

SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS,

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

Noelani Elementary School

2655 Woodlawn Drive

Honolulu, Hawaii 96822

Honolulu District

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Hawaii DOE/ACS WASC Focus on Learning Accreditation Manual, 2021

Edition

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PREFACE

The self-study process at Noelani Elementary School (NES) reflects an accurate description and analysis of what currently exists at NES, and its production of the self-study document was a collaborative effort; one in which the process was co-chaired with the Leadership Team coordinating and overseeing the self-study process which allowed all school staff to be engaged in the accreditation process.

Staff members were placed in Focus Groups with each Focus Group being composed of Level 1 and Level 2 teams that were composed of members from each grade level, in addition to non-classroom teachers. Level 1 and Level 2 teams provided input, examined their criterion, and were facilitated by a Focus Group team leader who served to manage the efforts and contributions of each team member, while also addressing their respective sections of responsibility. Specifically, the following occurred:

- Level 1 Teams examined and provided input on Math, Special Education, Language Arts/English Learners, STEM, Science and Computer Science.
- Level 2 Teams examined and provided input on Comprehensive Student Support Systems, Learning Teams, and HIDEOE Initiatives.
- The school community at NES was organized into six focus groups consisting of the following:
 - Organization: Vision and Mission; School Culture; Governance, Leadership, and Staff; Resources
 - Standards-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
 - WASC Chapter 3 and Monitors Guidelines, Collects/Organizes Evidence

The Home Team at NES was composed of Data Teams (grade level and non-classroom teachers) who were responsible for the communication of, collection of, and evaluation of data. Other participants in the self-study process included community members, the Parent Teacher Association (PTA), and the School Community Council (SCC) which was led by the school principal. As input through collaboration was received, Focus Group team leaders edited and refined their respective sections prior to the completion of the document's final draft. By working through collaboration and compiling, writing, editing, and documenting the data and responses from their stakeholders, NES's co-chairs provided the school's document with a unified, single, school-wide representing voice.

NES utilized the self-study process to provide its stakeholders the opportunity to orient themselves and understand the accreditation process, and to collectively participate in an in-depth analysis of NES's student programs and the impact these programs are having on

students and their individualized achievements. In serving as a medium to systematically improve its instructional program, NES is continuing to build upon its initial self-study process that occurred in March during the 2016-2017 school cycle, which resulted in a six-year accreditation with a one-day visit. As such, NES understands that school improvement is an ongoing process that requires a deep and unwavering commitment, in addition to flexibility and the need to embrace the endeavor of being a lifelong learner. By utilizing WASC's guiding principles to support its students via an array of academic and social emotional experiences, NES has shown a commitment to improving and enhancing both its daily and long-term instructional practices and educational experiences it is providing to its students. This includes NES addressing academics through the use of Common Core State Standards (CCSS), the provision of authentic learning experiences by evoking their students' wonderment and interest in the surrounding world, and by directly addressing the needs of NES students through the following: the recent implementation and use of the i-Ready online platform as a universal screener to provide NES educators and stakeholders with student academic data; data teams to identify which students are in need of additional support; the targeted monitoring of low-performing students by teachers with utilization of differentiated instruction and research-based strategies to diminish and extinguish learning gaps; small group instruction as a primary strategy to support students; teaching students and teachers about social emotional awareness and its management by teaching students how to react to situations in appropriate ways; the inclusion of student voices through feedback provided by the student council.

NES has taken the WASC process very seriously, and there was authentic self-reflection in using prior accreditation findings. The school's vision and purpose are aligned well with the school-wide academic standards and instruction that is being provided to address the needs of their diverse student population. Data is now being examined on a quarterly basis and is being used to inform all aspects of the school's operation, thus allowing NES to become a data-driven organization. NES is ensuring equitable access to all students, and accommodations and modifications for students who require these supports are ensured. Access to higher level curriculum by gifted students is also being provided.

The enormous degree of professional collegiality that exists within the culture of NES's professional learning communities (PLCs) is a significant strength that is largely responsible for the success the school is achieving with its students. Teacher retention at NES is extremely high, with most teachers having been employed at NES between 15 and 20 years. This has had the effect of increasing the school's capacity to implement the systems it has in place. When examining NES's educational program, as a whole, the program is highly effective, particularly because of its teachers' ability to work, interact, and effectively communicate with all stakeholders. Student well-being, learning, and achievement is a mutually understood and paramount priority for all NES faculty and staff. Additionally, and as part of its expected set of outcomes to ensure there is a focus on preserving Hawaiian culture, NES has embraced the

teaching of native Hawaiian concepts by providing instruction in Hawaiiana (objects relating characteristically to Hawai‘i or of Hawaiian origin) and by connecting Hawaiiana with existing subject matter curriculum. NES’s approach to providing its students with a high quality, well-rounded educational foundation includes music, physical education, computer science, library science, and Science, Technology, Engineering, and Math (STEM), in addition to core subject matter academics. By combining general knowledge to develop intellectual ability with the important consideration of each child’s social emotional learning, NES is preparing its students for their respective future paths beyond Hawai‘i’s K-12 public school system.

CHAPTER 1: PROGRESS REPORT

As part of its Continuous Improvement Process, NES has developed an Academic Plan that is based on student data and that has been closely analyzed and monitored by NES staff via an Academic Review Team that is composed of NES faculty. The Academic Plan is reviewed by NES faculty before it is shared with all stakeholders. State mandated General Learner Outcomes (GLOs) have been incorporated into the plan, as well as current educational research acquired through professional development. The Academic Plan is revised, as needed, by NES faculty and/or suggested by the School Community Council (SCC). The Comprehensive Needs Assessment (CNA) provides evidence of NES’s continuous school improvement process. The CNA provides the data, contributing causes, and implications that drive NES’s Academic Plan.

School closures due to the COVID-19 pandemic were a significant and unavoidable development that brought disruption to the education being provided to NES students. When schools were ordered to physically close their campuses in March of 2020, NES initially responded to its students’ instructional needs by providing information packets about enrichment opportunities, including online resources and instructional packets. Teachers were required to virtually connect with students at home and to provide online learning until the remainder of the 2019-2020 school cycle. What followed at the onset of the 2020-2021 school cycle is that all NES students were provided with distance learning (remote learning) for the first quarter of the school cycle (August, 2020 through October, 2020) with the exception of those students who were receiving special education services. In early October of that school year, NES parents were given the choice to have their child either continue with remote learning or participate in hybrid learning. A specific schedule was developed, in which NES students alternated by coming to school one day and working from home the next day, and students were brought back two grade levels at a time so that COVID positivity rates could be monitored. Students who were receiving special education services continued to receive in-person instruction during this transition. By the third quarter of the 2020-2021 school cycle, 90% of NES students had returned to the physical campus for daily, in-person instruction. COVID-19 protocols were implemented and adhered to for the purpose of addressing health and safety considerations, and teacher roles were adjusted to reduce

class sizes and to support remote learning, with 67% of NES students being in a hybrid or always virtual learning environment, and 33% of NES students always being physically in school.

During the 2021-2022 school cycle, 99% of NES students physically returned to school for in-person instruction, with only a few students having remained in remote learning. Circumstantial evidence indicates that the overwhelming return of students to in-person instruction at this point in time was largely attributed to the availability of vaccinations to children under the age of 12 and the safety measures that were implemented by the school, as all but five NES students returned to daily in-person instruction.

During the 2022-2023 school cycle, NES has transitioned from the emergency response phase and protocols of the pandemic to learning how to exist with the COVID-19 virus by following the latest revisions made by the Department of Health's (DOH) guidance for K-12 schools in Hawai'i. NES teachers have resumed using research-based, in-person instructional practices. These practices include the use of small group instruction and collaborative learning. Meetings via videoconference (Zoom), which were implemented and ubiquitous during the pandemic, have largely been replaced this school year with in-person meetings, but are still used, as needed and when appropriate.

Another significant development since NES's initial WASC accreditation has been the change in composition of NES staff. The current principal at NES began his principalship at the start of the 2018-2019 school cycle, and 12 of the 28 teachers who participated in NES's initial self-study are no longer employed at NES due to retirement, relocation, and/or transfers to other educational positions outside of the school. Moreover, four of the 12 new hires at NES were first-year teachers. Nonetheless, all NES stakeholders have continued to embody the extremely high degree of professional collegiality that existed prior to the arrival of the newly hired staff and all have embraced the expression of "going above and beyond" for their students in spite of circumstances caused by the COVID-19 pandemic by finding new ways to support NES students at all grade levels, while leveraging the use of technology to benefit all learners. In addition, a new teacher evaluation system was introduced and induction and mentoring of new teachers was implemented. All NES students were also provided with a digital device and Internet connectivity (when necessary) to ensure NES students were able to connect with their teachers and NES staff. The COVID-19 pandemic has had the effect of introducing and implementing new modes of learning that have also had the effect of enhancing the traditional day-to-day instructional model that was in place prior to the 2019-2020 school cycle. The apprehension by some NES educators to expand their use of technology has been largely eliminated, and expectations regarding what can be achieved, regardless of circumstance, have been reconsidered, recalibrated, bolstered, and built upon. The resilience displayed by NES during the challenges it has faced since the onset of the pandemic has had the effect of allowing the school

to become more firmly positioned to move forward in fulfilling its mission and obligation to develop students into the global citizens they are meant to be.

As NES continues to utilize WASC's Focus on Learning to analyze student data and identify student needs, NES has made changes to its Academic Plan to address negative impacts caused by the pandemic, as the COVID-19 virus that was responsible for the pandemic has continued to have a consequential impact on student learning, in addition to NES students' social emotional well-being. The captured data, as of the physical closure of schools followed by the return to in-person instruction, indicate the importance of having students physically back in their classrooms. This acquired data will inform NES's student supports and resources. Additionally, enabling activities having been integrated into the Academic Plan to address the impacts of the pandemic. In analyzing its data, NES examined and learned the following:

- NES's gap rate in ELA has increased from 20 (2018-19) to 45 (2021-22);
- NES's gap rate in Math has increased from 22 (2018-19) to 34 (2021-22);
- English Learner ELA proficiency dropped from 40% (2018-19) to 24% (2021-2022);
- English Learner enrollment increased from 31 students (2018-19) to 53 students (2022-23);
- Science proficiency scores dropped from 84% (2018-19) to 79% (2021-2022).
 - In its self-study, NES did note that due to a change in the exam and grade level taking the exam, the data is not entirely comparable. Specifically, when looking at comparable scores in 2020-2021 vs. 2021-2022, students have shown an increase in proficiency from 71% to 79%.

The following enabling activities were developed by NES, thus allowing for the refinement of its Academic Plan, and have stemmed from stakeholder discussion and consideration of instructional practices.

Area for Follow-Up #1

Establish and commit to a school-wide implementation of a universal screener as a means of triangulating student achievement data. (2017 full self-study and 2020 mid-cycle report.)

- The enabling activity developed by NES was the implementation of the iReady digital program as a universal screener for examining student academic data and progress.
- The iReady program was selected and implemented as the universal screener for both reading and math. NES teachers are now utilizing iReady as a regular part of their articulation and data teams to guide student support and to inform instruction.
- Teachers received training in the effective usage of iReady. The focus of the training was to learn how to administer the diagnostic test, how to use personalized instruction, and how to create diagnostic grouping.
- The use of iReady is now providing NES with three data points of student achievement during the school year (beginning, middle, and end). These data points are providing NES educators with accurate assessment data that is consistent, up-to-date, school-wide,

and uniform in its measurement and it is providing NES students with customized learning support for math and reading that is adaptive and personalized to student needs. The use of this data is also supportive of small group instruction.

Area for Follow-Up #2

The increased student achievement gap has grown significantly since the onset of the COVID-19 pandemic.

- NES implemented an Academic Plan and enabling activities as part of their Hawai'i Multi-tiered Support System (HMTSS), with the site principal and Leadership Team determining the academic supports and transitions to and from Tier 1 to Tier 3. Special focus is being placed on the alignment of whole class instruction, differentiation, small group learning, data teams, and universal screening and progress monitoring to ensure consistency.
- At the onset of each school year, NES teachers review student results from standardized tests, report card grades, and reading and math levels. All students, including English Language Learners and students with disabilities, take common grade-level pre-assessments with teachers utilizing the results as a baseline for each student's skills and readiness levels. This data review typically identifies approximately five students in every classroom who are in need of targeted intervention.
- NES has implemented a comprehensive system to progress-monitor students that ties together the results of iReady assessment data, data teams, and the Target Kid system implemented at NES. (The Target Kid system is a system that NES once called Target 5, but was changed in name due to the school's recognition that it should target as many kids as needed. Target Kid uses criteria that is shared amongst grade levels, and determines a kid to be targeted based on math, reading, or any subject matter. By using data and assessment scores, including the use of in-class assessments to determine academic deficiencies, kids are pulled for small group work and are grouped so that academic subject matter can be addressed. Target Kid takes the approach that it is not a matter of re-teaching the same lesson slower, but ensuring that instruction is presented in a different way. Students remain in Target Kid until that student no longer needs to be targeted in this intensive manner.)
- With the return to in-person instruction and the easing of COVID-19 safety measures, NES teachers have resumed small group instruction and flexible grouping. (Flexible grouping is an additional and intentional instructional intervention that consists of grouping students and providing standards-based instruction that is data driven for those students who are either below or approaching the grade-level standard.)

