Chapter I:

Student/Community Profile

Chapter 1:
Ho'okena Elementary School
Self-Study

Chapter I   School-Community Profile

Ho'okena Elementary School is situated in rural South Kona on the island of Hawai'i. The major agricultural activities center around large macadamia nut and coffee farms. The school is located 20 miles south of the town of Kailua-Kona (largest city in West Hawaii). Ho'okena Elementary serves students in preschool through grade five. There are two preschools; one is an inclusion preschool and the other is a governor initiated low-income preschool. The school's geographic boundary spans a total of 17 miles, north from Kealia, south to Honomalino, and down to coastal areas of Ho'okena Beach and Miloli'i village.

History: Ho'okena English school was formally inaugurated in March 1880 with an enrollment of 62 students. Throughout the late 1800's and early 1900's, enrollment stabilized at just over 100 students. The school staff grew to three teachers and the school expanded from one to two buildings.

In 1929, the road inland on the higher slopes improved around the island, lessening the dependency upon the sea as a highway. This led to the relocation of the school upward and inland to the present site. There, a three classroom structure housed approximately sixty students in grades 1-6 with three teachers.

Starting in the 1950's kindergarten and first grade students attended Ala'e School, while second thru eighth grade students attended Ho'okena Elementary and Middle School. Ala'e School was located six miles south of Ho'okena Elementary and also served as a dormitory for the students from Miloli'i during the week, due to the poor road conditions and long travel time from Miloli'i Village. Student enrollment gradually declined in the late 1960s and eventually three schools (Ala'e School, Miloli'i English School, and Ho'okena School) were consolidated into one Ho'okena School in 1966. The school continued to service students in kindergarten through eighth grade.

As enrollment expanded portable classroom buildings were added to the campus.
The first permanent eight-classroom building was completed in 1999.
Ho'okena Elementary and Intermediate school was downsized in 2004-2005, and now encompasses grades Preschool thru fifth. Students in grades six through eight moved to Konawaena for their Middle School years.

During the 1995-96 school year, the school conducted a needs assessment to address low test scores. As a result, the school applied for and received a federal Comprehensive School Reform grant that was used to purchase professional development from the America's Choice School Design group based in Washington D.C. This included the implementation of the New Standards Performance Standards via the workshop

model. The model improved both student achievement and engagement. Ho'okena remained an America's Choice school and continued to receive professional development and support until 2007. During these years Ho'okena was a school in "good standing," as measured by federal No Child Left Behind criteria. Ho'okena held on to the AC model for the next few years and tried to "go it alone" as funding for continuing support from the AC network declined. Nevertheless, despite best intentions of the staff, student test scores plateaued and the school came to realize the model no longer fit. With the shift from NCLB to Strive Hi metrics in 2012-2013, Ho'okena became a focus school and eligible for assistance. The school selected the continuous school improvement process led by the Victoria Bernhardt group.

This report follows the format of the Western Association of Schools and Colleges (WASC), Focus on Learning (FOL) process. It is the result of a self-study done by the administration, certificated staff, classified staff and parents to look at what has been accomplished over the last three years, what remains to be done, and what we need to do to fully prepare our students to be college and career ready.

Given the small size of the school and the widespread geographic distribution of the community, the creation of focus groups became logistically unrealistic. As a result Ho'okena proceeded as a group of the whole. Lead faculty took the forefront in collecting and analyzing data with assistance of the rest of the faculty, classified staff, representative parents and community members. These representatives were drawn from the School Community Council (SCC) which meets bi- monthly. A comprehensive needs assessment was completed by faculty and staff via the Continuous School Improvement process (CSI) and used to examine all existing programs, processes, curriculum and environment within the school. The results were used to evaluate and revise the current Academic and Financial Plan and our school mission and vision statements, to ensure all are in alignment and mutually supportive. Drafting of the report was done by the lead team. The resulting draft documents were shared with the SCC for comment and review and more widely with all stakeholders via Google Documents, which allowed all to read and comment on the data and report findings.

The vision for the school is now the driving force for all decision making. It incorporates the General Learner Outcomes, mission statement, all elements of the DOE strategic plan and Strive HI goals.

DEMOGRAPHIC DATA FROM SCHOOL YEAR 2014-15
Community:

Based on the 2010 U.S. Census, the community served by Ho'okena School is diverse in its characteristics.

Age 0-14	11.2%
Median Age	45.8
Community population	9,997
Number of family households	3,714 (100%)
Family households w both parents	48.8%
Family households w father only	6.5%
Family households w mother only	10.4%
Average Household size	2.68 people
Average Family size	3.21
Median household income	$50,102 (state: $67,402)
College graduates	25.7%
Some college education	30.9%
High school graduates	34.7% over 5% greater than State numbers
Housing owned	61.7%
Housing rented	38.3%
Households in poverty	14.8% (state: 13.7%)
Households receiving public assistance	36.1% (58.2% for single mother households)

South Kona Ethnicities	Percent
White	36.6
Asian	21.0
Native Hawaiian	10.2
Hispanic	10.3
Multi-racial	20.0
Other Pacific Islander	1.9

School Community:

Parents are valued as partners and take an active part in their children's learning by communicating through home school notebooks, coming to parent-teacher conferences, and by attending various parent activities throughout the year. Kinder Kamp, Open House, and Primary School Adjustment Program (PSAP), are some of the activities hosted by the school. In addition, the School Community Council (SCC) holds open meetings every 2 months for all concerned stakeholders to receive information and/or offer suggestions for improving our school. Our school based PTO re-organized in 2014 and became the Kealamakia Foundation, which now supports Ho'okena School as well as other community organizations. They remain willing partners and are available to further the vision and mission of Ho'okena Elementary, most recently, by providing funding for 4th and 5th grade field trips. The school also has the help of the University of Hawaii extension service to expand the gardens on campus and to assist teachers in providing project-based learning opportunities to increase student engagement and rigor. The school is enlisting parent support to help in these endeavors. Students leaving Ho'okena are further supported in their educational endeavors through the Julianna Watson Memorial Scholarship Fund solely for Ho'okena graduates continuing onto college.

Core values, beliefs, vision, mission and General Learner Outcomes:
For over ten years, from S.Y.1997 to 2013, the Ho'okena Elementary School Vision and Mission statements were:

VISION

All students enrolled in our school will:
· Meet academic standards
· Make responsible choices
· Be prepared for middle school, high school, college or other post-secondary education.

MISSION

To achieve this vision Ho'okena will:
· Provide standards based academic education in a nurturing environment
· Use educational technology to support learning
· Broaden horizons through community involvement and service learning
· Have standards for behavior
· Encourage parent involvement in the education of children.

In December, 2013 under the guidance of Dr. Victoria Bernhardt, the school staff undertook a re-evaluation of the Vision and Mission statements as part of our continuous school improvement process. The newly crafted Mission statement reflects a singular purpose:

<p style="text-align:center">The mission of Ho'okena Elementary School is
to prepare **all** students to be college and career ready.</p>

In April, 2014 school staff met with Dr. Bernhardt to bring specificity to the school Vision. It has become a multi-paged document that now clearly states what the school should do in the areas of curriculum, instruction, assessment and environment, and the role each group on campus (administration, teachers, and support staff) will play in order to achieve the Mission.

The newly created Mission and Vision statements were introduced to the school community of stakeholders at the beginning of the year via faculty meetings and School Community Council (SCC) meetings in order to take effect in school year 2014-2015. These documents, along with the Academic and Financial Plan, will guide all future educational and financial decisions the school makes.

The General Learner Outcomes (GLOs) referred to on the Ho'okena Elementary School campus and on quarterly report cards, are the GLOs that were established by the State of Hawaii Department of Education, and are incorporated in our vision.

School status:

Ho'okena Elementary School has been a school in good standing for NCLB purposes since the beginning of this metric. During the S.Y.2012-13, the new State evaluation system, STRIVE HI Performance was implemented. Using the criteria of this measure, Ho'okena Elementary School became a Focus school. That status is based on achievement scores, student growth percentiles, chronic absences and any existing gap between the performance of subgroup students (i.e. ELL, SPED, SES, MEP) and all students. Hookena lost points due to high chronic absenteeism (36%); poor achievement on the HSA assessment for Reading (63%), Math (39%) and Science (25%), and low growth in each of the aforementioned areas.

For the school year 2013-14, Ho'okena was awarded additional points for all the progress made during that school year and came within one point of gaining additional points for reducing chronic absenteeism (36% to 26%). The school also showed growth in Math and Reading (70 point gain), even though total achievement did not improve.

Enrollment:

Ho'okena Elementary School enrollment has steadily increased over the last four years.

Student enrollment	Total	SPED #	%	ESL #	%	Free/Reduced Lunch #	%
2010-11	119	21	7.6%	6	.0%	87	.1%
2011-12	138	21	5.2%	9	.5%	119	.2%
2012-13	135	19	4.1%	5	.7%	115	.2%
2013-14	149	20	13.6%	7	.0%	130	.1%
2014-15	155	17	0.9%	5	.2%	140	.0%

Currently, 155 students attend Ho'okena. The grade level distribution is:

Preschool	20
Kindergarten	24
First Grade	22
Second Grade	27
Third Grade	27
Fourth Grade	15
Fifth Grade	20

Source: Longitudinal Data System (LDS)

The preschool enrollment is higher than the District. There is not a marked difference in student gender across all grade levels. The numbers of students per grade level changes significantly from year to year.

Ho'okena Elementary student demographic data reflects the diversity of our community.

	Years	2010-11	2011-12	2012-13	2013-14	2014-15
Student Ethnic Enrollment	Asian	3.7%	4.5%	3.1%	2.1%	1.3%
	Black	1.5%	0.7%	0.8%	0%	0%
	Hispanic	3.0%	2.2%	3.1%	7.1%	5.2%
	Multiple	3.7%	5.2%	5.3%	10.0%	0%
	Hawaiian	57.2%	60.4%	67.9%	57.9%	60.1%
	White	29.9%	26.9%	19.8%	22.9%	20.9%
	Other Pacific Islander	2%	3%	3%	1.0%	1.3%

Source: Longitudinal Data System (LDS)

Eleven (11%) of students are eligible for SPED services, a significant decrease from 23% four years ago. Students who receive special education services were found to be eligible with the following primary disabilities:

Developmental Delay	10 of 17	59%
Other Health Impairment	3 of 17	18%
Specific Learning Disability	2 of 17	12%
Autism	2 of 17	12%

Source: eCSSS database

Ho'okena Elementary School is a Title I school where 92% of students are eligible for free/reduced meals. This number is significantly higher than the Complex and State eligibility numbers, 67% and 54% respectively. Over the last five years, the number of students eligible for Free and Reduced lunch at Ho'okena Elementary has increased steadily from 73% in 2009-2010 to 92% for the current year, 2014-15.
Currently, thirty (30%) of our students are part of the Migrant Education Program. This represents little change over the last 2 years. Sixty-three (63%) of Ho'okena students ride the bus to and from school.

Behavioral referrals and suspensions were at <1%, reflecting little change in discipline numbers over the last four years. However, during the first semester of 2014-15, there were 7 suspensions, bringing the percentage up to 4.5% to date. This increase is due to changes in administrative management style and philosophy on when to assign detention.

Attendance:
Student average daily attendance has decreased slightly over the last three years:
>   2010 – 2011   93.6%
>   2011 – 2012   92.6%
>   2012 – 2013   91.3%.
>   2013 -- 2014   91.3%
>   2014 -- 2015   90.5% as of 2-15

Source: Longitudinal Data System
The state records of attendance over this span of years went from 93.6% to a current 90.5%. It should be noted that Ho'okena Elementary receives students from within a 30 miles radius of the school. This oftentimes means that students who miss the bus are then absent from school. Many families lack transportation (one car per family) or fuel for the extra travel needed to get students to school. Historically, Ho'okena has received geographical exceptions (GEs) from areas south of our school district. Many parents work in Kailua-Kona, a considerable distance from their homes and want to be able to pick up their students on the way home. Currently, 8% of our students are GE's.

Chronic absenteeism is defined by the DOE's Early Warning System (EWS) as students who are absent more than 5% of the school year: 5% of 180 is 9 days. This figure for

Hookena has increased since 2010-11. Current figures year to date are now showing a decrease. Hopefully, this trend will continue for the remainder of the year.

School Year	Chronic absenteeism %	Chronic absenteeism #
2012-13	36%	49 of 136
2013-14	58%	90 of 155
2014-15	31%	47 of 154

Source: Longitudinal Data System (LDS)

A further analysis of attendance data for 2013-14 reveals that of these chronically absent students, 43% (39 of 90) have fewer absences this year than last. This year's current to date figures show that of those currently chronic, 32% have had fewer absences than last year.

It should be noted that with the advent of the Strive Hi measurement, the definition of chronic absenteeism has now changed to 15 days instead of 9. This will need to be corrected for in any future use of this data.

Yearly attendance rates by grade level over the last three years are:

	2010 − 2011	2011 − 2012	2012 − 2013	2013- 2014
Kindergarten	91.7%	92.3%	91%	89.7%
1st grade	93.8%	90.9%	90.9%	92.1%
2nd grade	94.7%	92.3%	90.8%	93.4%
3rd grade	93.9%	93.2%	93.1% 92.4%	
4th grade	95.3%	93.3%	91.4%	93.6%
5th grade	94.9%	94.8%	94.9%.	91.1%

Source: Longitudinal Data System (LDS)

School facilities:
Ho'okena Elementary School provides students with a safe and clean learning environment. The school has passed each annual campus check over the last four years. There have been only 1 student and 2 staff accidents over the school year.
Currently, Ho'okena Elementary has adequate space for its enrollment.

Staff:
During the 2013-14 school year, Ho'okena had 8 regular education teachers; 3 SPED teachers (including preschool); 3.0 FTE educational assistants, a full-time counselor, a half-time (10 month) Student Services Coordinator and a Literacy Coach. In this current school year, 2014-2015, Ho'okena added a Reading RTI Specialist teacher and a Math Coach, made possible by Focus Schools funding received from the State of Hawaii. However, as the funds for these positions came late last year, no Math Coach was hired during the regular teacher posting times in February and March of 2014. The school continues to search the DOE hiring lists for a qualified teacher to interview up to the present time.

In addition, Ho'okena has a Health Aide, two custodians, an office clerk, a SASA and Principal. The school has three part-time teachers and a part-time Kumu (Hawaiian studies Part Time Teacher). Due to cuts in weighted student formula funds (WSF), Ho'okena no longer has a Librarian, a PSAP Educational Assistant or a Student Services Coordinator clerk.

It should be noted that during the time span of this report process the school had a change in leadership. We began the CSI and CNA processes with one principal who had been with us for four years. She was then reassigned for the school year 2014-15. A new principal was interviewed and hired during the summer of 2014. This resulted in a certain amount of lag time as the new principal became acquainted with new staff, new curriculum, new school demographics and culture. This necessitated a change in priorities by the lead team as they assisted in this transition and resulted in a delay of certain initiatives contained in our academic and financial plan.

This same principal is now on medical leave due to an acute medical crisis and is unable to return to school for the remainder of the school year. The lead team and DOE district personnel filled in by sharing administrative duties and continued to do so until an interim principal was assigned to our school during the first part of February 2015.

Historically, 57% of all bargaining unit 5 members (classroom and non-classroom teachers) have been at Ho'okena Elementary School for more than 15 years. Data for the last three years shows:

	S.Y. 2012-13	S.Y. 2013-14	S.Y. 2014-15
Total number of teachers	10	12	15
Number of Highly qualified teachers	100%	10 teachers - 82%	13 teachers - 87%
Average Years of Experience	19.2	17.1	not yet calculated
5 or more years at Ho'okena	60%	50%	47%
Number of teachers with advanced degrees	20%	33%	20%

Source: 20013-14 SSIR and School SASA

In school year 2013 – 2014, staff participated in the following trainings:
- 6 days of Guided Language Acquisition Design (GLAD) training.
- 2 days of overview in the new State English Language Arts curriculum, Wonders
- 2 days of overview in the new State Mathematics curriculum, Stepping Stones

- 2 hour overview of the Positive Behavior System and Social Emotional Learning curriculum
- Multiple day trainings in the new Educator Effectiveness System (EES)

Training opportunities held/ scheduled for the 2014-15 school year include:
- online training for the Second Step program
- 1 day of SPED inclusion training
- 1 day of Positive Behavior System and Social Emotional Learning for faculty and support staff
- 2 hours of training on using Lexile levels
- 5 hours of Common Core State Standards CCSS training with district resource teacher
- 2 hours of training in AVID strategies
- 2 hours of training using learning centers.
- 2 hours of training in Wonders
- 2 hours of training in Stepping Stones
- Training in new computer programs; i-Ready, Google docs,
- 2 hours of training in the Smarter Balance Assessment (replaces the HSA)

School financial support:

Ho'okena Elementary School has received funding from these sources:

S.Y. 2013-14

S.Y. Weighted student formula	(WSF)	$823,722
Title I		$52,558.

In SY13-14, Ho'okena received additional funds as a Focus school to support Data Teams through PD from the Bilinsky Team, two Coaching Positions (Math and ELA), and money for substitute teachers for professional development.

S.Y. 2014-15

Weighted student formula	(WSF)	$875,480
Title I		$60,194

Once again, for S.Y. 2014-15, Ho'okena received additional funds as a Focus school to support Data Teams through professional development from the Bilinsky Team, two Coaching Positions (Math and ELA), and money for substitute teachers to release teachers for professional development provided by our curriculum vendors and the DOE.

S.Y. 2015-16

S.Y. Weighted student formula	(WSF)	$869,862
Title I		$45,510

For S.Y. 2015-16, Ho'okena will continue to receive additional funds as a Focus school to support two Coaching Positions (Math and ELA), and money for substitute teachers to release teachers for professional development provided by our curriculum vendors and the DOE.

STUDENT PERFORMANCE DATA

Hawaii State Assessment (HSA):

School Year	Math Proficiency	Math SGP	ELA Proficiency	ELA SGP	Science Proficiency	Chronic Absenteeism	Overall Points*
12-13	46%	31	69%	47	26%	36%	101
13-14	39%	44	63%	58	25%	26%	182

Source: **STRIVE HI Report**   Total points possible = 400 points

Proficiency by Subgroup:

The following graphs show proficiency by subgroups for SY13-14 in Reading, Math and Science

SY13-14 Reading Proficiency by Subgroup

Subgroups	Exceeds	Meets	Proficient	Approaching	Well Below
All Students	26%	36.9%	63%	23.9%	13%
Disadvantaged	25%	35%	60%	27.5%	12.5%
Asian/PacificIs.	22.5%	35.4%	58%	32.2%	9.6%
White	33.3%	40%	73.3%	6.6%	20%
Male	18.1%	27.2%	45.3%	31.8%	22.7%
Female	33.3%	45.8%	79.1%	16.6%	4.1%
Migrant	17.6%	41.1%	58.8%	29.4%	11.7%
Native Hwn	18.5%	40.7%	59.2%	29.6%	11.1%

SY13-14 Math Proficiency by Subgroup

Subgroups	Exceeds	Meets	Proficient	Approaching	Well Below
All Students	8.6%	30.4%	39%	39.1%	21.7%
Disadvantaged	7.5%	32.5%	40%	37.5%	22.5%

API	9.6%	25.8%	35.4%	38.7%	25.8%
White	6.6%	40%	46.6%	40%	13.3%
Male	4.5%	18.1%	22.7%	45.4%	31.8%
Female	12.5%	41.6%	54.1%	33.3%	12.5%
Migrant	5.8%	29.4%	35.2%	35.2%	29.4%
Native Hawaiian	7.4%	29.6%	37%	40.7%	22.2%

SY13-14 Science Proficiency by Subgroup (4th grade)

Subgroups	Exceeds	Meets	Proficient	Approaching	Well Below
All Students	0%	25%	25%	70%	5%
Disadvantaged	0%	22.2%	22.2%	72.2%	5.5%
	0%	7.6%	7.6%	84.6%	7.6%
White	0 %	4%	0%	9%	4%
Male	0%	9%	0%	30%	9%
Female	0%	36.3%	36.3%	63.6%	0%
Migrant	0%	0%	0%	66%	66%
Native Hawaiian	0%	8.3%	8.3%	83.3%	8.3%

(Source: ARCH Database):

STAR – Universal Screener:
Students took the STAR (the last of three administrations for S.Y.2013-14) in May of 2014. The percentage of students scoring "in the green" (40th percentile or above) are shown below:

May 2014   Reading   33%   Math   46%

The percentage of students showing growth (60 or > point gain) between beginning and end of the year for the S.Y. 2013-14 is shown in the table below. Data is taken from our PLC monitoring of the school's progress in meeting our SMART goals for that school year.

