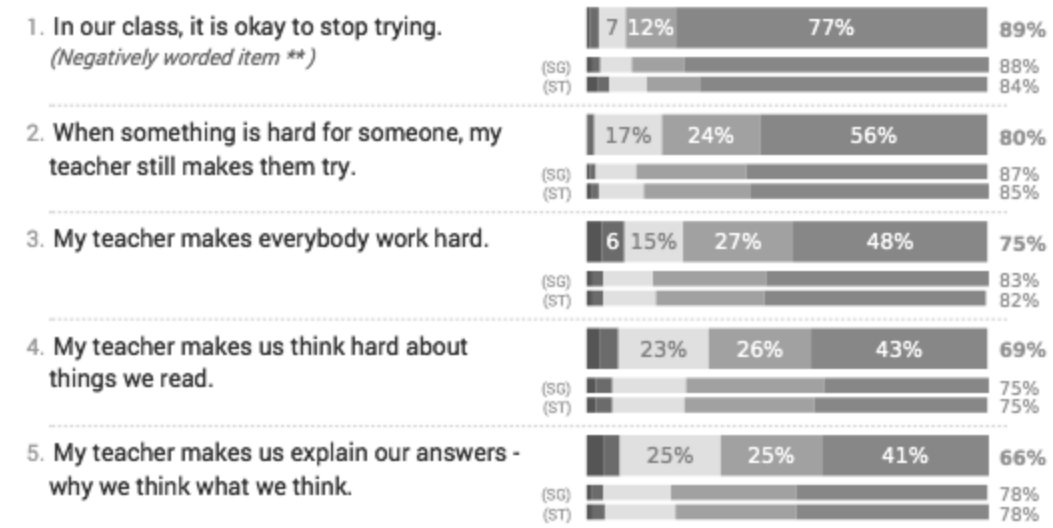
Clarify



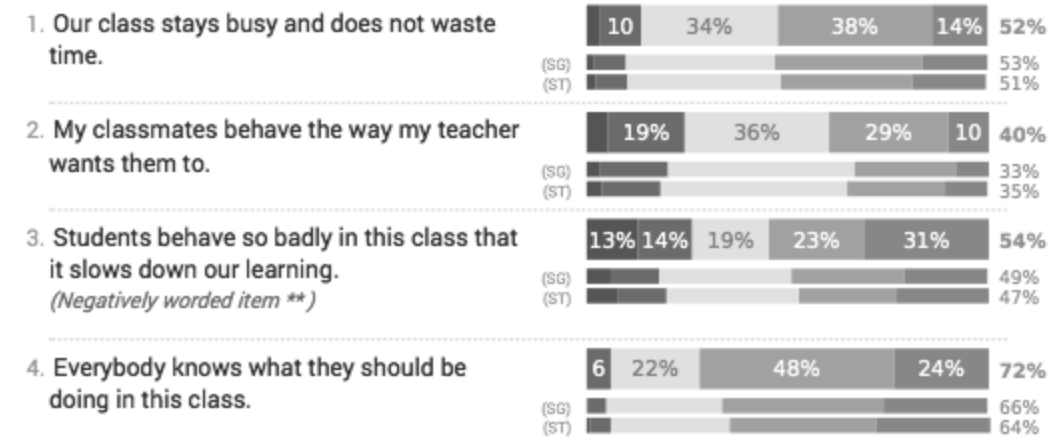
Consolidate



Challenge



Class Mgmt



Totals may not sum due to rounding.

** Remember that there are multiple items on the survey that are used to determine results. Here are details about the responses for each item.*

*** For negatively worded items, disagreement is the desired response. More green indicates that more students disagreed with this statement. Whether a survey item is worded positively or negatively, more green is always better.*

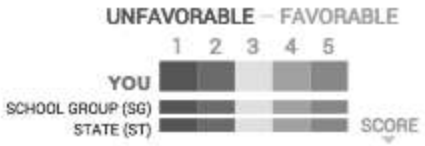
**** Reporting thresholds not met.*

Item Response Detail*

Survey Period: **Fall 2016** Level: **Upper Elementary** Responses: **169**

Peer Support

Peer Support



1. **Some classmates tease kids who make mistakes.**
*(Negatively worded item **)*

2. **Some classmates tease kids for being smart in school.**
*(Negatively worded item **)*

Totals may not sum due to rounding.

** Remember that there are multiple items on the survey that are used to determine results. Here are details about the responses for each item.*

*** For negatively worded items, disagreement is the desired response. More green indicates that more students disagreed with this statement. Whether a survey item is worded positively or negatively, more green is always better.*

**** Reporting thresholds not met.*

F. FOL Survey

FOL B Curriculum Survey

FOL B Curriculum

B 1.1 Effective use of ELA Curriculum	Total amount	Most Effective	Somewhat Effective	Not Effective
(B 1.1) How effective is the Wonders program for your students?	18	10 (56%)	8 (44%)	0 (0%)
(B 1.1) How effective is the Front Row Ed ELA computer program for your students?	18	3 (16.5%)	12 (67%)	3 (16.5%)
(B 1.1) How effective is the Smarty Ants computer program for your students?	7	6 (86%)	1 (14%)	0 (0%)
(B 1.1) How effective is the Achieve 3000 computer program for your students?	11	5 (45%)	6 (55%)	0 (0%)
B 1.1 Effective use of Math Curriculum				
(B 1.1) How effective is the Stepping Stones program for your students?	18	4 (22%)	10 (56%)	4 (22%)
(B 1.1) How effective is the GO MATH program for your students?	1	1 (100%)	0 (0%)	0 (0%)
(B 1.1) How effective was the IXL computer program for your students?	19	3 (16%)	9 (47%)	7 (37%)
(B 1.1) How effective is the Front Row Math computer program for your students?	18	6 (33%)	12 (67%)	0 (0%)
B 1.1 Effective use of Other Programs				
(B 1.1) How effective is AVID (strategies, skills, etc.) for your students?	22	13 (59%)	9 (41%)	0 (0%)
(B 1.1) How effective is TRIBES (strategies, rules, community circle, etc.) for your students?	22	8 (36%)	14 (64%)	0 (0%)
(B 1.1) How effective is Mindfulness (strategies, rules, community circle, etc.) for your students?	22	9 (41%)	8 (36%)	5 (23%)

FOL B Curriculum

B 1.2 Current Educational Research & Revised Curriculum	Total amount	Most Effective	Somewhat Effective	Not Effective
(B 1.2) How effective are the Chromebooks in the classroom?	10	6 (60%)	4 (40%)	0 (0%)
(B 1.2) How effective are the use of the Computer Labs (not technology class)?	13	7 (54%)	5 (38%)	1 (1%)
(B 1.2) How effective are the use of Data Teams?	22	6 (27%)	14 (64%)	2 (9%)
(B 1.2) How effective is the STAR Reading Universal Screener?	22	10 (45%)	11 (55%)	1 (5%)
(B 1.2) How effective is the STAR Math Universal Screener?	22	10 (45%)	11 (55%)	1 (5%)
(B 1.2) How effective are Professional Learning Communities (PLC) meetings?	22	9 (41%)	12 (55%)	1 (4%)
(B 1.2) How effective are District Inservice Trainings (Tricia, Lisa, Stephanie, Bart, etc.) here at Mokulele?	22	8 (36%)	13 (59%)	1 (5%)
B 1.3 Governing Authority				
(B 1.3) Is there a clear understanding (roles & responsibilities) between you and your administrator?	22	18 (82%)	4 (18%0	0 (0%)
(B 1.3) Is there a clear understanding (roles & responsibilities) between you and the Department of Education (DOE)?	22	12 (55%)	9 (41%)	1 (4%)

FOL B Curriculum

B 1.6 Curriculum Integrations					
(B 1.6) How often do you integrate multiple subjects in your teachings? (ex: Math & Art, Science & Reading, etc.)	Total amount	More than 1 per week	1 per week	1 per month
	22	16 (73%)	6 (27%)	0 (0%)
(B 1.6) Do you participate in the Curriculum Showcase?	Total amount	Yes	No	
	22	22 (100%)	0 (0%)	
B 2.3 Evaluate the Effectiveness of Data Use for Students	Total amount	Most Effective	Somewhat Effective	Not Effective
(B 2.3) How effective are data teams in evaluating your students' progress?	22	6 (27%)	14 (64%)	2 (9%)
B 2.4 Transitions	Total amount	Most Effective	Somewhat Effective	Not Effective
(B 2.4) How effective is the "transition process," for the students in Pre-K to Kindergarten, 6th grade to Middle School, SPED to SPED class?	9	1 (11%)	8 (89%)	0 (0%)

FOL B Curriculum

SpEd Survey Results	Total amount	Most Effective	Somewhat Effective	Not Effective
How effective is the new Sonday System (Sonday System 1 and/or Let's Play Learn) been for your students?	6	1 (17%)	5 (83%)	0 (0%)
How effective is the Lexia computer program for your students?	3	0 (0%)	3 (100%)	0 (0%)
How effective is the Learning A-Z/Reading A-Z program for your students?	1	0 (0%)	1 (100%)	0 (0%)
How effective is the Zoo Phonics program for your students?	3	3 (100%)	0 (0%)	0 (0%)
How effective is the "transition process" (Ex. meetings, observations, integrations, classroom visits) for the SPED students at Mokulele Elementary? (SPED to SPED)	8	1 (13%)	6 (75%)	1 (13%)

F. FOL Survey - FOL C Survey

FOL C Survey Results: Frequency

Questions		Amount	% of 27
#1 (C1.2) Do you explain/present the learning target/learning expectations BEFORE you teach every lesson?	Rarely	2	7%
	Sometimes	9	33%
	Usually	15	56%
	Always	1	4%
#2 (C1.2 a) How well do your students know their expected learning target? (Students will state the learning target.)	25% of the time	8	30%
	50% of the time	13	48%
	75% of the time	6	22%
#7 (C2.1b) How often do you use technology/multimedia in the delivery of your lessons?	Rarely	2	7%
	Sometimes	5	19%
	Usually	1	4%
	Always	9	33%
#9 (C2.2a) Are your students intellectually engaged? On a scale of 1-5: 1 being Apathetic and 5 being Enthralled. The majority of your students are:	1-Apathetic	0	0%
	2	1	4%
	3	10	37%
	4	15	56%
	5- Enthralled	1	4%

FOL C Survey Results: Frequency

#11 (C2.3a) How student centered is your classroom? (1=My classroom is not student-centered [My students are not given opportunities to make individualized choices] 5 = My classroom is student-centered and my students have many opportunities to make decisions/lead the class/make choices)	1- Not Student Centered	0	0%
	2	2	7%
	3	10	37%
	4	10	37%
	5-Student Centered	5	19%
#15 (C2.6) How often do you provide opportunities for your students to demonstrate thinking, reasoning, and problem solving in doing activities, projects, discussions, and inquiries?	Sometimes	10	37%
	Often	11	41%
	Frequently	6	22%
#17 (C2.7a) How often do you provide real world experiences to your students? (Field Trips, Guest speakers, Artifacts-- -3-D objects)	Never	1	4%
	Sometimes	7	26%
	Often	8	30%
	Frequently	11	41%

FOL C Survey Results Check All That Apply # 3, 5, 6, 13, 14 (page 1 of 2)

3. (C1.3) How do you collect student feedback? Check all that are applicable.	Exit Pass	Oral Feedback	Written Feedback	Spreadsheets	Record Sheets	Poll	Other	Daily Work	Homework
	13	27	16	1	9	20	7	1	1
	35%	100%	59%	4.00%	33%	74%	26%		
5. (C2.1) Do you feel you are up to date in your knowledge of these curriculum materials. Check all that apply	Wonders	Wordly Wise	Alexia	Stepping Stones	Problem Solver	Harcourt Science	Stem	NGSS	Brain Pop
	15	8	5	10	6	6	6	2	6
	56%	30%	19%	37%	22%	22%	22%	7%	22%
6. (C2.1a) What types of technology/multimedia do you use in delivering student instruction?	Computer-	SMARTboard	Projector	ELMO	Tablet	DVD	CD	Other	Google Apps
	26	9	19	21	9	23	16	4	1
	96%	33%	70%	77%	33%	85%	59%	15%	
13. (C2.4/5a) How did students communicate their acquired knowledge. Check all that apply.	Oral presentation	Written Report	3D Representation	Digital Report	Performance	Other	Art	Science Fair Display	Hands on Activities
	24	18	14	6	14	5		1	1
	88%	66%	52%	22%	52%	19%			
14. (C2.4/5b) How did your students access the knowledge they needed to complete their reports/presentation? Check all that apply.	Computer Website	Computer Encyclopedia	Computer--Online Video	Books	Real World--Visiting Experts	Real World Field Trip	Real World--Interview	Real World Other	Computer Websites
	12	13	11	18	6	11	3	8	7
	44%	48%	40%	67%	22%	41%	11%	30%	26%

FOL C Survey Results Check All That Apply # 3, 5, 6, 13, 14 (page 2 of 2)

3	Rubrics	Samples	Observation	Pair Share	Art	Stud Questions							
	1	1	1	1	1	1							
5	McGraw Hill Social	Achieve 3000	IXL	Front Row	Ren Star	Ren-AR	Code.org	Other	PK-	Music	PE		
	7	13	11	10	13	11	9	6	Creative Curriculu	Kodaly	Benchmarks		
	26%	48%	41%	37%	48%	41%	33%	22%	Teaching Strategies	Orff	Initiatives		
6	Bluetooth Speakers	iPod	Google Classrm	Dash Robot	Piano Keyboard								
	1	1	1	1	1								
13	2D Representations	1 on 1 w/Teacher											
	1	1											
14	Adult Modelling	N/A	Practice & Demonstrate Skills					Indicates "Other" items that were not included in the checklists.					
	1	1											
	4%	4%											

FOL C Do Over Survey Based on 22 SpEd/Classroom Teachers PK-6

1	Do you differentiate instruction in your classroom for ELA?	Never	1 on 1	2-5 SGI	3-6 SGI	Accomodations	I Don't Teach ELA	
		0	15	13	7	18	2	
		0	68%	59%	32%	81%	9%	
2	How often do you teach ELA to your students using Small Group Instruction?	Never	Once a week	2-3 a week	3-4 a week	Every day	I Don't Teach ELA	
		0	5	6	4	6	1	
		0	23%	27%	18%	27%	5.00%	
3	Do you differentiate instruction in your classroom for MATH?	Never	1 on 1	2-5 SGI	3-6 SGI	Accomodations	I Don't Teach Math	
		0	17	13	4	14	1	
		0	77%	59%	18%	64%	5%	
4	How often do you teach MATH to your students using Small Group Instruction?	Never	Once a week	2-3 a week	3-4 a week	Every day	I Don't Teach Math	
		1	4	3	5	8	1	
		5%	18%	14%	23%	36%	5%	
5	How often do your students use Front Row Ed? (School or Home)	Never	Once a week	2-3 a week	3-4 a week	Every day	NA PK	
		4	7	6	2	0	3	
		18%	32%	27%	9%	0	14%	

FOL C Do Over Survey Based on 22 SpEd/Classroom Teachers PK-6

6	How often do your students use Smarty Ants/Achieve 3000?	Never	Once a week	2-3 a week	3-4 a week	Every day	NA PK	
		1	5	6	6	0	4	
		5%	23%	27%	27%	0	18%	
7	Do your students use any other "skills practice" programs LIKE Front Row & Achieve? Please list below.							
8	What programs/software do your students use to demonstrate using the computer or Chromebook as a tool for creating a project or report (like Word, Excel, Powerpoint, Garageband, etc.)							
9	How often do your students practice Mindfulness?	Never	Once a week	2-3 a week	3-4 a week	Every day		
		5	1	4	8	4		
		23%	5%	18%	36%	18%		
10	What % of your class takes AR tests?	None	Unknown	NA	10%	20-40%	50%	80-90%
		6	3	1	1	1	3	5
		100%						
		1						

Do your students use any other "skills practice" programs LIKE Front Row & Achieve? Please list below.	What programs/software do your students use to demonstrate using the computer or Chromebook as a tool for creating a project or report (like Word, Excel, Powerpoint, Garageband, etc.)
ABCYa! X 3	Excel
Hour of Code	Google Apps
Kidbiz x 2	Google Classroom
Lexia	Google Docs x 3
Math Prodigy	Google Slides
PBS Kids	none x 13
Prodigy	Powerpoint
Renaissance AR x 3	Word x 5
Renaissance Place	
Seterra	
Sonday	
Starfall x 3	
Tynker	
Type To Learn	
Typing	
Wonders Reading	

G. MES Academic Plan SY 2017-2020

Three-Year Academic Plan 2017-2020

Aiea – Moanalua – Radford

Mokulele Elementary

250 Aupaka Street
808-421-4180
http://mokulele.k12.hi.us/

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Where are we now?	
Prioritize school's needs as identified in one or more of the following needs assessments: • Comprehensive Needs Assessment (Title I Schools) • WASC Self Study ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction ▪ WASC Category C: Standards Based Student Learning: Instruction ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability • International Baccalaureate (IB) Authorization • Other	1. Need: Students need to Understand and Apply the 8 Standards of Mathematical Practice. 2. Need: Social Emotional Learning (SEL): Students need behavioral support and a well-managed, orderly environment for effective learning. **MES WASC Chapter 1** **MES WASC Chapter 3**
	Addressing Equity: Sub Group Identification
	In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs. Subgroup: Special Education Grades K-6 Needs: Narrowing the Achievement Gap Math Gap 3% in SY 2014-2015 to 22% in SY 2015-2016 ELA Gap 22% in SY 2014-2015 to 44% in SY 2015-2016 Enabling activities include all teachers and all students

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name of ART Team Accountable Lead	**Title of ART Team Accountable Lead**
1. Shannon Tamashiro	1. Principal/EES
2. Linda Chingon	2. ART Lead
3. Trisha Shimabuku-Fish	3. CSSS/RTI
4. Linda Chingon	4. Formative Instruction/Data Team/RTI
5. Jamie Kawamura	5. CCSS/STEM
6. Seth McKeague	6. CCSS/STEM
7. Amy Okinishi	7. CCSS/STEM
8. Iris Lazor	8. I&M

Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.