Area for Follow-Up #3

Co-construct success criteria/rubrics with students as a means of establishing student voice. Doing so will assist teachers to make informed adjustments to their instructional strategies based

on student input and student work based on what it means to be successful in the classroom. (2020 mid-cycle report.)

- NES has continued its focus on embedding the General Learner Outcomes (GLOs) in the teaching and learning of a standards-based education system for its students, with an emphasis on teaching students to be self-directed learners and complex thinkers, and with the eventual intent for students to be able to set their own goals and monitor their own progress.
- NES teachers are collaboratively working to unpack standards so as to have a clear understanding of what their students need to achieve.
- NES students and teachers are working towards co-constructing success criteria and rubrics, which will in turn allow students to assess themselves or peers accurately, and with evidence.
- Based on common assessment data, NES teachers are able to reflect on the progress made towards the standards that are being taught.
- NES students are beginning to self-assess their work, thus allowing them to self-identify gaps in their knowledge. Specifically, NES students are developing their judgment skills so they can define what is “good” or “bad” about a piece of work, thereby allowing students to have a voice and to take ownership in their learning.

Critical Area for Follow-Up #4

Additional time allocated to regular teacher articulation for both horizontal (grade level data teams) and vertical (Level 1 and Level 2 teams) to work on the alignment of the 2017-2020 State Strategic Plan Mandates (Student Success, Staff Success, Successful Systems of Support) and key Complex-wide and school-wide initiatives. (2017 WASC Report.)

- The NES principal allocated additional time for vertical teams during extended faculty meetings to work on identifying areas of strength, challenges, and implications of the demographic, perceptual, performance, and system data. Vertical level teams are composed of at least one member from each grade, special education department, and support staff.
- NES allocated additional time in the form of two articulation days per quarter to grade level data teams to work on the alignment of curriculum, instruction, and assessment.
- Vertical teams were organized into Level 1 and Level 2 teams.
- NES grade-level teams are working to complete a curriculum review, standards study, success criteria, and EAA which stands for Evidence, Analysis, and Action.
- EAA is being used to evaluate what students did, analyze it, and determine next steps and an intervention process that serves as a checkpoint and that is used by Impact Teams to determine success criteria of students, execute co-constructed lessons, calibrate and analyze data during articulation/data teams. This system is assisting NES teachers with uniformly determining why a student is or is not performing at grade level.

Area for Follow-Up #5

English Language Learners - The steep decrease in proficiency scores for the school's EL population for both Math and Language from SY 2018-2019 to SY 2021-2022 was an immediate area of concern. Additionally, EL enrollment increased by 35% from 31 students in SY 2018-2019 to 53 students in SY 2022-23. NES's EL learners have the dual challenge of learning literacy in both their native language and English. EL students have performed lowest on speaking and writing portions of the ACCESS 2.0 (WIDA) assessment.

- To address this area for follow-up, all NES teachers were directed to take professional development courses to work towards gaining the required six TESOL (teaching of English to people whose first language is not English) credits or equivalence for sheltered instruction qualification. This was a mandate from the State due to the significant increase in the number of ELLs. (New teachers coming out of their respective teacher education programs already have this built into their curriculum.) Additionally, the EL coordinator is informing NES teachers of opportunities to earn EL professional development credits.
- NES teachers are using "EL Excellence Every Day" as a resource to identify and implement scaffolding strategies to support ELL learning and growth.
- Data team meetings are used to analyze assessment data, including the assessment of student work samples, iReady data, ACCESS for ELs scores, and formative assessments to monitor student progress and inform instruction.
- NES teachers utilize grade-level articulation to collaborate on effective lesson design for the integration and alignment of grade-level standards and content, with EL language development.

Area for Follow-Up #6

Improve score on the Hawai'i State Science Assessment (HSA). Teachers have had access to Stemscores since 2019 to assist in the transition to the Next Generation Science Standards (NGSS) which are reflected in the tested areas of Life Science, Physical Science, Earth and Space Science, Science and Engineering Practices.

- Due to the disruption to in-person instruction caused by the pandemic, NES teachers are continuing to work toward this goal.
- NES teachers are inexperienced in the new NGSS science standards and require support with incorporating scientific inquiry and Engineering Design Process (EDP) projects that are used by students in STEM, thus allowing students the opportunity to be exposed to the process of problem solving.
- Scientific terminology that is being taught to NES students is not consistent between grade levels and is not aligned to NGSS.
- NES teachers lack a framework for teaching grade-level science standards and establishing expectations for all students regarding what NES students should be able to know and do in this subject area.

- NES teachers are working on developing a science curriculum that supports STEM projects. For areas not directly addressed through STEM projects, teachers are attempting to tie those areas to ELA, math, or social studies.

CHAPTER II: SCHOOL PROFILE

Noelani Elementary School (NES) is a small public school in the Mānoa Valley of Honolulu, Hawai‘i and has a current enrollment of approximately 400 students. NES provides grade-level instruction to students in grades kindergarten through five.

The school’s campus is nestled within a tropical savanna climate in the lush green mountain sides of the Manoa Valley with an average temperature for the year of 72.8 degrees Fahrenheit (22.7 degrees Celsius). Although NES is also located just four miles away from the congested traffic and frenetic, international tourism of downtown Honolulu and Waikiki Beach, the NES campus reflects the island life and cultural values of Hawai‘i while simultaneously possessing a modern and technological spirit that is representative of modern times. Founded in 1962, NES has grown from a one-building school to its present campus design with over ten buildings, including portable classroom structures that were brought to the campus in recent years and a new state of the art library and multimedia learning center. Although the average property values of the homes within NES’s school boundaries start at \$1.5 million dollars, the student population at NES has demographically become much more socially, economically, ethnically, and culturally diverse over the last 60 years. This is largely due to approximately 35% of its student population currently being allowed to attend NES under a geographic exception and being selected based on a lottery system that parents of children from other local schools can apply for.

The facilities at NES are safe, clean, well maintained, and serve to provide a highly conducive learning environment that allows for the enhancement of student learning and overall scholastic achievement. Financial support for NES is based on a weighted student formula (WSF) and is based on estimated student enrollment from November of the previous school year. Additional financial support in the amount of approximately \$60,000 is provided through fundraising by the Noelani Parent Teacher Association (PTA). The money raised by the PTA is used for part-time teachers, technology, and classroom/program funds. The data table below represents the financial support NES has received based on the WSF since the school was last visited by WASC.

Year	2020-2021	2021-2022	2022-2023
Estimated Enrollment	428	414	399
WFS	\$2,498,749	\$2,603,326	\$2,468,897
Per Pupil Expenditure*	\$5,838	\$6,288	\$6,187

*approximations

NES has the following mission, vision, and belief statements that are visibly posted in almost every room at the school's campus.

- The mission statement at NES is the following:
 - “Noelani provides enriching opportunities to develop life long learners who contribute to our global society.”
- The vision statement at NES is the following:
 - “Noelani nurtures and inspires responsible global citizens.”
- The belief statement is the following:
 - “We believe Noelani is a place where we are committed to equity and academic excellence, meaningful learning, caring relationships, and connections to the larger community. We encourage individuals to think independently and creatively, challenge their thinking, embrace curiosity and ho‘omau (persevere). Everyone feels safe, supported and treats each other with aloha (love, respect, kindness).”

2020 U.S. Census data indicate the median age of the residential community in which NES is located is older than the median age statewide (43.9 vs. 39.4), and that the median household income (\$97,109) is substantially higher than the median household income of the State (\$83,173). Additionally, the percentage of college graduates in the NES community (50.9%) is higher than the percentage of college graduates statewide (33.5%). Moreover, only 4.1% of the school community at NES has less than a high school education, vs. 27.3% of the State's population. The 2020 Census data, in addition to U.S. Census data obtained in the years 2010 and 2000, suggest that NES parents are older, more stable in their lives (career, financial, family), have higher educational levels on average, and are better able to support their child's learning. However, the most recent data from the 2020 Census also indicate the following: the number of families in the school community has significantly dropped from 14,214 (2010 Census) to 5,308 (2020 Census). The significant decrease in the number of families in the NES community is aligned with State-wide data, in which there was a drop in the overall number of families from 313,907 (2010 Census) to 147,383 families (2020 Census). NES enrollment data has been in decline in recent years due to a reduction in the number of younger families moving into the immediate area. The reduction in the number of young families is likely the result of the extremely high price of real estate in Mānoa. These considerations, combined with the

implementation of the geographic exception lottery system that allows any student residing outside of NES school zone boundaries a potential opportunity to attend NES, as a school of choice, in addition to an increase in local, short-term transitional housing in the immediate area, have combined to produce the following statistic during the 2022-2023 school year: 56% of the student population at NES is either living in transient housing, or reside outside of the school's residential boundaries. This change in demographic enrollment has had the effect of doubling the number of students at NES who are limited English proficient and as the school is moving away from the pandemic, academic data indicate there is now a larger gap in student performance based on socioeconomic levels. To address this gap, NES is providing after school tutoring and summer hub (summer school) for these specific students.

The data table below represents the changes in NES student population data that have occurred in the three years since a WASC Visiting Committee was at NES. However, in spite of these demographic changes, an average of 94.8% of NES students were enrolled for an entire school year during this three-year time period.

	2019 - 2020	2020 - 2021	2021 - 2022	2022-2023
Enrollment	432	423	411	399
IDEA	24 / 5.5%	24 / 5.6%	19 / 4.6%	27 / 6.7%
EL	31 / 7.1%	27 / 6.3%	41 / 9.9%	53 / 13%
Low SES	65/ 15%	74/ 17%	58/ 14%	67/ 17%
Retained a grade level	0%	0%	0%	-
Female	46%	44%	43%	44.%
Male	54%	56%	57%	56%
Asian	n/a	n/a	43%	44%
Pacific Islander	n/a	n/a	9%	9%
Multiple	n/a	n/a	30%	29%
Hispanic	n/a	n/a	10%	10%
White	23%	23%	8%	7%
Japanese	33%	33%	n/a	n/a
Chinese	16%	7%	n/a	n/a
Native Hawaiian	7%	7%	n/a	n/a

As of its last WASC accreditation, U.S. News and World Report has ranked NES as #2 in Hawai'i Elementary Schools based on NES' performance on state-required tests and how well

NES is preparing its students for high school. Additionally, NES was recognized by the U.S. Department of Education in 2016 as a National Blue Ribbon School, which is an award bestowed on selected schools due to their overall progress in closing achievement gaps among student subgroups.

In light of the multicultural and socioeconomic changes to its population, and to address students' social emotional needs deriving from these circumstances, in addition to those exacerbated by the pandemic, NES is using Choose Love (started by the parent of a Sandy Hook child) which is a program based on the elements of Courage, Gratitude, Forgiveness, and Compassion, as a language and basis for a kind school environment. These elements are posted in NES classrooms. Choose Love is a no-cost online program designed to teach educators and their students how to choose love in all circumstances, helping individuals to become more resilient and empowered. One byproduct that has resulted from NES placing a large emphasis on their students' social emotional needs is the school has not had a serious discipline incident in three years. Data obtained from the online platform, Panorama, is also providing NES with analysis and informed decision making based on a holistic view of their students' needs, school climate, family engagement, and NES's students' overall connectedness with their school.

NES has begun implementation of *Nā Hopena A'o*, which is the Hawai'i Department of Education's framework for values and beliefs, which is designed to be grounded in Hawaiian culture and place. Specifically, skills, behaviors, and dispositions that are reminiscent of Hawai'i's unique culture are designed to honor the qualities and values of the indigenous language and culture of the State. Through the use of this framework, NES is identifying school practices to embed Hawaiian values and beliefs for the purpose of strengthening their students' kindergarten through grade 12 learning journey and beyond. Additionally, NES is using 'Āina based education, which is teaching and learning through Hawaiian culture, values, and language for STEM and for project-based learning (PBL) with a focus on native plants and the history of the Mānoa Valley, as well as *Kūpuna*, (which means grandparent, ancestor, and/or honored elder because of their importance and respect as keepers of ancestral knowledge) to direct and guide NES's purpose in support of Hawaiian education. Additionally, all grade levels are participating in a rotating computer class, music class, physical education class and STEM class.