Reading Smart Goal: 100% of students in 1-5 will show a 60 point gain in STAR reading

Grade	% in At or Above (# of students in Star categories-Green, Blue, Yellow, Red)	% making Scaled score 60 point growth and # met per total students
K	82% (23G, 1B, 0Y, 4R)	25% * 7 of 28 students:
1	57% (16G, 3B, 0Y, 9R)	4% 1 of 28 students:
2	16 % (2G, 2B, 9Y+R)	69% 9 of 13 students
3	52 % (10G, 4B, 5Y+R)	59% 11 of 19 students
4	70% (7G, 1B, 2Y)	56% 5 of 9 students
5	36% (9G, 7B, 9Y+R)	76% 16 of 21 students
	Please note: At or Above categories for STAR are set to 40 percentile rank.	ave growth=30pts

Math Smart Goal: 82% of all students will score in the Meets or Exceeds categories on the HSA and STAR Math assessments given at the end of the year. (We also tallied the percent making a 60 point gain)

Grade	% in At or Above (# of students in Star categories-Green, Blue, Yellow, Red)	% making Scaled score 60 point growth and # met per total students
K	89%* (40 PR or > for early numeracy)	85% * 17 of 19 students:
1	50% (12G, 2B, 2Y, 12R)	68% 17 of 28 students
2	69% (6G, 3B, 4Y+R)	85% 11 of 13 students
3	89% (17G, 1B 1R,	53% 10 of 19 students
4	80% (8G, 2B)	60% 6 of 10 students
5	56% (14G, 4B, 7Y+R)	58% 14 of 24 students

Students last took the STAR in December 2014. The percentage of students scoring "in the green" (40th percentile or above) are shown below:

Dec. 2014   Reading   53.2%   Math   53%

Comparison of STAR Reading Cohort results from December 2013 to December 2014, Percent/Category

GR then	Reading Percentages		Dec 2013		GR now	Reading Percentages		Dec 2014		% GROWTH in GREEN Category by cohort	
	Green	Blue	Yellow	Red		Green	Blue	Yellow	Red		
K*	79	7	4	11	1	50	20	15	15		-29
1	15	15	15	56	2	33	4	33	29		+22
2	38	3	17	41	3	56	22	4	19		+14
3	27	7	7	60	4	40	7	33	20		+17
4	73	9	0	18	5	61	28	6	6		+12
5	50	14	14	21							

LEGEND		*Kindergarten data taken from May 2014 STAR	
Green	40+ or > percentile	Yellow	11-24 percentile
Blue	25-39 percentile	Red	< 10 percentile

The above charts shows clearly that cohorts of students are showing growth in reading from one year to the next. The decrease from K-1 can be partly due to students moving from the STAR early literacy assessment administered in Kindergarten to the Star reading assessment taken by students in grades 1-5 and also to the use of May 2014 data as the December data was unavailable.

Comparison of STAR Math Cohort results from December 2013 to December 2014, Percent/Category

GR 2014	Mathematics Percentages		May 2014		Gr 2015	Mathematics Percentages		Dec 2014		% GROWTH in GREEN Category by cohort	
	Green	Blue	Yellow	Red		Green	Blue	Yellow	Red		
K	38	8	38	0	1	73	0	14	14		+35
1	75	11	4	7	2	44	20	28	8		-31
2	72	14	0	14	3	52	26	19	4		-20
3	53	13	15	33	4	47	13	7	33		- 6
4	90	10	0	0	5	85	0	10	5		-15

5	57	21	7	14							

LEGEND	
Green 40+ or > percentile	Yellow 11-24 percentile
Blue 25-39 percentile	Red < 10 percentile

The chart shows a decline in math scores from 1 year to the next for each cohort except that moving from K-1. This decline is a reflection of the fragmented curriculum which left students ill prepared for the next grade level now utilizing the more rigorous Stepping Stones curriculum. It also speaks to the need for more intensive RTI efforts in math.

A further analysis of STAR data in Reading and Math shows a continuing achievement lag by Hawaiian and part Hawaiian students similar to those documented on the HSA.

The school is refining its use of STAR data which each subsequent administration of the screener and recognizes the need to look at growth as well as achievement to get a clearer picture of where students are versus where they need to be. Growth reports for August to December, 2015, show good to excellent average gains per class in both content areas as shown in the graph below.

STAR Student Median Growth Percentile* per Grade, Fall 2014 to Winter 2015

Grade	Reading Growth	Math Growth
K		
1	99	39
2	54	56
3	69	34
4	27	42
5	31	65

*Student Growth Percentile (SGP) compares a student's growth to that of his or her academic peers nationwide.   For example, if a student has an SGP of 90, it means the student has shown more growth than 90 percent of academic peers. Consider 35–65 SGP to be the benchmark for typical growth.

General Learner Outcomes (GLO):

GLO's are evaluated and reported quarterly. Students are expected to develop behaviors that reflect the General Learner Outcomes. They demonstrate their understanding of the outcomes by being able to express and self-assess what it means to be self-directed learners, community contributors, complex thinkers, quality producers, effective communicators and ethical users of technology. Quarterly, students are recognized for their ability to demonstrate their understanding of the GLOs.

The scores represented below reflect the percentages of students who scored Consistently and Usually on the Quarter 2 report cards for the given years.
Student Performance on GLOs in Quarter 2

	2014-2015	2012-2013	2013-2014
GLO 1	57%	61%	61%
GLO 2	67%	76%	80%
GLO 3	44%	51%	64%
GLO 4	40%	52%	59%
GLO 5	50%	64%	65%
GLO 6	71%	88%	81%

Source: Longitudinal Data System (LDS)

General Learner Outcomes (GLO)

In analyzing this data, it is clear students scored the highest in;

- GLO 6 Effective and Ethical User of Technology: The ability to use a variety of technologies effectively and ethically and
- GLO 2 Community Contributor: The understanding that it is essential for human beings to work together.

The following 2 GLO's were those in which students are farthest from demonstrating consistently/usually across the board.

- GLO 1: Self-Directed Learner: The ability to be responsible for one's own learning and
- GLO 4: Quality Producer: The ability to recognize and produce quality performances and quality products.

The following GLO's, while not the lowest scores are only in the 64-65% range speak to a need for students to improve at applying their skills to the tasks presented to them in the classroom and be able to talk about them clearly and comprehensibly.

- GLO Number 3 Complex Thinker: The ability to demonstrate critical thinking and problem-solving strategies and
- GLO Number 5 Effective Communicator: The ability to express ideas clearly in writing and speaking.

English Language Learners:

3% of our students are recorded as English Language Learners. Though this number has dropped from 6% during the last five years, the number of languages spoken in their homes has increased to include Marshallese, Spanish, Visayan and Thai.
The chart below shows this populations' progress towards the federal benchmarks over the last 5 years.

Annual Measurable Achievement Objectives (AMAO)

Year	AMAO #1: _____ % of ELLs making gains in English acquisition (+ .5 WIDA score)	AMAO #2: _____ % of ELLs that exited ELL program	AMAO#3: _____ % of ELLs who scored 300 or greater on HSA (R=reading, M=math)	
2009-10	80 (goal 69%)	0 (goal 11%)	R-20	M-20
2010-11	75 (goal 71%)	0 (goal 12%)	R-0	M-33
2011-12	100 (goal 74%)	0 (goal 13%)	R-50	M-0
2012-13	75 (goal 63%)	17 (goal 17%)	R-0	M-0
2013-14	93 (goal 65%)	16.7 (goal 17.5%)	R-0	M-0

Ho'okena Elementary School ELL students met objectives for AMAO #1 in each of the last five years. As to AMAO #2 students met the objectives during the school year 2012-13 and just missed it last year. AMAO #3 scores reflect the achievement of a single student in grade 3, who scored in the approaching category in reading and well below in math.

Survey Data:

Surveys provided by the Bernhardt group were given to teachers/support staff, parents and students in October of both school years, 2013-14 and 2014-15. Percentages of responses received:

	2013-14	2014-15
Students (grades 2-5)	98%	100%
Parents	41%	82%
Full-time staff	95%	100%

Survey Results

Strengths	Challenges
PARENT SURVEY RESULTS: N=70 (comments) - Ho'okena is ohana-oriented integrating Hawaiian culture and values. There is a family feel to the school. - School sets high standards and expectations. - Great support staff - Great vision for school/student learning and achievement is their focus. - Children feel safe and loved. - It is a small and intimate environment. - Parents are well informed and there is great communication. - Simply amazing support system provided by all staff members. - Parents are well informed and there is great communication. . The average score on a scale of 1-5 where 1 was strongly disagree and 5 was strongly agree fell between 4 and 5 in all questions. **STAFF/TEACHER SURVEY RESULTS:** **Strengths** - feeling welcome and belonging at school, - learning is fun, - intrinsically rewarded, - well informed a good communication, - safety, - respect for students and each other, - student achievement through differentiation - effective learning environment - use of technology - shared vision. The average score on a scale of 1-5 where 1 was strongly disagree and 5 was strongly agree fell between 2.9 and 4.5. **STUDENT SURVEY RESULTS** **Strengths** - teachers are good teachers who believe I can learn - family believes and wants me to learn - I can be a better student - students feel more challenged this year than last - teachers listen and care about me	*Students lacks self c* **PARENT SURVEY RESULTS:** (comments) - School should have their own cafeteria. - Provide more after school activities. - Push to keep up with national benchmarks/expectations. - Need increased parental involvement. - Provide more help for struggling students. - The one outlier was a score of 3.8 regarding respect for the principal. - Keep great teachers in the classroom not pull them. **Challenges** - not recognize for good work - others are not clear about my role on campus - need more challenging instruction - admin needs to be stronger instructional leader in achieving our vision and in supporting shared decision making. - morale is low - improve communication with parents **Challenges** - want more choices at school - want more freedom at school - other students don't treat me with respect

Overall, students and parents agree that Ho'okena is a caring school with dedicated staff members. They believe that staff members support students and respond to parent inquiries.

Students responded that Ho'okena provides a safe environment for them. Students indicated that curriculum should be more rigorous. They liked their teachers and other staff and feel they are treated fairly. They do believe they can be better students and want to be respected more by their peers. In anecdotal comments made by students, common concerns were raised about the lunch menu and the fact that students should have longer recesses.

The Staff responses supported the belief that all students can learn and that differentiation was important. The most common concerns raised were about the need for more effective communication and the fact that morale is low, however both these indicators did show an increase from S.Y. 2013-14. Administrative performance as an effective instructional leader was the lowest rating this year. This is most certainly reflective of changes in administration.

It should be noted that the ratings and comments based on this survey instrument aligned with School Quality Survey (SQS) scores when like items were compared.

Of particular note is the increasing satisfaction of parents as noted in SQS results over the last four years:

2009 - 2010	70 %
2010 - 2011	88.3%
2011 - 2012	92.2%
2012 - 2013	100%.
2013 - 2014	100%

Chapter II:

Summarize progress since the previous full self-study

Student Assessment Data:
Ho'okena Elementary School was named as a Focus School during the school year 2012-13 according to the new STRIVE HI system. Despite making AYP in the past under NCLB, the school received a low growth score for math and ELA. Over the past five years, HSA scores have plateaued.

Strive HI has four areas of possible points: Achievement, Growth, Readiness, and Achievement Gap. The school received 51 points out of 100 for Achievement. In Growth, the school received no points for math growth and 30 points for Reading growth.
The State measures School Readiness by the rate of Chronic Absenteeism. Ho'okena Elementary had 36% of its students chronically absent so it received zero points in this area. In order to receive points, we need to reduce the percentage to 24%.
For Gap, since the percentage of poverty is so high, the comparison group is not large enough to make a statistical comparison, so no points were given in this area. Those points were redistributed to the other areas, to come up with a total score of 101 out of 400.

This score put the school in Focus and required the school to select a turnaround partner. The school selected Dr.Victoria Bernhardt to be the turnaround partner and has revisited the Vision and Mission of the school. The school has also focused on increasing daily attendance in order to decrease the rate of chronic absenteeism. The school will work to improve in all four areas of the new Strive HI State accountability system.

STRIVE HI RESULTS FOR 2012-13 and 2013-14
In the S.Y. 12-13, our math proficiency was at 46%. In SY13-14, math proficiency dropped to 39%, a decrease of 7%. Our growth in math, however, increased from 31% to 44%, according to our Strive HI data.

In SY12-13, our Reading proficiency was at 69%. In SY13-14, Reading proficiency dropped to 63%, a decrease of 6%. Our growth in Reading, however, increased from 47% to 58%, according to our Strive HI data.

In SY12-13, our Science proficiency was at 26%. In SY13-14, Science proficiency dropped to 25%, a decrease of 1%. No growth score was given for Science. This data is reflected in the table below.

Strive HI Data for SY2012-13 and SY2013-14

School Year	Math	ELA	Science
SY12-13	46%	69%	26%
Sy13-14	39%	63%	25%

Comparison of STAR Reading Cohort results from December 2013 to December 2014, Percent/Category

GR then	Reading Percentages **Dec 2013**				GR now	Reading Percentages **Dec 2014**				% GROWTH in GREEN Category by cohort
	Green	Blue	Yellow	Red		Green	Blue	Yellow	Red	
K*	79	7	4	11	1	50	20	15	15	-29
1	15	15	15	56	2	33	4	33	29	+22
2	38	3	17	41	3	56	22	4	19	+14
3	27	7	7	60	4	40	7	33	20	+17
4	73	9	0	18	5	61	28	6	6	+12
5	50	14	14	21						

LEGEND		*Kindergarten data taken from May 2014 STAR
Green	40+ or > percentile	Yellow 11-24 percentile
Blue	25-39 percentile	Red < 10 percentile

The above charts shows clearly that cohorts of students are showing growth in reading from one year to the next. The decrease from K-1 can be partly due to students moving from the STAR early literacy assessment administered in Kindergarten to the Star reading assessment taken by students in grades 1-5 and also to the use of May 2014 data as the December data was difficult to interpret as a small part of the class took both the Early Literacy assessment and the Reading assessment, while others took only the Early Literacy, so norming figures were not usable.

Comparison of STAR Math Cohort results from December 2013 to December 2014, Percent/Category

GR	Mathematics Percentages		**Dec 2013**		Gr	Mathematics Percentages		**Dec 2014**		% GROWTH in GREEN Category by cohort
2014	Green	Blue	Yellow	Red	2015	Green	Blue	Yellow	Red	
K	38	8	38	0	1	73	0	14	14	+35
1	75	11	4	7	2	44	20	28	8	-31
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LEGEND			
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The chart shows a decline in math scores from 1 year to the next for each cohort except that moving from K-1. This decline is a reflection of the fragmented curriculum which left students ill prepared for the next grade level now utilizing the more rigorous Stepping Stones curriculum. It also speaks to the need for more intensive RTI efforts in math.

A further analysis of STAR data in Reading and Math shows a continuing achievement lag by Hawaiian and part Hawaiian students similar to those documented on the HSA.

The school is refining its use of STAR data which each subsequent administration of the screener and recognizes the need to look at growth as well as achievement to get a clearer picture of where students are versus where they need to be. Growth reports for August to December, 2015, show fair to excellent average gains per class in both content areas as shown in the graph below.

STAR Student Median Growth Percentile* per Grade, Fall 2014 to Winter 2015

Grade	Reading Growth	Math Growth
K	41	13
1	99	39
2	54	56
3	69	34
4	27	42
5	31	65

*Student Growth Percentile (SGP) compares a student's growth to that of his or her academic peers nationwide.   For example, if a student has an SGP of 90, it means the student has shown more growth than 90 percent of academic peers.   Consider 35–65 SGP to be typical growth.

Comprehensive Needs Assessment 2014-15

Ho'okena Elementary School last revised its Comprehensive Needs Assessment (CNA) in September 2013. Ho'okena was provided training with Dr. Victoria Bernhardt on a continuous school improvement framework. We first attended training in September 2013 by sending a team consisting of our third grade teacher, Literacy Coach, Student Services Coordinator, Counselor and Principal, who all attended sessions with Dr. Bernhardt in October and December.

The Ho'okena Elementary School CNA, first started in September 2013, has been revised during the first semester of school year 2014-15 as current data became available. Ho'okena is continuing the CSI training with Dr. Victoria Bernhardt and had an on-site visit from Dr. Bernhardt on September 2, 2014, attended a session on Oahu in September of 2014 and a session in West Hawaii on January 23, 2015. She will return on April 2, 2015 for a status check on the school's progress.

The school team collected data to be analyzed with the Bernhardt framework. The data consisted of School Quality Surveys, Trend Reports, and School Status and Improvement Reports for the last three years. The team collected demographic data and student learning data from the Longitudinal Data System (LDS); perception data from surveys of students, staff and parents; and school processes charts.

In November 2013 the team facilitated a staff analysis and discussion of demographic, student learning and school process data. In early December 2013 the team facilitated another discussion with staff based on perception survey data. In each case, the school staff reviewed data and arrived at strengths, challenges and implications for each data type.

On December 11, 2013, the staff worked with Dr. Bernhardt in an all-day session. Based on a review of the data implications, it was deemed important to revisit and re-craft the Ho'okena Elementary School Mission statement. Dr. Bernhardt facilitated the school-wide discussion of the staff core beliefs and values before assisting the staff with the

crafting of a Mission statement. In addition, Dr. Bernhardt helped the staff through the process of finding commonalities amongst the implications we had arrived at earlier.

The school also examined processes and programs to improve efficacy and eliminate those which did not align with our core beliefs and values. The certificated staff met with Dr. Bernhardt in April of 2014 and, again, in September of 2014 to continue this work. We also further clarified our Vision, which has now become the driving force of all work at the school.

After reviewing the data, it is clear that unaddressed root causes are factors that have led to the inability of Ho'okena Elementary School to meet its mission. Based on common implications from review of data and in consideration of the ineffectiveness of certain school processes, it is clear that the following factors have contributed to lower student achievement:

· Lack of coherent curriculum that addresses the Common Core State Standards;
· Teachers are ill-prepared to implement Common Core State Standards;
· Teachers are ill-prepared to provide differentiation in the classroom;
· Lack of effective RTI structure;
· Ineffective communication (across grade levels, school-wide and school-home);
· Teachers are only now developing a sense of shared leadership and all that it means.
· School wide decisions have previously been based solely upon student achievement data without meaningful consideration of other sources such as perception, demographic and process data.

As a result of these brutal truths, the school continued the CSI process with a heightened sense of urgency and commitment. Under the leadership of Victoria Bernhardt, the staff met to revisit the school's core values and beliefs and looked at all school operations in the areas of curriculum, instruction, assessment and environment. This work led to the first draft of the new vision in April of 2013. Continued work on the vision based upon staff reflection and in consideration of new state mandates lead to a further revision and clarification.

This new vision now states clearly what the work of the school is in the areas of curriculum, instruction, environment and assessment, as well as what behavioral supports and interventions are needed to increase student achievement and move all students toward meeting or exceeding grade level standards.

This "re-vision" was shared with teachers at the beginning of school year 2014-15 and with all support staff in November of 2014. Input and concerns were solicited and will result in a further clarification of what all staff should be doing on a daily basis in the classrooms to meet the expectations of the vision document.

Adoption of state mandated curricula in reading (Wonders) and math (Stepping Stones) is now providing the school with a coherent curriculum that addresses the Common Core State Standards (CCSS). These materials provide differentiation materials for ELL, below, approaching, on grade level and above grade students. The curricula also provides professional development in working with CCSS via online videos, demonstrations and white papers. PLC time is allotted to the exploration and discussion of Wonders and Stepping Stones so that teachers can make agreements about

what parts of the new curricula should be taught, when and how. The district CCSS resource teacher has attended some of these meetings to help teachers prioritize the cornucopia of lessons and activities that make up the Wonders curriculum. Our first semester efforts have been focused on ELA and teachers are now applying the same process to the discussion of Stepping Stones throughout semester two.

Additionally, our school participates in the Konawaena complex wide ILT (Instructional Leadership Teams) networking sessions in which all schools in the complex meet monthly to share targeted need areas for improving student achievement and the successful powerful practices they are using to do so. This collaboration results in greater instructional coherence in each schools' curricula as well as improved alignment of instruction from grade K through 12 across the complex.

This includes guided visits, in which teams from the various schools sit in on classes in the host school throughout the morning, to observe the implementation of the above mentioned powerful practices. They gather data on what they see teachers doing, what they see students doing and how well the environment supports instruction. This data is shared out as both tallies of the number and frequency of successful elements, as well as "wonderings" or questions for the host school to address. This data is shared with the entire staff via PLC time and extended days, and leads to discussion on how to further improve the practices to provide greater impact on all students.

Communication needs have also been addressed via the curricula as all classes now share common pedagogies regardless of grade level. Additionally, our PLC work has become more focused as the school has also adopted the data team process of Doug Reeves. The protocols, timelines and procedures focus teachers on deep analysis of student work that leads to more targeted instruction for all student populations; and helps to prioritize the new curricula in must do, may do and can do elements.

This required a complete commitment from all teachers to implement the curricula (Wonders and Stepping Stones) with consistency and fidelity. The school schedule was altered so that all grades are teaching math and reading during the same times. This allows peer observations to occur so that teachers understand how the curricula spirals and builds on the standards. Student progress is monitored via bi-weekly formative assessments. Students not making expected progress go through our newly refined RTI and Peer Review processes to determine specific needs and interventions. Our RTI flow chart provides teachers with timelines and actions to be taken for students needing extra support and was the result of our continued sessions with the Bernhardt group. These procedures need to be clarified and refined by teacher input prior to systematic use. In order to maximize impact of the system, school leadership must be focussed on assisting teachers with its implementation.

At our PLC time, our PLC/Data Team processes require all teachers to share leadership roles. Again, the protocols of the process ensure that all teachers are ready to assume these roles and everyone comes to meetings prepared and focused.