- ☐ ***Objective 1: Empowered*** *- All students are empowered in their learning to set and achieve their aspirations for the future.*
- ☐ ***Objective 2: Whole Child*** *- All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.*
- ☐ ***Objective 3: Well Rounded*** *- All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.*
- ☐ ***Objective 4: Prepared and Resilient*** *- All students transition successfully throughout their educational experiences.*

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Outcome: By the end of three years,	**Rationale:**
• 3% growth in SBA Math scores in 2017-2018 • 3% growth in SBA Math scores in 2018-2019 • 4% growth in SBA Math scores in 2019-2020	• Students exhibit weak problem solving skills based on teacher observational data and low student performance on both formative and summative classroom assessments. • Strive HI data also show that in Math Proficiency students scored at 43% in 2016 on the SBA test. • Observational data indicate a need for students' greater familiarity with SBA prompts and levels of thinking required to respond to them.
• 3% growth in SBA ELA scores in 2017-2018 • 3% growth in SBA ELA scores in 2018-2019 • 4% growth in SBA ELA scores in 2019-2020	• Strive HI data indicate that in ELA Proficiency students scored at 61% in 2016 on the SBA test. • Continued school wide focus on AVID strategies to build student comprehension and increase interaction with texts.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
By the end of SY: 2018 all students will show an increase of 3% performance on the SBA Math test.	• Focus Instruction on Math Practice 1: "Make sense of problems and Persevere in solving them," with the expectation that teachers will implement the new learning. • Focus Instruction on Math Practice 4: "Model with Mathematics," with the expectation that teachers will implement the new learning. • School wide implementation of Front Row Ed • Reconnect & intentionally implement school wide problem solving strategies. • Return to the use of Problem Solver • School wide vertical articulation on Mathematical Practices, expectations & skills	**2017-2018**	Linda Chingon	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Quarterly Stepping Stones/Go Math data on Standards of Mathematical Practice (SMP) 1 & 4 • Quarterly Data from Front Row Ed - school wide common assessments • Quarterly teacher observations on Standards of Mathematical Practice (SMP) 1 & 4 • Possible Data collected from Problem Solver • Quarterly testing using- Star Math Universal Screener - School Wide Data measuring SMP 1 & 4.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

By the end of SY: 2020 all students will show an increase of 4% performance on the SBA Math test.	• Focus Instruction on Math practice 6: "Attend to precision," with the expectation that teachers will implement the new learning. • Continue to intentionally implement school wide problem solving strategies, Front Row Ed, Problem Solver & Vertical Articulation.	**2019-2020**	Linda Chingon	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Quarterly data on the addition of Stepping Stones/Go Math on SMP 6 • Quarterly Front Row Ed - school wide common assessments • Fall and Spring data from Teacher observations on SMP 6 • Possible Data collected from Problem Solver • Quarterly testing using Star Math Universal Screener - School Wide Data

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

By the end of SY 2018 all students will show an increase of 3% performance on the SBA ELA test. By the end of SY 2019 all students will show an increase of 3% performance on the SBA ELA test. By the end of SY 2020 all students will show an increase of 4% performance on the SBA ELA test.	• Provide teacher support to implement Wonders online • Provide links for learning how to effectively implement Wonders online • Wonders PD training (Wendy Ogawa & Rosa Narikiyo) • Reconnect with Step-up to Writing, 6+1 Traits, Thinking Maps) • Implement AVID - WICOR strategies	**2017-2020**	Linda Chingon	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Data Teams • Data Boards • Walkthroughs • Exit Passes after PD • Surveys/Temperature Checks • Student Work - Writing Samples of Question 21 in Wonders and Grade Level Writing Prompts • Uniformity of Rubrics per grade level to measure quarterly student progress • STAR • AVID Walkthroughs • AVID ISS and CSS • School wide common assessments (e.g. Question 21, etc…)

Goal 2: Staff Success. Mokulele Elementary School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Outcome: By the end of three years,	Rationale:
TECHNOLOGY • Integrate Technology into ELA & Math instruction.	**TECHNOLOGY** • In SY: 2016-2017 the school began to roll out 1:1 Chromebook for grades 2-6. With new equipment, teachers will require professional development to effectively utilize programs and software applications to integrate technology into ELA and Math instruction. • The use of 1:1 programs and applications will provide teachers with tools to differentiate instruction for greater student success.
RTI • Faculty & instructional staff will be fully trained and implement Response to Intervention (RTI).	**RTI** • RTI is a research-based approach that is effective when implemented with consistency. • Staff needs to understand the three tiers of RTI support. • Mokulele needs to determine supports and strategies at each tier and systematize school wide processes to meet individual student needs.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
Throughout SY: 2017-2020, Professional Development with Technology At the annual MES Student Showcase, 100% of students will display products demonstrating their successful use of technology.	• Teachers will participate in Complex Waiver day - Tech Summit • Provide teachers the opportunity to attend GAFE Summit • Teachers will utilize Chromebooks and Google Docs as a means of shared communication, planning & learning. • Teachers will participate in PD during extended faculty meetings in order to implement school programs with fidelity (e.g. Wonders, Achieve, Front Row Ed, etc.) • Teachers will participate in collegial technology support (Teachers Teaching Teachers (TTT)), with the expectation that teachers will apply newly learned skills in the classroom.	**2017-2020**	Jamie Kawamura Seth McKeague	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Walkthrough Data • PLC minutes • Reflection/Exit Passes on PD (e.g. after mini lessons, PLC, meeting, etc.) • Online usage data (e.g. Wonders, Achieve, Front Row Ed, etc.)

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
By SY 2017-2018, Integrating technology in ELA and Math.	• Research uses of Google Classroom	**2017-2018**	Jamie Kawamura Seth McKeague	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Classroom technology implementation plan for SY: 18-19
By SY 2018-2019, All teachers will be trained in Google Classrooms	• Introduce Google Classrooms	**2018-2019**	Jamie Kawamura Seth McKeague	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Surveys, Exit Passes & Reflections

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

By SY: 2019-2020, Grades 4-6 will implement Google Classrooms into their curriculum.	• Implement Google Classrooms into the curriculum (1:1 classes)	**2019-2020**	Jamie Kawamura Seth McKeague	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Teacher & students artifacts

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
By SY: 2017 -2018 Develop Common Understanding of Scope & Sequence of Curriculum	• Teachers will dialogue on Math Practice 1: "make sense of problems and persevere in solving them," in order to gain common understanding. • Teachers will dialogue on Math Practice 4: "model with mathematics," in order to gain common understanding.	**2017-2018**	Jamie Kawamura Seth McKeague	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Monitor School Wide Implementation and alignment of SMP 1 & 4 through data team analysis & discussions of student work.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

By SY: 2018 -2019 Develop Common Understanding of Scope & Sequence of Curriculum	• Teachers will dialogue on Math Practice 5: "Use appropriate tools strategically"in order to gain common understanding. • Teachers will dialogue on Math Practice 7: "Look for and make use of structure," in order to gain common understanding.	**2018-2019**	Jamie Kawamura Seth McKeague	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Monitor School Wide Implementation and alignment with the addition of SMP 5 & 7 through data team analysis & discussions of student work.
By SY: 2019 -2020 Develop Common Understanding of Scope & Sequence of Curriculum	• Teachers will dialogue on Math practice 6: "Attend to precision," in order to gain common understanding.	**2019-2020**	Jamie Kawamura Seth McKeague	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Monitor School Wide Implementation and alignment with the addition of SMP 6 through data team analysis & discussions of student work.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
By SY 2017-2018, Implement RTI process	• Train teachers on RTI process. • Implement RTI process for Reading	**2017-2018**	Trisha Shimabuku-Fish Linda Chingon	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Universal Screener to gather data for RTI • Analyze, revise data & next steps
By SY 2018-2019, Assess RTI process	• Revisit and revise the RTI process for Reading • Extend RTI process beyond Reading	**2018-2019**	Trisha Shimabuku-Fish Linda Chingon	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Assess ongoing RTI process to determine school wide structures. • Determine other areas to expand RTI based on school needs.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

By SY 2019-2020, Refine RTI process	• Focus on deepening RTI implementation and structures to sustain the process.	**2019-2020**	Trisha Shimabuku-Fish Linda Chingon	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Assess ongoing RTI process and structures to determine next steps.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
Throughout SY: 2017-2020, Shared leadership (Teachers Teaching Teachers (TTT))	• MES teachers conducting PD & share effective strategies (in all areas)	**2019-2020**	Jamie Kawamura Seth McKeague	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Conduct Surveys, Reflections & Exit Passes

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Goal 3: Successful Systems of Support. The system and culture of **Mokulele Elementary School** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	**Rationale:**
• By SY: 2017 - 2018 10% reduction in incident referrals • By SY: 2018 - 2019 10% reduction in incident referrals • By SY: 2019 - 2020 10% reduction in incident referrals	• In SY: 2015-2016, there were 271 class D offenses. (LDS) • In SY: 2016-2017, there were 196 class D offenses in the first semester alone. (LDS) • In the first semester of SY: 2016-2017, approximately 232 referrals were received. (LDS) • Results from the November 2016 School wide Tripod Survey data indicate that Classroom Management is one of our greatest needs (55%).
• By SY: 2017-2020, Increase parent and community engagement.	• Data for the past four years show that attendance at monthly parent coffee hours is generally in the single digits. We would like to increase our parent participation in these events. • Community attendance at School Community Council (SCC) Meetings has been very low, sometimes to the point that the meeting had to be cancelled due to non-attendance. • Until November 2016, Mokulele has had no military partners.

Planning	Funding	Interim Measures of Progress

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Desired Outcome	Enabling Activities *(Indicate year(s) of implementation in next column)*	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds *(Check applicable boxes to indicate source of funds)*	Define the relevant data used to regularly assess and monitor progress
In SY: 2017-2020 Reconnect with SEL supports.	• Year 1 reconnect with Tribes • Year 2 reconnect with Habits of Mind & correlate to SMP • Year 3 sustain and deepen Tribes and Habits of Mind	**2017-2020**	Linda Chingon	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Turn in a schedule to admin of frequency of SEL practices. • Walk-through
	• Correlate Tribes, Mindfulness, AVID and 1 Messages with Social and Emotional Learning (SEL) Competencies. • School Wide Agreement on	**2017-2020**	Tribes Committee	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless	• Exit pass for Ohana Lessons. • Data collected from Inner Explorer website.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	Frequency of SEL practices.			☐ CTE ☐ Other ☐ N/A	
	• TRIBES Training for non-certified teachers. • Refresher TRIBES training for staff. • Appreciate/reinforce by celebrating positive work/behaviors.	**2017-2020**		X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Incident Referral Data • Peer Trackers
	• Refresher for Mindfulness practice	**2017-2020**	Bill Laeha (Mindfulness)	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

SY 2017-2020: Increase parent and community involvement	• Refine and enhance our school wide activities so that parents/community are more informed and involved • Flyers Day - Meet & Greet • Open House • Parent Information Night • Parent Coffee Hour • SCC monthly meetings • School wide events utilizing Military Partnership Volunteers • Boy Scout service projects • Parent/community participation in annual school wide events	**2017-2020**	ART Team	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Baseline data using ○ Sign-in ○ Surveys ○ Evaluations • Monitor data using ○ Sign-in ○ Surveys ○ Evaluations ○ Photos

H. Financial Plan SY 2017-2018

Default Financial Plan (Non-Salaried)

Mokulele Elem
Financial Plan 2017-2018
Summary

Final Approved on: 04/13/2017 09:01 AM

Create Date:	12/27/2016 3:37 PM	**Proj Enrollment:**	353	**Student Success**	2,303,263
Scenario Status:	Submitted for Approval (FINAL)	**WSF Total:**	1,892,385	**Staff Success**	0
Scenario Label:	Default Financial Plan (Non-Salaried)	**Scenario WSF Total:**	1,892,385	**Successful Systems of Support**	582,871
Long Description:	Default Financial Plan (Non-Salaried)	**Difference:**	0		

Source of Funding	PrgmID	Program Description	Type	Student Success	Successful Systems of	Total
Gen-WSF	15954	WSF Adjustment	Certificated	$ 0	$ 0	$ 0
		15954 total		**$ 0**	**$ 0**	**$ 0**
	42101	WSF-Instruction	Certificated	$ 1,034,620	$ 0	$ 1,034,620
			Casual/Hourly	$ 22,308	$ 0	$ 22,308
		42101 total		**$ 1,056,928**	**$ 0**	**$ 1,056,928**
	42102	WSF-Ell	Casual/Hourly	$ 15,252	$ 0	$ 15,252
		42102 total		**$ 15,252**	**$ 0**	**$ 15,252**
	42103	WSF-Instructional Support	Casual/Hourly	$ 9,494	$ 0	$ 9,494
		42103 total		**$ 9,494**	**$ 0**	**$ 9,494**
	42104	WSF-Student Services	Certificated	$ 194,752	$ 0	$ 194,752
			Classified	$ 33,088	$ 0	$ 33,088
		42104 total		**$ 227,840**	**$ 0**	**$ 227,840**
	42112	WSF-School Administration	Certificated	$ 0	$ 207,980	$ 207,980
			Classified	$ 0	$ 138,785	$ 138,785
			Current Expenses	$ 0	$ 85,788	$ 85,788
			Equipment	$ 0	$ 0	$ 0
		42112 total		**$ 0**	**$ 432,553**	**$ 432,553**
	42113	WSF-School Facility Services	Classified	$ 0	$ 119,118	$ 119,118
			Casual/Hourly	$ 0	$ 28,000	$ 28,000

Mokulele Elem
Financial Plan 2017-2018
Summary

Source of Funding	PrgmID	Program Description	Type	Student Success	Successful Systems of	Total
Gen-WSF	42113	WSF-School Facility Services	Current Expenses	$ 0	$ 3,200	$ 3,200
	42113 total			**$ 0**	**$ 150,318**	**$ 150,318**
	Gen-WSF			**$ 1,309,514**	**$ 582,871**	**$ 1,892,385**
Gen-Suppl	99993	Stdnt Success - Possible Addtl WSF Funds	Casual/Hourly	$ 19,691	$ 0	$ 19,691
			Equipment	$ 105,974	$ 0	$ 105,974
	99993 total			**$ 125,665**	**$ 0**	**$ 125,665**
	Gen-Suppl			**$ 125,665**	**$ 0**	**$ 125,665**
Gen-Categ	17131	Special Education in Regular Schools	Certificated	$ 669,460	$ 0	$ 669,460
			Classified	$ 198,624	$ 0	$ 198,624
	17131 total			**$ 868,084**	**$ 0**	**$ 868,084**
	Gen-Categ			**$ 868,084**	**$ 0**	**$ 868,084**
Gen-Cent	35163	Food Services-General Fund	Classified	$ 0	$ 0	$ 0
	35163 total			**$ 0**	**$ 0**	**$ 0**
	Gen-Cent			**$ 0**	**$ 0**	**$ 0**
Special	35304	Food Services-Special Fund	Classified	$ 0	$ 0	$ 0
	35304 total			**$ 0**	**$ 0**	**$ 0**
	Special			**$ 0**	**$ 0**	**$ 0**
Grand Total				**$ 2,303,263**	**$ 582,871**	**$ 2,886,134**

FINANCIAL PLAN SUMMARY

Report Parameters

Description	Value
Funding Location	220 (Mokulele Elem)
Scenario Key	5005 (FY2018 - Status: Approved (Comprehensive) - Scenario: Default Financial Plan (Non-Salaried))
Plan Stage Code	P (Projected)
Financial Plan	4 of 4

Report Date: 04-13-17

Mokulele Elem

Financial Plan 2017-2018

Financial Plan Details (All Rows)

Default Financial Plan (Non-Salaried)

Final Approved on: 04/13/2017 09:01 AM

Create Date:	12/27/2016 3:37 PM	**Proj Enrollment:**	353	**Student Success**	2,303,263
Scenario Status:	Submitted for Approval (FINAL)	**WSF Total:**	1,892,385	**Staff Success**	0
Scenario Label:	Default Financial Plan (Non-Salaried)	**Scenario WSF Total:**	1,892,385	**Successful Systems of Support**	582,871
Long Description:	Default Financial Plan (Non-Salaried)	**Difference:**	0		