NES has adopted all six of the State of Hawai'i's General Learner Outcomes (GLOs) as an integral part of its student achievement standards. Hawai'i's six GLOs are the following:

1. Self-directed Learner (The ability to be responsible for one's own learning.)
2. Community Contributor (The understanding that it is essential for human beings to work together.)
3. Complex Thinker (The ability to demonstrate critical thinking and problem solving.)
4. Quality Producer (The ability to recognize and produce quality performance and quality products.)

5. Effective Communicator (The ability to communicate effectively.)
6. Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically.)

NES is specifically targeting the following two GLOs: Self-directed Learner and Complex Thinker, with both of these GLOs serving as overarching goals of the standards-based education that NES is providing to its students in all grade levels. NES has recognized its students are important community stakeholders and has created opportunities to include student voice within the educational setting. As such, NES has a student council that meets once a month to discuss school issues and provide feedback on topics such as playground selection and campus beautification. Student council members, four students per grade level in grades 3 through 5, in addition to five students on the executive level, are elected based on campaigns and videos. NES has placed an emphasis on student involvement in extracurricular (academic, athletic, and enrichment) activities provided by the school.

Teacher collaboration was observed by the Visiting Committee to be a key strength at NES. The strong professional collegiality that exists among NES teachers is allowing the school to have meaningful discussions on student learning and how the school can best address the needs of its students. Additionally, NES is participating in the yearly Educator Effective System (EES) which is a comprehensive evaluation system that sets clear expectations for effective teaching while providing feedback and support to improve teachers' effectiveness with students and to inform professional development. Included in the EES program is Student Success Plans, School System Improvement Objectives, Classroom Observations, Working Portfolios, and Core Professionalism.

The combination of academics and social emotional learning that NES is providing to its student population, in addition to the school's focus on their educators' professional growth and development and the collection of data, while considering input from all stakeholders, is allowing NES to prepare its students for their future paths to college, their respective careers of choice, and course in life. This overall approach is also in accordance with the extremely valuable research that has been conducted by the Collaborative for Academic, Social, and Emotional Learning (CASEL), in which the following has been determined: "Research shows that SEL can have a positive impact on school climate and promote a host of academic, social, and emotional benefits for students."

Chapter III: Quality of the School's Program

Based on the school's self-study and Visiting Committee findings, the following are the findings and responses for the criterion in each of the following categories:

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

CATEGORY A: ORGANIZATION, VISION, MISSION, GENERAL LEARNER OUTCOMES, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1. Vision, Mission, and General Learner Outcomes Criterion

To what extent does the school have a clearly stated vision and mission (purpose) focused on student needs, aspirational goals, equity, diversity, inclusion, and the belief that all students can achieve at high academic levels?

To what extent are the school's vision and mission guided by the HDOE State Strategic Plan and supported by tri-level leadership (state, complex area, school) and defined further by academic standards, General Learner Outcomes (GLOs), and the school's Academic Plan?

The school has established a clear, coherent vision and mission, and General Learner Outcomes that is focused on student needs, aspirational goals, equity, diversity, inclusion, and the belief that all students can achieve at high academic levels.

- NES's vision and mission statements, GLOs, and Academic Plan are directly informed and impacted by student and community profile data, identified global competencies, and current educational research.
- All NES stakeholders interviewed by the Visiting Committee hold the belief that all NES students can learn and are in agreement that the school's vision and mission statements reflect what all students should be able to know, do, and achieve to reach their full potential.
- NES educators are committed to equity, scholastic achievement, caring relationships, and connections to the community.
- Students with disabilities at NES are placed in the least restrictive environment (LRE) to the greatest extent possible, and as appropriate. NES values and places a significant emphasis on promoting inclusion and having students with disabilities mainstreamed in the general education setting.

The school's Academic Plan is based upon high-quality standards and is congruent with research, practices, the School Profile data, and a belief that all students can learn.

- NES's Academic Plan is based on quantitative and qualitative data that has been closely analyzed by NES educators and shared with all stakeholders.

- State mandated GLOs are incorporated in the Academic Plan, in addition to current educational research obtained via professional development.
- NES educators examine student data to refine their focus on achievement of Common Core State Standards (CCSS).

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

- Grade level chairs review the school's Academic Plan quarterly and post a progress report of accomplishments to address areas of student need.
- The SCC has access to the Academic Plan. The Academic Plan is revised, as needed, by the school's educators and/or as suggested by the SCC.
- GLOs are taught and are integrated in NES classrooms.

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

- NES teachers discuss GLOs with students and with parents during parent-teacher conferences.
- NES GLOs, vision and mission statements, and Academic Plan can be accessed on the NES website.
- A representation of all NES stakeholders were involved in the development and refinement of NES's mission, vision, GLOs, and Academic Plan.
- Regular SCC meetings are held once a month; faculty and staff meetings and student council meetings provide opportunity for input, discussion, review, and approval of school plans.
- NES stakeholders annually review the school's vision and mission and belief statements.
- The Academic Plan and GLOs are reviewed quarterly and are adjusted, as needed, by the Academic Review Team (ART), consisting of all members of the Level 1 and 2 teams.
- All parents and community members interviewed by the Visiting Committee stated there is clear and consistent communication with NES regarding its vision, mission, and academics being offered to their children.

A2. Governance Criterion

To what extent are the school's program and operations in alignment with the a) the Hawai'i Board of Education's policies and b) the Hawai'i Department of Education rules, regulations, and procedures?

To what extent does the Board of Education delegate the implementation and monitoring of these policies to the Hawai‘i Department of Education?

- The school community understands the governing authority's role, including how stakeholders can be involved.
- NES continues to work on educating the school community about the governing authority's role and how all stakeholders can participate in the school's governance.

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

- The school's programs and operations align with the Board of Education (BOE) and Department of Education (DOE) policies and procedures.
- NES provides opportunities for stakeholders to understand the governing authority's role and initiatives. New policies are shared with the school community through various groups including Faculty Meetings, Grade Level Chair (GLC) Meetings, Open House, SCC, and PTA.
- NES's implementations of policies are shared and highlighted at PTA and SCC meetings, and NES stakeholders are invited to attend to give input.
- Information is also shared through the principal's newsletter, the school's website, and monthly school bulletins.
- NES stakeholders have the opportunity to participate in the school's governance.
- The SCC is composed of community members, parents, teachers, classified staff, students, and a school administrator.
- Based on SCC term rules, NES community members are given the opportunity to sit on the Board via the election process.
- The Grade Level Chair team meets monthly with administration to discuss and plan how to implement State initiatives and programs.
- At SCC meetings and faculty meetings, stakeholders are briefed on the focus of the Complex and State initiatives and priorities.

There is clear understanding about the relationship and alignment between the governing authority and the responsibilities of the faculty and staff.

- NES stakeholders understand that the governing authority's decisions, expectations, and initiatives are in the best interest of NES students.
- NES faculty meets regularly to discuss and agree upon a shared understanding of best practices and rigorous expectations for student learning and ensure that what is written in the Academic Plan aligns to the State and Complex initiatives and priorities.
- NES ensures that Board of Education and Department of Education policies and initiatives are addressed in the Academic Plan.

- State initiatives, including the implementation of research-based programs of Reading Wonders and Stepping Stones Math, as well as Complex priorities such as Character Education and STEM education, were embedded into NES's Academic Plan.
- The Grade Level Chair team and SCC approve the Academic Plan to help ensure that NES stakeholders understand the governing authority's decisions, expectations, and initiatives that guide the work of the school.
- NES educators understand that they are expected to work towards fulfilling the initiatives and priorities the governing Board sets forth.
- NES's Academic Plan is data based and outlines prioritized action and activities to complete.
- NES educators understand the Academic Plan and their responsibilities for its implementation.
- Grade Level Chairs review the Academic Plan Progress Report on a quarterly basis and update their grade level's progress in meeting the Academic Plan's goals.

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

To what extent, based on the use of multiple sources of data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the General Learner Outcomes and academic standards?

To what extent do the school leadership and staff annually monitor and refine the Academic Plan based on the analysis of data to ensure alignment with student needs?

The school's decision-making process is Board-based, inclusive, collaborative, and a continuous improvement cycle that fosters the commitment of stakeholders, including the staff, students, and parents, to refine and implement school improvement strategies and actions, and monitors results.

- NES is highly effective in ensuring that the school's academic planning process is broad-based, collaborative and fosters the commitment of all stakeholders.
- NES teachers meet to discuss and determine an instructional focus based on data obtained from Smarter Balanced Assessment (SBA) scores, iReady results, School Quality Survey (SQS) perception surveys, PTA and SCC minutes.
- iReady scores are used to create small groups based on student ability levels, in addition to mixed groups where stronger students are matched with students who have greater needs. iReady is used at the classroom level to identify what are the areas of needs, regression, trends of raising or lowering scores, and achievement gaps.
- SEL scores from Panorama and SQS allow teachers to focus on specific needs of students, such as safety and respect.

The school's leadership is involved in regular articulation discussions with other schools in the Complex to identify and address the common areas of need within the K-12 Complex, including data-informed decision-making and other priorities.

- The NES principal meets with other principals in the Honolulu District (Roosevelt Complex) to discuss and collaborate on identifying and addressing common areas of needs.
- On a Complex-wide professional development day, English language learner experts were brought in to help NES teachers improve their English learner instructional practices.
- NES teachers prior to COVID would visit with the middle school most NES students will be attending. Specifically, 5th grade teachers would take their students to the receiving middle school (Stevenson Middle School) for a tour. This practice will resume this school year due to the lifting of COVID restrictions that were previously in place.
- Principal meetings are held monthly. Ongoing professional development is provided, including professional development with a strong emphasis on ELLs. Meetings are held both in person and via videoconference.
- NES teachers are encouraged and provided time to globally observe other teachers at other schools, thus providing the opportunity to bring back effective instructional practices that may be taking place by other professional educators at other school sites.

The analysis of multiple sources of data (e.g., demographic, student achievement, perceptual process) guides the school's Academic Plan and the school's Leadership Team/Academic Reflection Team has defined roles and responsibilities to monitor and refine the progress of the implementation of the Academic Plan.

- NES's instructional focus becomes part of the Academic Plan and is shared with the SCC to help ensure all NES stakeholders have input. All stakeholders have the opportunity to give feedback, make suggestions, and/or make changes based on current data.
- Grade Level Chairs update the progress their grade level is making in attaining their goals, as listed in the Academic Plan, on a quarterly basis.
- NES ensures that the analysis of multiple sources of data, GLOs, and academic standards are incorporated into the Academic Plan.
- School data, both quantitative and qualitative, is gathered from multiple sources, including the School Status and Improvement Report (SSIR), School Quality Survey (SQS), Panorama, Smarter-Balanced Assessment results, and the Strive HI School Performance Report.
- Data is used by teachers to examine students' strengths, needs, and to determine next steps for continuous improvement.

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

- Student data is synthesized by the NES principal and is presented to NES educators and other stakeholders at SCC meetings.
- Each section of the Academic Plan is discussed and addressed in Focus Groups (Level 1 and Level 2 teams). Priorities, goals, enabling activities, and needs are discussed when identifying what needs to be kept, improved, added or deleted from the previous Academic Plan.
- NES has established grade-level data teams to design instructional strategies, differentiate materials and instruction, and to create assessments for implementing the Common Core State Standards and the GLOs.
- Data teams review and utilize the Evaluate, Analyze, Action (EAA) protocol to analyze the formative and summative assessments.
- The Academic Review Team (ART) monitors and reviews the implementation of the Academic Plan on a quarterly basis.
- The NES principal formally reports on the Academic Plan's progress quarterly to the SCC.
- The SCC is an open forum which provides opportunities for meaningful stakeholder input, participation, and feedback at its monthly meetings.
- All parents and community members interviewed by the Visiting Committee stated there is transparency and clear communication with the school principal and NES staff regarding the Academic Plan.

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

To what extent do qualified staff facilitate the achievement of the General Learner Outcomes, academic standards, and the successful implementation of the Academic Plan through a system of preparation, induction, and mentoring?

The school's leadership works with the state and Complex personnel in the process of hiring staff to ensure all information regarding background, preparation and training as designated by State personnel policies and procedures has been reviewed.