Our support staff (EAs, PTTs and PPTs) are critical partners in the education of students, yet too often are left "out of the loop" when it comes to discussions of students' needs, effective strategies, common behavior practices and goal setting. This seems more apparent this year as a result of the school wide decision to place all support staff in the classrooms for the entire morning block (7:55 to 11:00) in order to make center

rotations effective and to provide additional adults to run guided groups based on student need--another powerful practice. So, this year we are addressing this concern by conducting weekly 75 minute sessions between the principal, Student Services Coordinator (SSC) and all support staff to keep them up to date with the various curricula, initiatives and goals. Support staff also receive training from the SCC, Counselor, Literacy Coach and Reading RTI specialist. Believing this is an especially powerful practice, the school is planning to provide 1 substitute day per month for teachers and support staff partners to meet to dialogue about lessons, student progress, goals and behavioral expectations. This practice resulted in the following comment from one of the school's veteran educational assistants,

> "As a support staff partner, I find that being involved with the classroom setting keeps me in tuned as to what each student is expected to learn, and how better able to instantly address and correct learning discrepancies that may arise. The small group setting allows for a more in depth learning process to clear up any confusions or cement skills that will further advance their abilities to increase their knowledge base."

Our Comprehensive Needs Assessment (CNA) process now includes the examination of numerous data sources that give a picture of the "whole child". The school continues to use surveys created by the Bernhardt group to obtain perception data from students, parents and total staff. Surveys were completed at the end of October and are currently being analyzed by staff and the lead team for strengths, challenges and implications thereof.

Surfaced as a need in the previous CNA from January of 2013, and now addressed by our new vision, a social/emotional curriculum has also been added and is now being implemented with fidelity by all classroom teachers. It is supported by all school staff in any and all interactions with students in all school settings. This process is being monitored through office referrals for behavior and the progress teachers are making in implementing the Second Steps curriculum. Students not responding to the curriculum go through a behavior RTI process to pinpoint interventions needed for individual students' success that range from re-teaching to small group guidance to one on one support with behavioral plans.

The powerful practices Ho'okena focused on last year were 'accountable talk' by students using academic vocabulary and speaking in complete sentences. In math we looked at the progression from concrete to pictorial to abstract (CPA) representations of mathematical concepts and skills (model drawing). Peer observations, guided visits, principal walk-throughs, total staff rolling walks and ghost walks were utilized to get all teachers and all support staff on the same page. This ensures agreed upon practices are implemented. All teachers had the benefit of a Literacy Coach to come in to observe the teaching and student interactions and then provide specific feedback on how to improve instruction.

This year, 2014-15, in addition to the practices above, literacy centers have been implemented as a way to further engage students while at the same time providing teachers with time to meet with small guided groups. A prioritized focus of these guided

groups requires students to reference text to find the answers to comprehension questions (citing textual evidence). This in turn makes opinion/argumentative writing a natural focus in K-5, around which teachers are exploring and sharing powerful practices. Teachers are currently working on designing and implementing centers for math as well, a focus for second semester.

The choice of these focus areas for instruction came out of our analysis of perceptual data in which many student responded to the survey that they felt the curriculum was not rigorous enough to keep them challenged. These foci are also in line with the DOE focus on the Effective Educator System element, student engagement.

Besides the Professional Development, Continuous School Improvement process and the ILT, our Academic Plan supports the six initiatives required by the state. Ho'okena is working to fully and effectively implement each of the priority strategies. Progress made towards implementation will improve as we better understand each strategy, create systems needed to make each effective, and implement necessary steps with fidelity. Those six priority strategies are:

- **Common Core:** Ho'okena Elementary School purchased the State mandated ELA curriculum. In 2013-2014 all teachers received an overview training on Wonders. Teachers in grades 2, 4 and 5 began implementation of this curriculum in spring of 2013-2014. All grades are currently implementing Wonders this school year, 2014-2015. Ho'okena purchased Stepping Stones, a common core aligned curriculum for math, for use across all grades.
- **Comprehensive Student Support System:** Ho'okena school's Counselor coordinates the Primary School Adjustment Program (PSAP), individual and group counseling and the new SEL (Social Emotional Learning) curriculum. The SEL curriculum, the Second Step program, is a Tier 1, universal, classroom-based curriculum that teaches foundational social-emotional and self-regulation skills to all students. The Second Step program teaches specific skills that strengthen students' ability to learn, have empathy, manage emotions and solve problems. The school holds monthly Peer Review sessions with each teacher to discuss student progress, challenges, needs and implications for instruction in reading math and behavior.
- **Effective Educator System:** Ho'okena Elementary School is working at implementing all components of EES. Our participation rate in each of the Tripod Surveys has been 95% or more. Teachers are completing SLO data input and working on Core Professionalism entries. The teacher observation process is continuing. The first year using the EES resulted in all teachers at Ho'okena being rated as effective or distinguished.
- **Formative Instruction/Data Teams:** Ho'okena Elementary School staff collects schoolwide and classroom data. Through the ILT process data is reviewed. This year, under the direction of Bilinsky Inc., staff have implemented the Reeves' 5 step Data Process for examining student work and other data to inform instruction. In addition, a system for student involvement with their data through tracking and goal setting is in its initial stages.
- **Induction & Mentoring (IM)**: Ho'okena Elementary School continues to see the value of a strong, embedded Induction and Mentoring program. Over the last two years, Ho'okena has used additional funds to establish Mentor positions. In

February, 2014, Ho'okena had two staff members recertified as mentors and one staff member currently enrolled in Mentor training during the S.Y. 2014-15. These certified mentors are currently working with teachers new to Ho'okena this school year.

- **Academic Review Teams:** In order to monitor progress on the implementation of our Academic and Financial Plan (AcFin) the school scheduled monthly extended days for this purpose. Due to changes in administration and the intrusion of other priorities these meetings have occurred only sporadically. However, it should be noted that Lead Team meetings are focused on different elements of our AcFin.

Chapter III:

Summarize the implications of the profile and progress data

Chapter III: Student/Community Profile—Data and Findings

What are the implications of our profile with respect to student performance?

A.   Who are our students?

Ho'okena services an ethnically diverse population of 154 students in Pre Kindergarten to Grade 5. Ninety-three percent (93%) of our students are on free or reduced lunch status. Sixty percent (60%) of our students are Hawaiian, part Hawaiian or other Pacific Islanders, 23% are Caucasian, 10% consider themselves multi-ethnic and 7% are Hispanic, the most recently arrived group at Ho'okena.   Eleven percent (11%) of students receive Special Education Services or have 504 status. Three percent (3%) are English Language Learners (ELL).

B. How are they performing?

According to the Bridge-HSA assessment, the percentage of 3rd through 5th grade students meeting or exceeding proficiency in Reading, Math and Science at the end of school year 2013-2014 is as follows:

Reading	Math	Science
63%	39%	25%

Proficiency by Subgroup:

The following graphs show proficiency by subgroups for SY13-14 in Reading, Math and Science **SY13-14 Reading Proficiency by Subgroup**

Subgroups	Exceeds	Meets	Proficient	Approaching	Well Below
All Students	26%	36.9%	63%	23.9%	13%
Disadvantaged	25%	35%	60%	27.5%	12.5%
API	22.5%	35.4%	58%	32.2%	9.6%
White	33.3%	40%	73.3%	6.6%	20%
Male	18.1%	27.2%	45.3%	31.8%	22.7%
Female	33.3%	45.8%	79.1%	16.6%	4.1%
Migrant	17.6%	41.1%	58.8%	29.4%	11.7%
Native Hwn	18.5%	40.7%	59.2%	29.6%	11.1%

SY13-14 Math Proficiency by Subgroup

Subgroups	Exceeds	Meets	Proficient	Approaching	Well Below
All Students	8.6%	30.4%	39%	39.1%	21.7%
Disadvantaged	7.5%	32.5%	40%	37.5%	22.5%
API	9.6%	25.8%	35.4%	38.7%	25.8%
White	6.6%	40%	46.6%	40%	13.3%
Male	4.5%	18.1%	22.7%	45.4%	31.8%
Female	12.5%	41.6%	54.1%	33.3%	12.5%
Migrant	5.8%	29.4%	35.2%	35.2%	29.4%
Native Hawaiian	7.4%	29.6%	37%	40.7%	22.2%

SY13-14 Science Proficiency by Subgroup (4th grade)

Subgroups	Exceeds	Meets	Proficient	Approaching	Well Below
All Students	0%	25%	25%	70%	5%
Disadvantaged	0%	22.2%	22.2%	72.2%	5.5%
API	0%	7.6%	7.6%	84.6%	7.6%
White	0 %	4%	0%	9%	4%
Male	0%	9%	0%	30%	9%
Female	0%	36.3%	36.3%	63.6%	0%
Migrant					
Native Hawaiian	0%	8.3%	8.3%	83.3%	8.3%

C. Who is achieving and who is not?

Disaggregated data analysis gives the following sub population results from the HSA administered in May 2014:

HSA Reading & Math, May 2014					
Group	Number tested	Rdg #	%	Math #	%
Grades tested	gr. 3-5	Meets	%	Meets	%
total students	34/135 tested	17/34	50	7/34	21
disadvantaged	31 of 125 tested	15/31	48	5/31	16
Pacific Islander	24 of 95 tested	11/24	46	4/24	17
High Risk	31 of 126 tested	15/31	48	5/31	16
SPED only 2 took test	2 of 10 tested	0/10	0	0	0
504* only 1 took test	1 of 5 tested	1/5	20	0	0
Migrant ED 10 took test6/10	tested 10 of 41	6/10	60	3/10	30
chronic absent	tested 2 of 5	2/2	100	0/2	0

Comparison of STAR Reading Cohort results from December 2013 to December 2014, Percent/Category

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4	27	42
5	31	65

*Student Growth Percentile (SGP) compares a student's growth to that of his or her academic peers nationwide. For example, if a student has an SGP of 90, it means the student has shown more growth than 90 percent of academic peers. Consider 35–65 SGP to be typical growth.

Perhaps the most disturbing finding, based upon the analysis of multiple years of STAR data, is that many of the students who were struggling in primary grades, are still struggling in grades 4-5.

D. What has been accomplished?
In response to students' scores flat-lining in both reading and math over the last 4 years, Ho'okena Elementary undertook the following actions:

- Provided GLAD training for all teachers present on staff during the 2013-14 school year
- Refined the use of the STAR universal screener to group students for instruction and intervention purposes. Purchased STAR 360 to provide more specificity and reduce testing time.
- Adopted and had Lead Team trained in a continuous school improvement process under the guidance of the Victoria Bernhardt group
- Created a new mission and vision for the school using the Bernhardt process

- Continue to implement the Common Core State Standards for both reading and math in grades K, 3 and 4.
- Participated in the Konawaena Complex Instructional Leadership Training, during 2013-14 school year
- Purchased the 2 new state mandated curricula for Reading and Math--Wonders and Stepping Stones, respectively
- Arranged for all teachers to attend training sessions in understanding and using Wonders and Stepping Stones
- Adopted a Social Emotional Learning curriculum called Second Step in January of 2014, trained teachers, and are currently implementing within classrooms K-5.
- Conducted 3 rounds of peer observations to strengthen teaching
- Secured funds to purchase a total of three iPad carts and new projectors, Elmos and speakers

E. What is currently in progress?
- Formalized a Response to Intervention (RTI) process for reading and behavior and created flow charts
- Implementation of the CCSS in Reading and Math in all grade levels
- Instituted a data driven school wide tutoring program for math using the iReady computer program
- Teachers received additional training and are implementing the Second Step lessons this year. Overview of SEL for support staff.
- Continue to participate in the Konawaena Complex Instructional Leadership Training to make our PLC more effective in targeting student needs, selecting best practices and tracking student progress
- Continuing with cycles of peer observation
- Contracted with the Bilinsky group to strengthen our data teams using the Reeves process of assessing student work to determine need areas, setting SMART goals and providing accommodations and interventions for students not making progress
- Third quarter math coaching services via Bilinsky math expert
- Receiving on-going training in Wonders from the district CCSS resource teacher and attending off site sessions with Wonders developers
- Receiving ongoing training in Stepping Stones from program developers and district support personnel
- In preparation for the online SBAC administration, the school has secured funds and is in the process of purchasing Chromebook Laptops for each student in grades 3-5.
- Provide students with SBAC practice from web site and by designing and using SBAC-like tasks in the classroom
- Formed school wide committees to address student needs: attendance, college and career readiness, and parent involvement
- Training in PBS for total staff
- Implementing inclusion model for all SPED students with all support staff assigned to a single classroom for core times.
- Providing meeting time for SPED, Regular Education teachers and support staff.

- Supported inclusion with changes to work schedules of all support personnel.
- Training to support staff in the use of technology to support the implementation of new curricula and inclusion model
- Use of google docs to improve school wide communication

Identify two to three students learning needs based upon the data.
- Reduce student absenteeism
- Maximize student engagement, student goal setting and reflection
- Increase the number of students reading at their grade level

Some important questions that surfaced as we did our analysis of our CNA data and which remain guiding questions for our visioning work were:
- Are our students doing grade level rigorous work?
- Do our students have the necessary academic vocabulary to engage in accountable talk?
- Are our students understanding the basic mathematical concepts underlying their instruction in mathematical skills?
- Can they apply these concepts to real world situations?
- Do our students know what the focus of their daily instruction is and can they articulate it?
- Would our students benefit from project based learning?
- How shall we use student choice and goal setting to increase engagement and achievement?
- How do we progress monitor the effect of the implementation of our new vision?
- How well do students understand what "college and career ready" means?
- Do our students see the connections between the General Learner Outcomes (GLO's) and their daily work?
- How can we make sure our students are internalizing the GLO's into habits of mind?

A.   What are the current and future learning needs of the students?
The mission of Ho'okena Elementary School is to prepare all students to be college and career ready. In the 21st century it is no longer enough to have knowledge and be educated. Twenty-first century jobs, more than ever, require teamwork, flexibility, collaboration, problem solving and the ability to navigate the world wide web with proficiency and ease. These are skills that all elementary schools must lay the foundation for, with ever increasing complexity.

B.   What does it mean to be a global citizen?
In a society whose boundaries are now electronic rather than geographic, members must be able to clearly communicate ideas across cultural norms, be critical readers and thinkers in order to sort through the plethora of information out there, and collaborative in achieving their personal and professional goals. The GLO's embody these attitudes and mindsets, which is why the school will continue to focus students on internalizing them. They provide sound habits of mind and practice that will support them in a future we can only imagine.

C.   What do students need to be college and career ready?
Students need to understand that they are in control of their own learning and be self reflective about their strengths and challenges. They then need to take responsibility for the choices they make that move them or don't move them along the continuum to academic excellence. Only by perceiving themselves as doers rather than passive recipients will they be successful. In order to get to this understanding they must follow the GLO's;

- GLO 1: Self-Directed Learner: The ability to be responsible for one's own learning.
- GLO 2 Community Contributor: The understanding that it is essential for human beings to work together.
- GLO Number 3 Complex Thinker: The ability to demonstrate critical thinking and problem-solving strategies.
- GLO 4: Quality Producer: The ability to recognize and produce quality performances and quality products.
- GLO Number 5 Effective Communicator: The ability to express ideas clearly in writing and speaking.
- GLO 6 Effective and Ethical User of Technology: The ability to use a variety of technologies effectively and ethically.

Chapter IV:

Self-Study Findings

Chapter IV: Self-Study Findings

For each criterion, respond to the indicators and related prompts for each criterion and note the supporting evidence. Refer to the areas to analyze and examine in determining the degree to which the criterion is being met.

<u>For each category</u>, **provide the following: (1) the identification of strengths and (2) the identification of prioritized growth areas.**

➡️**Note: The five criteria categories are:**

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

B. Standards-based Student Learning: Curriculum

C. Standards-based Student Learning: Instruction

D. Standards-based Student Learning: Assessment and Accountability

E. School Culture and Support for Student Personal and Academic Growth

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

A1. Vision and Mission Criterion

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

Vision, Mission, General Learner Outcomes, Profile, Academic and Financial Plan

A1.1. Indicator: The school has established a clear, coherent vision and mission of what students should know and be able to do; the school's Academic and Financial Plan is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn.

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

The CSI (Continuous School Improvement) process the school embarked upon during the S.Y. 2013-14 has been all about expanding our view to consider the whole student--looking at more than just school based student achievement data. We collected data on student and community demographics, surveyed parents, surveyed students and staff about their perceptions of Ho'okena School. We then took a long hard look at our curriculum and instruction--especially in light of the Common Core State Standards and the major shifts towards expository reading, writing and problem solving, seen in the CCSS and in the Mathematical practices. The comprehensive needs assessment

generated based upon the data, guided the school in our work on new vision and mission statements (as outlined in previous chapters). These documents now guide the school in all decisions made, from ordering supplies to hiring personnel to changes in our bell schedule to finding time for our PLC meetings.

The use of new state mandated curriculum, high expectations on the part of teachers and regular use of self-assessment and goal setting by students is transforming the school. Using the CCSS and new curricula will increase the rigor in all classrooms to better prepare students to be life-long learners in the global community. The use of a school wide social emotional learning curriculum will add to students' abilities to become global citizens and team players.

Findings	Supporting Evidence
• Vision and Mission statements revised in the summer of 2013-14 are now in alignment with our AcFin. and address need for greater rigor in all content areas. • SY15-16 CNA developed and submitted. • Increased rigor through the adoption of the mandated state curriculum: Reading Wonders and Stepping Stones. • Provide more opportunities for students to explore career pathways	• 13-14 Ac Fin • 14-15 AcFin • Previous vision & mission, • SY13-14 vision &, mission • 13-14 CNA • 14-15 CNA

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

A1.2. Indicator: The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision, mission, General Learner Outcomes, and Academic and Financial Plan are effective.

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

Our restructured Fridays have provided time for the whole faculty and support staff to meet for professional development and for working on our WASC. Weekly meetings between administration and support staff have improved communication and provided a platform from which to share and receive input on the WASC report and school operations. Our School Community Council (SCC) is the place where WASC progress has been shared and additional input sought. However, it should be noted that there is limited attendance at these meetings. There are also evening parent meetings at which the Academic and Financial Plan (AcFin) is shared with parents and community members. Involving parents and community is always an area we can improve upon.

Historically, the annual School Quality Survey (SQS) results have always shown that parents have trusted in and believed that the school is making good decisions in educating their children. The same results are mirrored in an independent survey by the Bernhardt Group which we have given to the same stakeholders for the past 2 years. The economic and geographic realities are that many parents are too busy providing for their families to become actively involved in school affairs. Many hold more than one job and many live at a distance from the school and are a one-car

household, so once their children are home, they are not inclined to return for after school or evening functions.

Findings	Supporting Evidence
• Bi-monthly SCC meetings held to gather input and inform parents and community of school needs. • SY13-14: PLC meetings and PD days allowed for input into the Vision and Mission and WASC.	• SCC Agenda and minutes • Vision/CSI training agendas • SY13-14 sample agendas/sign in sheets • SY14-15 sample agendas/sign in sheets

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

A1.3. Indicator: 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 and Financial Plan.

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

Students: The GLO's are a prominent feature of daily classroom life. Some of the ways teachers actively use and reference them are:

- Hanging up reference posters defining the GLO's both as a standard and in kid friendly language
- Including a copy of the GLOs in the student planner for both students and parents
- Having students self-assess their behaviors against classroom developed criteria for GLO#1: Self-directed learner etc.
- Using the language of the GLOs when framing questions or accepting responses. (E.g. "I need a complex thinker to answer this question", or "Wow, I like how you effectively communicated your thinking when you....")
- Writing self-reflections describing how they are doing with fulfilling the criteria for GLOs
- Closed circuit broadcasts by the student council that highlight the different GLOs using skits to show students what it looks like and sounds like
- Student of the Month Awards recognizing individual achievement of the GLO standard for all 6 GLO's
- GLO's are reinforced through the weekly SEL lessons all teachers teach
- Quarterly awards for each GLO presented at awards assembly

The school also holds bi-monthly School Community Council (SCC) meetings to keep interested parents informed about school initiatives. Some of these meetings are devoted to sharing the Academic and Financial Plan and asking for input, sharing our Strive HI status and data, as well as our Title I status and information on our school. A follow up meeting is then offered in the evening to which all stakeholders are invited to

discuss the plan with the principal. A meeting was also scheduled to introduce the vision statements to parents at the beginning of the year.

<u>Teachers and Support Staff</u>: Ho'okena has a new vision which is radically different from our last, ten year old vision. Instead of a single, generalized statement, the vision has now become a multiple paged document that tells what the school needs to be doing in the areas of curriculum, instruction, assessment and environment, in order to move students along the continuum of becoming college and career ready. This vision, based upon staff input, was crafted by the Lead Team and reviewed and revised by all teachers. Support staff was introduced to the vision this year at meetings where it was read and discussed. All adults on campus recognize that this document now drives the work of the school. Review of the academic and financial plan showed that the initiatives needed to enliven the vision are contained in the plan.

In order to manage this process, all staff have Google Docs accounts that enable the rapid input and dissemination of information and are a venue through which to receive feedback.

<u>Parents and Community</u>: Students review the school wide planner with their parents which includes information on the school's mission statement and an explanation of the GLO's. In previous school years, parents' received weekly bulletins that provided additional information about programs and classroom activities that highlight the GLO's and student achievement-- however, this school year this communication now branches from classrooms through Class Letters sent home to parents.