Student Success

(A) Personal Services

Hide Row	Obj	Object Description	Hr Categ	Prior FTE	Prior Cost	Actual FTE	FTE	Salary	Total Cost	Prog ID	Program Description	Fund Srce	Line Item	Acad Plan
N	2350	Office Assistant	Class	1.00	$ 30,980	1.00	1.00	$ 33,088	$ 33,088	42104	WSF-Student Services	WSF	1	
Suborg: 000 Mokulele Elem				Comment:										
N	2563	Spec Ed Teacher	Cert	0.00	$ 0	0.00	0.00	$ 60,860	$ 0	15954	WSF Adjustment	WSF	1	
Suborg: 000 Mokulele Elem				Comment:										
N	2510	Elem Teacher	Cert	17.00	$ 1,002,303	14.00	16.00	$ 60,860	$ 973,760	42101	WSF-Instruction	WSF	1	
Suborg: 000 Mokulele Elem				Comment:										
N	2563	Spec Ed Teacher	Cert	0.00	$ 0	1.00	1.00	$ 60,860	$ 60,860	42101	WSF-Instruction	WSF	1	
Suborg: 000 Mokulele Elem				Comment:										
N	2524	Student Services Coordinator 12-Mo	Cert	1.00	$ 70,751	1.00	1.00	$ 73,032	$ 73,032	42104	WSF-Student Services	WSF	1	
Suborg: 000 Mokulele Elem				Comment:										
N	2525	Counselor-Regular	Cert	2.00	$ 117,918	2.00	2.00	$ 60,860	$ 121,720	42104	WSF-Student Services	WSF	1	
Suborg: 000 Mokulele Elem				Comment:										
N	2321	Educational Assistant 10-Mo	Class	0.00	$ 0	6.00	6.00	$ 33,104	$ 198,624	17131	Special Education in Regular Schools	Categ	1	
Suborg: 000 Mokulele Elem				Comment:										
N	2505	Reg Ed/Article VI Teacher	Cert	0.00	$ 0	5.00	5.00	$ 60,860	$ 304,300	17131	Special Education in Regular Schools	Categ	1	
Suborg: 000 Mokulele Elem				Comment:										
N	2519	Spec Ed Teacher-Pre-Sch 10-Mo	Cert	0.00	$ 0	2.00	2.00	$ 60,860	$ 121,720	17131	Special Education in Regular Schools	Categ	1	
Suborg: 000 Mokulele Elem				Comment:										
N	2563	Spec Ed Teacher	Cert	0.00	$ 0	4.00	4.00	$ 60,860	$ 243,440	17131	Special Education in Regular Schools	Categ	1	
Suborg: 000 Mokulele Elem				Comment:										
Character A Totals:				21.00	$ 1,221,952	36.00	38.00		$ 2,130,544					

(A1) Other Personal Services

Hide Row	Obj	Object Description	Prior Hrs/Days	Prior Cost	FMS Amt	Hrs/ Days	Rate	Total Cost	Prog ID	Program Description	Fund Srce	Line Item	Acad Plan
N	2744	Part Time - Teacher	680	$ 15,252	$ 11,714	680.00	$ 22	$ 15,252	42101	WSF-Instruction	WSF	1	
Suborg: 000 Mokulele Elem			Comment:										

Student Success

(A1) Other Personal Services

Hide Row	Obj	Object Description	Prior Hrs/Days	Prior Cost	FMS Amt	Hrs/ Days	Rate	Total Cost	Prog ID	Program Description	Fund Srce	Line Item	Acad Plan
N	2769	Substitute Teacher (Daily)	20	$ 3,282	$ 2,527	43.00	$ 164	$ 7,056	42101	WSF-Instruction	WSF	1	
Suborg: 000 Mokulele Elem			Comment:										
N	2744	Part Time - Teacher	680	$ 15,252	$ 15,275	680.00	$ 22	$ 15,252	42102	WSF-Ell	WSF	1	
Suborg: 000 Mokulele Elem			Comment:										
N	2802	Stipends (Daily)	0	$ 0	$ 0	120.00	$ 164	$ 19,691	99993	Stdnt Success - Possible Addtl WSF	Other	1	
Suborg: 000 Mokulele Elem			Comment:										
N	2721	Tutor	0	$ 0	$ 0	684.00	$ 14	$ 9,494	42103	WSF-Instructional Support	WSF	1	
Suborg: 000 Mokulele Elem			Comment:										
Character A1 Totals:			1,380.00	$ 33,786	$ 29,516	2,207.00		$ 86,745					

(C) Equipment

Hide Row	Obj	Object Description		Prior Cost	FMS Amt		Total Cost	Prog ID	Program Description	Fund Srce	Line Item	Acad Plan
N	7708	Computer Equipment		$ 0	$ 0		$ 105,974	99993	Stdnt Success - Possible Addtl WSF	Other	1	
Suborg: 000 Mokulele Elem			Comment: Purchase new computers to continue the CDO 1:1 initiative									
Character C Totals:				$ 0	$ 0		$ 105,974					
Student Success Total Cost							**$ 2,303,263**					

Successful Systems of Support

(A) Personal Services

Hide Row	Obj	Object Description	Hr Categ	Prior FTE	Prior Cost	Actual FTE	FTE	Salary	Total Cost	Prog ID	Program Description	Fund Srce	Line Item	Acad Plan
N	2306	Sch Adm Services Asst	Class	1.00	$ 45,427	1.00	1.00	$ 48,130	$ 48,130	42112	WSF-School Administration	WSF	1	
Suborg: 000 Mokulele Elem				Comment:										
N	2344	Sch Health Asst 10-Mo	Class	1.00	$ 22,811	1.00	1.00	$ 24,479	$ 24,479	42112	WSF-School Administration	WSF	1	
Suborg: 000 Mokulele Elem				Comment:										
N	2350	Office Assistant	Class	2.00	$ 61,960	2.00	2.00	$ 33,088	$ 66,176	42112	WSF-School Administration	WSF	1	
Suborg: 000 Mokulele Elem				Comment:										
N	2209	School Custodian	Class	3.00	$ 112,017	3.00	3.00	$ 39,706	$ 119,118	42113	WSF-School Facility Services	WSF	1	
Suborg: 000 Mokulele Elem				Comment:										
N	2606	Vice Principal	Cert	1.00	$ 87,069	0.00	1.00	$ 90,106	$ 90,106	42112	WSF-School Administration	WSF	1	
Suborg: 000 Mokulele Elem				Comment:										
N	2607	12-Mo Elem Prin II	Cert	1.00	$ 115,943	1.00	1.00	$ 117,874	$ 117,874	42112	WSF-School Administration	WSF	1	
Suborg: 000 Mokulele Elem				Comment:										
N	2218	Sch Food Svc Manager	Class	0.00	$ 0	1.00	0.00	$ 0	$ 0	35183	Food Services-General Fund	Cent	1	
Suborg: 000 Mokulele Elem				Comment:										
N	2217	Cook/Baker	Class	0.00	$ 0	0.00	0.00	$ 0	$ 0	35304	Food Services-Special Fund	Spec	1	
Suborg: 000 Mokulele Elem				Comment:										
Character A Totals:				9.00	$ 445,227	9.00	9.00		$ 465,883					

(A1) Other Personal Services

Hide Row	Obj	Object Description	Prior Hrs/Days	Prior Cost	FMS Amt	Hrs/ Days	Rate	Total Cost	Prog ID	Program Description	Fund Srce	Line Item	Acad Plan
N	2722	Classroom Cleaner	1,080	$ 8,640	$ 7,492	1200.00	$ 8	$ 9,600	42113	WSF-School Facility Services	WSF	1	
Suborg: 000 Mokulele Elem			Comment:										
N	2751	Adult Supervisor	1,850	$ 14,800	$ 7,543	2300.00	$ 8	$ 18,400	42113	WSF-School Facility Services	WSF	1	
Suborg: 000 Mokulele Elem			Comment:										
Character A1 Totals:			2,930.00	$ 23,440	$ 15,035	3,500.00		$ 28,000					

(B) Other Current Expenses

Hide Row	Obj	FMS Obj	Object Description		Prior Cost	FMS Amt		Total Cost	Prog ID	Program Description	Fund Srce	Line Item	Acad Plan
N	3201		Office Supplies		$ 2,000	$ 1,935		$ 2,000	42112	WSF-School Administration	WSF	1	
Suborg: 000 Mokulele Elem				Comment:									
N	3801		Telephone & Telegraph		$ 3,600	$ 3,780		$ 3,600	42112	WSF-School Administration	WSF	1	
Suborg: 000 Mokulele Elem				Comment:									
N	5601		Rental On Equipment		$ 20,000	$ 16,648		$ 20,000	42112	WSF-School Administration	WSF	1	
Suborg: 000 Mokulele Elem				Comment:									

Successful Systems of Support

(B) Other Current Expenses

Hide Row	Obj	FMS Obj	Object Description		Prior Cost	FMS Amt		Total Cost	Prog ID	Program Description	Fund Srce	Line Item	Acad Plan
N	7207		Other Misc Current Expenses		$ 20,000	$ 12,645		$ 60,188	42112	WSF-School Administration	WSF	1	
Suborg: 000 Mokulele Elem				Comment: Reserve for shortfall.									
N	3005		Custodial Supplies		$ 3,200	$ 7,696		$ 3,200	42113	WSF-School Facility Services	WSF	1	
Suborg: 000 Mokulele Elem				Comment:									
Character B Totals:					$ 48,800	$ 42,706		$ 88,988					

(C) Equipment

Hide Row	Obj	Object Description		Prior Cost	FMS Amt		Total Cost	Prog ID	Program Description	Fund Srce	Line Item	Acad Plan
N	7704	Office Equipment		$ 2,037	$ 780		$ 0	42112	WSF-School Administration	WSF	1	
Suborg: 000 Mokulele Elem			Comment:									
Character C Totals:				$ 2,037	$ 780		$ 0					
Successful Systems of Support Total Cost							$ 582,871					

FINANCIAL PLAN DETAILS

Report Parameters

Description	Value
Funding Location	220 (Mokulele Elem)
Scenario Key	5005 (FY2018 - STATUS: APPROVED (COMPREHENSIVE) - SCENARIO: Default Financial Plan (Non-
Plan Stage Code	P (Projected)
PLND Hide Row Flag	N (Show All rows)

I. WSF and Non-WSF

WSF: SY: 14-15

2.0 Financial Report — **As of June 30, 2015**

School Year 2014 - 15 Enrollment Count: Projected: 421; Official: 381; September: 383; January: 386

Organization Level: School
Complex Area / Office: 20 - CA-AIEA-MOANALUA-RADFORD
Organization ID: 20 - 220 : MOKULELE ELEM

20 - 220 : MOKULELE ELEM					
WSF	Approved Financial Plan	FY 2014 - 2015 Current Available	Expenditures as of Jun 30, 2015	Encumbrances as of Jun 30, 2015	Balance
Salaried Payroll*	1,760,508.00	1,996,597.79	1,998,152.63	(1,554.84)	-
Casual / Hourly Payroll	72,376.00	65,938.41	62,384.62	-	3,553.79
Other Current Expenses	26,520.00	55,477.37	49,689.54	6,109.85	(322.02)
Equipment / Textbooks	2,363.00	2,363.00	2,036.78	4.20	322.02
Other / Unallotted	-	-	-	-	-
Total	**1,861,767.00**	**2,120,376.57**	**2,112,263.57**	**4,559.21**	**3,553.79**

* General Fund salary costs are managed centrally. The Approved Financial Plan amount for Salaried Payroll includes General Fund salary costs based on standard average salaries. The Current Available amount for Salaried Payroll includes actual General Fund salary costs incurred to date. Therefore, as the fiscal year progresses, the Current Available amount for Salaried Payroll will increase as General Fund salary costs are incurred.

WSF: SY: 15-16

2.0 Financial Report — **As of June 30, 2016**

School Year 2015 - 16 Enrollment Count: Projected: 386; Official: 371; September: 363; January: -

Organization Level: School
Complex Area / Office: 20 - CA-AIEA-MOANALUA-RADFORD
Organization ID: 20 - 220 : MOKULELE ELEM

20 - 220 : MOKULELE ELEM					
WSF	Approved Financial Plan	FY 2015 - 2016 Current Available	Expenditures as of Jun 30, 2016	Encumbrances as of Jun 30, 2016	Balance
Salaried Payroll*	1,803,767.00	1,998,229.62	1,998,229.62	-	-
Casual / Hourly Payroll	58,867.00	45,367.00	44,550.84	-	816.16
Other Current Expenses	63,923.00	86,970.05	63,248.91	16,999.47	6,721.67
Equipment / Textbooks	-	-	847.12	5,864.55	(6,711.67)
Other / Unallotted	-	(12,786.00)	-	-	(12,786.00)
Total	**1,926,557.00**	**2,117,780.67**	**2,106,876.49**	**22,864.02**	**(11,959.84)**

* General Fund salary costs are managed centrally. The Approved Financial Plan amount for Salaried Payroll includes General Fund salary costs based on standard average salaries. The Current Available amount for Salaried Payroll includes actual General Fund salary costs incurred to date. Therefore, as the fiscal year progresses, the Current Available amount for Salaried Payroll will increase as General Fund salary costs are incurred.

WSF: SY: 16-17

2.0 Financial Report

As of June 30, 2017

School Year 2016 - 17 Enrollment Count
Projected: -
Official: -
September: -
January: -

Organization Level: School
Complex Area / Office: 20 - CA-AIEA-MOANALUA-RADFORD
Organization ID: 20 - 220 : MOKULELE ELEM

20 - 220 : MOKULELE ELEM					
WSF	Approved Financial Plan	FY 2016 - 2017 Current Available	Expenditures as of Jun 30, 2017	Encumbrances as of Jun 30, 2017	Balance
Salaried Payroll*	1,667,179.00	1,805,948.57	1,805,948.57	-	-
Casual / Hourly Payroll	57,226.00	56,260.00	51,769.50	-	4,490.50
Other Current Expenses	48,800.00	173,904.02	82,810.42	27,045.62	64,047.98
Equipment / Textbooks	2,037.00	12,037.00	27,663.01	48,421.97	(64,047.98)
Other / Unallotted	-	11,544.00	-	-	11,544.00
Total	**1,775,242.00**	**2,059,693.59**	**1,968,191.50**	**75,467.59**	**16,034.50**

* General Fund salary costs are managed centrally. The Approved Financial Plan amount for Salaried Payroll includes General Fund salary costs based on standard average salaries. The Current Available amount for Salaried Payroll includes actual General Fund salary costs incurred to date. Therefore, as the fiscal year progresses, the Current Available amount for Salaried Payroll will increase as General Fund salary costs are incurred.

Non-WSF: SY: 14-15

2.0 Financial Report

As of June 30, 2015

School Year 2014 - 15 Enrollment Count
Projected: 421
Official: 381
September: 383
January: 386

Organization Level: School
Complex Area / Office: 20 - CA-AIEA-MOANALUA-RADFORD
Organization ID: 20 - 220 : MOKULELE ELEM

20 - 220 : MOKULELE ELEM					
Non-WSF	Approved Financial Plan	FY 2014 - 2015 Current Available	Expenditures as of Jun 30, 2015	Encumbrances as of Jun 30, 2015	Balance
Salaried Payroll*	754,845.00	804,543.80	804,543.80	-	-
Casual / Hourly Payroll	-	103,789.35	105,128.42	(2,119.36)	780.29
Other Current Expenses	-	86,452.77	34,235.64	46,243.81	5,973.32
Equipment / Textbooks	638.00	-	46,006.98	(38,768.78)	(7,238.20)
Other / Unallotted	-	7,303.69	-	-	7,303.69
Total	**755,483.00**	**1,002,089.61**	**989,914.84**	**5,355.67**	**6,819.10**

* General Fund salary costs are managed centrally. The Approved Financial Plan amount for Salaried Payroll includes General Fund salary costs based on standard average salaries. The Current Available amount for Salaried Payroll includes actual General Fund salary costs incurred to date. Therefore, as the fiscal year progresses, the Current Available amount for Salaried Payroll will increase as General Fund salary costs are incurred.

Non-WSF: SY: 15-16

2.0 Financial Report — **As of June 30, 2016**

School Year 2015 - 16 Enrollment Count: Projected: 386; Official: 371; September: 363; January: -

Organization Level: School
Complex Area / Office: 20 - CA-AIEA-MOANALUA-RADFORD
Organization ID: 20 - 220 : MOKULELE ELEM

20 - 220 : MOKULELE ELEM					
Non-WSF	Approved Financial Plan	FY 2015 - 2016 Current Available	Expenditures as of Jun 30, 2016	Encumbrances as of Jun 30, 2016	Balance
Salaried Payroll*	775,998.00	803,777.26	803,777.26	-	-
Casual / Hourly Payroll	-	88,676.31	91,722.91	-	(3,046.60)
Other Current Expenses	-	26,353.55	31,355.49	10,144.65	(15,146.59)
Equipment / Textbooks	-	-	21,028.66	(6,638.33)	(14,390.33)
Other / Unallotted	-	47,230.61	-	-	47,230.61
Total	**775,998.00**	**966,037.73**	**947,884.32**	**3,506.32**	**14,647.09**

* General Fund salary costs are managed centrally. The Approved Financial Plan amount for Salaried Payroll includes General Fund salary costs based on standard average salaries. The Current Available amount for Salaried Payroll includes actual General Fund salary costs incurred to date. Therefore, as the fiscal year progresses, the Current Available amount for Salaried Payroll will increase as General Fund salary costs are incurred.

Non-WSF: SY: 16-17

2.0 Financial Report — **As of June 30, 2017**

School Year 2016 - 17 Enrollment Count: Projected: -; Official: -; September: -; January: -

Organization Level: School
Complex Area / Office: 20 - CA-AIEA-MOANALUA-RADFORD
Organization ID: 20 - 220 : MOKULELE ELEM

20 - 220 : MOKULELE ELEM					
Non-WSF	Approved Financial Plan	FY 2016 - 2017 Current Available	Expenditures as of Jun 30, 2017	Encumbrances as of Jun 30, 2017	Balance
Salaried Payroll*	717,039.00	869,791.72	869,791.72	-	-
Casual / Hourly Payroll	-	90,726.27	89,765.62	-	960.65
Other Current Expenses	-	29,494.00	26,475.76	2,351.14	667.10
Equipment / Textbooks	-	35,000.00	40,734.94	2,800.00	(8,534.94)
Other / Unallotted	-	15,179.21	-	-	15,179.21
Total	**717,039.00**	**1,040,191.20**	**1,026,768.04**	**5,151.14**	**8,272.02**

* General Fund salary costs are managed centrally. The Approved Financial Plan amount for Salaried Payroll includes General Fund salary costs based on standard average salaries. The Current Available amount for Salaried Payroll includes actual General Fund salary costs incurred to date. Therefore, as the fiscal year progresses, the Current Available amount for Salaried Payroll will increase as General Fund salary costs are incurred.