- NES follows the employment procedures set by the DOE to ensure all staff members are qualified.
- All NES teachers and educational assistants are "highly qualified" by federal standards.
- Certificated faculty are hired through an interview process with the school principal, and a member of the School Leadership Team or Grade Level Chairperson.
- Classified staff are hired through an interview process with the school principal and/or department chairperson.
- The principal will review all candidates prior to interviews being held. The NES interview panel typically consists of the school principal, department-level chairperson, and the school services coordinator (SSC).

The school has clear written policies and procedures that define responsibilities and expectations, operational practices, and decision-making processes for administrators and staff; these are understood, implemented, and monitored by administration and staff.

- NES has policies and procedures that define responsibilities, operational practices, and decision-making processes for administrators and faculty. These policies and procedures are clearly written in the NES Faculty Handbook,
- NES educator policies and responsibilities are written in the NES Faculty Handbook, in the Opening of the School Year Packet, and in DOE Board of Education Policies.
- The NES principal reviews the information that is included in the handbook with NES faculty for additional clarity.
- All NES faculty have the opportunity to ask questions, express concerns, and share comments in a group setting.

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 and equitable student learning and teaching.

- The NES principal assigns all staff members' positions that they are qualified for with consideration to their level of their expertise. Moreover, all teachers in their first three years of teaching are assigned District level teacher mentors. All first-year teachers are expected to meet with their mentor at least bi-monthly. All first year teachers are also required to attend a district-sponsored New Teacher Orientation within their first semester of employment.
- The NES staff participate in professional development through school level opportunities.
- The NES principal assigns all staff member's positions based on qualifications, credentials, and in consideration to their level of expertise.
- The NES principal affords the opportunity for new teacher hires to collaborate with their future grade-level teams prior to the start of the pending school year. This practice has the effect of accelerating and enhancing the professional collegiality and collaboration of newly hired teachers with existing and current NES staff.

A5. Leadership and Staff Criterion—Research and Professional Development

To what extent are leadership and staff involved in ongoing research and professional development that focuses on identified student and teacher learning needs?

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.

- Impact Teams training is emphasized, and there is an expectation that NES staff who are sent to training will bring that information back and present this newly acquired information to their NES colleagues.
- The NES ELL coordinator provides direct training to NES staff on effective practices pertaining to working with students who are ELLs.
- NES provides professional development opportunities that support school priorities, job-specific responsibilities, and individual needs to support student achievement and educator effectiveness.
- Professional development is delivered during faculty meetings.
- NES teachers are provided with 21 professional development hours, scheduled on Wednesdays, throughout the school year.
- NES teachers have the opportunity to focus on an individual area of development through the use of the Individual Professional Development Plan.
- NES teachers are allocated time to participate in peer walkthroughs, during which time they observe and record specific predetermined data based on the school's current academic focus, thus providing NES teachers the opportunity to reflect on and improve their current instructional practices.

The school uses an effective data analysis process to determine professional development/learning needs.

- The analysis of data is largely driven through Impact Teams in determining what professional development should be provided so as to address potential areas of need.
- Data, including demographic data (student enrollment and attendance, student enrollment by ethnicity, staff data, discipline data), perception data (School Quality Survey, Panorama Survey), and academic data (Strive HI Performance Snapshot, Smarter Balance Assessment Data for English Language Arts, math and science, subgroup data), and School Processing Data (instructional processes, administrative processes, continuous school improvement processes, program data) is utilized to develop NES's Academic Plan.

The school implements effective support strategies and accountability processes in order to promote professional growth of staff.

- Beginning 2021-2022 school year, NES contracted Core Collaborative to guide its Impact Teams as a consultant and to inservice NES teachers in the EAA Protocol. This training provided NES teachers with tools to effectively unpack learning standards and reflect on their teaching practices to better support the needs of all students.
- NES provides its educators with multiple, purposeful opportunities to improve professionally. Educators interviewed by the Visiting Committee expressed their ability to request specific types of professional development and their ability to implement professional development received in their respective classrooms.

- Data teams are provided with a total of eight days (two days per quarter) to conduct grade-level business that includes the following: a review and analysis of student common assessment data; the creation of common grade-level lessons and assessments.
- Vertical articulation is utilized to provide all grade-level teachers and support teachers with the necessary time to align and scaffold curriculum, instruction, and assessments.

There are effective operating processes that determine the measurable effect of professional development on teacher practice and the impact it has on student performance.

- NES's evaluation system is aligned to the Hawai'i Educator Effective System (EES).
- NES teachers are evaluated by observations of classroom practices, core professionalism, the previously used Student Tripod Survey (grades three through five), the Hawai'i Growth Model, and Student Learning Objectives. Through these processes, NES teachers meet with the administrator for collaborative discussions, evaluative feedback, and to plan for improvement.
- All NES faculty members annually participate in school-wide professional development sessions that are aligned to its Academic Plan.
- During the 2022-2023 school year, NES teachers participated in Orton-Gillingham Training, which is an approach to support spelling, vocabulary, and comprehension for beginning readers, for the purpose of obtaining instructional strategies to improve student learning.

A6. Resources Criterion

To what extent are the human, material, physical, and financial resources 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?

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

- NES utilizes the allocation of its resources to meet its vision statement, mission statement, belief statements, GLOs, academic standards, and Academic Plan.
- Through the academic planning process, NES leadership and staff is involved in resource allocation decisions.
- NES staff have the opportunity to offer input in areas of specific need.
- Special education staff are provided with one full day per quarter for articulation.
- Processes and procedures for developing annual budgets and conducting audits are established by the DOE.

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

- These areas are driven by teachers who are working directly with NES students, with guidance and support from the principal, who is the school's instructional leader.
- New hires at NES collaborate with their grade-level teams and are taught on site how learning standards are broken down and how data teams are utilized.

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 with the school to ensure projection against mishandling of institutional funds.

- NES's proposed financial plan is shared with the SCC and NES faculty and staff before submission to the State.
- Financial audits are conducted through the DOE and/or through private firms contracted by the DOE. Findings are shared with the school principal, School Administrative Services Assistant (SASA), and Administrative Services Assistant (ASA).
- DOE procedures are strictly adhered to and pre-approval for expenditures and receipts are required for all purchases and reimbursements.
- The Academic Plan guides the priorities for acquiring instructional materials and equipment, with the Grade Level Chair Team and Focus Team leads helping to determine if there are additional needs during the school year.

The school allocates appropriate resources to support student academic, behavioral and social-emotional needs through services, such as counseling/advisory services, psychological and health services, or referral services.

- NES as a full-time school counselor available to support students' social emotional needs and to collaborate with teachers to promote positive student behavior and academic success. The school counselor is available to refer students to higher tiers of service, if appropriate and needed.
- NES has a school psychologist assigned to its school site to ensure assessment and evaluation of NES students who are either currently receiving special education services or may require special education services under the Individuals with Disabilities Education Act (IDEA) child find obligations.
- NES has a speech and language pathologist assigned to its site to provide services to students who have been identified as having a speech and language impairment.
- NES has a full-time health aide who is available to support students' health needs.
- NES teachers work with the school counselor and the SSC to determine how student concerns can be addressed. Additional resources and tiers of support will be brought in and provided, if needed.

- The HMTSS process at NES is in Year 2. NES is still working on a formal document that will identify steps and systems that can lead to higher tiers of services, as all current systems and the current approach is made via verbal, on-site consultation with the school counselor, the student services coordinator (SSC), and the school principal. Completion of this document will officially formalize this process.

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

- The Academic Plan guides the priorities for acquiring instructional materials and equipment. The Grade Level Chair Team and Focus Team leads at NES monitor instructional materials and help determine if additional needs should be addressed during the school year.
- The Technology Coordinator and the part-time tech teacher at NES are responsible for the maintenance, upgrade, and acquisition of technology tools, online programs, and software programs, based on the needs of the school and the Academic and Technology Plan.
- Needs for materials vary by grade level and equipment is requested, and used, based on student grade level and educational need.

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

- NES classrooms are clean, safe, and conducive to learning.
- NES classrooms are equipped with enough Chromebooks or supplemental iPads for students to have a 1:1 device.
- NES classrooms are well ventilated and are also equipped with ceiling fans and air conditioners.
- The school's new Innovate, Discover, Explore, Achieve (IDEA) library and multipurpose learning facility building is designed with modern modular furniture, reading nooks, and large retractable transparent doors for flexible learning spaces.
- NES has a multipurpose building that can be used to meet an assortment of school needs.
- The NES campus is clean, well maintained, and green with sufficient space for playground equipment.
- NES has a multipurpose covered play court that allows physical education activities to continue during rainy days.
- All NES classrooms, including the library, tech support room, computer science lab, cafeteria, and office are equipped with either a flatscreen television or a Promethean Board (interactive whiteboard that allows images from computers to be projected and manipulated), many of which are linked to an Apple TV.
- NES has a computer science classroom furnished with computers for student use.

- The multimedia room in the new IDEA learning facility at NES is equipped with 3-D printers, a laser printer, and a banner maker.
- The data from the School Quality Survey (SQS) distributed to parents, students, and teachers and the School Safety Committee's minutes indicate that NES facilities are safe and adequate to support high quality student learning.

Areas of Strength

1. NES has well established mission, vision, and belief statements.
2. NES has an extremely supportive and committed community of stakeholders that include the PTA, SCC, and partnerships with local agencies, all serving to promote a safe, healthy, inclusive, and highly conducive learning environment for NES students.
3. Professional development programs are purposeful and beneficial in providing NES teachers with opportunities to develop and use data informed, research-based instructional strategies.

Areas of Growth

1. Increase parent involvement and participation of parents whose children may be struggling academically and/or are new to the community.
2. Continue to focus on providing opportunities for all NES employees (certificated and classified staff, school principal) to engage in up-to-date professional development that will maximize NES educators' effectiveness in supporting student growth.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Curriculum — Student Participation in a Standards-based Curriculum

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the General Learner Outcomes, academic standards, and priorities identified in the Academic Plan?

At NES, the Visiting Committee has observed that all students participate in a rigorous, relevant and coherent standards-based curriculum that supports the achievement of the GLOs and academic standards. In addition to the core curriculum in ELA, mathematics, science, and social studies, students participate weekly in a variety of additional curricular activities including PE, Hawaiiana, Music, STEM, computer science, and SEL/Health. Each year, students in all grade levels work collaboratively with their peers on a STEM project which addresses a real life problem and incorporates multiple curricular areas such as ELA, math, social studies, science, and oral speaking. The GLOs are addressed through this comprehensive curriculum, as students learn to become self-directed learners, quality producers, and community contributors.

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

- NES utilizes the mathematical program, *Stepping Stones*, and the ELA program, *Reading Wonders*, to provide a learning progression that is vertically and horizontally aligned to the CCSS.
- Since 2020, i-Ready has been used as a universal screening tool and supplemental learning program providing students with interactive online individualized instruction based on each students' needs and diagnostic reports three times a year.
- NES teachers participate in research-based professional development that includes collaborative planning, analyzing student work, targeted learning walks, as well as conversations about peer observations and feedback.
- To enhance grade level planning time, NES committed to the program, "*Leading Impact Teams: Building a Culture of Efficacy*" and began implementation with grades one and two during the 2019-2020 school year. All grade levels were brought on board during the 2021-2022 school year and currently utilize the Impact Team strategies to focus on key standards to drive curriculum.
- Grade levels have chosen to currently focus on ELA standards and use the Evidence-Analysis-Action (EAA) protocol to identify student strengths, needs, and next steps.
- NES teachers use Impact Teams strategies such as Peer and Self-Review and Co-Construction Success Criteria to increase student learning.
- To address the NGSS focusing on the Engineering/Design Process (EDP), all teachers at NES participate in an 'Āina-Based STEM learning project creating consistent use of problem-solving strategies and academic vocabulary schoolwide.

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

- The General Learner Outcomes (GLOs) and academic standards including the Common Core State Standards (CCSS), Hawaii Content and Performance Standards (HCPS III), Next Generation Science Standards (NGSS), and the Hawai'i Core Standards for Social Studies (HCSSS), are embedded into all curricular areas and guide NES toward achieving academic targets.
- GLOs are visually displayed in classrooms allowing teachers to reference them during instruction and to ensure that students understand the expected levels of behavior and performance.
- NES is targeting two GLOs: GLO #1: Self-directed Learner and GLO #3: Complex

Thinker, to support the implementation of the EAA process and the use of STEM projects to address the NGSS.