Findings	Supporting Evidence
• The school has made concerted efforts to ensure that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, General Learner Outcomes, and the Academic and Financial Plan.	• SCC Meetings • Parent Meetings • School bulletin samples • Agenda/sign in Sheets from Faculty & staff • Student of the Month Pictures • Quarterly Awards Assemblies • Google Docs

Regular Review and Revision

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

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

Two different on-campus entities are responsible for monitoring the implementation of the vision, mission, GLO's and AcFin. They are the lead team and peer review

team. The lead team meets regularly and considers items from the aforementioned documents and plans for ways to monitor them, which may include; administration walkthroughs, ghost walks, coaching observations and mentoring, examination of student work, computer program data and STAR screening results. This data helps monitor the curriculum, instruction and assessment pieces of our vision.

Peer review is the process by which we monitor individual student progress towards SMART goals by examining student data and work and taking input from the school guidance counselor and classroom teachers as to successful practices to move the students along. This data shared in meetings is taken from data team analysis of classroom work, attendance records and behavioral data.

The peer observation and guided visits protocols from the ILT training of the past two years is another means by which we monitor the implementation of the vision. This gives us snapshot data on particular practices from the vision the school wants to give special emphasis to in the classroom.

The school has been extremely successful in crafting and agreeing to new clear vision statements for the school and in sharing it with teachers and support staff. Sharing this vision with parents and community has been more of a challenge.

Findings	Supporting Evidence
• The schools newly crafted vision and mission statements are the driving force for school decision both within and without the classroom and summarizes all components of the AcFin, CNA and GLOs.	• Academic Plan and revisions • CNA and revisions • ILT Observation forms • Weekly PLC meetings--sample data team analysis • Vision, Mission statement

Conclusions: A.1 Vision and Mission Criterion

Comment on the degree to which this criterion impacts the school's ability to address one or more student learning needs identified through the continuous school improvement process.

This criterion address two of our need areas:

Maximize student engagement, student goal setting and reflection; and
Increase the number of students reading at their grade level

The new vision document contains elements that clearly address the above needs through the implementation of new curricula and a school wide focus on student self- assessment and goal setting.

Findings	Supporting Evidence
• Adoption of state recommended Reading curriculum,	• Vision

	documents
Reading Wonders • Adoption of state recommended math curriculum, Stepping Stones • Adoption of recommended SEL Curriculum, Second Step.	

A2.   Governance Criterion

The school's program and operations are in alignment with the a) the Hawaii Board of Education's policies and b) the Hawaii Department of Education rules, regulations, and procedures. The Board of Education delegates implementation and monitoring of these policies to the Hawaii Department of Education. Tri-level leadership (state, complex area, school) provides oversight and support for the successful implementation of the school's Academic and Financial Plan.

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

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

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

All staff understand structure of the school leadership: The Lead Team exists to keep the big picture outlined in the vision documents in the forefront of any and all considerations or suggestions for professional development, instructional pedagogy, resource allocation and fulfillment of DOE mandates. The Lead Team guides the school through the CSI process outlined in previous chapters and synthesizes the schools thinking about core values and beliefs into actions needed to educate college and career ready students. It then takes data and input from classroom and support staff, complex level teams (who conduct walk throughs) and filters this data in light of the vision statements. This identifies and prioritizes actions that either align or don't align to the vision.

The Lead Team then has the responsibility to monitor the implementation of those actions. The understanding of the Lead Team's role and the CSI process has enabled teachers to see the need for and value of opening their classrooms to observations by other Ho'okena teachers, the Lead Team, teachers from other schools and the CAS team. Conversely, through the ILT process and PLC data teams, teachers now have a direct line of input to the Lead Team.

Using the vision documents as the reference, the school leadership expects full implementation of State mandated curricula (Wonders and Stepping Stones), school initiatives, school-wide agreements and school policies. All programs and policies are adopted to enable students to achieve CCSS and General Learner Outcomes (GLOs). All of the aforementioned actions clearly show the alignment of Ho'okena's practices directly to the DOE/BOE mandates.

There are several school level monitoring components embedded within the Complex ILT process that include strategies of monitoring, measuring and modifying, which is part of the state's Plan-Do-Check-Act process. This is an ongoing process of having administrators, ILT members, and other school staff conduct frequent targeted learning walks to all classrooms, and convert the observations to school-wide or grade-level data. The data collected provides a clear understanding of the level of implementation of the practices being studied to inform future training and resource allocation.

The School Community Council as well as parent nights are venues for the school to interpret the BOE and DOE mandates for all stakeholders. The parents all receive a school handbook outlining school and state wide policies, procedures and agreements.

All students and staff receive a school planner, which includes policies and procedures for the school as well as academic performance. Policies for attendance, discipline, dress code, internet use, and the Title 1 Parent Compact are all given and explained to all stakeholders. All staff attend the two opening day 'administrative days' which go over all DOE and BOE policies.

Special   Education:
Special Education teachers are responsible for students IEPs, with the assistance of the parent, guardian, outside agencies and school personnel. All are involved in order to provide the best services for these students. The Student Services Coordinator (SSC) is the single point of contact for all concerns brought up by parents, outside agencies, and school personnel. Any stakeholder can approach the SSC with concerns about their student(s). The SSC then starts the data collection process that leads in a timely manner to a Student Focus Team meeting that brings the parent, the school and DOE personnel together to discuss problems or concerns about testing and/or services in the school. The IDEA Chapter 60 law, 504 Chapter 59 and the DOE guidelines regarding students' needs give clear recommendations on when meetings and evaluation reports come due. The school team coordinates with the SSC to set meeting dates. The SSC monitors the timelines and notifies the team for meeting reminders and data input deadlines.

Findings	Supporting Evidence
• The school has provided opportunities to keep all stakeholders informed of BOE, DOE and district policies, guidelines and expectations, including how stakeholders can be involved in the school's governance. • Procedures and timelines are monitored to ensure placements, services, and meetings are adhered to. • Observations or assessments that may be necessary are administered and evaluation reports submitted in a timely manner.	• Opening Day agenda and sign in sheets • Inclusion Training • SPED trainings • Academic Plan • IEPs (Individual Education Plan) • Procedural Safeguards Notice (rights for parents and students) • 15/60 day timelines • eCSSS input scripts

Relationship Between Governing Authority and School

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

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

As primary participants in the CSI process begun in October of 2013, faculty realized that it is their input that is reflected in the vision documents. The vision statements contain parts that specifically state what teachers are posting, saying and doing in their classrooms. Stakeholders recognize it is a logical next step for teachers to be expected to implement the vision, which must then be monitored for fidelity, and to see that any new school initiative is contained within the vision framework. Positive data from classroom walkthroughs is illustrative of the degree of staff understanding of this relationship.

Finally, our AcFin also recognizes and incorporates the DOE's six priority strategies, as previously stated and reproduced here:

Those are
1. Common Core: Ho'okena Elementary School purchased the State mandated ELA curriculum. In 2013-2014 all teachers received an overview training on Wonders. Teachers in grades 2, 4 and 5 began implementation of this curriculum in 2013-2014. All grades currently implementing Wonders this school year 2014-2015. Ho'okena purchased Stepping Stones math, a common core aligned curriculum, for use across all grades.
2. Comprehensive Student Support System: Ho'okena school's Counselor coordinates the Primary School Adjustment Program (PSAP), individual and group counseling and the new SEL (Social Emotional Learning) curriculum. The SEL curriculum, Second Step program, is a Tier 1, universal, classroom-based curriculum that teaches foundational social-emotional and self-regulation skills to all students. The Second Step program teaches specific skills that strengthen students' ability to learn, have empathy, manage emotions and solve problems. The school holds monthly Peer Review sessions with each teacher to discuss student progress, challenges and needs. There is also a behavior flowchart teachers can use to determine if a student needs more support. Currently, targeted students are provided with Tier 2, computer based RTI on a pull-out schedule. This year, the school also dedicated a teaching position to a Reading Resource/ RTI teacher who sees selected small groups of students (based upon STAR testing and classroom data) 2 days per week for 40 minutes each session to address reading deficits. There is also a reading RTI flow chart teachers can use to determine if a student needs additional support support in reading and what that intervention should be based upon the need area.

3. Effective Educator System: Ho'okena Elementary School is working at implementing all components of EES. Our participation rate in each of the Tripod Surveys has been 95% or more. Teachers are completing SLO data input and working on Core Professionalism entries. The teacher observation process is continuing.
4. Formative Instruction/Data Teams: Ho'okena Elementary School staff collects schoolwide and classroom data. Through the ILT process, data is reviewed. This year, under the direction of Bilinsky Inc. staff have implemented the adapted Reeves' 5 step Data Process for examining student work and other data to inform instruction. In addition a system for student involvement with their data through tracking and goal setting is in progress.
5. Induction & Mentoring (I&M): Ho'okena Elementary School continues to see the value of a strong, embedded Induction and Mentoring program. Over the last two years, Ho'okena has used weighted student formula funds to establish a Coach/Mentor position. In February, 2014, Ho'okena Elementary School (HES) had two staff members recertified as mentors and one staff member currently enrolled in Mentor training.
6. Academic Review Teams: In order to monitor progress on the implementation of our Academic and Financial Plan (AcFin) the school scheduled monthly extended days for this purpose. Due to changes in administration and the intrusion of other priorities these meetings have occurred only sporadically. However, it should be noted that Lead Team meetings are usually focused on different elements of our AcFin.

Findings	Supporting Evidence
- Adopted state recommended curricula for math and ELA - Full implementation of the Common Core for K-5 - PD for CC shifts and new curricula - Regularly held mentor/mentee meetings and trainings	Agenda and sign in sheets for PD and CC implementation Mentoring Logs and Triad Conferences Walk-through Forms

Faculty, Staff, and Governing Authority

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

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

All teachers are familiar and adhere to all DOE/BOE regulations.

Findings	Supporting Evidence
All teachers are familiar and comply with all	Sign off sheets--beginning of year

DOE/BOE regulations	checklist

Conclusions: A2. Governance

Comment on the degree to which this criterion is being addressed.

Leadership structures (Lead Team, Data Teams, PLC, Safety Committee, Faculty meetings) and the various school processes and programs (Lead Team meetings, Peer Review, SEL, Safety plan) within the school have ensured that all stakeholders recognize the relationship among the governing bodies at the school, complex, district and state levels.

Findings	Supporting Evidence
• Academics • Behavior/Counseling: ASCA standards and adopted SEL Curriculum; Discipline policy • CCSS • CSSS • Data Teams • Induction/Mentoring	• Bell Schedule (old and new version • Sign-in sheets for admin day orientation of policies • Fire drill logs • Safety drill logs • School Inspection • Fire Inspection report • eCSSS reports • SPED monthly reports • AHERA letter

Comment on the degree to which this criterion impacts the school's ability to address one or more student learning needs identified through the continuous school improvement process.

This criterion address all our need areas:

Maximize student engagement, student goal setting and reflection; and

Increase the number of students reading at their grade level

Decrease chronic absenteeism

The processes in place at the school assist in promoting attendance by more quickly responding to and providing supports for students with chronic absenteeism. SEL instruction provides them with interpersonal skills that create a more positive environment in classrooms. The more rigorous requirements of the new core curricula along with the on-line components encourage greater student engagement. All of these aspects should then lead to improved reading performance. Successful students will be more likely to attend school regularly.

A3. Leadership and Staff Criterion

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

Broad-Based and Collaborative Planning Process

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

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

The small size of Hookena School has been a real asset in this regard. It is relatively easy to bring the entire teaching staff together in one place at one time. The adoption of the CSI model put forth by the Bernhardt group has given us a simple construct to follow when addressing complex issues; such as, "What are the strengths of what the school is doing, what are the challenges and what implications can we draw from them?" Guiding student-centered questions keeps the planning focused on student outcomes.

SCC meetings are the venue to share the CNA, academic and financial plan, visions, and school initiatives. Parents and community members have the opportunity to give input and feedback on the plan and indeed, on any action the school has taken.

The school also holds parent nights where information about the Vision, Mission, our Title I status, our Strive HI results are shared with the community. Information is also shared in the school newsletter and in letters sent home to the parents.

Findings	Supporting Evidence
• The SCC is a venue to use to share and disseminate information to the school community. • The Bernhardt CSI process guides all school planning and decision making. • School will continue to find ways to involve more parents in the process.	• sample SCC agendas • Flow chart of Bernhardt process • Visioning professional development agenda and sign in, April 2014 • Parent night Agendas

Correlation between Student Learning and the Academic and Financial Plan

A3.2. Indicator: The analysis of student achievement data guides the school's Academic and Financial Plan.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement data, General Learner Outcomes, and academic standards are incorporated into the Academic and Financial Plan and impact the development, implementation, and monitoring of the plan?*

Teachers participate in a cycle of Data Team meetings to review schoolwide and classroom data. This participation includes the examination of student work via the

adapted Doug Reeve's 5 step process and the support of Bilinsky Inc. to develop lessons that address surfaced student needs.

Teachers also participate in monthly ILT sessions that foster collaborative decision-making through the Professional Learning Cycles. Decisions made through this collaborative process drive instruction and thereby impact student achievement. The school also uses teacher-created assessments, to target student needs and plan instruction during Friday PLC and Data Team meetings.

Teachers look at computer diagnostic data and progress monitoring data, specifically Star Reading and Math, iReady Reading and Math, Achieve 3000, and Imagine Learning.

Findings	Supporting Evidence
• The school has implemented data teams to enable more effective targeting of student needs thereby improving student achievement. • The ILT process has helped teachers organize PLC time more efficiently	• sample Data Team Minutes/sign-ins • ILT agenda sample • ILT cycle sample • STAR Data, Achieve 3000, iReady reports

Correlation Between All Resources and the Academic and Financial Plan

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

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

Ho'okena school has used funding to purchase the state mandated curricula in math and reading as stated in our AcFin. The SEL curriculum was also funded in the AcFin and purchased for this school year.

Recognizing the importance of computer and other technological skills, both as 21st century skills and as a necessary adjunct to Wonder and Stepping Stones curricula Ho'okena is putting a lot of its budget into the purchase and upgrading of computers, iPads, Chromebooks and the peripherals needed to support them.

Additionally, the school has purchased new computer programs to augment the current RTI efforts in math and reading. These programs provide the extra practice time identified students need to increase their academic growth in their need areas. These programs also provide supplemental lessons for teachers to use both on and off line with small groups of students, as well as professional development videos for teachers to view to improve their pedagogy.

Ho'okena has also budgeted for a Kumu to teach Hawaiian Studies to our students. This is critical for our Hawaiian/part Hawaiian students, as this populations' academic performance has historically lagged behind that of the school as a whole. Hearing and learning about the Hawaiian culture allows these students to showcase their strengths

and helps teachers infuse cultural aspects into the classroom, thereby increasing student engagement. ``

This year Ho'okena has adopted the inclusion model (special education students "included" in the classroom and being taught with general education students) and has therefore assigned all PTTs, PPTs, EA's and SPED teachers to specific classrooms for the entire day. This reduces the student to teacher ratio and allows for greater differentiation among the groups: 1) struggling below grade level 2) on grade level and 3) above grade level. These would include SPED, ELL, and Migrant Education students. Recognizing that our support staff is "on the front lines" in student interactions, the school is allotting time every week for the support staff to receive training in school wide instructional strategies such as close reading. Selected topics align to the vision and AcFin and are, in part, driven by support staff's self-assessed needs. Inclusion is also a goal the school is working on: To support this the school is providing subs to allow regular ed, special ed and support staff to meet together to plan instruction and check progress. Support staff are also being given access and training on using the DOE's initiative of all-things-Google to work cohesively with the Leadership Team to revise, update, and amend any school documents including the WASC report.

The flexibility of the support staff also provides the weekly time needed for PLC. During second and third block of every Friday, the support staff takes groups of students for tutoring, activities and enrichment. This frees teachers to meet for data teams and professional development, the roll out of which is in our ILT cycle plans.

As outlined in the AcFin, Ho'okena has hired a Literacy Coach (FTE), Reading RTI Resource teacher (FTE), technology coordinator (½ time) and a Math Coach (position yet unfilled). These positions support teacher professional development, student computer skills and student RTI services, all of which heavily impact student growth and achievement and are 21st century skills.

Findings	Supporting Evidence

• The school has done an excellent job of allocating resources according to the AcFin by:
--implementing the inclusion model for Special Education students, ELL and Migrant Ed students
    --funding needed positions
    --purchase of curricula
    --purchase needed technology and programs
    --plan PD for Inclusion, Wonders, Stepping Stones,
Second Steps, and CCSS
    --implement RTI in reading and behavior; need to design RTI for math
	• Computer inventory
	• Computer Lab Schedule
	• iReady PD and sign in sheet
	• iReady Reports
	• Second Steps PD and implementation schedule.
	• support staff schedule
	• ELL Plan
	• Reading Position
	• AcFin Plan

	Supporting Evidence (continued)
--continued PD for support staff including collaboration time with SPED and regular ed teachers • Title I: Our school is 90% F/R; we will continue to explore understanding of how to best address the needs of students coming from poverty.	• Migrant Ed reports • ILT schedule, sample notes • PTT and Support Staff Schedules • CNA reports

School Community Council

A3.4. Indicator: The School Community Council (SCC) reviews and monitors the Academic and Financial Plan, and provides opportunities for stakeholder input and feedback.

A3.4. Prompt: *To what extent does the SCC review and monitor the Academic and Financial Plan and provide opportunities for stakeholder input and feedback?*

The School Community Council meets bi-monthly to review and monitor the current Academic and Financial Plan. This includes updates on school initiatives such as the implementation of Wonders and SEL, as well as the progress the school is making on its WASC report.

It should be noted that our SCC is a very small body. As stated previously, our school services a large geographical region, has many households below the poverty level, and trust the school to attend to the educational and social needs of their children. As such, many do not become involved in school governance nor activities as doing so necessitates returning to school after hours. This requires time and money for transportation that are both in short supply for many of our families. We have a faithful few attendees who situations do allow them to participate.

Findings	Supporting Evidence
• The SCC is a venue for stakeholders to give input into the school's operations, goals and how resources are aligned to the needs of the students. • The input from the SCC is incorporated into the Academic Plan and input from various stakeholders is valued.	• SCC agendas • SCC Minutes • SY14-15 Academic Plan • SY15-16 Draft Ac Plan

Conclusions: A3. Leadership and Staff Criterion

Comment on the degree to which this criterion is being addressed.

At Ho'okena, stakeholder's input is valued and opportunities are provided for input and feedback. The school needs to continue to find ways to strengthen ties to the school community and families. Google docs will be used as a means to further seek input and disseminate information.

A4. Leadership and Staff Criterion

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

Employment Policies and Practices

A4.1. Indicator: The school has clear employment policies and practices related to DOE qualification requirements of staff.

A4.1.Prompt: *Evaluate the clarity of employment policies and practices related to DOE qualification/statutory requirements.*

The school follows the DOE recommended practices for the hiring of qualified staff members. Any applicant first has to go through an initial interview from an EO or the equivalent personnel that has been Venture's trained. The Venture interview is the initial screening for the DOE. Once they have supplied all of the necessary documents and passed the initial screening interview, the applicants are placed on a hiring list.

When the schools request a list for a vacancy, the District Office Personnel Regional Officer (PRO) or his clerk, will send a list to the school in the following order:

Hiring Priority 1: Highly Qualified: Hawai'i teacher license and State Approved Teacher Education Program (SATEP)

Hiring Priority 2: Hawai'i License but no SATEP

Hiring Priority 3: SATEP only

Hiring Priority 4: no license, no SATEP

Once a list is received the administration and/or SASA must attempt to make contact with all applicants on the list. Administration and/or the SASA will write the date, time, and method of contact (phone, e-mail) on Form 106. If an applicant responds that they are interested in an interview, they will be scheduled for an interview appointment. If there is no response in a reasonable time, or the applicant is not interested, it will be noted on the Form.

During the interview, the applicant will either come in person when feasible, or over the phone, to introduce themselves to the school. Typically, interviews have two or more relevant members on the interview panel.

Interview questions are created based on the specific vacancy to elicit responses that would indicate the applicant's level of expertise and how well he or she would be able to fulfill the responsibilities of the vacancy.

The principal makes a decision on hiring after discussion with the interview committee. The interview committee is made up of administration, teachers, SCC, counselor and SASA as applicable to the position.

Once the selection has been made, the principal will contact the desired applicant and formally offer him/her the position. If the offer is accepted, then the principal will have the applicant fill out the appropriate paperwork and send it to OHR. The principal will turn in both Form 106, with the signatures of the interview committee, and the Principal's Reporting Form to the PRO at Hawai'i District Office.

Filling a vacancy for classified staff, such as Educational Assistants (EAs), SASAs, custodial staff, follows a similar protocol. Lists are requested from district office and

interviews conducted. If no suitable applicant is found, then an 89 day hire can be employed while the school waits for more names on a new list.

Casual hires, such as Paraprofessional Tutors (PPTs) and Part Time Teachers (PTT), can be hired based upon the needs and availability of funds at the school level. These positions also need appropriate paperwork completed and filed.