J. Funds From Other Sources
SY 2014-2015, 2015-2016 and 2016-2017

2014-2015

Program id	Name	Allocation	Purpose
16719	Healthy Hawaii Initiative	$ 575.00	Bus
16807	Hawaiian Studies	$ 13,260.00	Payroll
		$ 829.00	Supplies
17929	Title VIB Special Education Project I	$ 750.00	Supplies
19057	DOD-EA-AVID Radford Complex FY12	$ 18,945.00	Travel-AVID Conference
19074	DOD-EA-Supporting All Our Students	$ 4,207.00	Supplies
20697	NCLB Title IIA High Quality Prof. Dev	$ 4,903.00	Stipends
25240	ICAA CI-Quality and Performance	$ 8,500.00	Supplies
37712	Auxillary Services Branch	$ 2,000.00	Furniture
45004	Afterschool (A+) Revolving Fund	$ 750.00	Payroll
42101	WS-Instruction	$ 61,142.00	Payroll & Supplies
42102	WSF-ELL	$ 15,252.00	Payroll
42112	WSF-School Administration	$ 26,440.00	Supplies
42113	WSF-School Facility Services	$ 23,440.00	Payroll & Supplies
		$(14,231.00)	Deficit

2015-2016

Program id	Name	Allocation	Purpose
16719	Healthy Hawaii Initiative	$ 189.00	Bus
16807	Hawaiian Studies	$ 13,122.00	Payroll
17929	Title VIB Special Education Project I	$ 750.00	Supplies
19057	DOD-EA-AVID Radford Complex FY12	$ 8,417.00	Travel-AVID Conference
19074	DOD-EA-Supporting All Our Students	$ 10,328.00	Travel-CEC Conference
20697	NCLB Title IIA High Quality Prof. Dev	$ 2,362.00	Stipends
45004	Afterschool (A+) Revolving Fund	$ 500.00	Payroll
42101	WS-Instruction	$ 49,575.00	Payroll & Supplies
42102	WSF-ELL	$ 15,252.00	Payroll
42112	WSF-School Administration	$ 46,600.00	Supplies
42113	WSF-School Facility Services	$ 26,363.00	Payroll & Supplies

2016-2017

Program id	Name	Allocation	Purpose
16807	Hawaiian Studies	$ 8,793.00	Payroll
17131	Special Education in Regular Schools	$ 2,880.00	Lexia Subscription
17929	Title VIB Special Education Project I	$ 750.00	Supplies
19061	DOD Survey Card Incentive	$ 3,916.00	Supplies
19062	DOD Fed Conncted Student Incentive	$ 12,987.00	Supplies and Equipment
19074	DOD-EA-Supporting All Our Students	$ 7,000.00	Sped
19978	Impact Aid-WSF	$ 30,219.00	Supplies and Equipment
20659	ESSA Title IIA High Quality PO-OCISS	$ 262.00	Stipends
45004	Afterschool (A+) Revolving Fund	$ 500.00	Payroll
42101	WS-Instruction	$ 43,534.00	Payroll & Supplies
42102	WSF-ELL	$ 15,252.00	Payroll
42103	WSF- Instructional Support	$ 34,000.00	Payroll & Supplies
42112	WSF-School Administration	$ 97,250.00	Supplies and Equipment
42113	WSF-School Facility Services	$ 41,953.00	Payroll & Supplies

K. Report Cards SY 2015-2016

Kindergarten

Elementary Report Card - Kindergarten

Mokulele Elem School *11/15/2017 11:12:51 AM*

Grade: KG *Staff: ALL; Course: ALL*

ELL: ALL; SES: ALL; SPED: ALL; Migrant: ALL

Status Report Scale	Proficiency Level Descriptors	Indicators
MP - Meets Proficiency	Demonstrates acceptable achievement of the targeted benchmarks/standards.	The Student: - shows a solid understanding of the concepts and skills in HCPS and/or CCSS. - uses appropriate strategies to solve problems. - grasps and applies the key concepts and skills for the grade level.
DP - Developing Proficiency	Is approaching acceptable achievement of the targeted benchmarks/standards.	The Student: - shows partial understanding of the concepts and skills in HCPS and/or CCSS (but has not achieved them yet). - is beginning to grasp and apply the key concepts and skills for the grade level.
NY - Not Yet	Requires more time and experiences; and shows limited achievement of the targeted benchmarks/standards.	The Student: - needs additional learning opportunities to achieve even a partial understanding of HCPS and/or CCSS. - has difficulty grasping the key concepts and skills for the grade level.
NA - Not applicable at this time	Has not been graded at this time.	No judgement can be made at this time. However, a grade will be given by the end of the year.
SC - See Teacher Comments		May refer to an attachment, such as medical notes or any other relevant documentation that would explain the lack of a grade. It is inappropriate to write "See IEP" in teacher's comments.

Content Areas ***SY: 2015-2016***

Language Arts

Language		Q1	Q2	Q3	Q4	YR
Use grade appropriate conventions of standard English grammar, punctuation, and usage when writing or speaking.	MP	0	3	8	26	26
	DP	43	42	42	26	26
	NY	4	8	3	4	4
	SC	0	1	1	0	0
	/	4	0	0	0	0
With guidance and support from adults, explore word relationships and use new words and phrases.	MP	0	0	2	29	29
	DP	32	35	50	25	26

With guidance and support from adults, explore word relationships and use new words and phrases.	NY	0	1	1	2
	SC	0	1	1	0
	/	20	17	0	0
Reading		Q1	Q2	Q3	Q4
Actively engage in group reading activities with purpose and understanding.	MP	0	9	8	27
	DP	38	37	40	28
	NY	11	7	5	1
	SC	0	1	1	0
	/	2	0	0	0
Decode grade level words and read high frequency words by sight.	MP	2	5	8	18
	DP	39	35	27	31
	NY	7	13	18	7
	SC	0	1	1	0
	/	3	0	0	0
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	MP	1	10	11	34
	DP	43	41	40	21
	NY	5	2	2	1
	SC	0	1	1	0
	/	1	0	0	0
Identify common types of text and the parts of a book.	MP	0	12	22	41
	DP	33	39	29	10
	NY	2	2	2	5
	SC	0	1	1	0
	/	17	0	0	0
Read emergent-reader texts with purpose and understanding.	MP	1	1	7	25
	DP	40	41	35	21
	NY	7	10	10	9
	SC	0	1	1	0

Recognize that spoken words correspond to printed words and are read from left to right and top to bottom and are separated by spaces in print.	MP	8	22	38	50	50
	DP	40	28	15	6	6
	NY	2	2	0	0	0
	SC	0	1	1	0	0
	/	1	1	0	0	0
With prompting and support, ask and answer questions about key details in a text.	MP	1	5	7	35	35
	DP	44	43	45	19	20
	NY	4	4	1	2	1
	SC	0	1	1	0	0
	/	3	1	0	0	0
With prompting and support, ask and answer questions about unknown words.	MP	0	3	7	40	40
	DP	28	28	25	13	13
	NY	3	5	5	3	3
	SC	0	1	1	0	0
	/	20	17	16	0	0
With prompting and support, compare and contrast texts on the same topic and characters in familiar stories.	MP	0	0	0	26	26
	DP	13	16	17	22	22
	NY	2	4	4	8	8
	SC	0	1	1	0	0
	/	35	33	32	0	0
With prompting and support, describe the relationship between the illustrations and the text.	MP	0	15	14	34	42
	DP	46	35	37	5	13
	NY	2	3	2	1	1
	SC	0	1	1	0	0
	/	3	0	0	16	0
With prompting and support, identify characters, setting, and major events.	MP	0	9	13	34	34
	DP	38	34	38	20	20
	NY	11	10	2	2	2
	SC	0	1	1	0	0

With prompting and support, identify characters, setting, and major events.	/	3	0	0	0	0
With prompting and support, identify the reasons an author gives to support points in a text.	MP	0	0	0	40	40
	DP	12	31	32	12	12
	NY	2	5	5	4	4
	SC	0	1	1	0	0
	/	36	17	16	0	0
With prompting and support, name and define the roles of a text's author and illustrator.	MP	7	23	34	46	46
	DP	41	27	17	9	9
	NY	2	2	2	1	1
	SC	0	1	1	0	0
	/	1	1	0	0	0
With prompting and support, retell familiar stories including key details.	MP	0	8	9	32	31
	DP	31	34	33	19	20
	NY	17	10	11	5	5
	SC	0	1	1	0	0
	/	4	1	0	0	0
Speaking and Listening		Q1	Q2	Q3	Q4	YR
Add drawings or other visual displays to descriptions to provide additional detail.	MP	0	8	11	33	33
	DP	43	42	41	22	22
	NY	7	3	1	1	1
	SC	0	1	1	0	0
	/	1	0	0	0	0
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	MP	2	10	14	43	44
	DP	45	40	37	12	11
	NY	3	3	2	1	1
	SC	0	1	1	0	0
	/	1	0	0	0	0
Confirm understanding of texts read aloud or information presented orally or through other media by asking and answering questions.	MP	1	11	13	34	35
	DP	38	34	34	21	18

Confirm understanding of texts read aloud or information presented orally or through other media by asking and answering questions.	NY	11	8	6	1	3
	SC	0	1	1	0	0
	/	1	0	0	0	0
Describe familiar people, places, things, and events and with prompting and support, provide additional details.	MP	0	11	10	36	36
	DP	46	39	41	19	19
	NY	4	3	2	1	1
	SC	0	1	1	0	0
	/	1	0	0	0	0
Participate in small and large group conversations about kindergarten topics and texts with peers and adults.	MP	6	10	15	39	39
	DP	40	40	37	16	16
	NY	5	3	1	1	1
	SC	0	1	1	0	0
Speak audibly and express thoughts, feelings, and ideas clearly.	MP	3	9	10	33	33
	DP	44	41	41	22	22
	NY	5	3	2	1	1
	SC	0	1	1	0	0
Writing		Q1	Q2	Q3	Q4	YR
Participate in group research and writing projects.	MP	0	7	8	39	39
	DP	17	28	28	16	16
	NY	0	1	1	1	1
	SC	0	1	0	0	0
	/	34	17	17	0	0
Use a combination of drawing, dictating, and writing to create opinion pieces, informative/explanatory texts, and narratives.	MP	0	7	9	25	25
	DP	44	39	34	30	30
	NY	6	7	10	1	1
	SC	0	1	1	0	0
	/	1	0	0	0	0
With guidance and support from adults, add details to strengthen writing in response to questions and suggestions from peers.	MP	0	1	8	26	26
	DP	12	31	26	27	27

With guidance and support from adults, add details to strengthen writing in response to questions and suggestions from peers.	NY	4	2	3	3	3
	SC	0	1	1	0	0
	/	35	19	16	0	0
With guidance and support from adults, explore digital tools such as the Internet to produce and publish writing.	MP	0	0	0	34	34
	DP	13	16	21	21	21
	NY	0	0	1	1	1
	SC	0	1	1	0	0
	/	37	37	31	0	0
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	MP	0	1	0	39	39
	DP	31	51	53	17	17
	NY	0	1	0	0	0
	SC	0	1	1	0	0
	/	20	0	0	0	0

Mathematics

Counting and Cardinality		Q1	Q2	Q3	Q4	YR
Compare two numbers between 1 and 10 when presented as written numerals.	MP	1	39	45	33	50
	DP	14	10	5	1	3
	NY	0	4	3	4	3
	SC	0	1	1	0	0
	/	37	0	0	18	0
Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	MP	9	11	13	40	40
	DP	22	18	38	13	13
	NY	1	5	2	3	3
	SC	0	1	1	0	0
	/	19	19	0	0	0
Count to 100 by ones and by tens.	MP	2	7	16	37	37
	DP	46	39	28	12	12
	NY	2	6	9	7	7

Count to 100 by ones and by tens.	SC	0	1	1	0	0
	/	1	1	0	0	0
Given a number from 1-20, count out that many objects. Use counting to answer questions such as, "How many objects are there?"	MP	10	18	27	41	41
	DP	42	33	26	15	15
	NY	0	1	0	0	0
	SC	0	1	1	0	0
	/	0	1	0	0	0
Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.	MP	1	37	46	33	51
	DP	14	14	8	4	4
	NY	0	2	1	1	1
	SC	0	1	1	0	0
	/	37	0	0	18	0
Understand the relationship between numbers and quantities, including the following: when counting a set of objects the last word in the last word in the counting sequence names the quantity for tha	MP	13	19	29	38	38
	DP	38	33	24	18	18
	SC	0	1	1	0	0
	/	0	1	0	0	0
Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.	MP	4	11	23	35	35
	DP	36	32	27	21	21
	NY	11	10	4	0	0
	SC	0	1	0	0	0
Geometry		Q1	Q2	Q3	Q4	YR
Analyze and compare two- and three-dimensional shapes and describe their similarities and differences.	MP	0	0	14	39	39
	DP	17	18	14	13	14
	NY	0	0	9	4	3
	SC	0	1	0	0	0
	/	34	35	17	0	0
Combine simple shapes to form larger shapes.	MP	0	0	14	40	40
	DP	0	1	3	16	16
	NY	1	1	2	0	0

Combine simple shapes to form larger shapes.	SC	0	1	0	0	0
	/	49	51	35	0	0
Correctly name shapes regardless of their orientations or size.	MP	0	6	15	45	45
	DP	35	31	22	11	11
	SC	0	1	0	0	0
	/	17	16	17	0	0
Describe objects in the environment using names of shapes and describe the positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	MP	0	8	13	38	38
	DP	16	26	22	17	18
	NY	3	3	2	1	0
	SC	0	1	0	0	0
	/	32	16	17	0	0
Identify shapes as two-dimensional ("flat") or three-dimensional ("solid").	MP	0	0	14	49	49
	DP	0	1	23	7	7
	NY	0	1	0	0	0
	SC	0	1	0	0	0
	/	50	51	17	0	0
Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	MP	0	0	14	36	36
	DP	32	36	5	20	20
	NY	2	1	0	0	0
	SC	0	1	0	0	0
	/	18	16	35	0	0
Measurement and Data		Q1	Q2	Q3	Q4	YR
Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	MP	13	16	30	40	40
	DP	18	18	23	16	16
	SC	0	1	1	0	0
	/	20	19	0	0	0
Describe measurable attributes of objects (e.g., length or weight).	MP	0	15	30	51	51
	DP	0	0	3	4	4
	NY	0	1	2	1	1

Describe measurable attributes of objects (e.g., length or weight).	SC	0	1	1	0	0
	/	50	37	18	0	0
Directly compare two objects to decide which object has more or less of a common attribute (e.g., the lengths of 2 pencils) and describe the difference.	MP	0	15	29	45	45
	DP	0	19	22	9	9
	NY	0	2	2	2	2
	SC	0	1	1	0	0
	/	50	17	0	0	0
Number and Operations in Base Ten		Q1	Q2	Q3	Q4	YR
Show and understand that numbers from 11 to 19 represent a group of ten ones and 1, 2, 3, 4 ... or 9 ones.	MP	0	0	0	36	36
	DP	0	13	14	17	17
	NY	0	3	6	3	3
	SC	0	1	1	0	0
	/	49	37	33	0	0
Operations and Algebraic Thinking		Q1	Q2	Q3	Q4	YR
Decompose (i.e., "break apart") numbers less than or equal to 10 into pairs in more than one way and record each pair using a drawing or equation.	MP	0	0	0	29	29
	DP	0	1	44	26	26
	NY	0	1	9	1	1
	SC	0	1	1	0	0
	/	50	51	0	0	0
Find the number that "makes 10" when added to a given number and record the answer with a drawing or equation.	MP	0	0	10	41	41
	DP	0	17	34	13	14
	NY	0	0	9	2	1
	SC	0	1	1	0	0
	/	50	36	0	0	0
Fluently add and subtract within 1-5.	MP	0	0	1	46	46
	DP	0	17	33	8	9
	NY	0	0	1	2	1
	SC	0	1	1	0	0
	/	50	36	18	0	0

Represent addition and subtraction in a variety of ways (e.g., concrete objects, actions, images, equations, etc.)	MP	0	0	1	38	38
	DP	0	17	51	18	18
	NY	0	1	2	0	0
	SC	0	1	0	0	0
	/	50	35	0	0	0
Solve addition and subtraction word problems and add and subtract within 10 (use objects or drawings to represent the problem).	MP	0	0	1	41	41
	DP	0	17	33	14	14
	NY	0	0	1	1	1
	SC	0	1	1	0	0
	/	50	36	18	0	0