- **Reading/English Language Arts:** To address reading and ELA standards, all grade levels use the Reading Wonders program at varying degrees and are allowed flexibility to supplement with other materials such as Story Works, novel studies, or teacher created resources.
- **Writing:** To address writing standards, NES utilizes the Writers' Workshop model along with teacher-created common grade-level writing rubrics.
- **Mathematics:** To address math standards, all grade levels use the Stepping Stones program as their foundation for teaching and supplement instruction with problem solving lessons.
- NES has explicitly focused on the Standards of Mathematical Practices (SMP) #1, #3, and #6 as a means to provide rich and collaborative conversations about math within each classroom.
- Recently, SMP #4 (Model with Mathematics) was chosen as a focus and as a response to students' needs in areas involving models within mathematics. More data is needed to determine the effectiveness of this focus.
- **Science:** NES utilizes the STEMscopes program as an available resource to address the core concepts of NGSS in and integrates these standards with their ELA curriculum.
- All grade levels have committed to doing an 'Āina based STEM project annually to provide students with opportunities to expand their thinking and make connections to real world issues.
- Some NES students also participate in the Honolulu District Science and Engineering Fair to demonstrate their learning in a professional setting.
- **Social Studies:** To address social studies standards, social studies and health concepts are taught in conjunction with ELA standards. Virtual and in-person field trips, including the Big Island trip taken during the 4th grade, provide additional learning opportunities to address these standards.
- **Preschool:** NES has a full inclusion preschool program for pre-kindergarteners who are eligible for special education services. These students are instructed in all areas of the Hawai'i Early Learning and Development standards and the preschool teacher works with NES kindergarten teachers in an effort to create a seamless transition.
- In order to provide a well-balanced curriculum, all students at NES participate in the following additional learning experiences on a weekly basis: visual and performing arts, physical education/health/nutrition, Hawaiiana, technology, STEM, computer science, and SEL.

B1.3. Student Work — Addressing Standards-Based Curriculum: 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.

- Student work based on the standards is commonly displayed in NES classrooms at all grade levels.
- NES teachers have an ongoing and continuous process to examine student work tied to the implementation of standards-based curriculum and GLOs utilizing the EAA process.
- During EAA meetings, teachers create common student work and assessments based on the standards, analyze these pieces of work after implementation, designate a score based on grade level success criteria, and then collaborate to determine next steps for student success.
- Observable behaviors of student engagement which are demonstrated in daily classroom activities are evidence of the implementation of the GLOs at NES.

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

- At NES, the GLOs are aligned and supported in all standards-based grade level curriculum.
- The implementation of standards-based curriculum (Wonders for ELA, Stepping Stones for math, and STEMScopes for science) is monitored for fidelity using student performance data and teacher feedback.
- The standards-based curriculum used at NES aligns with the requirements and learning expectations in order for students to be promoted to the next grade level.
- NES is targeting two GLOs: GLO #1: Self-directed Learner and GLO #3: Complex Thinker and is working to develop an effective means to evaluate student effort, work habits, and behavior separately from academic performance in the content areas.

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

- NES utilizes the process of sharing the Academic and Financial Plan at School Community Council (SCC) meetings in order to provide all stakeholders with the opportunity to analyze and comment on the curriculum being used to achieve academic student success.
- Grade levels have the opportunity to make a request to administration for supplemental programs and resources if it meets the needs of students and can be used effectively to address grade-level standards.
- When selecting a schoolwide screener, teachers were given the opportunity to visit other school sites to see how i-Ready was utilized so that they could provide relevant feedback before deciding what platform would be used as a universal screen at NES.
- Each grade level has quarterly pacing guides based on CCSS for ELA and Math, NGSS

for Science, and the Hawai'i Core Standards for Social Studies.

- Special education teachers at NES ensure students with disabilities are provided with access to grade-level subject matter content, with accommodations and modifications provided by the general education teacher, as indicated in students' Individualized Education Programs (IEPs).

B1.6 Accessibility of All Students to a Rigorous, Relevant, and Coherent Curriculum: A relevant and coherent curriculum is accessible to all students and addresses their needs so they can make appropriate choices and pursue a full range of college/career and/or other educational options.

- At NES, there is a common grade-level curriculum in all subject areas (Wonders, Stepping Stones, STEMScopes, Choose Love, and 'Āina).
- Students at NES have access to appropriate levels of the school's curriculum based on their areas of need, which are determined through collaboration with classroom teachers and support staff.
- During articulation and planning time, teachers at NES utilize the EAA protocol to identify student needs in order to be able to differentiate instruction to challenge all learners and to ensure that EL and special education programs provide customized services for identified students.
- In order to provide a well-balanced curriculum, all students at NES participate in the following additional learning experiences on a weekly basis: visual and performing arts, physical education/health/nutrition, Hawaiiana, technology, STEM, computer science, and SEL.

B1.7. Integration Among Disciplines: There is curriculum integration among disciplines at the school.

- At NES, there is a high degree of integration among the various disciplines of the school's curriculum, specifically with STEM projects which are showcased at the Honolulu District Science Fair and at the Noelani STEM Showcase.
- The Reading Wonders program utilized at NES promotes the integration of social studies and science through the use of both fiction and nonfiction text.
- Grade 5 integrates multiple disciplines to put on their authentic Colonial Fair in which students research the livelihood of pioneers in American history (such as a gunsmith, candle maker, baker, etc.), and then share and present their information as that enterprising pioneer in a public arena.
- Pre-pandemic, grade one teachers partnered with the College of Tropical Agriculture and Resources: Student Organic Farm Training in which their students used science, math and language skills for authentic gardening projects under the mentorship of professional botanists.
- As pandemic restrictions are lifted, NES teachers are looking to re-establish community

and business partnerships in order to provide students with authentic and integrated present world learning experiences.

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

- NES provides multiple opportunities for all students to access real world applications through field trips that address grade-level standards. For example, grade 4 students at NES travel to Hawai‘i Island and visit historic Hawaiian landmarks to deepen their understanding of Hawaiian history.
- Grade 5 students at NES partner with Pa‘ēpa‘ē O Waikolu led by Cory Yap to learn about invasive and native species in the nearby Mānoa Stream and how to remove invasive species from the environment.
- Each grade level is also committed to planning and implementing a STEM project which requires the integration of Science, Technology, Engineering and Mathematics to solve academic problems.
- Grade three students create a vermicomposting bin utilizing the scraps and leftover food from school lunches. The resulting vermicast is then collected as fertilizer and sold as a fundraiser at school functions.
- Students in the lower grades focus their projects around plants and gardening. The preschool students learn about gardening while the kindergarten teachers partnered with the Mānoa Heritage Center to teach their students about the endangered Kamehameha butterflies and the importance of propagating their food source by having students design native Hawaiian plant shelters.
- Grade one students learn to work in gardens while being mentored by professional botanists through a partnership with the College of Tropical Agriculture and Resources: Student Organic Farm Training. The students in grade two continue to learn about plants and pollination.

B1.9. Articulation and Follow-up Studies (especially for high schools): The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program. The school articulates regularly with other schools within the complex and/or postsecondary programs.

- NES engages in various articulation opportunities with other schools within the complex area by sending NES teachers to those schools, and with local colleges.
- To support students’ transition between elementary and middle school, NES’s school counselor and Student Services Coordinator (SSC) communicate with receiving middle schools to support the academic, behavioral and social needs of all students, including those with IEPs, to ensure a smooth transition plan is in place.

- NES participates in complex-wide initiatives including the implementation of STEM projects.
- NES participates in the Honolulu District Science and Engineering Fair which is a partnership between all Honolulu District Schools (K-12) and Kapiolani Community College.
- NES partners with the University of Hawai'i College of Education program and Chaminade University to allow college students the opportunity to be mentored by NES classroom teachers. The commitment of NES to host student teachers has continued through the pandemic and is currently in place.
- NES students in grades K-4 meet with the teachers in the following grade level to familiarize themselves with the new teachers and their expectations.

Areas of Strength

1. NES has consistently implemented a standards-based curriculum and each grade level has quarterly pacing guides for all core content areas.
2. All grade levels at NES implement an annual STEM project requiring students to work collaboratively and utilize higher order thinking skills as they go through the engineer design process.
3. NES provides a rich, well-balanced curriculum, in addition to the core content subject matter areas, and all students from Kindergarten through Grade 5 participate in STEM, Computer Science, SEL, Art, PE/Health, and Hawaiiana at least once a week.
4. NES educators are highly collaborative and are participating in professional development programs that provide information and training to refine the curriculum being utilized and to promote current research-based practices.

Areas of Growth

1. There is a need to further engage students in the process of self and peer-evaluation of their respective progress toward the achievement of grade-level standards and GLOs.
2. NES teachers will continue to implement Choose Love as the basis for the SEL program that will impact student well-being.
3. NES teachers and staff will continue to work towards reestablishing community partnerships affected by the pandemic to provide additional learning opportunities for students.
4. NES teachers will continue to develop common grade-level writing rubrics and articulate vertically with other grade levels to develop a cohesive writing continuum.
5. NES teachers will require professional development on the implementation of NGSS to ensure that NGSS is being addressed and taught in NES classrooms.

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Instruction — Student Centered Instruction

To what extent do students actively participate and are highly engaged in their learning through challenging activities that support clearly articulated learning targets, so all students achieve the academic standards?

The Visiting Committee has observed students at NES actively engaged in their learning throughout the school day through a variety of academic and social experiences. Students in all grade levels participate in hands-on STEM projects which address academic standards across numerous content areas.

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

- Students are engaged in problem solving activities based off of SMP #4, persevering through solving complex problems in math using multiple methods and explaining their thinking clearly.
- Each grade level designs and implements one STEM project each semester relating to grade level themes in which students are engaged in research, investigation, data collection, scientific inquiry, and exploration.
- In language arts, NES students are required to construct responses using higher-level thinking skills by applying their knowledge of text and their own life, comparing texts, and analyzing and synthesizing information.
- A concerted effort is being made at NES to place students with disabilities in the least restrictive environment (LRE) to ensure students receiving special education services are being provided with access to grade-level academic standards.

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

- Through the EAA protocol, NES teachers develop rubrics with clear learning targets and success criteria to use during instruction.
- NES teachers provide students with rubrics and success criteria so that all students know beforehand the standards and expected performance levels.
- NES teachers introduce the standards and the benchmarks to their students to help them have a clear understanding of what the learning target is.
- NES teachers work with students to co-construct rubrics so that students have a deeper understanding of what the expected standards and performance levels are.

- Behavior charts with reward certificates are used with students with disabilities to support behavioral skills growth.
- Most classrooms have learning targets and GLOs posted in clear sight of all students to reference throughout the lesson.

C1.3. Students’ Voice and Feedback: The school’s instructional staff members use students’ voice and feedback in order to adjust instruction and learning experiences.

- NES uses student feedback by reviewing and analyzing formal data sources such as survey results to adjust instruction.
- Teachers use formative assessments and student reflections to adjust instruction. For example, some teachers use weekly student reflections to see what students learned from the lesson taught, while other teachers have students complete a quarterly reflection or questionnaire to have students self assess their learning and indicate “Glows and Grows” (areas of strength and areas for growth). NES teachers utilize that information to guide next steps and follow up lessons.
- Teachers strive to build relationships with students and are mindful of students’ interests as they teach and implement lessons.
- Teachers use observations, student reflections, and small group discussions to gather feedback from students to adjust instruction, lessons, and other factors that impact student learning.

C2. Instruction — Rigorous and Relevant Instruction

To what extent do all teachers provide students with a rigorous and relevant instructional program in an equity-centered environment that includes differentiated instruction and engaging activities and assignments, so all students demonstrate creative and critical thinking, problem solving, and application?

Teachers at NES provide students with a rigorous and relevant instructional program in an equity-centered environment that includes differentiated instruction and engaging activities such as the inquiry-based STEM projects that every grade level participates in. Through these kinesthetic learning experiences, students are able to demonstrate creative and critical thinking, problem solving, and application of their knowledge to real world problems. Through frequent communication and collaboration between teachers and grade levels, teachers at NES strive to meet the individual needs of all NES students.

C2.1. Current Knowledge: Teachers are current in the instructional content taught and research-based instructional methodology based on a defined instructional framework, including

the integrated use of multimedia and technology.