Findings	Supporting Evidence
• The school follows DOE recommended hiring practices and protocols, interviewing practices, selection protocols, and turns in required forms for hiring.	• Principal's Reporting Form

Qualifications of Staff

A4.2. Indicator: The school implements state personnel policies and procedures to ensure that staff are qualified based on background, training, and preparation.

A4.2. Prompt: *Evaluate the procedures to ensure all staff members in all programs are qualified for their responsibilities within any type of instruction to ensure quality student learning and teaching.*

The school's priority is to employ highly qualified teachers. Currently, 100% teachers at Ho'okena have been rated highly qualified by the State DOE criteria.

The New Teacher Center (NTC) is a national resource focused on teacher induction and mentoring. Working in conjunction with the West Hawaii Teacher Induction and Mentoring Program, Ho'okena Elementary School takes part in the mentoring program for beginning teachers and teachers new to our school. Currently we have 2 trained teacher mentors and one teacher-in-training.

One of the school PLC's functions is to provide quality, focused professional development to teachers. Needed professional development is provided either by professional reading and discussion, video clips, literacy coach presentation or training from district resource personnel or curriculum program trainers. Professional development opportunities are differentiated according to teacher need.

Findings	Supporting Evidence
• The school works in concert with state and district to ensure that teachers are qualified for their positions. • The school provides quality PD for new and veteran teachers.	• SSIR report • Sample PD agenda

Maximum Use of Staff Expertise

A4.3. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments so that the expertise of the staff members is maximized in order to promote quality student learning and teaching.

A4.3. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities in order to promote quality student learning and teaching.*

All teachers at Ho'okena are elementary certified for K-5 and go through the DOE vetting process. The school's preschool teachers are all certified for preschool.

Findings	Supporting Evidence
• The school strives to hire and retain qualified staff.	• Redacted seniority list for the school.

Defining and Understanding Policies and Procedures

A4.4. Indicator: The school has clear written policies and procedures that define responsibilities and expectations, operational practices, and decision-making processes for administrators and faculty.

A4.4. Prompt: *Evaluate the written policies and procedures that define responsibilities, operational practices, decision-making processes for administrators and faculty. Determine the degree of clarity and understanding of these by administration and faculty.*

The first two opening days of the school year are reserved for time with administration. These opening two days give the administration an opportunity to review policies and procedures and go over expectations with the staff. The faculty and staff were given a copy of the official opening day packet required and provided by the DOE and the packet details are reviewed during the meeting. All personnel are required to sign that they received the opening day packet and that they were present at the meeting when the policies and procedures were reviewed. Some of the policies include, but are not limited to: Bloodborne Pathogens, FERPA, Mandated Reporting of Child Abuse, Safe Workplace Policy, and the Internet User Policy. Required documentation of signatures is kept on file and sent to required offices.

In addition to DOE policies and procedures, the Opening Day administration days were a time to review the school vision and mission, introduce the friday schedule to support PLCs, as well as school-wide expectations for all faculty and role groups. The school planner contains information delineating the roles and responsibilities of positions within the school.

Also at the opening day meeting, the administrator presents the state's Educator Effectiveness System (EES) to the teachers. As required, the principal goes through each of the components of the EES manual, highlighting changes from the previous year. New teachers sign up for additional orientation they are required to attend in the new year to go over the details and expectations of the new EES system. The principal meets with the new teachers to help them get prepared for their first Danielson observation.

Findings	Supporting Evidence
• The school strives to include and inform stakeholders.	• Opening Day packet, agenda, sign in • EES Manual • School Wide Expectations

Internal Communication and Planning

A4.5. Indicator: The school has effective structures for internal communication, planning, and resolving differences.

A4.5. Prompt: *How effective are the existing structures for internal communication, planning, and resolving differences?*

Lotus Notes email, School Bulletin, PLC and faculty meetings have been our primary means of communication within the school. These have been successful to some degree, but at times the delay between issues raised and response exacerbated the problem. As a small school, one may think that communication might be easier, but the same challenges exist as in a larger school. The school must ensure that all personnel are included in the conversation and come to the table with any differences. Within our PLC, the adoption and monitoring of norms further streamlines discussions and ensures all are heard.

This school year, Ho'okena has adopted Google Docs schoolwide for total staff. Everyone received training in its use and is now using it on a regular basis to give and receive immediate feedback on a variety of issues ranging from staff surveys to PLC data form completion. It is our feeling that the WASC process is proceeding more smoothly than previously thought as all stakeholders can read and comment in real time.

Findings	Supporting Evidence
Processes exist for the internal communication and dissemination of information to all stakeholders: • schedules • calendar • flow charts • policies • programs of CSSS • Google Docs	Schedules • support staff schedule • RTI schedule • Computer Lab schedule • Teacher schedule • Bell schedule • PLC norms Calendars • Activities calendar • Student Cafe Monitor • Sped/504 Meeting calendar Forms and Policies • AUP forms • request for Tech Repair • Student Handbook • Teacher Handbook • Parent Handbook

Staff Actions/Accountability to Support Learning

A4.6. Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning

throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

A4.6. Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.*

Both the complex wide ILT and school based PLC structures provide a venue through which staff can come to shared understandings of the topic under discussion, be it the CCSS, learning centers, SMARTe goals, school wide surveys or the process for analyzing student work. Our ILT cycles provide focus on specific staff selected powerful practices that are then viewed in action during peer observations. Administrative walkthroughs provide for accountability. Used consistently, we find these processes to be very effective in the support of student learning.

At the school level, the Peer Review process brings all this information together to make the informed decisions about individual student progress and interventions.

Findings	Supporting Evidence
The school successfully uses the ILT, Data Team processes, Peer observations and Administrative/Teacher/Support Staff walkthroughs as a means of involving all staff and holding all stakeholders accountable for practices that promote student learning.	• Shared agreements regarding curricula (Wonders & Stepping Stones) • Sample of data team analysis of student work • Sample Peer Review notes • Data and outcomes from walkthroughs

Evaluation of Existing Processes

A4.7. Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on quality teaching and student learning.

A4.7. Prompt: *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on quality teaching and student learning?*

The principal together with the Leadership Team, consisting of a Literacy Coach, RTI Reading Specialist, School Counselor and SSC, through work and training with Dr. Bernhardt, acquired a range of checklists, flowcharts and examples from schools with successful CSI processes. The LT, with input from staff, are using these to create our own criteria and indicators for quality teaching and student learning. Some of these are then used during admin/LT walkthroughs to measure the implementation of the vision by looking at what teachers are doing and saying, what students are doing and saying

and whether or not the classroom environment supports a rigorous, engaged, student centered approach to learning.

The flow charts referenced above provide guidance for teachers to determine individual student needs in both behavior and reading. They start with a checklist of primary instructional "givens" and proceed to outline screening criteria for students at or above standards, approaching standards, below standards and well below standards. From this staff can then determine students' need for RTI support and/or social emotional learning. The school is currently developing a flow chart for Math as well.

The LT is currently engaged in completing a chart outlining the roles and responsibilities of the LT members to elucidate the division of responsibilities. This will maximize individual members strengths to avoid missing measuring any elements of our vision--the keystone of all planning and decision making.

The school also plans for an annual comprehensive needs assessment to be conducted at the beginning of the year, based upon end of year classroom and computer data, the previous springs HSA testing (soon to be SBAC), and STRIVE HI data.

Findings	Supporting Evidence
The school uses the vision documents, checklists aligned to the vision, and leaderships structures to stay on track in maximizing practices that promote quality teaching and student learning. The school needs to ensure that these monitoring tools are used regularly at the school level.	• Data from HSA/SBAC, computer programs (STAR, Kid Biz, i-Ready, Imagine learning) and classrooms • Behavioral and Reading RTI flow charts • Sample Peer Review notes • CSI documents; roles and responsibilities, request for student services forms and process monitoring forms.

Conclusions: A4. Leadership and Staff Criterion

Comment on the degree to which this criterion is being addressed. Comment on the degree to which this criterion impacts the school's ability to address one or more student learning needs identified through the continuous school improvement process

The schools adheres to DOE policies and procedures and within that frameworks strives to hire staff whose philosophies align with the school's vision and mission. All programs and policies are adopted to enable students to achieve the standards and General Learner Outcomes. The leadership structure within in the school provides for shared decision making in regards to both the academic and social/emotional needs of its students. A strong, clear vision exists to guide all members of the school community resulting in decisions squarely centered on what is good for students. A Leadership Team exists to monitor the implementations of the vision through various venues at the school, complex and district level. All of this combines to address all of our stated student needs:

Reduce student absenteeism

Maximize student engagement, student goal setting and reflection

Increase the number of students reading at their grade level;

Adherence to the vision results in focused teaching using a variety of strategies which increase student learning. Increased student learning via developmentally appropriate strategies results in increased student engagement so that more students are committed to coming to school every day.

A5. Leadership and Staff Criterion

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

Support of Professional Development

A5.1. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the General Learner Outcomes and academic standards.

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

We believe that Ho'okena has been quite successful in supporting needed professional development. Using our new vision and mission as the guide, the Lead Team, with teacher support, mapped out what training was needed and who was available to conduct it. Training needs were determined by the analysis of student data at the classroom, schoolwide, and at the social-emotional level, through data teams and peer review. Some training required program personnel from the curriculum companies who published the ELA and Math curricula, while other training could best be conducted by district level resource teachers (RT's) or School Renewal Specialists (SRS's). This includes training in the CCSS, EES, Special Education, Technology, ELL, and Computer program specialists. Some training has required substitutes (budgeted for in our AcFin), while the bulk has been planned for our Friday PLC time from 9:45 to 1:15, while students are at Reading Buddies, math practice and fine arts activities (computer, PE, Art, Music, and Dance). This was made possible through the use of support staff who teach and/or monitor students during these activities. The extra time and effort required by support staff is willingly given as they, indeed all staff members, believe in our new vision.

Findings	Supporting Evidence
The AcFin and school operations help promote quality professional development.	• Friday PLC schedule • Friday activity rotation • Sample agenda and sign in for PD • Vision documents

Supervision and Evaluation

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

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

Like all schools in Hawaii, teachers here now have the EES (Effective Educator System) to aid in the evaluation of their performance. This involves the writing and approval of a Student Learner Outcome (SLO) or a Schoolwide System Improvement Objective (SSIO), depending upon the teachers' role at the school and Formal Classroom Observation of the teacher by the school's administrator. The procedures and rubrics to rate these objectives are outlined and accessible to all.

Additionally, the administrator conducts periodic walk throughs to gather evidence on different aspects of implementing the vision. Each walkthrough targets an area of need in instruction or environment that the PLC/LT has selected as a powerful practice in the classroom, like; think-pair-share, use of centers, close reading, and concrete-pictorial-abstract modeling in the presentation of math concepts.

The guided visits from other schools in the Konawaena complex conducted as part of the ILT process have been another way to support Ho'okena professional development. It shows teachers how well they have implemented their chosen practice according to school selected criteria as seen by outside eyes. Walkthroughs are also conducted by the complex area support team (CAST) who share their feedback and observations on how well the school is implementing the state's priority strategies.

Findings	Supporting Evidence
• Much of the professional development planned for the SY 2014-15 has occurred. • Professional development is aligned with the vision and academic and financial plan	• Agendas and sign ins • Chronological log of staff development • Sample guided visit feedback • CAST feedback

Measurable Effect of Professional Development

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

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

The teachers at Ho'okena Elementary School have participated in a number of learning opportunities focused on student achievement of the CCSS and the General Learner Outcomes (GLOs). In addition to school level initiatives, teachers attend professional development sessions provided by the Complex area ILT monthly networking sessions.

Much of the professional development focuses on the implementation of State mandated ELA curriculum (Wonders) as well as the math curriculum (Stepping Stones) both common core aligned for use across all grades. It was the school's expectation that faithful implementation of the new curricula (with agreements on which parts would be implemented by all teachers) would increase academic rigor. A powerful practice selected by the school was learning centers, so this was integrated into the Wonders and Stepping Stones implementation to provide targeted practice and increased student engagement. The positive impact of this combination is documented in our guided visit

feedback by complex ILT members and administrative walkthroughs by the CAST when criteria indicative of of strong implementation was looked for and tallied.

Ho'okena's two trained mentors have worked throughout the year to assist new teachers with the new curricula and powerful practices. The school also had the benefit of on-site visitations by Victoria Bernhardt to examine data analysis at the school level and Connie Hebert to gather data on the effectiveness of our fledgling RTI system.

Findings	Supporting Evidence
The use of walkthroughs and school visitations by the Bernhardt group provides excellent data in monitoring the effect of professional development.	• Walkthrough feedback and tallying forms • On site feed-back from Bernhardt group

Conclusions: A5. Leadership and Staff Criterion

Comment on the degree to which this criterion is being addressed. Comment on the degree to which this criterion impacts the school's ability to address one or more student learning needs identified through the continuous school improvement process.

Through the implementation of weekly Friday PLC and Data Team sessions, the implementation of the ILT process as well as monthly Peer Review sessions, teachers are able to analyze and interpret data, clearly communicate concerns and make educated decisions based on that data. This process of continuous improvement has allowed the school to plan, implement, study results and act upon results which in turn begins the planning process again. This cycle of improvement is a vital part of the success in our school and in increasing student achievement. Reflection on student achievement data, survey results, and teachers' discussions with all stakeholders, are essential to increasing the number of students reading at grade level. The collection and analysis of data inspires teachers to make adjustments to their instruction more quickly. They will find where the breakdowns are and match their instruction to students' needs. Research shows that when students are successful, their achievement increases along with their engagement.

A6. Resources Criterion

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

Allocation Decisions

A6.1. Indicator: Decisions about resource allocations are aligned with the school's vision, mission, General Learner Outcomes, the academic standards, and Academic and Financial Plan. The school leadership and staff are involved in the resource allocation decisions.

A6.1. Prompt: *To what extent are resources allocated to meet the school's vision, mission, General Learner Outcomes, the academic standards, and Academic and Financial Plan. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

With the Weighted Student Formula determining the school budget allocation, the establishment of school level positions are based on the needs of the individual school. The principal and interview committee (composed of teachers and support staff) interview and select teachers based on their qualifications and their commitment to the school's vision and mission. Every attempt is made to hire PRAXIS completed and licensed teachers.

The vision document (co created by teachers, Lead team and administration) determine our resource needs, both at the classroom and school wide level. These needs are then incorporated into our AcFin. Examples are the purchase of iPads and Chromebooks to support the new curricula and state testing, computer programs to assist with our RTI focus, supplemental material to improve implementation of the new curricula and the use of Focus School funding to provide a Literacy Coach, Math Coach and Reading RTI Resource teacher. All of these were surfaced as student needs in the vision documents and during the comprehensive needs assessment.

Another element of the vision was to move to the inclusion of Special Education and ELL students in the regular classroom. This necessitated a reallocation of support personnel who were assigned to the classrooms to provide more targeted instruction via small groups and centers. These changes all support students in acquiring the habits of mind that are represented in the GLO's.

Findings	Supporting Evidence
Resource allocation is solidly aligned to the vision, mission, AcFin, and General Learner Outcomes.	• Vision documents • AcFin • Support staff schedule

Practices

A6.2. Indicator: Processes and procedures are in place for developing an annual budget, conducting internal and external audits, and utilizing sound quality business and accounting practices, including protection against mishandling of institutional funds.

A6.2. Prompt: *Evaluate the effectiveness of the processes and procedures for developing an annual budget, conducting audits, and utilizing sound quality business and accounting practices, including protections against mishandling of institutional funds.*

The school followed the DOE developed statewide system for annual budget creation. The DOE template uses line items and categories to provide greater clarity in financial management of monies. The yearly audits conducted by the DOE maintains accountability and provides outside eyes to monitor the appropriate use of all

funds. The DOE retains the power to accept or reject school level budgets and provides assistance to individual schools when needed.

Findings	Supporting Evidence
The school follows DOE procedures and forms for the annual budget.	sample budget Purchase Orders

Facilities Conducive to Learning

A6.3. Indicator: The school's facilities are adequate to support high-quality learning.

A6.3. Prompt: *To what extent do the facilities support high quality learning?*

Historically, for many years, Ho'okena received an "inadequate" rating for many of our campus buildings. In the S.Y. 2000-01, an additional classroom building was constructed to house grades 2-5. Shortly thereafter, Ho'okena downsized from a PreK-8 school to PreK-5 creating additional space. However, with the departure of the middle school our kitchen changed from full service to a serving kitchen. School lunches are now delivered from the local elementary school. There is now adequate space for a library, 2 computer rooms, a training/PLC room and a room to house all support staff.

Findings	Supporting Evidence
Facilities are adequate. Cafeteria is very small with no cooking facility on site.	• Fire inspections • Annual Safety inspection

Safe, Functional, Well-Maintained Facilities

A6.4. Indicator: The school's facilities are safe, functional, and well-maintained.

A6.4. Prompt: *To what extent are the facilities safe, functional, and well-maintained?*

A School Safety Plan, which addresses emergency procedures, is reviewed and updated annually. Safety drills are scheduled throughout the year. These include monthly fire drills, lockdown, bomb threat, shelter in place, and evacuation drills. The school undergoes an annual safety inspection conducted by a School Inspection Team consisting of members from the school community. Based on their findings, discussions are held to determine a plan of action, which range from formal requests to the State for repair and maintenance to on-site solutions by the school's head custodian.

The school is well supervised before and after school hours. The responsibilities of the Educational Assistants (EAs) are defined to include morning supervision at the school bus terminal before and at the end of school hours. In case of an emergency, Ho'okena Elementary organized non-classroom school personnel into a crisis team, which is called upon for quick response relative to student safety on campus. The school also has an emergency phone tree in place to quickly contact and inform total staff regarding any emergency situations.

To provide students with a safe and nurturing environment is an ongoing goal at Ho'okena Elementary. Positive Behavior Support (PBS) represents a school-wide agreement to be proactive in preventing behavioral problems. Faculty and staff teach and reinforce this with students through the school-wide agreement to implement the 3

Personal Standards: 1) Make Good Decisions, 2) Solve Problems, and 3) Show Respect, as well as the implementation of SEL-- Social Emotional Learning curriculum.

The bell schedule adheres to the DOE guidelines for instructional minutes.

Findings	Supporting Evidence
- Complied with DOE mandate regarding number of instructional minutes - Comply with SPED regulations and time lines - Comply with DOE safety requirements by assigning yard duty, safety drills, and monthly fire drills. - Safety Committee not meeting frequently enough; this is being addressed in Dec 2014 to improve safety. - Fire Inspection completed and passed. - School Inspection completed and areas of concern submitted for repair. - AHERA 6 month Periodic Surveillance and School and Community letter sent home	- Bell Schedule - Sign-in sheets for admin day orientation of policies - Fire drill logs - Safety drill logs - School Inspection documents - Fire Inspection report - AHERA letter - Alert Alarm - theft protection

Instructional Materials and Equipment

A6.5. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

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

All purchases are found in the AcFin and Budget and completely support the vision documents and CNA. Purchases are based upon student needs. All equipment and textbooks purchased are inventoried and identified with DOE decals.

Findings	Supporting Evidence
- Purpose of instructional materials and equipment are tied to the CNA. - All purchases are tied to the vision, academic plan and are accounted for in the budget - Funding source must allow materials purchase (ie. Focus school supplemental funds)	- CNA - AcFin - Inventory of equipment from Purchase Orders

Qualified Personnel

A6.6. Indicator: Resources are available to hire, retain, and provide professional development for a qualified staff for all programs.

A6.6. Prompt: *Determine if resources are available to hire, retain, and provide professional development for a qualified staff.*

As a Title 1 and Focus School, additional funds are made available to hire personnel and provide for needed professional development. PD is also available from district resource specialists and curricula program developers.

Findings	Supporting Evidence
• Funding is available to provide needed PD.	• Bilinsky group • Math Coach and Literacy coach • Wonders and Stepping Stones Trainings • Support staff schedules • Sped PD

Long-Range Planning and Coordination of Resources

A6.7. Indicator: Long-range planning ensures availability and coordination of appropriate resources that support students' achievement of the General Learner Outcomes, academic standards, and the priorities identified in the Academic and Financial Plan.

A6.7. Prompt: *Evaluate the effectiveness of long-range planning and coordination of resources.*

The comprehensive needs assessment is completed and is reflected in the school's vision documents. Professional development is planned based upon these documents and then scheduled into the master calendar. Long range planning (3-5 years) is made possible through focus school monies provided by the state.

Conclusions: A6. Resources Criterion

Comment on the degree to which this criterion is being addressed.

Change requires long range planning as effective change takes 5-7 years to be successfully and systematically implemented. Since change is a long term, multi-step process, it is imperative to coordinate resources in order to fully implement needed changes and support necessary staff. The changes to be made are taken from the CNA which was influenced by elements of the vision. As the vision was crafted as a means to maximize student learning, then it follows that all long range planning addresses student needs.

Findings	Supporting Evidence
Focus school status allows for long term planning by providing additional funds to address deficits.	• AcFin

Comment on the degree to which this criterion impacts the school's ability to address one or more student learning needs identified through the continuous school improvement process.