Science

		Q1	Q2	Q3	Q4	YR
--	MP	29	44	34	50	48
	DP	21	9	19	8	8
	SC	0	1	1	0	0

Social Studies

		Q1	Q2	Q3	Q4	YR
--	MP	20	34	34	40	39
	DP	30	19	19	16	17
	SC	0	1	1	0	0

Health

		Q1	Q2	Q3	Q4	YR
--	MP	26	46	51	54	54
	DP	23	6	2	2	2
	NY	1	1	0	0	0
	SC	0	1	1	0	0

Physical Education

Q1	Q2	Q3	Q4	YR

--	MP	48	51	51	54	54
	DP	2	0	0	1	1
	NY	2	2	2	1	1
	SC	0	1	1	0	0

World Languages

		Q1	Q2	Q3	Q4	YR
--	SC	18	19	19	19	19
	/	32	34	35	37	37

Career and Technical Education

		Q1	Q2	Q3	Q4	YR
--	MP	31	48	50	55	55
	DP	18	5	3	1	1
	SC	0	1	1	0	0
	/	3	0	0	0	0

Visual Arts

		Q1	Q2	Q3	Q4	YR
--	MP	19	24	32	36	34
	DP	28	26	21	20	22
	NY	4	3	0	0	0
	SC	0	1	1	0	0

Performance

		Q1	Q2	Q3	Q4	YR
--	MP	48	51	51	54	54
	DP	2	0	0	0	0
	NY	1	2	2	2	2
	SC	1	1	1	0	0

K. Report Cards SY 2015-2016

Grades 1 - 2

Elementary Report Card - Grades 1 & 2

Mokulele Elem School — *11/16/2017 11:18:05 AM*

Grade: 1-2 — *Staff: ALL*

ELL: ALL; SES: ALL; SPED: ALL; Migrant: ALL — *Course: ALL*

Status Report Scale	Proficiency Level Descriptors
ME - Meets with Excellence	Demonstrates excellent achievement of the targeted benchmarks.
MP - Meets Proficiency	Demonstrates acceptable achievement of the targeted benchmarks.
DP - Developing Proficiency	Is approaching acceptable achievement of the targeted benchmarks.
WB - Well Below Proficiency	Does not demonstrate acceptable achievement of the targeted benchmarks, or provides no evidence.
NA - Not applicable at this time	These benchmarks have not been addressed at this time.
SC - See Teacher Comments	

Content Areas — ***SY: 2015-2016***

Language Arts		Q1	Q2	Q3	Q4	YR
Language	ME	3	4	15	10	8
	MP	19	26	33	46	49
	DP	19	39	46	41	42
	WB	3	7	5	5	3
	NA	50	21	0	0	0
Reading	ME	7	7	10	16	14
	MP	40	41	47	45	47
	DP	39	36	33	31	33
	WB	9	11	9	9	8
	NA	0	2	0	0	0
Speaking and Listening	ME	11	13	14	20	16
	MP	34	39	38	54	53
	DP	45	39	44	26	31
	WB	5	4	3	2	2
	NA	0	2	0	0	0
Writing	ME	3	2	8	11	11
	MP	29	32	33	48	47
	DP	57	49	49	34	36
	WB	6	12	9	8	8
	NA	0	2	0	0	0
	SC	0	0	0	1	0

Mathematics		Q1	Q2	Q3	Q4	YR
Geometry	ME	0	0	1	3	3

Geometry	MP	0	1	30	81	80
	DP	0	0	4	15	15
	WB	1	1	1	2	2
	NA	93	94	63	1	2
Measurement and Data	ME	0	1	2	4	2
	MP	2	62	52	33	53
	DP	1	22	14	32	24
	WB	1	6	6	6	2
	NA	90	4	25	27	4
	SC	0	1	0	0	0
Number and Operations in Base Ten	ME	12	6	9	10	9
	MP	49	65	67	45	66
	DP	27	16	17	16	22
	WB	7	6	6	4	4
	NA	0	2	0	28	1
	SC	0	1	0	1	0
Operations and Algebraic Thinking	ME	9	13	7	9	7
	MP	53	63	68	61	74
	DP	11	13	18	28	18
	WB	5	5	5	3	3
	NA	17	2	1	0	0
	SC	0	1	0	1	0

Science		Q1	Q2	Q3	Q4	YR
Life and Environmental Sciences	ME	7	18	10	35	31
	MP	47	27	14	28	50
	DP	17	10	12	9	16
	WB	1	2	3	3	1
	NA	23	39	60	27	4
Physical, Earth, and Space Sciences	ME	0	21	1	31	27
	MP	2	13	44	49	53
	DP	0	3	13	17	19
	WB	1	2	3	3	3
	NA	92	57	38	1	0
	SC	0	0	0	1	0
The Scientific Process	ME	2	0	0	0	0
	MP	55	57	89	39	90
	DP	2	4	8	0	7

Visual	DP	10	8	8	10	10
	WB	2	1	2	1	1
	NA	0	2	0	0	0

		Q1	Q2	Q3	Q4	YR
Health	MP	38	59	88	73	90
	DP	2	2	8	0	7
	WB	1	1	2	1	1
	NA	54	35	1	28	4

		Q1	Q2	Q3	Q4	YR
Physical Education	MP	92	91	96	101	101
	DP	2	3	2	0	0
	WB	1	1	1	1	1
	NA	0	2	0	0	0

		Q1	Q2	Q3	Q4	YR
World Languages	NA	84	85	86	87	87
	SC	10	12	13	15	15

		Q1	Q2	Q3	Q4	YR
Career and Technical Education	MP	2	1	39	74	74
	DP	2	2	0	7	7
	WB	1	1	2	1	1
	NA	90	92	58	20	20

K. Report Cards SY 2015-2016

Grades 3 - 6

Elementary Report Card - Grades 3-6

Mokulele Elem School — *11/16/2017 11:21:43 AM*

Grade: 3-6 — *Staff: ALL*

ELL: ALL; SES: ALL; SPED: ALL; Migrant: ALL — *Course: ALL*

Status Report Scale	Proficiency Level Descriptors
ME - Meets with Excellence	Demonstrates excellent achievement of the targeted benchmarks.
MP - Meets Proficiency	Demonstrates acceptable achievement of the targeted benchmarks.
DP - Developing Proficiency	Is approaching acceptable achievement of the targeted benchmarks.
WB - Well Below Proficiency	Does not demonstrate acceptable achievement of the targeted benchmarks, or provides no evidence.
NA - Not applicable at this time	These benchmarks have not been addressed at this time.
SC - See Teacher Comments	

Content Areas — ***SY: 2015-2016***

Language Arts		Q1	Q2	Q3	Q4	YR
Language Arts (6th grade only)	ME	0	0	0	0	1
	MP	0	0	0	0	27
	DP	0	0	0	0	6
	WB	1	1	0	0	0
Language	ME	7	14	21	26	18
	MP	106	109	107	114	121
	DP	40	34	37	33	34
	WB	7	8	6	5	5
	NA	1	0	0	0	0
Reading	ME	9	28	27	32	28
	MP	77	78	74	85	86
	DP	57	44	55	48	51
	WB	18	16	16	14	14
	NA	1	0	0	0	0
Speaking and Listening	ME	5	9	12	14	13
	MP	85	96	129	134	136
	DP	37	23	26	29	28
	WB	6	8	5	2	2
	NA	29	30	0	0	0
Writing	ME	5	16	16	23	15
	MP	73	75	81	83	87
	DP	66	58	57	60	63
	WB	17	17	18	13	14

Writing	NA	1	0	0	0	0

Mathematics		Q1	Q2	Q3	Q4	YR
Mathematics (6th grade only)	ME	0	0	0	0	1
	MP	0	0	0	0	17
	DP	0	0	0	0	11
	WB	1	1	0	0	6
Expressions and Equations	ME	0	0	2	0	2
	MP	0	0	17	0	17
	DP	0	0	11	0	10
	WB	4	5	5	6	6
	NA	28	29	0	29	0
Geometry	ME	1	2	17	25	23
	MP	10	6	50	80	78
	DP	24	29	49	56	61
	WB	6	6	10	12	14
	NA	120	122	46	6	3
Measurement and Data	ME	7	0	9	22	22
	MP	14	22	58	62	65
	DP	37	3	40	47	44
	WB	10	6	8	11	12
	NA	61	101	22	2	1
Number and Operations in Base Ten	ME	21	26	30	36	33
	MP	65	58	59	61	75
	DP	34	20	17	17	23
	WB	8	9	10	8	8
	NA	1	19	21	22	5
Number and Operations-Fractions	ME	1	20	24	21	22
	MP	6	52	56	76	77
	DP	29	29	46	36	35
	WB	2	6	6	7	6
	NA	90	25	5	4	4
Operations and Algebraic Thinking	ME	7	12	11	20	17
	MP	45	55	53	61	67
	DP	46	34	23	32	46
	WB	9	11	10	9	9
	NA	22	20	40	22	5

Ratios and Proportional Relationships	ME	0	2	0	0	2
	MP	0	12	0	0	12
	DP	0	14	0	0	14
	WB	0	2	0	6	6
	NA	32	4	35	29	1
Statistics and Probability	ME	0	0	0	2	2
	MP	0	0	0	14	14
	DP	0	0	0	13	13
	WB	1	1	0	0	0
	NA	31	32	35	6	6
The Number System	ME	2	0	0	0	2
	MP	19	0	0	0	16
	DP	6	6	0	0	8
	WB	6	10	5	6	6
	NA	0	18	30	29	3

Science		Q1	Q2	Q3	Q4	YR
Science (6th grade only)	ME	0	0	0	0	1
	MP	0	0	0	0	27
	DP	0	0	0	0	7
	WB	1	1	0	0	0
Life and Environmental Sciences	ME	10	9	39	12	20
	MP	53	60	49	76	97
	DP	14	16	23	9	20
	WB	4	6	4	4	4
	NA	80	74	57	78	38
Physical, Earth, and Space Sciences	ME	7	4	13	25	19
	MP	80	46	66	114	131
	DP	29	9	26	36	26
	WB	4	4	2	3	3
	NA	41	102	65	1	0
The Scientific Process	ME	1	2	6	5	4
	MP	61	46	72	145	133
	DP	30	32	41	22	37
	WB	4	4	8	4	3
	NA	66	82	45	3	2

Social Studies	Q1	Q2	Q3	Q4	YR

Social Studies (6th grade only)	MP	0	0	0	0	34
	DP	0	0	0	0	1
	WB	1	1	0	0	0
Cultural Anthropology	ME	18	33	22	31	28
	MP	80	65	40	103	134
	DP	3	22	8	6	9
	WB	3	5	4	3	3
	NA	58	41	98	36	5
Economics	ME	1	1	0	9	10
	MP	1	22	23	62	87
	DP	0	25	11	13	21
	WB	2	4	4	3	3
	NA	157	113	133	91	58
Geography	ME	7	18	2	15	17
	MP	99	73	92	65	136
	DP	7	9	13	11	14
	WB	4	4	5	4	4
	NA	44	61	60	84	8
History	ME	7	11	7	9	7
	MP	73	70	136	133	155
	DP	12	21	23	10	12
	WB	4	8	6	3	3
	NA	65	56	0	24	1
Political Science/Civics	ME	0	6	10	21	21
	MP	46	58	104	119	141
	DP	0	16	12	12	12
	WB	2	2	4	3	3
	NA	113	83	42	24	2

Fine Arts		Q1	Q2	Q3	Q4	YR
Fine Arts (6th grade only)	MP	0	1	0	0	35
Performance	ME	2	3	1	0	0
	MP	150	155	165	173	158
	DP	4	3	1	2	2
	WB	2	2	2	2	2
	NA	3	2	2	2	1
Visual	ME	1	1	30	13	1

Visual	MP	157	161	139	163	176
	DP	2	3	0	1	0
	WB	1	1	1	1	1
	NA	1	0	1	1	1

		Q1	Q2	Q3	Q4	YR
Health	ME	0	2	6	8	7
	MP	122	123	125	167	168
	DP	1	3	2	2	2
	WB	2	2	1	1	1
	NA	36	36	37	1	1

		Q1	Q2	Q3	Q4	YR
Physical Education (6th grade only)	MP	155	161	167	176	175
	DP	4	4	2	1	1
	WB	1	1	1	1	1
	NA	2	0	1	1	2

		Q1	Q2	Q3	Q4	YR
World Languages	MP	1	2	0	0	1
	WB	0	0	1	1	1
	NA	160	163	170	178	160

		Q1	Q2	Q3	Q4	YR
Career and Technical Education (6th grade only)	MP	72	73	99	108	107
	DP	8	9	8	5	5
	WB	1	1	1	1	1
	NA	62	65	46	48	49

K. Report Cards SY 2016-2017

Kindergarten

Elementary Report Card - Kindergarten

Mokulele Elem School *11/15/2017 10:47:38 AM*

Grade: KG *Staff: ALL; Course: ALL*

ELL: ALL; SES: ALL; SPED: ALL; Migrant: ALL

Status Report Scale	Proficiency Level Descriptors	Indicators
MP - Meets Proficiency	Demonstrates acceptable achievement of the targeted benchmarks/standards.	The Student: - shows a solid understanding of the concepts and skills in HCPS and/or CCSS. - uses appropriate strategies to solve problems. - grasps and applies the key concepts and skills for the grade level.
DP - Developing Proficiency	Is approaching acceptable achievement of the targeted benchmarks/standards.	The Student: - shows partial understanding of the concepts and skills in HCPS and/or CCSS (but has not achieved them yet). - is beginning to grasp and apply the key concepts and skills for the grade level.
NY - Not Yet	Requires more time and experiences; and shows limited achievement of the targeted benchmarks/standards.	The Student: - needs additional learning opportunities to achieve even a partial understanding of HCPS and/or CCSS. - has difficulty grasping the key concepts and skills for the grade level.
NA - Not applicable at this time	Has not been graded at this time.	No judgement can be made at this time. However, a grade will be given by the end of the year.
SC - See Teacher Comments		May refer to an attachment, such as medical notes or any other relevant documentation that would explain the lack of a grade. It is inappropriate to write "See IEP" in teacher's comments.

Content Areas ***SY: 2016-2017***

Language Arts

Language		Q1	Q2	Q3	Q4	YR
Use grade appropriate conventions of standard English grammar, punctuation, and usage when writing or speaking	MP	3	3	4	31	0
	DP	28	33	54	28	0
	NY	4	2	2	3	0
	/	20	19	0	0	0
Use grade appropriate conventions of standard English grammar, punctuation, and usage when writing or speaking (Year End Grade)	MP	0	0	0	0	29
	DP	0	0	0	0	30
	NY	0	0	0	0	3

With guidance and support from adults, explore word relationships and use new words and phrases	MP	1	4	8	33	0
	DP	48	51	50	27	0
	NY	5	2	2	2	0
	/	1	0	0	0	0
With guidance and support from adults, explore word relationships and use new words and phrases (Year End Grade)	MP	0	0	0	0	32
	DP	0	0	0	0	28
	NY	0	0	0	0	2
Reading		Q1	Q2	Q3	Q4	YR
Actively engage in group reading activities with purpose and understanding	MP	2	6	8	38	0
	DP	26	48	49	21	0
	NY	6	2	3	3	0
	/	21	1	0	0	0
Actively engage in group reading activities with purpose and understanding (Year End Grade)	MP	0	0	0	0	38
	DP	0	0	0	0	21
	NY	0	0	0	0	3
Associate sounds with letters taught:	MP	7	17	29	51	0
	DP	37	34	26	9	0
	NY	10	7	5	2	0
	/	1	0	0	0	0
Associate sounds with letters taught: (Year End Grade)	MP	0	0	0	0	51
	DP	0	0	0	0	9
	NY	0	0	0	0	2
Decode grade level words and read high frequency words by sight	MP	1	3	5	33	0
	DP	45	47	45	24	0
	NY	8	8	10	5	0
	/	1	0	0	0	0
Decode grade level words and read high frequency words by sight (Year End Grade)	MP	0	0	0	0	33
	DP	0	0	0	0	24
	NY	0	0	0	0	5

Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	MP	1	15	16	48	0
	DP	39	38	40	13	0
	NY	14	5	4	1	0
	/	1	0	0	0	0
Demonstrate understanding of spoken words, syllables, and sounds (phonemes) (Year End Grade)	MP	0	0	0	0	48
	DP	0	0	0	0	13
	NY	0	0	0	0	1
Identify common types of text and the parts of a book	MP	8	25	46	36	0
	DP	45	32	13	16	0
	NY	1	0	1	1	0
	/	1	0	0	0	0
Identify common types of text and the parts of a book (Year End Grade)	MP	0	0	0	0	45
	DP	0	0	0	0	16
	NY	0	0	0	0	1
Read emergent-reader texts with purpose and understanding	MP	1	2	4	30	0
	DP	30	26	49	24	0
	NY	3	10	7	8	0
	/	21	20	0	0	0
Read emergent-reader texts with purpose and understanding (Year End Grade)	MP	0	0	0	0	28
	DP	0	0	0	0	26
	NY	0	0	0	0	8
Recognize and name lower case letters:	MP	20	36	45	53	0
	DP	32	20	14	8	0
	NY	2	1	1	1	0
	/	1	0	0	0	0
Recognize and name lower case letters: (Year End Grade)	MP	0	0	0	0	53
	DP	0	0	0	0	8
	NY	0	0	0	0	1
Recognize and name upper case letters:	MP	36	48	53	58	0

Recognize and name upper case letters:	DP	17	8	6	3	0
	NY	1	1	1	1	0
	/	1	0	0	0	0
Recognize and name upper case letters: (Year End Grade)	MP	0	0	0	0	58
	DP	0	0	0	0	3
	NY	0	0	0	0	1
Recognize that spoken words correspond to printed words and are read from left to right and top to bottom and are separated by spaces in print	MP	25	21	37	50	0
	DP	28	35	23	12	0
	NY	1	1	0	0	0
	/	1	0	0	0	0
Recognize that spoken words correspond to printed words and are read from left to right and top to bottom and are separated by spaces in print (Year End Grade)	MP	0	0	0	0	50
	DP	0	0	0	0	12
With prompting and support, ask and answer questions about key details in a text	MP	5	17	32	49	0
	DP	42	38	26	12	0
	NY	6	2	2	1	0
	/	2	0	0	0	0
With prompting and support, ask and answer questions about key details in a text (Year End Grade)	MP	0	0	0	0	50
	DP	0	0	0	0	11
	NY	0	0	0	0	1
With prompting and support, ask and answer questions about unknown words.	MP	3	13	22	31	0
	DP	33	24	16	28	0
	NY	1	2	2	3	0
	/	18	19	20	0	0
With prompting and support, ask and answer questions about unknown words. (Year End Grade)	MP	0	0	0	0	31
	DP	0	0	0	0	28
	NY	0	0	0	0	3
With prompting and support, compare and contrast texts on the same topic and characters in familiar stories	MP	0	5	7	35	0
	DP	0	31	31	23	0
	NY	0	2	2	4	0