- Teachers remain current in the instructional content that they teach by effectively integrating multimedia and other instructional technologies (such as Google Apps for Education, Promethean Boards, Apple TVs, MacBooks, Chromebooks, and iPads) to deliver the curriculum.
- In grades K-2, all teachers have received the highly structured phonetic awareness Orton-Gillingham Training and in grades 3-5, all teachers have received Orton-Gillingham Morphology Training as a prescriptive way to teach literacy.
- Teachers are using curriculum that aligns to the most current standards (Stepping Stones, Reading Wonders, and the Orton-Gillingham Approach) along with Google Apps for Education and other web based programs to deliver instruction.
- The technology coordinator assists the classroom teachers with the acquisition of technology tools to support integrated curriculum.
- NES has a new IDEA (Innovate, Discover, Explore, and Achieve) building which serves as their new library, multi-media center for 3D printing and graphic design, and indoor/outdoor learning facility. Teachers utilize this state of the art building and its facilities to provide engaging hands-on learning experiences for students.

C2.2. Teachers as Facilitators of Learning Through a Variety of Learning Approaches :

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

- Teachers use a variety of grouping strategies (whole group, small groups, pairs, one-to-one) throughout their daily instruction in order to meet the needs of all students.
- Across all content areas, students are provided with opportunities to lead discussions in which students are invited to share their thinking, question each other's points of view, and clear up possible misconceptions.
- The Visiting Committee observed that students in all grade levels are able to independently facilitate small group discussions to explore a topic, construct meaning from a text, or to solve a problem while the teacher provides feedback to the groups to guide their discussions.
- NES teachers are receiving training on the multisensory Orton Gillingham approach to provide structured and sequential support in spelling, vocabulary, and comprehension for beginning readers.
- Students are provided with opportunities for inquiry-based instruction in which they are able to select the topic that they are interested in, encouraged to ask questions, create hypotheses about topics and are grouped around interests to investigate.
- Teachers give students a voice by providing students with options to represent their mastery of learning targets through a variety of modalities and products such as drawings, oral presentations, slideshows, or creating models.

C2.3. Equity-Centered Learning Environment: The school's instructional staff adapt and differentiate instructional practices to meet individual student needs by varying content, processes, and products. Multi-tiered systems of support and inclusive practices are in place to ensure all students, including high achievers, students with special needs, and English learners, are challenged in the learning environment.

- Teachers are able to differentiate and provide students with appropriate intervention strategies through small group instruction.
- Teachers provide explicit vocabulary acquisition instruction with supplemental support from the English Language Learner program.
- Students are provided with a selection of leveled resources giving them opportunities to apply reading and phonetic skills using challenging and manageable text at their personal reading ranges.
- Teachers use active participation strategies to engage and challenge students to learn content through discussion techniques and collaborative group activities.
- NES teachers utilize the Impact Team process to identify Target Kids and then provide targeted instruction for those students.
- NES tracks and monitors Target Kids, which includes the documentation of monitoring criteria and exit criteria for students receiving targeted instruction. This data is analyzed to determine if students require additional instruction.
- Some grade levels provide targeted instruction by utilizing small group instruction in class. Some Target Kids are pulled out for direct instruction from a tutor, as needed, while other teachers will pull students 1:1 to provide instruction, as needed.
- A Gifted and Talented and enrichment program is available for high achieving students. At the end of the year, students in all grade levels can complete a survey to apply for the GT program. The students who qualify are pulled from class about once per week for GT and enrichment activities.
- When teachers meet as Impact Teams, they discuss and determine ways in which they can differentiate instruction to meet the needs of both struggling and high performing students so that all students receive rigorous instruction.
- There is a high degree of communication and collaboration between classroom teachers and resource teachers to ensure that students with special needs and English language learners are included in the general education setting as much as possible when appropriate. Teachers and staff work together to ensure that these students are exposed to the same learning experiences as their peers and that their instruction is modified so that they are able to successfully meet the learning targets.

C2.4. Creative and Critical Thinking, Problem Solving, Application, and Instructional Technology: Teachers involve all students in activities where they can express their opinions, perspectives, and explore their curiosity to demonstrate thinking, problem solving, and application of the knowledge and skills, including the effective use of instructional technology to

increase learning.

- Teachers ask open ended questions to provide students with opportunities to express their opinions and perspectives.
- Teachers in the lower grades provide students with opportunities to discover and create knowledge through whole class research and discovery while in the upper grades students are involved in student-driven research projects.
- Each grade level designs and implements one inquiry-based STEM project each semester relating to grade level themes in which students are engaged in complex thinking skills such as research, investigation, data collection, scientific inquiry, and exploration.
- In math, students are expected to analyze situational contexts and apply math concepts to solve real world problems.
- Teachers at NES will continue to focus on SMP #4 and engage students in problem solving opportunities in which students are able to explain their thinking, ask questions, and model with math to persevere and find solutions.

C2.5. Real World Experiences to Enhance Learning: 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.)

- Teachers at NES are working on reestablishing connections with the community, as pandemic restrictions are being eased, to provide students with opportunities for present world applications and community-based service learning projects.
- Grade-level STEM projects provide students with the opportunity to participate in hands-on, problem-based learning, community projects, and other real world experiences.
- Selected students in grades 3-5 take part in the student council to gain experience in organizing community and school projects such as organizing a Canned Food Drive.
- Other school service groups such as the Junior Police Officers and Library Club provide students with real world experiences by being responsible for certain jobs in the school.
- Students in grades 3-5 have the opportunity to work in the cafeteria to serve food and learn about the food service industry.

Areas of Strength

1. In every classroom at NES, it was observed that the General Learner Outcomes were posted and integrated into the curriculum and learning activities.
2. It was observed that a common language was used across each grade level to teach concepts from core content areas, and for students to engage in small group discussions.
3. There is a high degree of collaboration and vertical articulation between NES teachers and respective grade levels, as they utilize the Evidence-Analysis-Action process.

4. There are 1:1 devices provided to students in every classroom and teachers are committed to utilizing the technology to support instruction.
5. Collaborative student groupings are used consistently to engage students in meaningful discussions about what they are learning or to complete learning tasks.
6. Students at NES are provided with age-appropriate opportunities for real world experiences through participation in activities such as Student Council, Junior Police Officers (JPO), and Library Club.

Areas of Growth

1. All grade level teachers at NES will work towards consistently using best practices, such as small group instruction, to provide effective differentiated instruction to address the needs of identified Target Kids.
2. Teachers at NES will continue to utilize the Evidence-Analysis-Action process to unpack the standards and develop common grade-level rubrics and success criteria that spirals across all grade levels.
3. There is a need to further engage students in the process of self and peer-evaluation of their respective progress toward the achievement of grade-level standards and GLOs.
4. Continue to enhance the support and interventions being provided to NES's ELL population, particularly due to the increasing enrollment of this student subgroup at NES.
5. Continue to provide opportunities to NES staff to support students in ways that extend beyond the classroom, including providing support for teachers and students involved in extracurricular and after school programs.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Assessment and Accountability Criterion—Reporting and Accountability Processes

To what extent does the school leadership and instructional staff use an effective, coherent schoolwide assessment system to collect, disaggregate, analyze, and report state/complex/school performance data to all stakeholders?

The Visiting Committee has observed that NES leadership and instructional staff utilize Hawai'i State Assessment (HSA) data obtained through the yearly administration of Smarter Balanced Assessment (SBA) in grades 3, 4 and 5. In addition, NES utilizes i-Ready Universal screening which gives teachers information about strengths and needs in students' basic reading and mathematics skills. Individual student results in i-Ready assessments automatically suggest standards-based lessons to fill specific gaps in student knowledge. Another source of student achievement data comes in the form of standards based curriculum embedded assessments such as those found in Reading Wonders and Stepping Stones. In addition, are the formative and

summative assessments given throughout instruction resulting in a teacher adjusting instruction or marking student achievement for report cards. For students whose home language is other than English, the World Class Instructional Design and Assessment (WIDA) Access 2.0 is used to assess English language proficiency upon arrival to NES and yearly thereafter with the goal of reaching a WIDA score high enough to exit the EL program.

To what extent does the analysis measure student achievement on individual student-, schoolwide program-, and subject/grade-levels?

Analysis of each source of data is conducted by the Academic Review Team, Impact Teams, Data Teams, Grade Levels, Vertical Articulation Teams and Target Kids Teams. Most notable is the implementation of the Evidence/Analysis/Action (EAA) methodology for sharpening a data focus leading to achievable and measurable goals for student achievement. All assessment data is used to inform standards based instruction for individual students, grade levels and school wide as appropriate. All of the above are shared with parents through regular formal reports, such as standards based report cards which are shared with parents quarterly and include General Learner Outcomes (GLOs) and/or through parent-teacher conferences which occur during yearly meetings and on an as needed basis. In addition, non-personally identifiable student performance data is shared with the school community through School Community Council (SCC), Parent Teacher Association and on the Hawai'i Department of Education Website. And finally, student achievement data is also utilized by the school principal and faculty in academic and financial decision making regarding how resources at the school are allocated.

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the Academic Plan?

NES has a clearly delineated and effective process by which students are evaluated and how assessment results are analyzed to inform teaching practices and instruction and stakeholders are informed of these results.

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

- NES reviews achievement data from the Hawai'i State Assessments (English Language Arts Smarter Balanced Assessment, Math Smarter Balanced Assessment, Hawai'i State Science Assessment).
- NES faculty examines student performance by grade levels and tracks student cohorts longitudinally to monitor student progress and focus academic plans for the following school year to bridge learning gaps.

- Parents and community members are invited to review school data through the SCC. Parent Forums are used to engage community members in the school improvement process.
- Parents of the students who take the Hawai‘i State Assessment are provided with a comprehensive report about their child’s performance.
- NES schedules parent-teacher conferences at the end of the first quarter.
- Student work is collected every quarter and showcased in a learning portfolio for every student.
- Teachers highlight student work in conferences and explain student progress and grade-level expectations. When students are struggling or in need of intensive interventions, student-focused meetings are held, as needed, to keep parents informed about their child’s progress and to enhance school and home partnerships.
- Report cards are issued after each quarter and relate students’ progress in each content area and each General learner Outcomes (GLO).
- NES utilizes the i-Ready diagnostic school-wide universal i-Ready screener which is administered three times per year. The i-Ready data shows the individual performance levels of students in grades K-5 for both Reading and Math.
- Students at NES complete i-Ready online lessons that are differentiated to help them progress toward their grade level standards.
- The i-Ready Diagnostic Family Report is distributed three times a year (Fall, Winter, and Spring).
- The World-class Instructional Design and Assessment (WIDA) is given annually to students in the EL program in grades kindergarten through 5. WIDA screeners are administered to new grade students in grades 1 through 5 to determine their eligibility for the EL program. These students are assessed on four language domains- listening, speaking, reading, and writing.
- EL students take an English language proficiency test every year. These results assist teachers with understanding whether their students have the language skills needed to fully participate in instructional processes taking place within the classroom.
- ACCESS scores track progress in learning academic English and assist NES with determining what English language supports should be provided.
- WIDA ACCESS 2.0 determines if students exit from the EL program.
- NES uses W-APT as an entrance eligibility. It is given to kindergarten students to assess the listening and speaking domains.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff regularly review the basis for students’ grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

- NES faculty utilize the Impact Team Process to regularly unpack grade-level standards during articulation times.

- NES educators have agreed on common assessments to calibrate, record, and discuss student growth and performance levels.
- NES has discussed and agreed upon success criteria and has created a rubric for future assessments.
- Impact Teams creates a cohesive system with a focus on the formative process. This process includes the following: unpacking big idea standards; calibrating assignments/assessments; involving students in the co-construction of rubrics in some classrooms; clearly stating the learning goal(s) of the assignment/unit; empowering students to accurately assess themselves and peers. The use of these learning tools is designed to effectively meet the needs of teachers and students with efficiency by identifying areas of concern.
- At the start of the school cycle, NES teachers review previous student performance data, including standardized test scores and classroom performance information of report card grades and reading/math levels. Teachers use baseline information and formative assessments to instruct students at their level and monitor their progress.
- NES reviews data to identify the students in every classroom who are at risk and are in need of targeted intervention to reach grade-level standards.
- NES uses personalized intervention strategies to support students in achieving grade-level standards.
- Various reading assessment tools are used to determine an individual student's reading fluency and comprehension levels, thus identifying students with the highest reading needs.

D1.3. Modifications Based on Assessment Results: The school leadership/Academic Review Team and Data Teams use assessment results to modify the school's programs and processes, to identify professional development needs, and to allocate resources in order to demonstrate a results-driven continuous process toward improvement.

- NES uses assessment results to modify the school's programs and processes, its professional development, and its resource allocations, thus allowing for a results-driven continuous process.
- NES effectively uses assessment results to drive its decision making process about how to best address student learning needs.
- NES teachers, at the start of each school cycle, analyze SBA scores to determine the area of focus for the school and to determine professional development needs.
- NES teachers have recently begun discussing common scoring in Impact Teams and are in the beginning stages of this process. Specifically, grade level teachers discuss common scoring, share effective instructional strategies and engage in collaborative problem solving to develop students' skills and understanding.