All resource allocations faithfully follow the vision, CNA, AcFin and Budget. All were crafted to improve student learning. **WASC Category A. Organization: Strengths and Growth Needs**

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

| Category A: Organization: Areas of Strength |

Strength Areas	Evidence
Clarified Mission and Vision- Ho'okena Elementary School	Mission/Vision documents
Professional Development opportunities to support the implementation of CCSS, Wonders & Stepping Stones Curricula	Professional Development Calendar, Sign in sheets, Pictures of Wonders boards
Lead Team Group of the Whole are organized and meet regularly to work on WASC	Dates and assignments
The school has a 90-minute uninterrupted reading and math block	Bell Schedule
The schools CSI process involves the entire staff	Meeting dates Charts of meeting outcomes
The school has processes in place to help monitor the implementation of the vision	Peer review schedule and sample notes ILT and Data team documents.
Materials, resources and environment are all in alignment with the vision.	Academic and financial plan, CNA
PLC weekly sessions/schedule	Meeting dates, agendas, sign-in sheets, minutes
Collaboration time	schedule, next step plans documents
Improved communication via Google Docs	Sample of survey and communications

Category A: Organization: Areas of Growth

Growth Areas	Evidence
Increase family participation at SCC meetings.	SCC Attendance Data
Continuously review parent needs to organize and provide more activities to involve families.	School Quality Survey/School Level Survey Results
Strengthen the implementation of the vision by developing an instrument to assist the LT in monitoring progress during administration/LT walkthroughs	Monitoring form and dates of use.

Chapter IV: Self-Study Findings

For each criterion, respond to the indicators and related prompts for each criterion and note the supporting evidence. Refer to the areas to analyze and examine in determining the degree to which the criterion is being met.

For each category, provide the following: (1) the identification of strengths and (2) the identification of prioritized growth areas.

➔Note: The five criteria categories are:

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

B. Standards-based Student Learning: Curriculum

C. Standards-based Student Learning: Instruction

D. Standards-based Student Learning: Assessment and Accountability

E. School Culture and Support for Student Personal and Academic Growth

Category B: Standards-based Student Learning: Curriculum

B1.   Curriculum Criterion

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

Current Educational Research and Thinking

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

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

Ho'okena Elementary School purchased the State mandated ELA curriculum. In 2013-2014 all teachers received an overview training on Wonders. Teachers in grades 2, 4 and 5 began the implementation of this curriculum in 2013-2014. All grades are currently implementing Wonders and Stepping Stones in 2014-2015. Both these programs were developed based upon the most current educational research on best practices. The school is also implementing the Second Step social emotional curriculum also based upon the most current educational research on best practices in child psychology.

In keeping with the Common Core shift towards the reading of more complex non-fiction in the classroom, Ho'okena is using the Achieve 3000 Kid Biz computer program with students in grades 2-5, as well as higher performing first grade students. This program focuses on non-fiction reading for deeper understanding of the text topic. Articles from Kid Biz are printed and used for the close reading strategy--a powerful practice adopted by the school. After working with the text in the classroom, students go online to reread and complete activities on the article that require the use of comprehension skills such as identifying idea and details, making judgments, determining author's purpose, inferencing and citing evidence. The use of this research based program since 2012-13, has demonstrated that regular use of the program boosts students' lexile levels.

Findings	Supporting Evidence
• Ho'okena school adopted the state curricula that are both common core based (content) and utilize best practices. • Provide training in the full use of the Wonders and Stepping Stones curricula so teachers at all grade levels can implement this curricula with fidelity and integrity. • Ensure students in grades 2-5 can build knowledge through content-rich non-fiction (Achieve 3000-KidBiz)	• P.O.s for Wonders, Stepping Stones and Second Steps • Agenda, sign-in sheets and observations. • Achieve 3000 reports, teachers reports

Academic Standards for Each Area

B1.2. Indicator: The school has defined academic standards for each subject area, course, and/or program.

B1.2. Prompt: *Evaluate to what extent there are defined academic standards for each subject area, course, and/or program. What process is used to ensure that the academic standards and General Learner Outcomes are implemented consistently*

within and across grade levels or departments to ensure that the same high expectations are for all students?

The adoption of the state mandated curricula Wonders and Stepping Stones, addresses this issue. Part of the reason Ho'okena pushed ahead with early implementation of Wonders was precisely because it addressed many of the gaps in our previously fragmented ELA curriculum and was squarely aligned to the Common Core State Standards. The same is true for Stepping Stones in math. As long as both curricula are implemented with fidelity, teachers will be teaching the standards.

Full implementation of Wonders requires a 120 minute block for ELA, when the school schedule can only accommodate a 90 minute block. This necessitates teachers coming together to prioritize their delivery of the different elements of each curriculum in the form of "Must Do", "May Do" and "Can Do". These decision are based on data that shows the biggest need areas for our students--vocabulary, fluency and comprehension. Training in both of the curricula has given teachers the knowledge they need to make these decisions.

The challenge is to ensure that both the reading and math programs are consistently being implemented through monitoring, articulation and professional development. Dedicated time for this to happen has been built into the weekly Friday PLC/ILT days.

The General Learner Outcomes are addressed in every classroom as:
- Student self assessment and goal setting in completing classroom tasks and in setting goals for assessments, specifically, STAR and Achieve 3000.
- students connecting their actions to outcomes to promote positive behaviors
- the quarterly GLO awards to students who demonstrate the GLOs
- using the language of the GLOs when framing questions or accepting responses. (E.g. "I need a complex thinker to answer this question", or "Wow, I like how you effectively communicated your thinking when you...")
- writing self reflections describing how they are doing with fulfilling the criteria for GLOs
- Closed circuit broadcasts by the student council that highlight the different GLOs using skits to show students what it looks like and sounds like.
- GLO's are reinforced through the weekly SEL lessons all teachers teach

Every effort is made to provide a challenging, coherent and relevant curriculum for every student in all content areas. The school is continuously monitoring the consistent implementation of the curriculum and instruction in all content areas and timelines for assessment. To further address standards in Social Studies and Science, the school utilizes the Achieve 3000 program, a rigorous, non-fiction based computer program with alignment to our Wonder's curriculum. Until the Common Core standards address these two content areas, the school will continue to use the Hawaii Content and Performance Standards for science and social studies.

Findings	Supporting Evidence
• Provide training in the use of CCSS aligned to math and reading curricula so teachers at all grade levels	• Agenda, Sign-in sheets,

	observations, walkthroughs.
can implement with fidelity. • Weekly Friday PLC/Data Team sessions allow teachers to pace curricula for both Wonders Reading and Stepping Stones Math. Teachers participated in agreements in the form of "Must Do" "May Do" "Can Do" • Awards Assembly-- GLO awards	• PLC agenda, Data Team teacher forms. • GLO certificates

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, and the General Learner Outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, and the General Learner Outcomes.* As previously mentioned, since the standards are embedded and explicitly referenced within the purchased curriculum, a delivery of the lessons with fidelity can only result in this congruence. Teachers have been trained in Wonders and are familiar with lesson delivery and incorporated standards. It is the task of the school and lead team to monitor this roll out frequently to ensure it is being done with fidelity. Looking at student work during the data team process and seeing the standards reflected therein provides further evidence of congruence.

Findings	Supporting Evidence
• Provide training in the use of CCSS aligned to math and reading curricula allowing teachers at all grade levels to implement with fidelity. • Weekly Friday PLC/Data team sessions allow teachers to examine work from both Wonders Reading and Stepping Stones Math curricula to determine next steps.	• Agenda, Sign-in sheets, observations, walkthroughs. • PLC agenda, Data Team teacher forms.

Student Work — Engagement in Learning

B1.4. Indicator: The examination of student work samples and the observation of student engagement demonstrate the implementation of a standards-based curriculum and the General Learner Outcomes.

B1.4. Prompt: *Evaluate to what extent the examination of student work samples and observed student engagement demonstrate the implementation of a standards-based curriculum and the General Learner Outcomes.*

PLC time, be it the ILT process or Data Teams, has been designed to do precisely this-- student work is examined both to evaluate progress towards the standards and to determine need areas on which to focus next steps in instruction. The ILT helps select powerful practices to address need areas and engage students to maximize learning. Teachers then write SMARTe (Standards based, Measurable, Attainable, Relevant, Timely, for everyone) goals to keep themselves accountable and move

students forward. The success of this planning is then seen during the Monitoring meeting when teachers talk about who met the goal and who needs more instruction. Evidence of student engagement can also be observed during lead team/administration walkthroughs and during guided visits by other ILT schools and the CAS team.

Findings	Supporting Evidence
• Utilize the ILT process to examine and monitor data, set SMARTe goals, and agree on instructional strategies that drive instruction. • Utilize weekly PLC Fridays to monitor student learning and to make necessary adjustments to the ILT Professional Learning Cycle • Utilize the Peer Observation and Guided visit processes from the ILT to help monitor student engagement. • Work with a provider--Bilinsky Inc.-- to assist in formalizing the data team process through the adapted Doug Reeves 5-step data process which places emphasis on examining student work to inform instruction. • Engage students in learning computer skills-21st century Technology skills (keyboarding, computer centers, core curricula computer supports, RTI computer programs for reading and math)	• Professional learning cycles, PLC agenda/minutes • ILT agenda • Sign-in sheets/PDE3 record. • PLC agenda/minutes • Guided visit data • Peer observation data • ILT Next Steps Planner • PLC agenda/minutes, Bilinsky records, observation • Computer lab log, student records, student reports

Accessibility of All Students to Curriculum

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

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

This surfaced as a need area for the school during our visioning process last year. As a result, the school decided to make inclusion for all students as much of a reality as possible (depending upon individual students' IEP's). This year, all support staff and Special Education teachers are assigned to specific classrooms during core time (8:10-11:00). During this time, all special populations are included in the regular classroom;

SPED, 504, ELL, and Migrant Ed. Teachers and support staff are aware of the status of all students in the classroom and provide support via small group and 1:1 tutoring. Students still needing additional assistance are pulled out at another time to receive specific instruction from a specialist--either SPED teacher or reading RTI teacher, or are assigned to a computer RTI program matched to their need. Protocols and procedures are in place to identify these students--RTI flow charts and Peer Review meetings.

Teachers have received training from district SPED RT's in different models of inclusion, are given time to meet and discuss expectations and appropriate accommodations.

The use of the GLO's, positive behavior supports, and student self assessment aid in keeping students focused on the learning. There is school wide agreement to use the 3 personal standards from GLAD training as the basis for all classroom rules--1) make good decisions, 2) show respect, and 3) solve problems

Findings	Supporting Evidence
• All SPED teachers, PTT's, PPT's and EA's are assigned to classroom to maximize support and engage ALL student populations in the curricula • Hookena is becoming a school of inclusion • All teachers received inclusion training from the district • All teachers have PBS posters and the 3 personal standards in their classrooms and have established positively stated rituals and routines	• support staff / SPED schedules • Reading RTI teacher schedule • Agenda & sign in for Inclusion training • PBS poster • 3 Personal Standards

Integration Among Disciplines

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

B1.6. Prompt: *Evaluate to what extent the curriculum shows integration among disciplines.*

Curriculum integration is an element of the new Wonders curriculum. The "week 6" of all units includes a variety of ways to demonstrate ELA learning, including mini-projects that relate to the fine arts, science or social studies and require students to research, write and display their knowledge about a real world issue. Additionally, the Achieve 3000/Kid Biz program articles are taken almost entirely from math, science and social studies topics and include a writing component. Some of these articles have been specifically aligned to Wonder's units and their essential questions.

The Stepping Stones curriculum also requires students to write about math and provide the reasoning they used to solve multi step problems. Word problems address real world situations.

Findings	Supporting Evidence
• Curricular integration is a part of the new mandated state curricula. • Kid Biz supports curricular integration by	• Sample of Wonders Week 6 activities • Sample writing prompt

aligning articles to Wonders units.	from Stepping Stones • Kid Biz print out

Curricular Development, Evaluation, and Revisions

B1.7. Indicator: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, homework, and grading policies, to ensure student learning needs are met through a challenging, coherent, and relevant curriculum. The assessment includes the degree to which there is involvement of key stakeholders.

B1.7. Prompt: *Comment on the effectiveness of the school's curriculum review and evaluation processes to ensure student learning needs are being met. Include comments regarding the extent to which there is involvement of key stakeholders.*

Within Data Teams, teachers examine the effectiveness of the curriculum as well as their own instructions. Discussions ensue regarding the appropriateness of assessment items, appropriateness of text selection to island culture and environment and appropriateness of pacing. Questions and concerns have been addressed by our complex CCSS resource teacher.

As we come to the halfway mark of the first year in which all grade levels are implementing Wonders and Stepping Stones, the PLC is planning a reflection and review session in which teachers will dialogue and share what they have found are the strengths, challenges, and implications of using the curricula. An exact parallel to the CSI process for the school.

The school uses the Peer Review process to track and monitor student progress towards the standards and towards desired SEL outcomes. The team then plans interventions as needed. This requires familiarity with the supplemental pieces of Wonders and Stepping Stones and their applicability to the needs of our at risk students, many of whom are SPED, ELL or low SES. It is yet another opportunity to evaluate the curriculum in light of student needs.

Other than the homework students bring home, and conversations with parents at SCC meetings, the majority of parents, as yet, have not had the opportunity to see the new curricula in action. In order to address this need, the school would like to plan "Back to School" days for parents to come and sit in during the ELA and Math block.

Findings	Supporting Evidence
• Data Teams • Use of the Victoria Bernhardt CSI process to engage staff in evaluation of new curricula to find strengths, challenges and implications • PLC PD in math and reading curricula • Peer Review process • Need to plan Wonders and Stepping Stones parent day to further acquaint parents with the new curricula	• Data Team Agendas and Minutes • Pictures of VB process charts • PD schedule • Peer review schedule and template

Policies — Rigorous, Relevant, Coherent Curriculum

B1.8. Indicator: The school assesses the rigor, relevance, and coherence of the curriculum after examination of policies regarding course completion, credits, homework, and grading policies.

B1.8. Prompt: *Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it aligns with the school's vision, mission, and General Learner Outcomes.*

The educational curriculum at Ho'okena Elementary is focused on research based instructional programs. The selection process began with an overview from the state and/or complex level personnel. A team of teachers along with RT's complex wide then examined and discussed the programs and materials under consideration and provided input in the decision process. Once accepted by the state, their implementation became mandates to the schools.

Findings	Supporting Evidence
Statewide committees of teacher representatives were involved in the decision making of state mandated curricula--Stepping Stones and Wonders.	

Articulation and Follow-up Studies

B1.9. Indicator: The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.9. Prompt: *Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity and effectiveness of these efforts. What has been learned from the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Ho'okena Elementary participates in the Konawaena complex wide ILT (Instructional Leadership Teams) network meeting sessions in which all schools in the complex meet monthly to share targeted need areas for improving student achievement and the successful powerful practices they are using to do so. This includes guided visits in which teams from the various schools sit in on classes in the host school throughout the morning to observe the implementation of the above mentioned powerful practices. They gather data on what they see teachers doing, and how well the environment supports instruction. This data is shared out as both tallies of the number and frequency of successful elements as well as wonderings or questions for the host school to address. This data is then shared with the entire staff via PLC who then determine what next steps will have the greatest impact on all students.

Teachers at Ho'okena also participate in monthly articulation meetings with Konawaena Middle School, Konawaena High School and their feeder schools; Konawaena Elementary, Honaunau, Kahakai and Ke Kula o Ehunuikaimalino. These opportunities include discussion on how to further improve instructional practices. These meetings center around the use of the Mathematical Practices in daily lessons during the morning session and the sharing of powerful practices for meeting student needs in ELA during the afternoon session.

Findings	Supporting Evidence
• Ho'okena participates in monthly ILT meetings which promotes K-12 articulation and sharing of practices • Ho'okena participates in monthly math and ela articulation meetings with other schools in the complex	• ILT agendas, next steps planners, sign in sheets • Meeting agendas, notes on share out of relevant information

Conclusions: B1. Curriculum Criterion

Comment on the degree to which this criterion impacts the school's ability to address one or more student learning needs identified through the continuous school improvement process.

As part of the Continuous School Improvement Process under the training of Dr. Victoria Bernhardt, a Lead team consisting of our third grade teacher (now RTI Reading Specialist), Literacy Coach, Student Services Coordinator, Counselor and Principal attended sessions with Dr. Bernhardt beginning in September of 2013.This process included the analyzation of school data that consisted of School Quality Surveys, Trend Reports, School Status and Improvement Reports over the last three years. The team also collected demographic data and student learning data from the Longitudinal Data System (LDS), perception data from surveys of students, staff and parents and school process charts. The school staff reviewed the perception survey data and arrived at strengths, challenges and implications for each data type. This led to recrafting of Ho'okena School's Mission statement. Under the direction of Dr. Bernhardt, she facilitated the school-wide discussion of the staff core beliefs and values towards crafting a Mission statement. The certificated staff have met with Dr. Bernhardt in follow up sessions to craft the Vision documents based on the new Mission statement.

The following next steps listed below reflect the activities that have currently been put in place this school year to support students and parents in meeting curriculum needs as well as effective communication needs across grade levels, school-wide ad school-home.

- RTI and Student Supports (rationale-maintain a system for tracking student performance, monitoring that performance and developing plans to address student needs).
  - Monthly Peer Review of student performance
  - Site/student licenses for computer RTI programs (iReady, Imagine Learning, Lexia, Reading Plus).
  - Reading Intervention Teacher Specialist
- School-home connections (rationale-maintain a system for enhancing parent contact and involvement).
  - Weekly Parent Bulletin
  - Parent/school Connection subscription
- Curriculum (rationale-have a curriculum that is aligned to the Common Core and support teacher implementation thereof through professional development, etc.)
  - Wonders training for all teachers
  - Stepping Stones training for all teachers

- ELA Coach/Mentor to assist teachers with developing lessons and unit plans to better engage students to model best practices in the classroom. In addition, this Coach can assist teachers with implementing Guided Language Acquisition Design
- (GLAD) strategies to address concerns about differentiation.
- Build leadership capacity (rationale-teachers need to participate effectively in school leadership for the benefit of student achievement). Teachers will attend monthly ILT sessions on a rotation basis.

Findings	Supporting Evidence
• Wonders ELA Curriculum in full implementation K-5 • Stepping Stones Math Curriculum in full implementation K-5 • Continuous School Improvement Process- Dr. Victoria Bernhardt. • RTI- Reading/Math/Behavior processes	• Comprehensive Needs Assessment (2014-15). • Academic Financial Plan 2014-15 • Ho'okena School Mission/Vision documents. • RTI flow charts

B2. Curriculum Criterion

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

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of college/career and/or other educational options. The school provides for career awareness, exploration, and preparation for postsecondary education, and pre-technical training for all students.

B2.1 Prompt: *How effective are the processes to allow all students to make appropriate choices and pursue a full range of college/career and/or other educational options? Discuss how the school ensures effective opportunities for career awareness, exploration, and preparation for postsecondary education, and pre-technical training for all students.*

By having students recite the mission statement every morning, the school calls attention to the future by raising student awareness of college and career options. Students in grades 4 and 5 also craft vision and mission statements around self-selected careers they envision themselves pursuing.

Learning opportunities such as field trips, assemblies, special guests and community partnerships are all vehicles to broaden student awareness of the multitude of career pathways that become open to them as successful students and future graduates. In a community where only 20% of the population attend college, the school must take on

the onus of showing students they have other options than simply following in their parents' footsteps. Some of these partnerships are;

- Society for Kona's Education and Art (SKEA) which has provided drama and art experiences for several grade levels throughout the years continuing into the present school year.
- Girls Exploring Math and Science (GEMS) where girls in grades 4 and 5 go to one of the larger local hotels to job shadow active employees from different departments,
- University of Hawaii garden project will be assisting the school in designing and building gardens to grow food using sustainable practices,
- Makahiki Hawaiian games is a project spearheaded by nearby federal parks to showcase Hawaii practices and skills.
- The school is building on these snapshots by planning and systematizing a yearly Career Day that invites residents from local businesses to come into the school and talk with students about their own careers and what education and personal attributes it took to get there. The expectation is that students will select one or two careers they have heard about and research it further to get a realistic view of possibilities.

Ho'okena has formed a committee to plan this function, find other venues that highlight careers as well as more closely examine the current curricula to connect skills learned to possible future careers.   Plans are being made to further define the GLO's in the context of the workplace--why is GLO #1 important if you want to be an architect. What GLO's are important for a scientist to use daily? This makes the GLO awards given out every quarter more meaningful and relevant. With financial support from our PTO organization/foundation, we also hope to plan field trips for career shadowing using GEMS as a model.

The common core shift towards a balance of fiction and nonfiction reading also supports these efforts as some of the additional nonfiction materials purchased deal with careers and biographies past and present--both in the curricula materials and in the Kid Biz computer program.

Findings	Supporting Evidence
- SKEA partnership - Artists in the School partnership - Career day - The school needs to continue to define college and career ready for all students	- End of year survey of participation - Artists in the school grant - Career day plan

Student-Parent-Staff Collaboration

B2.2. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, college/career, and/or other educational options.

B2.2. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, college/career and/or other educational options*

Ho'okena has long used the GLO #1-Self directed learner, as criteria by which students evaluate their performance in the classroom on a scale from one to four, such as; Did

they stay on task the entire period? Did they complete their work? Students have recorded and tracked their responses which then become the basis for student teacher conferencing on what the student needs to do to improve their ratings.