	/	55	19	20	0	0
With prompting and support, compare and contrast texts on the same topic and characters in familiar stories (Year End Grade)	MP	0	0	0	0	34
	DP	0	0	0	0	24
	NY	0	0	0	0	4
With prompting and support, describe the relationship between the illustrations and the text	MP	0	15	27	39	0
	DP	36	24	30	22	0
	NY	1	0	3	1	0
	/	18	19	0	0	0
With prompting and support, describe the relationship between the illustrations and the text (Year End Grade)	MP	0	0	0	0	37
	DP	0	0	0	0	24
	NY	0	0	0	0	1
With prompting and support, identify characters, setting, and major events	MP	8	21	35	43	0
	DP	38	35	24	19	0
	NY	7	1	1	0	0
	/	2	1	0	0	0
With prompting and support, identify characters, setting, and major events (Year End Grade)	MP	0	0	0	0	43
	DP	0	0	0	0	19
With prompting and support, identify the reasons an author gives to support points in a text	MP	0	0	6	38	0
	DP	0	19	32	20	0
	NY	0	0	2	4	0
	/	55	38	20	0	0
With prompting and support, identify the reasons an author gives to support points in a text (Year End Grade)	MP	0	0	0	0	38
	DP	0	0	0	0	20
	NY	0	0	0	0	4
With prompting and support, name and define the roles of a text's author and illustrator	MP	22	43	53	39	0
	DP	32	14	7	7	0
	NY	0	1	0	0	0
	/	1	0	0	16	0
With prompting and support, name and define the roles of a text's author and illustrator (Year End Grade)	MP	0	0	0	0	55

With prompting and support, name and define the roles of a text's author and illustrator (Year End Grade)	DP	0	0	0	0	7
With prompting and support, retell familiar stories including key details	MP	8	10	30	32	0
	DP	43	46	29	28	0
	NY	2	1	1	2	0
	/	2	1	0	0	0
With prompting and support, retell familiar stories including key details (Year End Grade)	MP	0	0	0	0	32
	DP	0	0	0	0	28
	NY	0	0	0	0	2
Speaking and Listening		Q1	Q2	Q3	Q4	YR
Add drawings or other visual displays to descriptions to provide additional detail	MP	4	9	9	40	0
	DP	49	47	50	20	0
	NY	0	2	1	2	0
	/	2	0	0	0	0
Add drawings or other visual displays to descriptions to provide additional detail (Year End Grade)	MP	0	0	0	0	40
	DP	0	0	0	0	20
	NY	0	0	0	0	2
Ask and answer questions in order to seek help, get information, or clarify something that is not understood	MP	6	22	29	52	0
	DP	48	35	31	10	0
	/	1	0	0	0	0
Ask and answer questions in order to seek help, get information, or clarify something that is not understood (Year End Grade)	MP	0	0	0	0	52
	DP	0	0	0	0	10
Confirm understanding of texts read aloud or information presented orally or through other media by asking and answering questions	MP	8	9	11	38	0
	DP	41	47	49	24	0
	NY	5	1	0	0	0
	/	1	0	0	0	0
Confirm understanding of texts read aloud or information presented orally or through other media by asking and answering questions (Year End Grade)	MP	0	0	0	0	37
	DP	0	0	0	0	25
Describe familiar people, places, things, and events and with prompting and support, provide additional details	MP	7	7	32	39	0
	DP	27	49	27	22	0

Describe familiar people, places, things, and events and with prompting and support, provide additional details	NY	1	1	1	1	0
	/	20	0	0	0	0
Describe familiar people, places, things, and events and with prompting and support, provide additional details (Year End Grade)	MP	0	0	0	0	39
	DP	0	0	0	0	22
	NY	0	0	0	0	1
Participate in small and large group conversations about kindergarten topics and texts with peers and adults	MP	7	12	14	43	0
	DP	46	45	46	19	0
	NY	1	0	0	0	0
	/	1	0	0	0	0
Participate in small and large group conversations about kindergarten topics and texts with peers and adults (Year End Grade)	MP	0	0	0	0	42
	DP	0	0	0	0	20
Speak audibly and express thoughts, feelings, and ideas clearly	MP	6	26	28	44	0
	DP	45	31	32	17	0
	NY	3	0	0	1	0
	/	1	0	0	0	0
Speak audibly and express thoughts, feelings, and ideas clearly (Year End Grade)	MP	0	0	0	0	44
	DP	0	0	0	0	17
	NY	0	0	0	0	1
Writing		Q1	Q2	Q3	Q4	YR
Participate in group research and writing projects	MP	0	14	15	48	0
	DP	34	24	43	14	0
	NY	0	0	2	0	0
	/	21	20	0	0	0
Participate in group research and writing projects (Year End Grade)	MP	0	0	0	0	48
	DP	0	0	0	0	14
Use a combination of drawing, dictating, and writing to create opinion pieces, informative/explanatory texts, and narratives	MP	4	4	8	36	0
	DP	27	50	47	23	0
	NY	4	3	5	3	0
	/	20	0	0	0	0

Use a combination of drawing, dictating, and writing to create opinion pieces, informative/explanatory texts, and narratives (Year End Grade)	MP	0	0	0	0	35
	DP	0	0	0	0	24
	NY	0	0	0	0	3
With guidance and support from adults, add details to strengthen writing in response to questions and suggestions from peers	MP	4	2	4	29	0
	DP	11	13	31	30	0
	NY	2	3	5	3	0
	/	38	39	20	0	0
With guidance and support from adults, add details to strengthen writing in response to questions and suggestions from peers (Year End Grade)	MP	0	0	0	0	28
	DP	0	0	0	0	31
	NY	0	0	0	0	3
With guidance and support from adults, explore digital tools such as the Internet to produce and publish writing	MP	0	0	0	53	0
	DP	0	0	21	8	0
	NY	0	0	0	1	0
	/	55	57	39	0	0
With guidance and support from adults, explore digital tools such as the Internet to produce and publish writing (Year End Grade)	MP	0	0	0	0	52
	DP	0	0	0	0	9
	NY	0	0	0	0	1
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	MP	3	4	7	36	0
	DP	28	31	51	23	0
	NY	3	3	2	3	0
	/	21	19	0	0	0
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question (Year End Grade)	MP	0	0	0	0	35
	DP	0	0	0	0	24
	NY	0	0	0	0	3

Mathematics

Counting and Cardinality		Q1	Q2	Q3	Q4	YR
Compare two numbers between 1 and 10 when presented as written numerals	MP	23	28	57	41	0
	DP	27	10	2	1	0

Compare two numbers between 1 and 10 when presented as written numerals	NY	3	0	0	0	0
	SC	0	0	1	0	0
	/	2	19	0	20	0
Compare two numbers between 1 and 10 when presented as written numerals (Year End Grade)	MP	0	0	0	0	60
	DP	0	0	0	0	2
Count forward beginning from a given number within the known sequence (instead of having to begin at 1)	MP	18	28	31	51	0
	DP	18	11	28	9	0
	NY	0	0	1	2	0
	/	19	19	0	0	0
Count forward beginning from a given number within the known sequence (instead of having to begin at 1) (Year End Grade)	MP	0	0	0	0	51
	DP	0	0	0	0	9
	NY	0	0	0	0	2
Count to 100 by ones and by tens	MP	3	15	32	35	0
	DP	50	42	27	13	0
	NY	1	1	1	1	0
	/	1	0	0	13	0
Count to 100 by ones and by tens (Year End Grade)	MP	0	0	0	0	48
	DP	0	0	0	0	13
	NY	0	0	0	0	1
Given a number from 1-20, count out that many objects. Use counting to answer questions such as, "How many objects are there?"	MP	26	31	35	58	0
	DP	28	27	25	4	0
	/	1	0	0	0	0
Given a number from 1-20, count out that many objects. Use counting to answer questions such as, "How many objects are there?" (Year End Grade)	MP	0	0	0	0	58
	DP	0	0	0	0	4
Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group	MP	18	32	56	40	0
	DP	35	6	3	2	0
	SC	0	0	1	0	0
	/	2	19	0	20	0
Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (Year End Grade)	MP	0	0	0	0	59

Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (Year End Grade)	DP	0	0	0	0	3
Understand the relationship between numbers and quantities, including the following: when counting a set of objects, the last word in the counting sequence names the quantity for that set and that eac	MP	13	17	38	49	49
	DP	39	41	22	13	13
	NY	2	0	0	0	0
	/	1	0	0	0	0
Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20	MP	4	8	16	44	0
	DP	41	43	42	17	0
	NY	9	7	2	1	0
	/	1	0	0	0	0
Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (Year End Grade)	MP	0	0	0	0	44
	DP	0	0	0	0	17
	NY	0	0	0	0	1
Geometry		Q1	Q2	Q3	Q4	YR
Analyze and compare two- and three-dimensional shapes and describe their similarities and differences	MP	0	12	13	57	0
	DP	0	44	45	5	0
	/	55	2	2	0	0
Analyze and compare two- and three-dimensional shapes and describe their similarities and differences (Year End Grade)	MP	0	0	0	0	57
	DP	0	0	0	0	5
Combine simple shapes to form larger shapes	MP	0	0	0	47	0
	DP	0	0	18	15	0
	NY	0	0	2	0	0
	/	55	57	40	0	0
Combine simple shapes to form larger shapes (Year End Grade)	MP	0	0	0	0	47
	DP	0	0	0	0	15
Correctly name shapes regardless of their orientations or size	MP	9	16	17	55	0
	DP	45	42	41	7	0
	/	1	0	2	0	0
Correctly name shapes regardless of their orientations or size (Year End Grade)	MP	0	0	0	0	55
	DP	0	0	0	0	7

Describe objects in the environment using names of shapes and describe the positions of these objects using terms such as above, below, beside, in front of, behind, and next to	MP	13	16	15	49	0
	DP	29	37	43	10	0
	NY	12	4	0	3	0
	/	1	1	2	0	0
Describe objects in the environment using names of shapes and describe the positions of these objects using terms such as above, below, beside, in front of, behind, and next to (Year End Grade)	MP	0	0	0	0	49
	DP	0	0	0	0	12
	NY	0	0	0	0	1
Identify shapes as two-dimensional ("flat") or three-dimensional ("solid")	MP	1	14	32	46	0
	DP	11	23	26	2	0
	NY	7	0	0	0	0
	/	36	20	2	14	0
Identify shapes as two-dimensional ("flat") or three-dimensional ("solid") (Year End Grade)	MP	0	0	0	0	60
	DP	0	0	0	0	2
Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes	MP	10	15	16	48	0
	DP	7	22	21	14	0
	NY	0	0	2	0	0
	/	38	21	21	0	0
Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes (Year End Grade)	MP	0	0	0	0	48
	DP	0	0	0	0	14
Measurement and Data		Q1	Q2	Q3	Q4	YR
Classify objects into given categories; count the numbers of objects in each category and sort the categories by count	MP	16	18	37	39	0
	DP	17	39	21	3	0
	NY	2	0	0	0	0
	/	20	1	2	20	0
Classify objects into given categories; count the numbers of objects in each category and sort the categories by count (Year End Grade)	MP	0	0	0	0	58
	DP	0	0	0	0	4
Describe measurable attributes of objects (e.g., length or weight)	MP	0	17	18	61	0
	DP	0	21	20	1	0
	/	55	19	22	0	0

Describe measurable attributes of objects (e.g., length or weight) (Year End Grade)	MP	0	0	0	0	61
	DP	0	0	0	0	1
Directly compare two objects to decide which object has more or less of a common attribute (e.g., the lengths of 2 pencils) and describe the difference	MP	0	14	16	59	0
	DP	16	42	22	3	0
	NY	1	1	0	0	0
	/	38	1	22	0	0
Directly compare two objects to decide which object has more or less of a common attribute (e.g., the lengths of 2 pencils) and describe the difference (Year End Grade)	MP	0	0	0	0	59
	DP	0	0	0	0	3
Number and Operations in Base Ten		Q1	Q2	Q3	Q4	YR
Show and understand that numbers from 11 to 19 represent a group of ten ones and 1, 2, 3, 4 ... or 9 ones	MP	0	0	0	56	0
	DP	19	0	29	6	0
	NY	0	0	12	0	0
	/	36	57	19	0	0
Show and understand that numbers from 11 to 19 represent a group of ten ones and 1, 2, 3, 4 ... or 9 ones (Year End Grade)	MP	0	0	0	0	57
	DP	0	0	0	0	5
Operations and Algebraic Thinking		Q1	Q2	Q3	Q4	YR
Decompose (i.e., "break apart") numbers less than or equal to 10 into pairs in more than one way and record each pair using a drawing or equation	MP	0	0	7	52	0
	DP	0	35	28	9	0
	NY	0	3	5	1	0
	/	55	20	20	0	0
Decompose (i.e., "break apart") numbers less than or equal to 10 into pairs in more than one way and record each pair using a drawing or equation (Year End Grade)	MP	0	0	0	0	53
	DP	0	0	0	0	8
	NY	0	0	0	0	1
Find the number that "makes 10" when added to a given number and record the answer with a drawing or equation	MP	0	0	16	56	0
	DP	0	36	35	8	0
	NY	0	1	8	0	0
	/	55	20	1	0	0
Find the number that "makes 10" when added to a given number and record the answer with a drawing or equation (Year End Grade)	MP	0	0	0	0	56
	DP	0	0	0	0	6

Fluently add and subtract within 1-5	MP	0	0	0	46	0
	DP	19	19	40	16	0
	/	36	38	20	0	0
Fluently add and subtract within 1-5 (Year End Grade)	MP	0	0	0	0	46
	DP	0	0	0	0	16
Represent addition and subtraction in a variety of ways (e.g., concrete objects, actions, images, equations, etc.)	MP	0	0	12	36	0
	DP	0	38	47	6	0
	NY	0	0	1	0	0
	/	55	19	0	20	0
Represent addition and subtraction in a variety of ways (e.g., concrete objects, actions, images, equations, etc.) (Year End Grade)	MP	0	0	0	0	48
	DP	0	0	0	0	13
	NY	0	0	0	0	1
Solve addition and subtraction word problems and add and subtract within 10 (use objects or drawings to represent the problem)	MP	0	0	0	49	0
	DP	0	0	56	13	0
	NY	0	0	4	0	0
	/	55	57	0	0	0
Solve addition and subtraction word problems and add and subtract within 10 (use objects or drawings to represent the problem) (Year End Grade)	MP	0	0	0	0	49
	DP	0	0	0	0	13

Science		Q1	Q2	Q3	Q4
--	MP	33	30	36	52
	DP	21	28	24	10
	/	1	0	0	0

Science		YR
--	MP	52
	DP	10

--	MP	19	35	49	49
	DP	35	23	11	13
	/	1	0	0	0

Social Studies

		YR
--	MP	49
	DP	13

Health

		Q1	Q2	Q3	Q4
--	MP	21	48	60	51
	DP	33	10	0	11
	/	1	0	0	0

Health

		YR
--	MP	55
	DP	7

Physical Education

		Q1	Q2	Q3	Q4
--	MP	54	57	60	62
	DP	0	1	0	0
	/	1	0	0	0

Physical Education

		YR
--	MP	62

World Languages

		Q1	Q2
--	/	1	1

Career and Technical Education		Q1	Q2	Q3	Q4
--	MP	30	36	59	62
	DP	5	21	1	0
	/	20	1	0	0

Career and Technical Education		YR
--	MP	62

Visual Arts		Q1	Q2	Q3	Q4
--	MP	30	14	38	35
	DP	24	24	22	26
	NY	0	0	0	1
	/	1	19	0	0

Visual Arts		YR
--	MP	35
	DP	26
	NY	1

Performance		Q1	Q2	Q3	Q4
--	MP	52	55	60	61
	DP	1	3	0	1
	/	2	0	0	0

Performance		YR
--	MP	62

K. Report Cards SY 2016-2017

Grades 1 - 2

Elementary Report Card - Grades 1 & 2

Mokulele Elem School *11/16/2017*

Grade: 1-2

ELL: ALL; SES: ALL; SPED: ALL; Migrant: ALL

Status Report Scale	Proficiency Level Descriptors
ME - Meets with Excellence	Demonstrates excellent achievement of the targeted benchmarks.
MP - Meets Proficiency	Demonstrates acceptable achievement of the targeted benchmarks.
DP - Developing Proficiency	Is approaching acceptable achievement of the targeted benchmarks.
WB - Well Below Proficiency	Does not demonstrate acceptable achievement of the targeted benchmarks, or provides no evidenc
NA - Not applicable at this time	These benchmarks have not been addressed at this time.
SC - See Teacher Comments	

Content Areas ***SY: 2016-2017***

Language Arts		Q1	Q2	Q3	Q4	YR
Language	ME	2	1	7	6	0
	MP	9	21	29	32	0
	DP	24	30	38	41	0
	WB	9	7	6	6	0
	NA	27	19	1	0	0
	SC	0	2	0	1	0
Language	ME	0	0	0	0	5
	MP	0	0	0	0	32
	DP	0	0	0	0	43
	WB	0	0	0	0	5
	SC	0	0	0	0	1
Reading	ME	1	4	9	11	0
	MP	32	38	37	36	0
	DP	28	26	26	29	0
	WB	10	8	10	9	0
	NA	0	1	0	0	0
	SC	0	2	0	1	0
Reading	ME	0	0	0	0	9
	MP	0	0	0	0	38
	DP	0	0	0	0	28
	WB	0	0	0	0	10
	SC	0	0	0	0	1
Speaking and Listening	ME	3	6	8	8	0
	MP	27	33	35	39	0