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

- NES is working to improve its systems for monitoring student progress. Teachers are currently monitoring student grade-level progress via i-Ready for reading and math.
- Teachers in most grade levels are having their students reflect on their GLO progress, thereby allowing students to continue to create their learning goals and plan how best to meet those goals. The practice of having students revisit their goal is allowing NES students to be accountable for being self-directed learners.
- At the beginning of the school year, students from each classroom are identified for specific progress monitoring based on academic and/or behavioral need(s). These students are called the “target kids.” This is followed by the teacher and support staff closely monitoring these students throughout the year.

D2. Assessment and Accountability Criterion—Classroom Assessment Strategies

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

Teachers, in addition to the use of SBA and i-Ready assessment data to inform instruction, also utilize standards based curriculum embedded assessments such as those found in Reading Wonders and Stepping Stones. In addition NES teachers use formative and summative assessments throughout instruction to evaluate student learning and, based on the results, adjusting instruction.

To what extent do students and teachers use these findings to modify the learning/teaching process and support the educational progress of every student?

D2.1. Appropriate Assessments that Impact Instructional Practice

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

- Impact Teams at NES create an effective cohesive system with a focus on the formative process. NES uses formative assessments and strategies to measure student progress and to modify instructional practices to ensure they are effective and appropriate.
- NES teachers meet as Grade Level Data Teams to analyze assessment results and make adjustments to instruction, as necessary.

- Teachers in grade-level teams reflect on the learning target and develop academically appropriate instructional strategies which are both developmentally and academically appropriate.
- Through the use of data teams, NES teachers gather data about their students through pre and post assessments, along with multiple formative assessments administered throughout the year. This practice allows NES teachers to measure students' progress toward targeted skills.
- NES teachers use formative assessments throughout student instruction to inform their teaching. When teaching a new concept, NES teachers will give a formative assessment to check on their students' learning progress. Teachers then use this information to either re-teach the concept, alter instructional strategies, or progress forward.
- NES teachers in grades 4 and 5 use the Smarter Balanced Assessment data to identify students and their needs in math and language arts and to formulate appropriate instruction for students based on their academic needs.

D2.2. Student Reflections

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

- NES is in the process of working toward a system that will fully provide students with opportunities to reflect and assess their learning.
- NES students are provided with opportunities to compare their work achievement to rubric criteria (e.g., writing responses to reading; written work and math problem solving) so that students can improve their work by referring to the rubric.
- Students at NES are in the beginning stages of using rubric criteria to peer edit and to work on accurate self evaluation of their own work.

D2.3. Teacher Feedback to Students

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

- NES teachers provide descriptive formative feedback to help students reach their learning targets.
- NES teachers provide small group instruction opportunities for students, with flexible grouping to address the individualized needs of all students.
- NES teachers provide feedback during daily lessons to support students in achieving their GLOs.
- NES teachers recognize their feedback provides an opportunity for students to grow academically and that this feedback allows students to set their own learning goals.

D2.4. Using Assessment Data

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

- NES teachers use assessment data to modify their instructional practices and to better meet the academic needs of their students.
- Teachers at NES use Impact Teams and formative assessments to focus on evidence, analysis, and action by identifying student needs. NES teachers also use these practices to help ensure that effective teaching strategies can be shared across the entire grade level. The process of using Impact Teams began in the 2019-2020 school year in grades 1 and 2, before later being implemented at all grade levels.
- Each grade level has between one and two articulation periods per quarter, in which the school evaluates its common grade-level assessments, share teaching strategies, and plan for future formative assessments based on the successes or identified errors identified within their previous assessments.
- NES is using frequent formative assessments to provide teachers with timely and consistent data to determine if the modified instructional practices are working or not, and if alternate instructional strategies to better augment student achievement should be used instead.

D2.5. Demonstration of Student Achievement

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.

- NES teachers use standards-based, curriculum-embedded assessments that demonstrate student achievement of the academic standards and the GLOs.
- For reading and math, NES teachers in grades 1 through 5 use assessments provided by Reading Wonders and Stepping Stones. Kindergarten and first grade use common grade-level assessments.
- NES teachers utilize Stepping Stones and Reading Wonders assessment results to demonstrate students' understanding of the textbook-based curriculum.
- NES teachers create common standards-based assessments to evaluate each student's achievement toward meeting the academic standards.
- Teachers create and use additional common formative and summative assessments across all grade levels to accompany story books being used within the curriculum for the purpose of helping extend students' critical thinking and reading comprehension.
- GLOs are routinely embedded in all assessments.
- NES teachers have access to tools that allow them to check in on student progress throughout the school cycle, including a Digital Library of teaching resources and optional interim assessments.
- NES teachers are developing and aligning instructional strategies for constructed response performance and assessment. The use of constructed response requires students

to provide amore in-depth response. The use of constructed response performance and assessment is having the effect of requiring students to respond successfully to higher-level tasks that demonstrates a student’s ability to apply knowledge, skills, and critical thinking abilities. With constructed responses, students are required to “construct” or develop their own answers without the benefit of any suggestions or choices.

- Results from i-Ready are providing students with standard-aligned lessons based on their individual skill level and needs, thus allowing students to also learn at an individualized pace.

Areas of Strength

1. NES teachers utilize statewide assessment data at the beginning of the school year to obtain student proficiency levels and academic needs heading into the new school year.
2. NES teachers utilize i-Ready as a universal screener in Reading and Math which provides a means of monitoring student progress throughout the school year (Fall, Winter and Spring). Simultaneously, i-Ready provides standards-based lessons targeted toward each individual student’s learning needs.
3. NES teachers are provided regularly scheduled meeting times in their Level 1 and Level 2 teams to discuss student achievement data on an individual student level, grade levels and/or a school-wide basis.
4. There is a high degree of collaboration between NES teachers and grade levels as they utilize the Evidence-Analysis-Action process to look at student achievement data.
5. The NES teachers and staff are to be commended for their high level of commitment to the labor intensive work of school improvement.

Areas of Growth

1. Continue the use and development of the EAA process in analyzing student assessment data to refine instructional practices.
2. Continue developing Student Portfolios for both promoting self assessment and documenting student growth through work samples, goal setting and self assessment.
3. Continue to develop the use of co-constructed rubrics and the process of student self-assessment.
4. NES teachers will continue to work towards developing a common GLO assessment to begin schoolwide conversation to spiral the GLO criteria and expectations school-wide.
5. There is a need to further engage students in the process of self and peer-evaluation of their respective progress toward the achievement of grade-level standards and GLOs, as NES is still in the initial stages of this endeavor.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of culturally sensitive strategies to encourage parental and community engagement, especially with the teaching/learning process?

The visiting committee has observed a genuine sense of Aloha expressed by the stakeholders in the NES community which is united in their love for NES and their commitment to the school. All NES stakeholders, whether it be classified staff, certificated staff, parents, community members and, most importantly, the students, universally expressed their appreciation for the care, safety and support they feel at NES.

All parents and the school community understand that academic standards and General Learner Outcomes define expected student achievement and learning goals.

- NES holds parent-teacher conferences and uses this as an opportunity for teachers and parents to share ideas of each student's strengths and areas of growth. Parent-teacher conferences are also used to ensure parents understand required academic standards, GLOs, and for collaborative discussion on ways NES students can be supported both in the classroom and at home.
- NES's School Community Council (SCC) uses parent and community feedback to provide opportunities for families to be involved in student learning and as a means of providing effective communication with parents. The use of NES's SCC supports the concept of a school-community partnership.

All parents are informed and aware of how their children are learning and achieving through regular communication processes and procedures with school staff.

- All parents interviewed by the Visiting Committee stated that there is open and transparent communication with the school principal and teachers, and that teachers immediately respond when parents have a question.
- At the beginning of each school year, NES and its PTA host an evening coffee hour to orientate new parents to the school by providing pertinent information about the school and addressing questions that incoming families may have.
- At NES's Open House, teachers share their expectations and plans for the year while families visit the learning environment provided by the school.
- Student planners and emails are utilized as communication tools between parents and teachers.

- Faculty websites at NES are made available for families to check in on their children's classroom learning experiences.
- NES parents are kept informed through the school's monthly parent bulletins, which are available online. These bulletins provide information on school-wide events, deadlines, and a principal's message.
- NES parents regularly receive progress reports from their child's teacher. These reports include what the child is doing well and what can be done at home.

All parents, students, and staff collaborate in developing and monitoring a student's personal learning pathway, college/career, and/or other educational options.

- NES students are exposed to a variety of careers beginning in kindergarten during the school's Career Week. Parent volunteers conduct these career presentations to NES kindergarten students.
- NES classified employees are highly qualified in their respective fields, collaborate with NES educators, and are effective in providing the important, supplemental support that is required for the academic growth, social emotional development, and learning pathways of students.

The school implements strategies to engage community stakeholders. Examples include: professional services, business partnerships, non-profits, organizations, military, etc., to support students.

- NES has established various community partnerships to support each student's learning. These partnerships include the following:
 - University of Hawai'i - College of Engineering, College of Tropical Agriculture - Various grade levels
 - Mānoa Heritage Center - Kindergarten
 - Parent Career Speakers - Kindergarten
 - Hawai'i Theater for Youth - 1st Grade
 - Alliance for Drama Education - 2nd Grade and 5th Grade
 - Zero Waste Worm Ohana w/Mindy Jaffe - 3rd Grade
 - Hawai'i Agriculture Foundation (Veggie U) - 4th Grade
 - Pa'ēpa'ē O Waikolu w/Cory Yap - 5th Grade

E2. School Culture Criterion

To what extent does the school leadership focus on continuous school improvement through providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, respect, professionalism, and high expectations for all students?

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

- The Visiting Committee observed that student safety is paramount at NES. NES employees are highly effective at ensuring a safe, clean, and conducive learning environment that fosters and nurtures learning.
- During the COVID-19 pandemic, faculty referred to the Noelani Handbook (Health and Safety Measures) for all safety procedures and protocols. NES staff and administration ensured that all safety procedures and protocols were, and continued to be followed, as updates to procedures and protocols are made.
- All parents interviewed by the Visiting Committee stated that NES is extremely safe, and that NES provides a school environment that ensures their children's physical health and safety.
- All NES classified employees interviewed by the Visiting Committee stated that they regularly check all equipment for safety and if there is a concern, it is reported to the school principal and immediately addressed.
- NES has a safety committee that meets quarterly to assess and address issues concerning student and teacher safety. The safety committee has been responsible for establishing NES playground structure rules during recess times and for assessing the physical integrity of NES facilities, including playground structures, classrooms, bathrooms, office spaces, the cafeteria, sidewalks, stairwells and the school's lawn.
- If and when concerns arise, the safety committee discusses and takes appropriate steps to address these issues.
- The safety committee at NES is responsible for conducting an annual review of the effectiveness of the school's emergency procedures.
- Due to the heavy traffic flow before and after school, NES has a Junior Police Officer (JPO) program that has been implemented to ensure safety for everyone entering and leaving the school's campus. JPOs are stationed around the campus to remind students of school safety rules.
- NES organizes an annual campus beautification activity that is partnered with students, parents, and the Boy Scouts for the purpose of cleaning and enhancing the school.
- The school principal walks the campus with the school custodians once a quarter to inspect the campus for any potential safety and maintenance issues. These walks are conducted with a focus on the specific areas of the campus that each custodian is assigned to. Additionally, there is an open line of communication in which NES custodians will immediately report any potential safety and maintenance concerns to the school principal.

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

- All NES students participate in lessons that focus on Internet safety and the appropriate use of technology. These lessons are provided by the homeroom teacher, computer science teacher, and librarian.
- NES students and parents are required to sign the Technology Acceptable Use Guidelines (TAUG) before any technology access is allowed. Classroom teachers review this form with students in depth, so they are aware of the contract stipulations.
- NES has a chart that indicates behavior expectations. This behavior chart is reviewed with students at the start of the school year and the chart is displayed in every classroom. The three behaviors on the chart (the “3 Be’s: Be Respectful, Be Responsible, Be Safe) are reinforced by staff with students throughout the school year.
- NES has a full-time school counselor who conducts lessons on social emotional learning in NES classrooms. The school counselor works with and supports students one-on-one and in small groups, as needed.
- Teachers communicate with parents and the school counselor and discuss appropriate steps to be taken if there is an incident involving student misbehavior. Teachers communicate with the school principal, if necessary, to discuss appropriate action.