Students have also been expected to self assess their own writing according to a rubric and use the evaluation to revise their writing. Both these practices highlight the metacognitive processes that require students to think about their own thinking which leads to goal setting.

It is a school wide expectation after assessment, that teachers have students reflect upon their progress in order to set goals; most notably using STAR and Kid Biz scores. Students then set a numerical target they believe they can meet and plan with their teachers how they will get there.

Fortunately, this practice is also incorporated within our new mandated curricula, Wonders and Stepping Stones. It is a school wide agreement that all teachers will utilize these pieces. Currently the school is implementing goal setting to address basic math skills--addition / subtraction and multiplication /division facts.

While many of these practices have been in play over the last 7-8 years, all need to be done with consistency by all teachers. Collecting these self-evaluation and goal setting pieces together will eventually lead to the personal learning plan referred to above.

The school also posts rubrics for behavior throughout the school which all adults use to get students to self assess their out of classroom behaviors. Within the school counseling program students are guided to use self-assessment and goal-setting for academic and behavioral success in school.

Findings	Supporting Evidenc;
The school has some self assessment and goal setting pieces in place to support student planning, but needs to bring them together to create a student plan.	sample self assessment log sample goal setting form PBS charts Classroom rubrics

Monitoring/Changing Student Plans

B2.3. Indicator: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

B2.3. Prompt: *Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).*

Students use charts to track their progress on the areas mentioned above and meet with their teacher 1:1 to discuss progress and whether or not set goals are realistic.

Findings	Supporting Evidence
Students have various opportunities to reflect on their learning and set goals	sample self assessment log

Teachers meet with students to examine their goal setting efforts. The school needs to strengthen their efforts in developing student learning plans	sample goal setting form sample student self reflection

Transitions

Indicator: The school implements strategies and programs to facilitate transition to the student's next educational level or post-high school options, and regularly evaluates the effectiveness of the strategies and programs.

Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transition to the student's next educational level or post-high school options and regularly evaluates the effectiveness of the strategies and programs.*

Ho'okena collaborates with the middle school to plan transition activities. The registrar from Konawaena comes to meet with grade 5 students to explain to them how middle school works and what to expect. The school also plans to have students visit the campus towards the end of the year, so they will know what to expect and where to go.

Historically, the school also provided time for students in grades Pre-4 to visit the next grade up to meet the teacher, hear expectations and ask questions. We plan to return to this practice this school year.

Findings	Supporting Evidence
Ho'okena collaborates with the middle school to introduce student to the challenges and changes.	Scheduled time for visits e mails

Conclusions: B2. Curriculum Criterion

Comment on the degree to which this criterion is being addressed.

Findings	Supporting Evidence
Implementing the new curricula, including their supplemental materials and using the inclusion model with in classroom supports are allowing all students to access the curricula. Students are engaged in self reflection and goal setting with the core curricula. The school needs to do more work on assisting students in developing a personal educational plan.	models of inclusion being implemented in classrooms. teacher-sped teacher collaborative notes.

Comment on the degree to which this criterion impacts the school's ability to address one or more student learning needs identified through the continuous school improvement process.

The criterion is addressing the following needs:
- Maximize student engagement, student goal setting and reflection
- Increase the number of students reading at their grade level
- Reduce student absenteeism

Engaging students in self -monitoring, self-reflection and goal setting, will help them be more focused, hence more successful. Successful students are more engaged and make more progress as they have a foundation to build upon. This should also peripherally encourage more students to attend school regularly. To truly maximize this process the school must move to combining all needs analysis and goal setting into one coherent educational plan for each student. Our Peer Review process is the place to start this movement.

B3.   Curriculum Criterion

Upon completion of elementary, middle, or high school program, students have met the standards with proficiency for that grade span or all the requirements of graduation.

Real World Applications — Curriculum

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

B3.1. Prompt: *Evaluate the opportunities that all students have to access real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.*

This is an area of struggle here at Ho'okena Elementary School with the focus on the implementation of CCSS through 2 new curricula in core Math and English Language Arts-- Stepping Stones and Wonders.

Ho'okena is in the beginning stages of planning, designing and implementing steps towards a school garden, school Career Day.

Friday Activity blocks provide students the opportunity to explore various life skills through the arts:

1. PE - students learn character skills: cohesive team building, determination, stamina, endurance, perseverance, how to strive towards a goal.
2. Dance and Drama - students learn the limitation of their bodies, how to push towards a challenge, memorizing moves for coordination and synchronizing.
3. Arts and Craft - students delve into creativity in mind and fine motor skills, they learn to see colors, shapes, and normality/abnormality in their environment.
4. Music - students learn harmony, unified voice, keeping time by listening... not just singing. They also learn how ecstatic music can be with words. It can bring out emotions, and seek deep within their souls...to find peace and understanding.
5. Hawaiiana - students learn their "native" culture, the Hawaiian values and the meaning of them and how that looks like inside and outside the classroom. One word in Hawaiian can make conscience its meaning in one's life.

Findings	Supporting Evidence
• The school has the "beginnings" of real world application opportunities for students in the form of Friday Activity Blocks in exploration of various life skills through the arts and sciences as stated above.	• Friday Activity Block schedule. • sample student products produced from activity fridays.

• A school garden and career day are in the planning for the near future through partnerships with the UH extension services.	• photos of beginning stages of school garden. • photos of friday activity classes in action.

Meeting Graduation Requirements (or end of grade span requirements)

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

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

Ho'okena has a two-pronged approach to RTI--computer assisted instruction and small group tutoring (or 1:1 for selected students). These are conducted both as pull out as well as push in. Push in intervention utilizes guided groups with the teacher simultaneously with centers, where students work independently or in pairs on targeted skills. Materials used come directly from the core curriculums so students are not missing new instructional material while receiving interventions. Students are assigned to intervention groups based upon an analysis of STAR testing results, iReady and Imagine learning program reports and Wonders and Stepping Stones formative assessments, the results of which were examined and tabulated during data team time. The school also has the capacity to further diagnosis student need areas using STAR 360 teacher created assessments that can precisely target specific learning standards, thus making tutoring more effective.

All students receive additional support during weekly Reading Buddy and math tutoring sessions. During Reading Buddies, older students are paired with younger students to help them practice grade appropriate decoding and comprehension strategies in books at their level. Math tutoring has students working in small groups with support staff to practice grade appropriate math facts to bring them to fluency.

Students at or above grade level on the STAR work independently on Kid Biz using the "stretch" article written at a more rigorous Lexile level, act as peer tutors or work on enrichment tasks drawn from the core curriculum.

Findings	Supporting Evidence
The school has supports in place for students in reading and math using small groups, computer assisted instruction and peer tutoring. More could be planned for students in the at or above category	Friday schedule Sample Center rotation STAR results analysis spreadsheet Reading resource teacher's schedule

Conclusions: B3. Curriculum Criterion

Comment on the degree to which this criterion impacts the school's ability to address one or more student learning needs identified through the continuous school improvement process.

The teachers make every attempt to engage students in the inquiry process throughout the curriculum. The learning experiences provided through the Wonders Reading and Stepping Stones Math curricula directly addresses the CCSS and students' attainment of the General Learner Outcomes. Teachers utilize questioning strategies that begin with the literal level and spirals towards evaluative level.

Uninterrupted 90-Minute Reading Block (K-5): Students' schedules reflect an explicit 90-minute block of uninterrupted time for reading instruction, small group instruction, and centers. This time block provides the opportunity for teachers to implement specific reading strategies-- that include phonics decoding, sequencing, problem/solution, compare/contrast, cause/effect, main idea, theme, key details, point of view, predictions, retell, summarization, visualization, imagery/personification. Based upon pre assessment data, these strategies are assigned based upon student need.

Uninterrupted 90-Minute Mathematics Block (K-5): Students' schedules reflect an explicit 90-minute block of uninterrupted time for mathematics instruction, small group instruction, and centers. This time block provides the opportunity for teachers to implement specific mathematical strategies and to address specific needs as determined by formative assessments.

Progress Monitoring: Teachers and support personnel conduct progress monitoring utilizing several assessment instruments that include STAR testing (qtrly.), specific Wonders and Stepping Stones assessments, I-ready, KidBiz and teacher observation checklists. These assessments are conducted monthly, quarterly, or by Data cycle to determine if a student has progressed. Teachers work in their data team groups to select appropriate strategies for students who are well below, approaching and at or above in proficiency on the student task. Peer Review is another way the school monitors the progress of all students. Student behavior is considered in conjunction with academic progress and intervention plans are crafted to address specific student needs and behaviors.

Professional Learning Community (PLC) Articulation/Data Teams: Articulation time through PLC/Data Team weekly meeting sessions allow for articulation of instructional strategies and modifications to instruction for all content areas. Teachers are provided time to analyze and interpret data to guide their instruction. This provides the time and venue for teachers to exchange successful instructional practices. Weekly agendas and minutes of these days are archived.

Classroom Teachers are provided scheduled time to articulate with support staff regarding any special needs and planning time towards instructional needs. A scheduled time is also provided for the special education teachers to articulate and plan with classroom teachers. This regular articulation time has proven to be effective in providing the much needed time for teachers and support staff in order to promote efficient use of time and materials to meet students' individual needs and to increase their success.

Findings	Supporting Evidence

The school has many venues in which the 3 identified student learning needs are being addressed. The need to improve attendance is being addressed as a result of the first two--by making students more successful via the above outlined processes. Successful students want to come to school	• Master schedule • PLC agenda/minutes • Collaboration notes of articulation planning between teachers (gen. ed/sped)

WASC Category B. Standards-based Student Learning: Curriculum: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category B: Standards-based-Student Learning: Curriculum: Areas of Strength

Strength Areas	Evidence
Cohesive research based curricula, which is aligned to the CCSS. Wonders & Stepping Stones Differentiated materials	Periodic walkthroughs to check for consistency and fidelity.
Provide students in grades 2-5 the opportunity to build knowledge through content-rich non-fiction (Achieve 3000-Kid Biz)	Achieve 3000 reports, teachers reports
Conduct monthly Peer Review meetings to review student achievement and to design specific plans for those in need of intervention.	Peer Review agenda, notes and follow-up actions.
Utilize the ILT process to examine and monitor data, set SMARTe goals, agree on instructional strategies and drive instruction.	Professional Learning Cycles, PLC agenda/minutes, observations, ILT sign-in sheets/PDE3 record.
Utilize PLC time to monitor student learning and to make necessary adjustments to the ILT Professional Cycle.	PLC agenda/minutes ILT Next Steps Planer
Center implementation within the Wonders and Stepping Stones curriculum to further developed student engagement and enable more student success.	Classroom Center rotation charts and/or schedules.

Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

Growth Areas	Evidence
Provide continuous professional development to support school programs in reading and math.	PLC agenda, notes, sign-in sheets, ILT cycle
Work with District RT to provide professional development and understanding of Common Core Standards.	Agenda, sign in sheets, PLC minutes
Modification of instructional strategies based on student data	Data Team info from teacher templates
Continue to refine the use of differentiation in the classroom	Classroom walkthroughs by school, lead team/admin and ILT

Chapter IV: Self-Study Findings

For each criterion, respond to the indicators and related prompts and note the supporting evidence. Refer to the areas to analyze and examine in determining the degree to which the criterion is being met.

For each category, provide the following: (1) the identification of strengths and (2) the identification of prioritized growth areas.

➔Note: The five criteria categories are:

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

B. Standards-based Student Learning: Curriculum

C. Standards-based Student Learning: Instruction

D. Standards-based Student Learning: Assessment and Accountability

E. School Culture and Support for Student Personal and Academic Growth

Category C: Standards-based Student Learning: Instruction

C1.   Instruction Criterion

To achieve the academic standards and the General Learner Outcomes, all students are involved in challenging learning experiences.

Results of Student Observations and Examining Work

C1.1. Indicator: Classroom observations and the examination of student work provide information about the degree to which all students are challenged and achieving the academic standards and the General Learner Outcomes. Using this information, the school evaluates the degree of involvement in learning by students with diverse backgrounds and abilities, and modifies approaches based on findings.

C1.1. Prompt: *Comment on the degree to which all students are involved in challenging learning experiences to achieve the academic standards and the General Learner Outcomes. Include how the observation of students and examination of student work has informed this understanding.*

The school has currently adopted and implemented researched based programs aligned to the Common Core State Standards through the Wonders Reading and Stepping Stones Math programs. In addition, Ho'okena recognizes the need to change the way in which instruction is delivered. The school established uninterrupted reading and math blocks for grades K-5. Each block is 90-minutes.

Students with reading difficulties are serviced by the RTI reading resource teacher. Depending upon students' needs, reading level and progress as shown by the STAR diagnostic assessment, students may be serviced in small guided reading groups and/or through computer, researched based RTI programs, such as; Imagine Learning, iReady, Lexia Core, and Reading Plus. Many of the programs are phonics based for basic readers and provide mastery in phonics and phonemes to establish a foundation for reading for younger students. These programs also fill in gaps for older struggling readers and English Language Learners. In the upper grades, the same programs are used but are tailored to students' needs. For instance, ELL and older students with deficits in language are placed on Imagine Learning. Students with deficits in reading fluency, vocabulary and comprehension are assigned to Reading Plus. This year, Ho'okena has added iReady for math and reading. Reports are examined monthly and individual student programs may be adjusted to assign more time on certain skills that show less progress.

In grades K-5, students in the inclusion program receive instruction by the regular education teacher, special education teacher and educational assistants. All students receive the core instruction at their grade level. Additional adults in the classroom are used to help differentiate the curriculum through learning centers, which helps highlight needed skills for students of sub-populations.

An ELL teacher supports the students for whom English is a second language. ELL services are also provided in the inclusion setting, with the presence of EA's and PTT' to support these students.

Instruction in all these settings also reflects the shifts of Common Core. Students are dealing with more complex texts; they are expected to use close reading to comprehend the text at deeper levels and be able to write about their learning, as well as cite evidence from the text. The school has adopted the R.A.C.E. format for written responses from Konawaena Middle school. Teachers in grades 2-5 are using it within their grade levels.

Data team examination of student work enables teachers to know what their students can do and cannot do. This informs planning both for classroom teachers and for support personnel. The use of STAR screening data is instrumental in initial placements for students. Student interventions are then modified based upon classroom data from Peer Reviews.

Findings	Supporting Evidence
• The state selected rigorous curricula for Math and Reading that reflect the CCSS shifts • Students needing support are serviced by PTTs,	Scope and sequence from each program. CCSS alignment.

PPTs, EAs and SPED teachers in the classroom. ELL students are serviced on a push in and pull out basis • Needs and interventions for students below standard are determined by classroom, program, and anecdotal data via the peer review process. • Data Teams regularly examine student work.	Reading RTI teacher schedule. STAR data, RTI roster and program assignments. Peer Review template Data Team template with data

Differentiation of Instruction

C1.2. Indicator: The school's instructional staff members differentiate instruction and evaluate the impact on student learning.

C1.2. Prompt: *How effectively do instructional staff members differentiate instruction? Evaluate the impact of differentiated instruction on student learning.*

Differentiation is built into both the Wonders Reading and Stepping Stones Math curricula. Teachers examine and utilize the Depth of Knowledge (DOK) levels embedded in curricular materials to scaffold and differentiate instruction by using the different levels of questioning. Teachers can differentiate instruction through four ways: 1) content, 2) process, 3) product, and 4) learning environment, all of which are included in the core curricula.

Wonders: Within the Wonders Curriculum, access is given to teachers to implement lesson activities based on students' learning styles.

- Group students by shared interest, topic or ability for assignments. Such groupings are supported by differentiated curricular materials.
- Assess students' learning using formative assessments provided (weekly, end of unit)
- Manage the classroom to create a safe and supportive environment (Centers)
- Continually assess and adjust lesson content to meet students' needs (teacher observation, student reflection).
- The vocabulary component in Wonders also addresses instructional strategies to teach all academic vocabulary levels.

Stepping Stones Math: An online program that fosters students' thinking and reasoning skills, delivers multiple ways to differentiate classroom instruction, presents methods and strategies to assess deep understanding and mathematical skills. The Stepping Stones curriculum includes 2-3 differentiated activities for each lesson. These activities are intended to provide support to students at 3 levels: 1)**Extra help**-- for students who need additional support learning the concepts or skills taught in the lesson. This often involves an activity that reinforces a prerequisite understanding or skill. 2) **Extra practice**-- for students who would benefit from additional practice to solidify the concepts or skills taught within the lesson. 3) **Extra Challenge**-- for students who are ready to deepen their understanding of a concept to extend the skills they have developed within the lesson.

The implementation of centers for both math and ELA has made differentiation much more "do-able" in the classroom. As rigorous standards based materials are included in the curricula which can be delivered via centers, less teacher time is spent designing lessons and more time is allowed for differentiation of instruction.

Findings	Supporting Evidence
• Wonders and Stepping Stones provide resources for differentiation in the classroom	• Centers • Resource in the curricula

Student Understanding of Performance Levels

C1.3. Indicator: The students know beforehand the standards/expected performance levels for each area of study.

C1.3. Prompt: *Examine and evaluate the extent to which students know the standards/expected performance levels for each area of study.*

Ho'okena places student achievement as a priority goal. In the attainment of proficiency, students are provided with research-based programs to ensure that the grade level curricula is aligned to the standards and implemented with fidelity.

Teachers post CCSS in the classrooms for each lesson and review them with students. Teachers are meeting with each student to set goals and expectations of performance level in the different content areas. Teachers use exit passes as a quick performance assessment to inform their next steps; reteach or move on.

Findings	Supporting Evidence
• Ho'okena school provides CCSS aligned curricula • Student objectives are posted and reviewed with students for each lesson • Ho'okena school needs to more consistently, across grade levels, meet with students to check for understanding of their expected performance levels for each area of study	• Walk through data • 'Exit pass' from students

Students' Perceptions

C1.4. Indicator: The school learns about the students' perceptions of their learning experiences.

C1.4. Prompt: *Evaluate the effectiveness of learning experiences as perceived by students.*

Perceptual Data was collected through School Quality Survey (SQS), Tripod Survey, and student surveys from the Victoria Bernhardt group.

Overall, students agree that Ho'okena is a caring school with dedicated staff members. Students perceived the curricula should be more rigorous in the SY 2013-2014 but

presently feel the work done in class makes them "think" and feel they are challenged by the work that teachers have students do. Students "liked" their teachers and other staff and feel they are treated fairly. In anecdotal comments made by students, common concerns were raised about the lunch menu and the fact that students should have longer recesses.

Findings	Supporting Evidence
Students have a positive perception of the school, the staff and the curricula.	- SQS - Tripod Survey - Parent/community survey - V.B. surveys--parent, student, teacher, staff

Conclusions: C1. Instruction Criterion

Comment on the degree to which this criterion is being addressed.

The following are how Ho'okena School addresses the need to involve all students in challenging learning experiences in order to achieve the academic standards and the General Learner Outcomes:

1. Classroom observations and the examination of student work provide information about the degree to which all students are challenged and achieving the academic standards and the General Learner Outcomes. The state selected rigorous curricula for Math and Reading that reflect the CCSS shifts.
2. Students needing support are serviced by PTTs, PPTs, EAs and SPED teachers in the classroom. ELL students are serviced on a push in and pull out basis
3. Needs and interventions for students below standard are determined by classroom, program, and anecdotal data via the peer review process.
4. Data Team data regularly examine student work to plan next steps.
5. Wonders and Stepping Stones provide resources for differentiation in the classroom
6. Student objectives are posted and reviewed with students for each lesson
7. Students have a positive perception of the school, the staff and the curriculum.
8. Ho'okena school needs to more consistently, across grade levels, meet with students to check for understanding of their expected performance levels for each area of study

C2. Instruction Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Current Knowledge

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

C2.1. Prompt: *Evaluate the extent to which teachers are current in the instructional content and effectively use multimedia and other technology in the delivery of the curriculum.*

The use of multimedia and other technological modes of delivery of curriculum to students has included the online requirements of both the Wonders reading curriculum and Stepping Stones math curriculum. The school's publishing lab was dismantled and computers were pushed back into classrooms K-5. Currently, each classroom houses 4-5 computers utilized for Centers for implementation of both the Wonders and Stepping Stones curricula. Students are able to access instruction through reading and math games andrich nonfiction content via the Achieve 3000/Kid Biz program. RTI has also been visible in classrooms through the iReady math and reading online programs. The school also provide RTI via research based computer programs on a pull out basis during the last 40 minutes of the day.

Findings	Supporting Evidence
Online Wonders and Stepping Stones curriculum	Wonders/Stepping Stones online reading/math center games and activities.
	iReady and Imagine Learning program data.
RTI computer programs	

Teachers as Facilitators of Learning

C2.2. Indicator: Teachers facilitate learning for all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers facilitate learning for all students. Provide examples.*

The school adopted and implemented State mandated programs in both ELA and Math that are aligned to the Common Core State Standards. With the CCSS, the school recognizes the need to change the way in which instruction is delivered. Uninterrupted reading and math blocks were adopted schoolwide K to 5 providing teachers with two 90-minute blocks focused on reading and math instruction.

Students with reading difficulties are identified via STAR testing and Peer Review. Anecdotal information from the classroom fleshes out the picture of each individual student and allows the Peer Review team to better pinpoint what intervention would be the most successful for that student--computer lab time on one of 4 programs, small group instruction with Reading RTI teacher using Wonders Tier 2 materials or, 1 on 1 tutoring. Classroom behaviors are considered when deciding whether to pull out or push in--more distractible student groups are better serviced in a pull out setting. This same process is used in evaluating the progress and needs of second language learners.