Speaking and Listening	DP	38	36	37	37	0
	WB	2	0	2	1	0
	NA	0	1	0	0	0
	SC	0	2	0	1	0
Speaking and Listening	ME	0	0	0	0	6
	MP	0	0	0	0	41
	DP	0	0	0	0	37
	SC	0	0	0	0	1
Writing	ME	1	1	3	7	0
	MP	23	25	28	25	0
	DP	42	42	42	45	0
	WB	5	8	9	8	0
	SC	0	2	0	1	0
Writing	ME	0	0	0	0	4
	MP	0	0	0	0	29
	DP	0	0	0	0	45
	WB	0	0	0	0	7
	SC	0	0	0	0	1

Mathematics		Q1	Q2	Q3	Q4	YR
Geometry	ME	0	0	2	13	0
	MP	0	3	43	41	0
	DP	0	11	15	25	0
	WB	0	0	1	5	0
	NA	73	64	22	1	0
	SC	0	0	1	1	0
Geometry	ME	0	0	0	0	10
	MP	0	0	0	0	43
	DP	0	0	0	0	29
	WB	0	0	0	0	2
	NA	0	0	0	0	1
	SC	0	0	0	0	1
Measurement and Data	ME	11	14	8	4	0
	MP	37	36	37	30	0
	DP	19	8	17	29	0
	WB	0	2	5	5	0
	NA	4	16	18	17	0
	SC	0	2	1	1	0

Economics	SC	0	0	0	1	0
Economics	ME	0	0	0	0	7
	MP	0	0	0	0	59
	DP	0	0	0	0	16
	WB	0	0	0	0	2
	NA	0	0	0	0	1
	SC	0	0	0	0	1
Geography	ME	1	0	0	11	0
	MP	34	35	13	17	0
	DP	16	8	0	2	0
	WB	2	1	1	2	0
	NA	19	34	70	52	0
	SC	0	0	0	1	0
Geography	ME	0	0	0	0	12
	MP	0	0	0	0	39
	DP	0	0	0	0	22
	WB	0	0	0	0	2
	NA	0	0	0	0	11
	SC	0	0	0	0	1
History	ME	10	9	1	14	0
	MP	13	35	47	15	0
	DP	5	18	18	1	0
	WB	0	0	2	2	0
	NA	44	16	17	53	0
	SC	0	2	0	1	0
History	ME	0	0	0	0	15
	MP	0	0	0	0	46
	DP	0	0	0	0	20
	WB	0	0	0	0	1
	NA	0	0	0	0	3
	SC	0	0	0	0	1
Political Science/Civics	ME	3	0	20	12	0
	MP	14	12	36	3	0
	DP	8	0	9	0	0
	WB	3	0	1	1	0
	NA	44	65	17	52	0
	SC	0	0	0	1	0
Political Science/Civics	ME	0	0	0	0	20

Political Science/Civics	MP	0	0	0	0	43
	DP	0	0	0	0	14
	WB	0	0	0	0	3
	NA	0	0	0	0	4
	SC	0	0	0	0	1

Fine Arts

		Q1	Q2	Q3	Q4	YR
Performance	MP	70	75	79	82	0
	DP	1	1	1	1	0
	WB	0	0	1	1	0
	NA	0	1	1	0	0
	SC	0	2	0	0	0
Performance	ME	0	0	0	0	1
	MP	0	0	0	0	80
	DP	0	0	0	0	2
	WB	0	0	0	0	1
Visual	ME	5	6	11	10	0
	MP	51	56	64	68	0
	DP	15	14	6	6	0
	NA	0	1	1	0	0
	SC	0	2	0	0	0
Visual	ME	0	0	0	0	12
	MP	0	0	0	0	66
	DP	0	0	0	0	6

		Q1	Q2	Q3	Q4	YR
Health	ME	1	0	2	0	0
	MP	59	58	72	80	80
	DP	9	17	6	4	4
	WB	1	0	2	0	0
	NA	2	1	1	0	0
	SC	0	2	0	0	0

		Q1	Q2	Q3	Q4	YR
Physical Education	MP	72	75	81	84	84
	NA	0	1	2	0	0
	SC	0	2	0	0	0

Q1	Q2

World Languages	NA	1	1

		Q1	Q2	Q3	Q4	YR
Career and Technical Education	ME	0	0	0	0	1
	MP	15	16	30	61	62
	DP	1	0	1	6	4
	NA	55	60	54	19	19
	SC	1	2	0	0	0

K. Report Cards SY 2016-2017

Grades 3 - 6

Elementary Report Card - Grades 3-6

Mokulele Elem School — *11/16/2017 11:06:44 AM*

Grade: 3-6 — *Staff: ALL*

ELL: ALL; SES: ALL; SPED: ALL; Migrant: ALL — *Course: ALL*

Status Report Scale	Proficiency Level Descriptors
ME - Meets with Excellence	Demonstrates excellent achievement of the targeted benchmarks.
MP - Meets Proficiency	Demonstrates acceptable achievement of the targeted benchmarks.
DP - Developing Proficiency	Is approaching acceptable achievement of the targeted benchmarks.
WB - Well Below Proficiency	Does not demonstrate acceptable achievement of the targeted benchmarks, or provides no evidence.
NA - Not applicable at this time	These benchmarks have not been addressed at this time.
SC - See Teacher Comments	

Content Areas — ***SY: 2016-2017***

Language Arts		Q1	Q2	Q3	Q4	YR
Language	ME	17	22	24	24	0
	MP	89	90	93	103	0
	DP	37	33	35	29	0
	WB	3	4	2	4	0
	NA	3	2	0	0	0
Language	ME	0	0	0	0	22
	MP	0	0	0	0	105
	DP	0	0	0	0	29
	WB	0	0	0	0	4
Reading	ME	18	20	26	34	0
	MP	63	75	78	81	0
	DP	54	47	43	42	0
	WB	13	9	11	4	0
Reading	ME	0	0	0	0	27
	MP	0	0	0	0	85
	DP	0	0	0	0	42
	WB	0	0	0	0	6
Speaking and Listening	ME	13	15	23	24	0
	MP	62	72	107	111	0
	DP	45	35	24	23	0
	WB	3	2	3	2	0
	NA	26	26	0	0	0
Speaking and Listening	ME	0	0	0	0	24

Speaking and Listening	MP	0	0	0	0	110
	DP	0	0	0	0	25
	WB	0	0	0	0	1
Writing	ME	16	25	19	29	0
	MP	59	69	91	90	0
	DP	56	47	39	37	0
	WB	17	9	8	4	0
	NA	0	1	0	0	0
Writing	ME	0	0	0	0	21
	MP	0	0	0	0	97
	DP	0	0	0	0	38
	WB	0	0	0	0	4

Mathematics		Q1	Q2	Q3	Q4	YR
Expressions and Equations	MP	0	7	17	0	0
	DP	0	6	9	0	0
	WB	1	0	0	1	0
	NA	25	14	1	29	0
Expressions and Equations	MP	0	0	0	0	15
	DP	0	0	0	0	11
	WB	0	0	0	0	1
	NA	0	0	0	0	3
Geometry	ME	0	1	20	22	0
	MP	5	14	77	86	0
	DP	9	4	19	44	0
	WB	5	3	7	6	0
	NA	131	131	35	3	0
Geometry	ME	0	0	0	0	21
	MP	0	0	0	0	91
	DP	0	0	0	0	39
	WB	0	0	0	0	7
	NA	0	0	0	0	3
Measurement and Data	ME	0	19	14	20	0
	MP	13	31	49	68	0
	DP	16	6	19	36	0
	WB	10	2	11	6	0
	NA	85	67	38	1	0

Measurement and Data	ME	0	0	0	0	21
	MP	0	0	0	0	78
	DP	0	0	0	0	25
	WB	0	0	0	0	6
	NA	0	0	0	0	1
Number and Operations - Fractions	ME	0	10	25	25	0
	MP	7	29	63	47	0
	DP	7	23	28	30	0
	WB	1	5	6	9	0
	NA	109	58	9	20	0
Number and Operations - Fractions	ME	0	0	0	0	27
	MP	0	0	0	0	62
	DP	0	0	0	0	34
	WB	0	0	0	0	8
Number and Operations in Base Ten	ME	22	25	20	29	0
	MP	68	44	50	55	0
	DP	26	32	19	24	0
	WB	7	4	3	3	0
	NA	0	20	39	20	0
Number and Operations in Base Ten	ME	0	0	0	0	25
	MP	0	0	0	0	72
	DP	0	0	0	0	29
	WB	0	0	0	0	4
	NA	0	0	0	0	1
Operations and Algebraic Thinking	ME	7	7	10	14	0
	MP	49	41	57	63	0
	DP	39	27	33	28	0
	WB	9	9	12	7	0
	NA	19	41	19	19	0
Operations and Algebraic Thinking	ME	0	0	0	0	14
	MP	0	0	0	0	80
	DP	0	0	0	0	27
	WB	0	0	0	0	8
Ratios and Proportional Relationships	ME	0	1	0	0	0
	MP	0	13	3	0	0
	DP	0	12	9	0	0

Ratios and Proportional Relationships	NA	26	1	15	30	0
Ratios and Proportional Relationships	ME	0	0	0	0	1
	MP	0	0	0	0	11
	DP	0	0	0	0	14
	NA	0	0	0	0	4
Statistics and Probability	ME	0	0	0	2	0
	MP	0	0	0	10	0
	DP	0	0	0	17	0
	WB	1	0	0	1	0
	NA	25	27	27	0	0
Statistics and Probability	ME	0	0	0	0	2
	MP	0	0	0	0	10
	DP	0	0	0	0	17
	WB	0	0	0	0	1
The Number System	ME	2	0	0	0	0
	MP	16	13	0	0	0
	DP	7	12	0	0	0
	WB	1	1	1	1	0
	NA	0	1	26	29	0
The Number System	MP	0	0	0	0	13
	DP	0	0	0	0	12
	WB	0	0	0	0	1
	NA	0	0	0	0	4

Science		Q1	Q2	Q3	Q4	YR
Life and Environmental Sciences	ME	18	16	32	20	0
	MP	38	65	56	50	0
	DP	11	13	19	17	0
	WB	2	9	4	1	0
	NA	81	49	47	73	0
Life and Environmental Sciences	ME	0	0	0	0	20
	MP	0	0	0	0	94
	DP	0	0	0	0	15
	WB	0	0	0	0	2
	NA	0	0	0	0	30
Physical, Earth, and Space Sciences	ME	1	1	7	17	0
	MP	35	64	61	109	0

Physical, Earth, and Space Sciences	DP	28	17	21	30	0
	WB	2	11	3	3	0
	NA	84	59	66	2	0
Physical, Earth, and Space Sciences	ME	0	0	0	0	16
	MP	0	0	0	0	111
	DP	0	0	0	0	30
	WB	0	0	0	0	1
	NA	0	0	0	0	2
The Scientific Process	ME	0	2	4	16	0
	MP	39	79	44	117	0
	DP	26	24	17	21	0
	WB	2	8	12	3	0
	NA	83	39	81	4	0
The Scientific Process	ME	0	0	0	0	16
	MP	0	0	0	0	113
	DP	0	0	0	0	27
	WB	0	0	0	0	1
	NA	0	0	0	0	4

Social Studies		Q1	Q2	Q3	Q4	YR
Cultural Anthropology	ME	14	13	19	13	0
	MP	33	68	82	88	0
	DP	3	26	11	8	0
	WB	2	6	1	2	0
	NA	99	39	45	50	0
Cultural Anthropology	ME	0	0	0	0	28
	MP	0	0	0	0	112
	DP	0	0	0	0	16
	WB	0	0	0	0	2
	NA	0	0	0	0	3
Economics	ME	5	0	9	0	0
	MP	18	15	46	59	0
	DP	2	10	14	9	0
	WB	0	0	5	1	0
	NA	125	126	84	91	0
Economics	ME	0	0	0	0	9
	MP	0	0	0	0	109

Economics	DP	0	0	0	0	12
	WB	0	0	0	0	5
	NA	0	0	0	0	25
Geography	ME	21	12	19	8	0
	MP	81	76	75	51	0
	DP	26	13	15	8	0
	WB	2	6	1	2	0
	NA	20	45	48	92	0
Geography	ME	0	0	0	0	10
	MP	0	0	0	0	107
	DP	0	0	0	0	18
	WB	0	0	0	0	1
	NA	0	0	0	0	4
History	ME	16	8	13	5	0
	MP	72	83	79	124	0
	DP	25	15	15	8	0
	WB	3	6	7	2	0
	NA	34	40	44	22	0
History	ME	0	0	0	0	11
	MP	0	0	0	0	132
	DP	0	0	0	0	15
	WB	0	0	0	0	3
Political Science/Civics	ME	0	13	7	13	0
	MP	44	47	46	110	0
	DP	2	14	10	14	0
	WB	0	9	3	1	0
	NA	104	68	91	23	0
	SC	0	1	0	0	0
Political Science/Civics	ME	0	0	0	0	21
	MP	0	0	0	0	113
	DP	0	0	0	0	20
	WB	0	0	0	0	3
	NA	0	0	0	0	4

Fine Arts		Q1	Q2	Q3	Q4	YR
Performance	ME	1	0	0	2	0
	MP	143	148	156	158	0

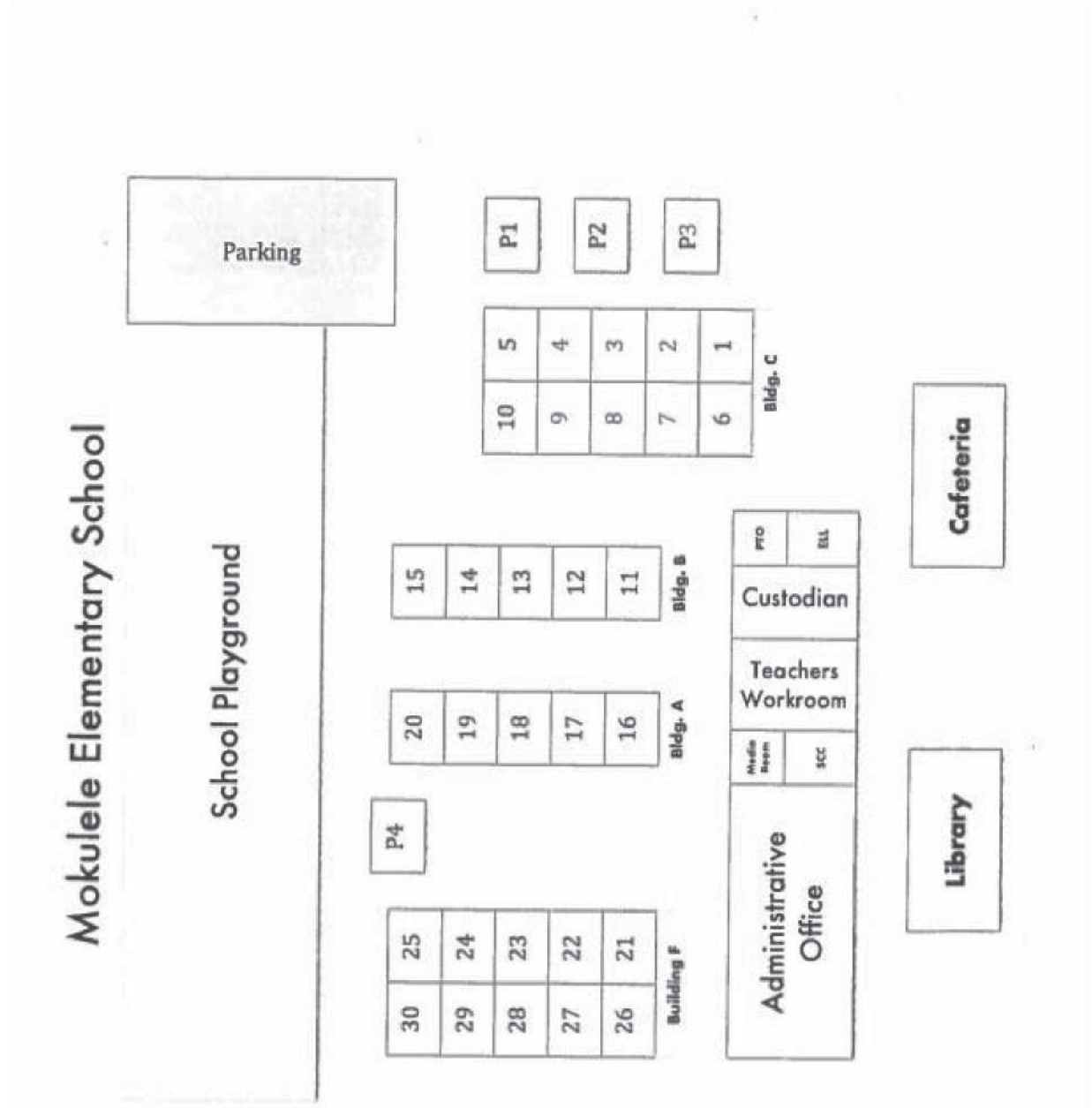
Performance	DP	4	3	1	1	0
	WB	0	1	0	0	0
	NA	2	0	0	0	0
Performance	ME	0	0	0	0	1
	MP	0	0	0	0	159
	DP	0	0	0	0	1
Visual	ME	4	2	22	6	0
	MP	140	147	133	146	0
	DP	4	2	2	9	0
	WB	1	1	1	0	0
	NA	1	0	0	0	0
	SC	1	0	0	0	0
Visual	ME	0	0	0	0	5
	MP	0	0	0	0	154
	DP	0	0	0	0	2