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

- NES stakeholders demonstrate a high level of trust, respect, and professionalism toward one another.
- All adults (parents, certificated and classified staff, and community members) interviewed by the Visiting Committee stated that they feel welcomed, supported, and safe at NES.
- All students interviewed by the Visiting Committee stated that they feel welcomed, respected, and safe at NES.
- NES has developed protected meeting times for NES staff that allow for professional conversation between colleagues. These opportunities have had the effect of further developing a supportive culture where staff members work together for the betterment of each child.
- NES teachers meet at least twice a quarter to discuss student progress and plan for instruction as grade-level teams.
- NES teachers meet in vertical teams to scaffold and coordinate curriculum and instruction school-wide. Similarly, staff members, such as NES custodians, also meet regularly to plan for school events and to address any issues that involve the physical facility of the school’s campus.
- NES has a School Community Council (SCC) composed of the following representatives: teachers; classified staff; parents; community role groups; the student council. The SCC meets monthly and anyone member of the school community is invited and welcome to attend and participate in these monthly meetings.

- Data to inform school improvement, in addition to the school’s financial plan and academic plan are discussed in depth.
- Grade-level meetings, data teams, and faculty meetings are used to engage in conversations regarding school and student data.

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

- All students interviewed by the Visiting Committee stated that they feel accepted and safe at NES. All students interviewed stated that bullying is not a concern and that they feel welcomed at NES.
- NES uses a “Think Sheet” which is a tool used to help students reflect on their misbehavior and how to more appropriately address the issue or concern the next time there is such an occurrence. (Depending on the grade level, students process their misbehavior verbally or in written form to help make better choices in the future.)
- NES has a “Kind Kid” award that is earned every month. (This award has replaced the perfect attendance award.) The principal reads what the teacher wrote to indicate why that specific student earned the Kind Kid award. Additionally, this implementation is a medium for demonstrating that the principal is directly involved in shaping students’ lives.
- All students interviewed by the Visiting Committee expressed knowledge and enjoyment about learning Hawaiiana and the cultural traditions and history within.
- NES has partnered with a sister school in Japan that has allowed for the sharing of culture and the appreciation of diversity. NES students communicate with students from their Japanese sister school via video conference.

E3. Student Support Criterion—Personalization and Accessibility

To what extent does the school ensure that every student’s education is personalized, informed by high-quality data, monitored, and advances them toward readiness for success in career, college, and community?

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.

- NES provides academic support to its students through classroom differentiation. Additional assistance is provided in kindergarten through paraprofessional tutors and in grades one and two through part-time teachers.
- Targeted and/or intensive services are provided to students who have special academic needs, have a learning disability, or are English language learners.

- Personal counseling is provided to NES students by the school counselor. Counseling sessions are provided to students who may require counseling support in addition to students via the IEP process, and students who have Section 504 Plans.
- NES teachers in kindergarten, and in grades 4 and 5 bring in guest speakers from the community to share and discuss their respective professions and to inform students of the career opportunities that are available to them. In kindergarten, parents also share their professions with NES students during Career Week.
- NES teachers utilize project-based learning to connect academic pursuits with students' personal interests.

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) to ensure all students are placed in courses that meet their educational goals.

- NES has an amazing student to teacher ratio, with class sizes ranging between 17 and 23 students. The school principal makes a conscious and concerted effort to ensure that class sizes at NES do not exceed 25 students. This student to teacher ratio is enhancing the individualized, small group, and whole class instruction that is taking place in NES classrooms.
- Specialized academic instruction (SAI) is provided to students with disabilities who are receiving special education services, in accordance with IDEA mandates. The specific services and instruction is individualized, as per each student's respective IEP.
- NES ensures that students with disabilities are placed in the least restrictive environment (LRE) and are with their non-disabled peers for as much of the school day as possible.
- NES has an ELL program to support students whose first language is not English.
- NES utilizes a variety of screening assessments which are administered between 14-30 days of a student's arrival to the school. These screening assessments are used to determine each student's English proficiency and program support. This yearly progress is measured by the student's performance on the World Class Instructional Design and Assessment (WIDA) ACCESS assessment that is administered every February.
- The EL teacher uses "Can Do" descriptors to highlight what their ELLs can do at various stages of their respective language development and to plan and support ELL students in their educational setting.
- NES provides tutoring both during and after school. Tutoring is provided via small group instruction or via a pull-out model.
- Through a partnership with the University of Hawai'i, student teachers provide after school tutoring once a week for targeted students.

The school analyzes data and monitors student progress to implement multi-tiered support systems that ensure the academic, behavioral and social-emotional needs of all students are being met.

- NES's school counselor provides behavioral support to identified students via individual and small group counseling. Classroom guidance, conflict resolution, and positive behavioral support expectations are also provided by the school counselor.
- NES utilizes the Fountas and Pinnell as an assessment and data point in the lower grades to monitor reading progress, in addition to i-Ready assessments.
- NES has a Gifted and Talented and Enrichment Program that utilizes project-based learning that is supported by technology.
- All general education teachers interviewed by the Visiting Committee stated they receive a copy of each student's IEP and are informed of all required accommodations and modifications by the special education department for students with disabilities who are placed in their classrooms so they can ensure that appropriate and required supports for these students are in place.
- NES teachers participate in grade-level Impact Teams which meet two times each quarter and utilize the Evidence-Analysis-Action protocol to analyze data and monitor student progress towards meeting the academic standards.

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

- NES highly encourages and supports consistent student attendance and has an effective attendance policy and student follow-up process in place.
- The school counselor monitors student absenteeism and will send a letter home after five absences, regardless of the reason. The counselor calls home at 10 student absences, and the principal becomes directly involved when a student has incurred 15 absences.
- Home visits are also conducted by the school principal, if needed.

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

- In addition to the WASC accreditation process, NES utilizes the annual comprehensive needs assessment (CNA).
- The Academic Review Team reviews all aspects of the Academic Plan, including trauma informed practices. This happens quarterly via Level 1 and Level 2 teams with representatives from each classroom, non-classroom teachers, and special education teachers.

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

- Instruction provided to NES students by NES teachers is based on the Common Core State Standards (CCSS) and General Learner Outcomes (GLOs).
- NES has a “Moving On Up Day” at the end of each school year. This day is designed to help NES students transition to the next grade level. Students meet the teachers, discuss, expectations, and upcoming grade-level activities.
- 5th grade students at NES are given the opportunity to take a tour and meet some of the school staff at the next school that NES feeds into (Stevenson Middle School). NES and Stevenson Middle School partner in this experience for the purpose of familiarizing students who will be transitioning there with the new campus.

Areas of Strength

1. NES has an amazing student to teacher ratio, with class sizes ranging between 17 and 23 students. This student to teacher ratio is positively enhancing the individualized, small group, and whole class instruction that is taking place in NES classrooms.
2. NES classified employees are highly qualified in their respective fields, collaborate with NES educators, and are effective in providing the important, supplemental support that is required for the academic growth, social emotional development, and learning pathways of students.
3. NES has an extremely high degree of professional collegiality among all staff members and stakeholders.
4. Existing policies and regulations and uses of resources are ensuring a safe, clean, and highly conducive learning environment that nurtures student learning.

Areas of Growth

1. NES needs to continue investigating ways to further involve parents of children who are struggling academically, in addition to showing those parents how they can become more involved with the school.
2. Although tiers of support are being provided to NES students, based on student need, a systematized and formalized HMTSS model should be implemented at NES to monitor academic growth and behavior interventions.

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

Schoolwide Areas of Strength

The Visiting Committee commends NES’s leadership, parent and community partnerships, and the exemplary level of professionalism displayed by its highly committed faculty and staff, both certificated and classified. NES is providing its students with a safe, caring, and nurturing environment that addresses the needs of the whole child within a learning atmosphere where the

overarching goal is the long-term success and achievement of their students. By examining the past to contextualize the present, NES is creating a more successful tomorrow for its students.

1. NES has succeeded in creating a highly conducive learning environment where students are welcomed, where school pride and high expectations are valued and expected, and where student success is celebrated. This environment is having the effect of producing self-driven goals within their students at an early stage in life, increasing NES's students' self-confidence, and is serving as a foundation on which further achievement and success can be built on.
2. NES has adopted a comprehensive school-wide system (i.e., formative, summative, and norm referenced) to identify, collect, and analyze appropriate assessment data to inform curriculum, instruction, and program development to improve student achievement. With this adoption and implementation of Impact Teams that has occurred since the last WASC accreditation, NES is in turn, continuing to refine their provision of an instructional environment that is predicated on quantifiable and qualifiable data that can be used to target the academic and social emotional needs of its students.
3. NES is succeeding in fostering an appreciation and strong connection to Hawaiian culture and traditions. These values are displayed and modeled by all adults on campus and are having the effect of bolstering NES's already existing caring and trusting culture.
4. All adults (parents, faculty, and staff) interviewed by the Visiting Committee stated that they feel safe at NES. All students interviewed by the Visiting Committee stated that they feel safe, welcomed, and cared for at NES. Additionally, all students interviewed by the Visiting Committee stated that they have at least one caring adult that they can turn to at school if there is a concern or they are in need. In today's world, the importance of a student feeling safe at school cannot be overemphasized. NES's emphasis on providing a safe and caring environment is having the effect of providing its diverse population of students with an irreplaceable opportunity and freedom to focus on their scholastic achievement during their formative years.
5. NES's uncommon and excellent student to teacher ratio, with class sizes ranging between 17 and 23 students, is positively enhancing the individualized, small group, and whole class instruction that is taking place in NES classrooms, and overall academic and social emotional education that NES students are receiving.
6. All students with disabilities at NES are placed in the least restrictive environment (LRE) to the greatest extent possible, and as appropriate. NES has placed a significant emphasis on inclusion and ensuring students who are receiving special education services are

mainstreamed in as many subjects as possible. All NES general education teachers are ensuring that accommodations and modifications are being provided to their students with disabilities, and NES has a highly effective system in place to ensure compliance with special education mandates from State and federal agencies.

7. NES has an extremely supportive and committed PTA, SCC, and parent community that actively engages and promotes the provision of a safe and healthy learning environment; one that is based on having high long-term expectations for its students. Additionally, NES has been extremely effective in establishing professional educational relationships with government agencies and community groups who provide supplemental support and financial resources for students attending NES.
8. NES has made a commitment to updating and increasing the available technology for its students. This continued investment in technology and its implementation is having the effect of assisting NES in keeping pace with this ever-changing dynamic.
9. NES's response to the COVID-19 pandemic and the leadership provided by the school principal and staff during this time period has been laudable. The educators at NES created and executed an educational plan and response to the COVID-19 pandemic to ensure students would continue to be nurtured and cared for, and that high quality instruction would continue to be provided.
10. NES has an extremely high degree of professional collegiality and commitment among all staff members (classified and certificated) and all community stakeholders.

Schoolwide Critical Areas for Follow-Up

The Visiting Committee concurs with the school's identified critical areas for follow-up that are outlined in the Academic Plan. These are summarized below:

1. Decreasing the gap rate (Math, Reading, Science). COVID-19 has negatively impacted our high need student group (EL, SES, IDEA). Comparatively, non-high needs groups have remained consistent.
2. Increasing the proficiency scores for the increased number of active English Learners. The number of EL students increased from 26 (20-21) to 53 (22-23).
3. Improve School Quality Survey that was negatively impacted by the continuation of the COVID-19 pandemic.

In addition, the Visiting Committee has identified critical areas for follow-up that need to be addressed and recommends the following:

1. Although the academic achievement gap at NES is significantly smaller than that of other State schools, NES needs to continue working toward decreasing the gap rate between its students who are academically doing well and those who are not. NES faculty and leadership need to further engage parents of children who are struggling academically, in addition to showing those parents of struggling students how they can become more involved with the school.
2. Continue working on the formative process being performed by Impact Teams to ensure intentionality of what NES teachers are doing on diagnosing and strategizing to support all students and to target their lower performing students. To expand on this, involving students in self and peer assessment should continue to be integrated within the work that is currently being done within NES Impact Teams. Teachers at NES should continue to utilize the Evidence-Analysis-Action process to unpack the standards and develop common grade-level rubrics and success criteria that spirals across the grade levels.
3. Although tiers of support are being provided to NES students based on student need, a systematized and formalized HMTSS model should be implemented at NES to monitor academic growth and behavior interventions.
4. NES teachers require professional development on the implementation of Next Generation Science Standards (NGSS) in NES classrooms to ensure these State adopted grade-level standards are being taught cohesively by all NES teachers and are being built upon from one grade level to the next.