		Q1	Q2	Q3	Q4	YR
Health	ME	0	0	4	4	4
	MP	121	148	126	155	155
	DP	2	2	1	2	2
	WB	1	1	1	0	0
	NA	26	0	27	0	1

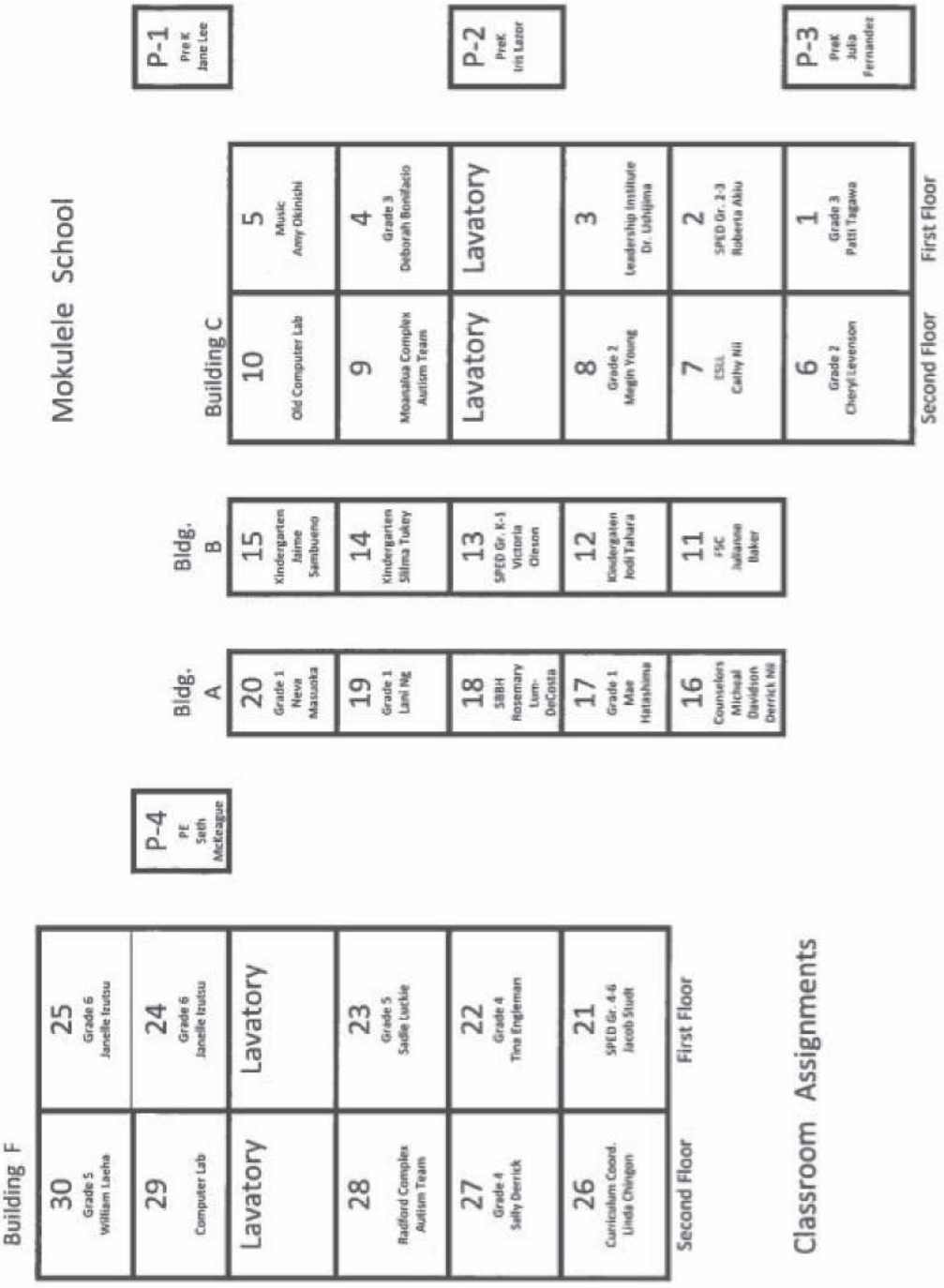
		Q1	Q2	Q3	Q4	YR
Physical Education	MP	146	149	158	161	161
	DP	3	3	0	0	0
	NA	1	0	0	0	0

		Q1	Q2	Q3	Q4	YR
Career and Technical Education	ME	0	0	8	2	0
	MP	90	107	100	108	110
	WB	1	0	0	0	0
	NA	58	44	50	51	51
	SC	1	0	0	0	0

L. Map Of School



M. Classroom Assignments Map



N. MES Staff Roster

MOKULELE STAFF DIRECTORY SY 2017-2018

Ext.	NAME	Location
	PRINCIPAL	
225	Shannon Tamashiro	Office
	SASA	
224	Staci Shiroma -TA	Office
	Office Assistants	
221	Unassigned	Office
223	Pam Ibanez	Office
	Health Aide	
226	Natalie Bessonoff	Office
	Student Services Coordinator (SSC)	
229	Trisha Shimabuku-Fish, SSC	Media Room
228	Sandra Aricayos, OA	Media Room
	Speech Pathologist	
232	Leah Paulino	Speech Room
231	Brittany Sugzda	Speech Room
	Communication Aide	
233	Gail Sylva	Speech Room
	Counselors	
227	Micheal Davidson	A-16
251	Derrick Nii	A-16
	SBBH	
253	Rosemary Lum-DeCosta	A-18
	ESLL	
237	Cathy Nii	C-7
	Custodial Staff	
282	Lucinda (Cindy) Saloricman	Head Custodian
282	Lisa Cousert	Custodian Staff
282	Pule Tufi	Custodian Staff
	Cafeteria Staff	
266	Janet (Lei) Fujinaga	SFSM
266	Betty Miller	Baker
266	Lenelle Mageo	Cook
	Educational Assistans (EA's)	
242	Janna Arakaki	C-2
272	Pam Ibanez (SUB)(ASD)	B-11
248	Celyn Cruz	B 13
246	Francheska Diaz (ASD)	B- 11
256	Teresa Lee	F- 21
270	Leslie Saloricman	P-1
272	Julia Shiira	P-3
271	Eilene Tamaru	P-2
256	Ashley Matsuno (ASD)	F-21

Ext.	NAME	Location
	IRA's	
234	Jamie Kawamura	Tech. Tchr., Library
273	Seth (Kama) McKeague	P.E., P-4
261	Linda Chingon	Curr. Coord./F- 26
245	Amy Okinishi	Music, C-5
	Kindergarten	**Bldg. B**
247	Jodi Tahara	Room 12
249	Silma Tukey	Room 14
250	Jaime Sambueno	Room 15
	Grade 1	**Bldg. A**
252	Mae Hatashima	Room 17
254	Lani Ng	Room 19
255	Neva Masuoka	Room 20
	Grade 2	**Bldg. C**
236	Cheryl Levenson	Room 6
238	Megin Young	Room 8
	Grade 3	**Bldg. C**
241	Patti Tagawa	Room 1
244	Debbie Bonifacio	Room 4
	Grade 4	**Bldg. F**
257	Tina Engleman	Room 22
262	Sally Derrick	Room 27
	Grade 5	**Bldg. F**
258	Sadie Luckie	Room 23
265	William (Bill) Laeha	Room 30
	Grade 6	**Bldg. F**
259	Janelle Izutsu	Room 24
	Special Education	
270	Jane Lee, Preschool	P-1
271	Iris Lazor, Preschool	P-2
272	Julia Fernandez, Preschool	P-3
242	Roberta Akiu, Gr. 2-3	C- 2
246	Julianne Baker, FSC	B- 11
248	Victoria Oleson Gr. K-1	B-13
256	Jacob Studt Gr. 4-6	F-21
	Misc.	
235	John Doyle/Tech. Coord.	Tech. Room/Library
237	Jennifer Ines-Hice/PTT	Hawaiian Studies/C-7
234	Jaime Quinlan/PPT	Library
259	Sherah Coulter/PPT	Grade 6
230	Teachers Workroom	Bldg. D
239	(MC) Autism RT's	C-9
263	(RC) Autism RT's	F-28
243	Leadership Institute	C-3
240	Computer Lab	C-10
264	Computer Lab	F-29
	A+	
267	Janna Arakaki	Site Coordinator
267	Barbara Howard	GLIC

Revised 2/14/2018

O. FOL Committee Groups

Mokulele's FOL Committees SY: 17-18

Organization Mission & Vision (Purpose), School Culture, Governance, Leadership, Staff, Resources	**Standard Based Student Learning** Curriculum (What are students Learning?)	**Standard Based Student Learning** Instruction (How are student's Learning?)	**Standard Based Student Learning** Assessment & Accountability (How are students assessed and held accountable?)	**Quality Student Support for Student Personal and Academic Growth**
*McKeague (PE)	*Kawamura (Lib./Tech.)	*Okinishi (Music)	*Chingon (Curriculum Coor.)	*Fish (SSC)
Tagawa (gr. 3)	Hatashima (gr. 1)	Masuoka (gr. k)	Engleman (gr. 4)	Bonifacio (gr. 3)
Sambueno (gr. k)	Akiu (SPED - gr. 2-3)	Tahara (gr. k)	Izutsu (gr. 6)	Luckie (gr. 5)
D. Nii (couns.)	J. Lee (SPED - PK)	Ng (gr. 1)	Levenson (gr. 2)	Lazor (SPED - PK)
Fernandez (SPED - PK)	S. Derrick (gr. 4)	Young (gr.2)	Laeha (gr. 5)	Davidson (Couns.)
Baker (SPED - FSC)	Tukey (gr. K)	Arakaki (EA)	Matsuno (EA)	Studt (SPED)
Shiroma (SASA)	Ibanez (clerk)	Cruz (EA)	Shiira (EA)	Bessonoff (Health)
Zorola (clerk)	T. Lee (EA)	Tamaru (EA)	L. Saloricman (EA)	Aricayos (clerk)
Fujinaga (cafe.)	Diaz (EA)	C. Nii (ELL)	Paulino (speech)	Mageo (cafe.)
Miller (cafe.)	Quinlan (PPT)	Sylva (speech)	Sugzda (speech)	Tufi (cust.)
C. Saloricman (cust.)	Doyle (PPT - tech.)	Ines-Hice (Hwn. stud.)	Tomoyasu-Oumi (MFLC)	Cousert (cust.)
	Oleson (SpEd k-1)			Lum-DeCosta (SBBH)

P. MES Bell Schedule

Mokulele Elementary School
DAILY SCHEDULE

Monday, Tuesday, Thursday, Friday

7:10 - 7:45 am	Breakfast	Report to the Cafeteria
7:40 am	Whistle Warning	End of Morning Exercise
7:45 am		Opening of School
8:00 am	Bugle *	Military
9:45 am	Morning Recess	Grades K – 1
10:00 am	Morning Recess	Grades 2 – 3
10:15 am	Morning Recess	Grades 4 – 6
11:00 am	Lunch	Preschool, Grades K – 1
11:30 am	Lunch	Grades 2 – 3
	Recess (10 min.)	Grades K – 1
12:00 pm	Lunch	Grades 4 – 6
	Recess (10 min.)	Grades 2 – 3
12:30 pm	Recess (10 min.)	Grades 4 – 6
2:00 pm	End of School *	Student Dismissal

Wednesday

7:10 - 7:45 am	Breakfast	Report to the Cafeteria
7:40 am	Warning	End of Morning Exercise
7:45 am		Opening of School
8:00 am	Bugle *	Military
9:45 am	Morning Recess	Grades K – 1
10:00 am	Morning Recess	Grades 2 – 3
10:15 am	Morning Recess	Grades 4 – 6
11:00 am	Lunch	Preschool, Grades K – 1
11:30 am	Lunch	Grades 2 – 3
	Recess (10 min.)	Grades K – 1
12:00 pm	Lunch	Grades 4 – 6
	Recess (10 min.)	Grades 2 – 3
12:30 pm	Recess (10 min.)	Grades 4 – 6
12:45 pm	End of School *	Student Dismissal

*** RAISING AND LOWERING OF THE FLAGS:**
Until the bugle ends, while facing the school flags, everyone on campus stands at attention quietly and respectfully.

Q. IRA/RTI Schedule

Effective 2/20/18

WONDERS WEEKLY SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Grades K-3	7:45 – 9:15 Wonders	7:45 – 9:15 Wonders	ART Mtg.	7:45 – 9:15 Wonders	7:45 – 9:15 Wonders
Grades 4-6	8:35 – 10:15 Wonders	8:35 – 10:15 Wonders		8:35 – 10:15 Wonders	8:35 – 10:15 Wonders

RTI WEEKLY SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Grades 4-6	8:00 – 8:30 RTI - ELA	8:00 – 8:30 RTI - ELA	ART Mtg.	8:00 – 8:30 RTI - MATH	8:00 – 8:30 RTI - MATH
Grades K-3	9:15 – 9:45 RTI - ELA	9:15 – 9:45 RTI - ELA		9:15 – 9:45 RTI - MATH	9:15 – 9:45 RTI - MATH

IRA ROTATING SCHEDULE

K	1	2	3	4	5	6	7
10:00-10:15 IRA Yard Duty	10:00-10:15 IRA Yard Duty	10:00-10:15 IRA Yard Duty	10:00-10:15 IRA Yard Duty	10:00-10:15 IRA Yard Duty	10:00-10:15 IRA Yard Duty	10:00-10:15 IRA Yard Duty	10:00-10:15 IRA Yard Duty
10:20-10:55 Music - K-12 Tech - K-15 PE - K-14	10:20-10:55 Tech-1-17 PE - 1-19 Music - 1-20	10:50-11:25 Music - 2-6 Tech - 2-8	10:50-11:25 Music -3-1 Tech - 3-4	11:20-11:55 Tech - 4-22 PE - 4-27	11:20-11:55 Tech - 5-23 PE - 5-30	11:20-11:55 Tech-6-24A PE -6-24B	10:00-10:25 PK – PE 10:30-10:55 PK – Music GT
12:00-12:40 IRA Yard Duty & Lunch	12:00-12:40 IRA Yard Duty & Lunch	12:00-12:40 IRA Yard Duty & Lunch	12:00-12:40 IRA Yard Duty & Lunch	12:00-12:40 IRA Yard Duty & Lunch	12:00-12:40 IRA Yard Duty & Lunch	12:00-12:40 IRA Yard Duty & Lunch	12:00-12:40 IRA Yard Duty & Lunch
12:45 – 1:20 PE - K-12 Music- K-15 Tech –K-14	12:45 – 1:20 Music - 1-17 Tech - 1-19 PE - 1-20	12:45 – 1:20 PE - 2-6 Music - 2-8	12:45 – 1:20 PE - 3-1 Music - 3-4	12:45 – 1:20 PE - 4-22 Music - 4-27	12:45 – 1:20 PE - 5-23 Music - 5-30	12:45 – 1:20 PE - 6-24A Music-6-24B	12:45–1:20 GT
1:25 – 2:00 Tech - K-12 PE - K-15 Music –K-14	1:25 – 2:00 PE - 1-17 Music - 1-19 Tech - 1-20	1:25 – 2:00 Tech - 2-6 PE - 2-8	1:25 – 2:00 Tech - 3-1 PE –3-4	1:25 – 2:00 Music -4-22 Tech - 4-27	1:25 – 2:00 Music -5-23 Tech - 5-30	1:25 – 2:00 Music-6-24A Tech.-6-24B	1:25 – 1:55 GT PK - Music

SUBJECT TO CHANGE (2-14-18)

R. Index of Acronyms

MES Index of Acronyms

Academic Review Team	ART
Adequate Yearly Progress	AYP
Advancement Via Individual Determination	AVID
Association Policy Committee	APC
Behavior Support Plan	BSP
Board of Education	BOE
Common Core State Standards	CCSS
Comprehensive Student Support System	CSSS
Curriculum Coordinator	CC
Department of Defense Education Activity	DoDEA
Department of Education	DOE
Daily Organizational Tool	DOT
Early Warning System	EWS
Educator Effectiveness System	EES
Electronic Student Information System	eSIS
English Language Learner	ELL
Family Educational Rights and Privacy Act	FERPA
Focus On Learning	FOL
Full School Year	FSY
Fully Self-Contained	FSC
General Education	Gen. Ed.
General Learner Outcomes	GLO
Gifted and Talented	GT
Grade Level Chair	GLC
Habits Of Mind	HOM
Hawaii Early Learning and Development Standards	HELDS
Hawaii State Assessment	HSA
Hawaii State Teacher's Association	HSTA
Highly Qualified Teacher	HQT
Individualized Education Program	IEP

MES Index of Acronyms

Individuals with Disabilities Education Act	IDEA
Instructional Resource Augmentation	IRA
Longitudinal Data System	LDS
Military and Family Life Counselor	MFLC
Mokulele Elementary School	MES
National Board Certified Teacher	NBCT
Not Yet	NY
Paraprofessional Teacher	PPT
Parent Teacher Organization	PTO
Performance Appraisal System	PAS
Professional Development	PD
Response to Intervention	RTI
School Community Council	SCC
School Quality Survey	SQS
School Status and Improvement Report	SSIR
Science, Technology, Engineering, Art, Math	STEAM
Socioeconomic Status	SES
Special Education	SpEd
Specific, Measurable, Achievable, Results-Focussed, Time-Bound	SMART
Standards Based Assessment	SBA
Student Learning Objectives	SLO
Student Services Coordinator	SSC
Teachers Teaching Teachers	TTT
Technology Coordinator	TC
Well Below	WB
Western Association of Schools and Colleges	WASC
World-Class Instructinal Design Assessment	WIDA
Writing, Inquiry, Collaboration, Organization, Reading	WICOR
You've Got Mokulele Mail	YGMM