All students in grades PreK-5 are within the inclusion program and receive instruction by the general education teacher, special education teacher and educational assistants.

Teachers are making a shift from learning being 'teacher directed" to 'student directed'. With the standards-based grading, teachers now analyze assessment data within Data

Teams to drive instruction. A variety of learning experiences and instructional strategies are being provided to address the various learning styles and multiple intelligences. Teachers use an array of strategies throughout the day such as:

- cooperative learning in groups and pairs
- learning centers
- reading, math and writing strategies
- goal setting
- critical thinking/problem solving
- self assessment and reflection
- questioning strategies
- inquiry learning
- academic vocabulary
- modeling
- think alouds
- graphic organizers
- GLAD
- AVID

The teachers make every attempt to engage students in the inquiry process throughout the curricula. This is also built into Wonders through the use of an Essential Question that drives the instruction for each unit. Students no longer respond on just the literal level or demonstrate a particular skill, now they must take the learning from the unit and apply it in responding to prompts on and around the essential question. The learning experiences provided through problem solving and written responses directly address the standards and students' attainment of the General Learner Outcomes. The same can be said of Stepping Stones.

Findings	Supporting Evidence
• The school provides uninterrupted 90 minute blocks for reading and math instruction. • Ho'okena is becoming an inclusion school • Support personnel, SPED teachers and the Reading RTI teacher provide supports for all struggling readers • The school is implementing student centered strategies and centers in all classrooms • Use of inquiry process is supported by Wonders materials and format--essential question	• Bell schedule • Support staff schedule • Pictures of classroom reference charts • disaggregated testing data • sample essential questions • walkthroughs

Variety of Strategies

C2.3. Indicator: Teachers use a variety of strategies to support students' access and application of knowledge acquired and communicate understanding.

C2.3. Prompt: *Evaluate and comment the extent to which teachers use a variety of strategies to support students' access and application of knowledge acquired and communicate understanding.*

With standards-based grading, the teachers now analyze assessment data within Data Teams to drive instruction. A variety of learning experiences and instructional strategies are being provided to address the various need areas, learning styles and multiple intelligences. Powerful practices that promote student engagement, require complex thinking and encourage self-assessment that were introduced or agreed upon during PLC and ILT meetings are among the array of strategies teachers use throughout the day such as:

- cooperative learning in groups and pairs
- learning centers
- reading, math and writing strategies
- goal setting
- critical thinking
- problem solving
- self assessment and reflection
- questioning strategies
- inquiry
- academic vocabulary
- modeling
- think alouds
- graphic organizers
- GLAD
- AVID

One of the major common core shifts is in the area of opinion and argumentative writing. Recognizing the importance of this shift, teachers at Ho'okena in grades K-5 have made this type of writing the learning objective of their SLO's (Student Learner Outcomes) and have focused large parts of their writing block on this genre. We have also adopted the Konawaena Middle School construct; R.A.C.E. as the organizer for student writing. When responding to a prompt, students must;

R = Restate the question

A= Answer the question (expository) or give your opinion (argumentative)

C = Cite evidence from the text for your thinking and conclusions

E = Extend or elaborate your response by adding clarifying details or making a relevant connection.

All grade levels, with appropriate modification for K-1, are using this construct and sharing the student work produced via Data Teams.

Findings	Supporting Evidence
Teachers are using a variety of strategies to support students' access and application of knowledge and communication of understanding.	- Pictures of learning centers - Walk Throughs - Online resources from the curricula - Example of R.A.C.E, GLAD, and AVID

C2.4. Indicator: Teachers assist students with tools and opportunities to research, discover, and create knowledge.

C2.4. Prompt: *Evaluate and comment on the extent to which teachers assist students with tools and opportunities to research, discover, and create knowledge.*

All teachers are trained to use the current technology of the school: computers, iPads, Chromebooks, multimedia pods for classroom presentations, and closed circuit broadcasting. These tools are then taught to students for classroom researching, assignments, presentations and demonstrations.

Within the Achieve 3000 program, students are given opportunities to search for articles based upon their own interests and produce a written response to an assigned thought question.

During daily Sustained Silent Reading (SSR) time, students are given opportunities to self select books/articles on topics of interest.

Findings	Supporting Evidence
• New technologies offers greater opportunities for students to research, discover and create knowledge • Daily SSR time encourage the use of reading to research topics of interest.	• Inventory of hardware • Achieve 3000 reports • Classroom schedules

C2.5. Indicator: Teachers involve students in opportunities that demonstrate thinking, reasoning, and problem solving in group and individual activities, projects, discussions, and inquiries.

C2.5. Prompt: *Evaluate and comment on the extent to which teachers involve students in opportunities that demonstrate thinking, reasoning, and problem solving in group and individual activities, projects, discussions, and inquiries.*

The new math and ELA curricula provide opportunities for students to demonstrate thinking, reasoning and problem solving in group and individual activities, projects, discussions and inquiries. Wonders provides thoughtful extension and enrichment activities during Week 6 of all units of the curricula.

Findings	Supporting Evidence
Wonders ELA curriculum and Stepping Stones math curriculum provide opportunities for students to demonstrate thinking, reasoning and problem solving in group and individual activities, projects, discussions and inquiries.	• Purchase orders of curricula bought • Example lessons from both curricula

C2.6. Indicator: Student work demonstrates the integration and utilization of technology to achieve the academic standards and the General Learner Outcomes.

C2.6. Prompt: *Evaluate the extent to which student work demonstrates the integration and utilization of technology to achieve the academic standards and the General Learner Outcomes.*

Achieve 3000 (KidBiz) is an online program purchased by the state for all schools, since SY 11-12. This program provides another option for teachers to assess a student's reading level. It provides each student with a Lexile reading level and differentiated reading materials online. Achieve 3000 is a scientifically proven program to accelerate reading vocabulary, writing proficiency and performance on tests. It provides one-on-one support using technology to help each student progress towards reading and writing proficiency. Teachers can generate reports and manage data to inform instruction.The school will be reviewing the Achieve 3000 data to increase usage this year.

i-Ready Diagnostic & Instruction is an online math and reading program aligned to CCSS. To address the shift in focus to building conceptual understanding, the Math program uses problem solving as instruction, requiring students to work through and discuss problems. Lessons strengthen students' higher-order thinking skills by exposing them to multi-step problems, problems with more than one correct answer, and problems that require analysis and explanation.

Within reading, i-Ready exposes students to at least 50% informational text. Examples include historical and scientific accounts, essays, articles, memoirs, speeches as well as newspaper and magazine articles from publications such as The New York Times, National Geographic, Highlights, Cobblestones, and Science News for Kids.

Timez Attack encourages students to practice their basic math facts through an engaging video game like platform. The program monitors progress and provides students with up to the minute assessment information showing them what facts they have yet to master.

Type to Learn teaches keyboarding skills to students through an engaging interactive format. Keyboarding is an essential skill to efficient use of the Internet and in the state's on line assessments. Use of a keyboard is an essential 21st century skill.

Lexia first assesses students' current knowledge and then places them in a sequence of lessons leading to mastery of basic reading skills like phonemic awareness, phonics, spelling, high frequency words, and comprehension.

Imagine Learning is tailored to second language learners and provides strong picture supports for the acquisition of the sound symbol relationships in the English language. Lessons build to fluency practice and comprehension. Additionally students can record their own reading and listen to playbacks to help improve pronunciation and prosody. While geared to ELL students this program also meets the needs of math or our Hawaiian and part Hawaiian students.

Findings	Supporting Evidence

The school provides students with use of computer programs in order to facilitate student achievement of the academic standards and the General Learner Outcomes.	- Achieve 3000 (KidBiz) - iReady for reading and math - Timez Attack - Type to Learn - Lexia - Imagine Learning

C2.7. Indicator: Student work demonstrates the use of materials and resources beyond the textbook, including library/multimedia/online resources and services that connect students to the real world.

C2.7. Prompt: *Evaluate the extent to which student work demonstrates the use of materials and resources beyond the textbook, including library/multimedia/online resources and services that connect students to the real world.*

Students in grades 3 through 5 regularly use the Internet to conduct searches of topics in Science and Social studies for class assignments that require the comprehension and synthesis of new information. Wonders also provides opportunities that require students to navigate the Internet as well as view online videos related to the unit of study.

Achieve 3000 also provides students the opportunity to read about real life events and people from around the world and answer thoughtful questions that ask their opinions on real world problems.

However, due to decreasing funding, Ho'okena lost its librarian during the school year 2011-12. As a result our library is not being well used.

Findings	Supporting Evidence
- The school has a wide variety venues for students to experience online resources and explore real world problems. - The school suffers from the lack of a librarian.	- Achieve 3000 - (KidBiz) - Wonders Week 6 lesson plan

Real World Experiences

C2.8. Indicator: Opportunities for shadowing, apprenticeship, community projects, and other real world experiences and applications are available to all students.

C2.8. Prompt: *Evaluate the degree to which opportunities for shadowing, apprenticeship, community projects, and other real world experiences and applications are available to all students.*

The learning environment supports the basic curricula through grade level and school wide opportunities such as field trips, assemblies and special guests. Specific units of study are enhanced through the coordinated efforts with support staff who provide enrichment activities.

The school established community partnerships with several entities. Funding from the Artists in the Schools grant will continue to provide art and drama experiences for

students in grades K-5. A more recent partnership is with the University of Hawaii extension service who is helping the school reinvigorate school gardens started in the past. In an effort to provide additional real world connections the school has formed a committee to promote career explorations. One event already in the planning is a Career Day in which local businesses will be invited on campus to share their job experiences with students.

Findings	Supporting Evidence
While the school has a few opportunities for students to explore future careers, more connections need to be made and additional events planned for all students.	- GEMS, - Career Day Committee - Grade 5 vision statements - School Garden

Conclusions: C2. Instruction Criterion

Comment on the degree to which this criterion is being addressed.

The state selected rigorous curricula for Math and Reading reflect the CCSS shifts. Teachers employ a wide variety of strategies to assist students in accessing the core curricula. Data Teams examine student work to determine students' needs, and hence, next steps for instruction. Students needing support are serviced by PTTs, PPTs, EAs and SPED teachers in the classroom. Centers are used to address need areas and provide time for small group instruction. SPED and ELL students are serviced on a push in and pull out basis. Needs and interventions for students below standard are determined by classroom, program, and anecdotal data via the peer review process.

Comment on the degree to which this criterion impacts the school's ability to address one or more student learning needs identified through the continuous school improvement process.

The criterion is addressing the following needs:

- Increase the number of students reading at their grade level
- Reduce student absenteeism

The stated mandated curricula is rigorous and standards based. Implementation with fidelity will result in more students reading at grade level. New technologies including computers, iPads, Chromebooks, multimedia pods for classroom presentations, and closed circuit broadcasting offer greater opportunities for students to research, discover and create knowledge. The incorporation of real world experiences will increase student engagement as research shows choice is a powerful motivator. Motivated students want to come to school regularly. This will decrease chronic absenteeism.

WASC Category C. Standards-based Student Learning: Instruction: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category C. Standards-based Student Learning: Instruction: Areas of Strength

Strength Areas	Evidence
Continuous professional development opportunities to sustain curricular cohesion and rigor (Wonders, Stepping Stones)	• Professional Development, Mentoring, PDE3.
Weekly PLC time built into the school day to allow teachers to articulate, collaborate and share ideas for improvement on curricula and instruction,	• PLC Agenda/Minutes • Data Team collection instrument.
Continued participation in data teams and ILT.	• ILT Cycle
Technology exists to support and broaden real world experiences for students.	• Inventory of hardware and software

Category C. Standards-based Student Learning: Instruction: Areas of Growth

Growth Areas	Evidence
Modification of instructional strategies based on student data--greater differentiation	• PLC Agenda/Minutes • Data team template
The school needs a librarian or system to utilize the facility	• lack of effective use of library
Expand career exploration	• Too few opportunities exist for career exploration

Chapter IV: Self-Study Findings

For each criterion, respond to the indicators and related prompts for each criterion and note the supporting evidence. Refer to the areas to analyze and examine in determining the degree to which the criterion is being met.

For each category, provide the following: (1) the identification of strengths and (2) the identification of prioritized growth areas.

➔Note: The five criteria categories are:

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

B. Standards-based Student Learning: Curriculum

C. Standards-based Student Learning: Instruction

D. Standards-based Student Learning: Assessment and Accountability

E. School Culture and Support for Student Personal and Academic Growth

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

D1.   Assessment and Accountability Criterion

The school leadership and instructional staff use professionally acceptable assessment processes to collect, disaggregate, analyze, and report student performance data to stakeholders of the school community.

Professionally Acceptable Assessment Process

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

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

Assessment data collected by teachers is analyzed and discussions are held during weekly PLC articulation time to monitor progress and to initiate modifications to

instruction. The school has improved fledgling attempts at data teams last year (S.Y. 2013-14) with the implementation of Data Teams this school year using the 5 step modified Reeves process under the guidance of Bilinsky Inc.

Teams examine not only the assessment results, but also analyze the student work to identify critical next steps in the learning continuum and to select appropriate powerful practices to move students towards the standards.

The star universal screener is administered 3 to 4 time per year. This data is used by classroom teachers in conjunction with their classroom data to more precisely target individual students' needs and create instructional groupings and centers to target these needs.

This data is also used at the school wide level to assign at risk students to appropriate interventions using the iReady, Lexia and Imagine Learning computer programs. The data is also used by the RTI teacher to form small groups addressing specific needs. This data is tracked and monitored by the RTI teacher who then provides updates to teachers on student progress within the RTI programs during Peer Review meetings.

The STAR data is also considered during school wide planning to help inform the comprehensive needs assessment conducted yearly. This of course, impacts the AcFin and allocation of resources.

Findings	Supporting Evidence
• Continuous professional development with the Data Team Process (adapted Doug Reeves 5 step) presented by Bilinsky. • Star universal screener administered to identify and monitor at risk students • Student data is used for school wide planning	• samples of classroom data sheets. • STAR reports and analysis

Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels.

D1.2. Prompt: *Evaluate the impact and effectiveness of the basis for which students' grades, growth, and performance levels are determined.*

Teachers use standards based grading methods. Students receive standards based report cards.

Within the new curricula, rubrics are used to evaluate student performance, as well as traditional multiple choice tests--all are based upon standards and can be used for item analysis to further identify need areas. Exit passes are used to assess attainment of the days' lesson focus in both math and ELA classes school wide.

Student performance and attainment of the standards is the topic of weekly data team meetings. These data sources are also used in Peer Review as outlined previously.

Findings	Supporting Evidence-
Teachers use a variety of assessments to determine report	• sample standards

card grades. Report cards are standards based. Monthly Peer Review provides the venue for classroom teachers and all stakeholders to monitor student progress based upon individual student strengths and needs. The 5 step Reeves' data process allows teachers to analyze student data into strengths, challenges and implications for next step instruction.	based report card. • sample curriculum rubrics, tests. • Peer Review graphic organizer. • Data Team templates. • sample exit passes

Conclusions: D1. Assessment and Accountability Criterion

Comment on the degree to which this criterion is being addressed.

The school uses a variety of assessments to monitor student progress and assign grades. A universal screener is used for the identification of at risk students and helps determine next steps for individual students. Data is further disaggregated to target the needs of sub populations.

Data teams enable thorough and systematic examination of student work to inform the instruction of all teachers and support staff.

Comment on the degree to which this criterion impacts the school's ability to address one or more student learning needs identified through the continuous school improvement process.

Quality assessment data from a variety of sources identifies specific needs for specific children. Identified needs are then matched to powerful strategies to move students towards attainment of the standards. These identified needs allow teachers to provide specific feedback to students on how to improve their work. This promotes and encourages student success. Once again, student success leads to better performance (more students reading at grade level), increased engagement and increased desire to attend school.

D2. Assessment and Accountability Criterion

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

Appropriate Assessment Strategies

D2.1. Indicator: Teachers use appropriate assessment strategies to measure student progress toward acquiring a body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

D2.1. Prompt: *Evaluate the appropriateness of assessment strategies used by teachers to measure student progress toward acquiring a body of knowledge or skills.*

Ho'okena Elementary uses a variety of formative and summative assessments to help teachers improve teaching and learning. Assessment data is used to check and measure student progress toward achievement of the standards and GLOs. In addition, teachers

analyze assessment data within weekly Data Teams to adjust strategies. School-wide decisions on curriculum, resource allocation, and professional development are based on analysis of current data.

Findings	Supporting Evidence
• Wonders and Stepping Stones curricula provide multiple formative and summative assessments that are used to inform and drive instruction. • Data teams to analysis assessments	• sample assessments from Wonders and Stepping Stones. • Data team template

Demonstration of Student Achievement

D2.2. Indicator: A range of student work samples and other assessments demonstrate student achievement of the academic standards and the General Learner Outcomes.

D2.2. Prompt: *Evaluate how student work and other assessments demonstrate student achievement of the academic standards and the General Learner Outcomes.*

The school uses formative and summative assessments to identify student needs and guide instruction. Assessments include:

- Achieve 3000 KidBiz
- Wonders weekly assessments
- Wonders unit assessments
- Wonders quarterly assessments
- Stepping Stones formative, summative assessments
- Stepping Stones performance tasks
- Stepping Stones observational checklist (for kindergarten)
- CENTERS- both Wonders and Stepping Stones
- Small Guided Teacher-Student groups- both Wonders and Stepping Stones
- STAR Reading
- STAR Early Literacy
- STAR Math
- HSA/SBAC
- iReady computer program for Math and Reading
- Imagine Learning computer program

In addition to the assessments above, teachers use anecdotal records, teacher observations, reflective questions and teacher-made tests to monitor students' progress. These multiple assessment tools are used to measure students' attainment towards the standards and General Learner Outcomes.

Findings	Supporting Evidence
The school has a wide array of formative and summative assessments. This feedback enables students to meet standards by revising their work, reflecting, and setting goals for further improvement.	• multiple student/teacher reports accessed by teachers of all of the programs listed above.

Curriculum-Embedded Assessments

D2.3. Indicator: The school regularly examines standards-based curriculum-embedded assessments in English language arts and mathematics, including performance assessments of students whose first or home language is not English, and uses that information to differentiate the teaching/learning process.

D2.3. Prompt: *How effective are the standards-based curriculum-embedded assessments in English language arts and mathematics and across other curricular areas as students apply their knowledge?*

Wonders and Stepping Stones were adopted and the 90-minute reading and math blocks were created to improve student performance as well as to provide teachers with a consistent reading and mathematics program across the grade levels. School-wide assessment results in reading and mathematics show student growth in these areas, which can be attributed to the above measures. This also pertains to social studies and science as both content areas are embedded in our new curricula. This curricula aligns with the CCSS.

Findings	Supporting Evidence
The schools assessments are very effective in both assessing where students are and in providing feedback as to how to improve their performance	• Data Cycle Data-Reading/Math

Student Feedback

D2.4. Indicator: Student feedback is an important part of assessing student progress over time based on the academic standards and the General Learner Outcomes.

D2.4. Prompt: *How effective is student feedback in assessing student progress over time based on the academic standards and the General Learner Outcomes.*

Ho'okena Elementary uses a variety of formative and summative assessments to help teachers improve teaching and learning. Assessment data is used to check and measure student progress toward achievement of the standards and GLOs. In addition, teachers analyze assessment data within Data Teams to adjust and modify strategies.

As the implementation of the new curricula proceeds, teachers are becoming more familiar with using the rubrics within Wonders and Stepping Stones. Teacher are also developing rubrics and criteria for writing to give students greater opportunity to participate in the assessment of their learning. Teachers have set aside time in their day for students to review their work and make changes, which are then reviewed by the teacher to further plan instruction. In data teams, assessments given post revision are then examined and discussed. The extent to which teachers and students then discuss how the feedback helped is left to the classroom teacher. This data (student self reflection on teacher feedback) needs to be better tracked and discussed in data teams.

Findings	Supporting Evidence
Processes are in place within the classroom for students to follow up on feedback provided by the teacher. Data teams review student work, including revisions Feedback is provided to students in a variety of ways, teachers discuss the feedback given to students in data teams, but its effectiveness on a school wide level is not well understood	• Class schedule example • Sample data team template

Differentiating the Teaching/Learning Process

D2.5. Indicator: Assessment data is collected, analyzed, and used to make decisions and changes in the curricular and instructional approaches.

D2.5. Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used to make decisions and changes in the curricular and instructional approaches.*

Classroom assessment data (Wonders and Stepping Stones formative and summative assessments) is used to check and measure student progress toward achievement of the CCSS. In addition, teachers analyze assessment data to adjust strategies and modify content to provide for differentiation. Weekly time during PLC is given to this process. Instructional decisions on the use of differentiated materials within the curricula and or reteaching are made at these meetings and later monitored for agreements and targets made by individual teachers.

School-wide decisions and agreements on curriculum, resource allocation, and professional development are based on analysis of this data as well. In addition to classroom level data, the school regularly administers the STAR screener to see how well students are progressing. Students are then categorized in groups; at or above level, on-watch (slightly behind), intervention (1 grade level behind) and urgent intervention (more than 2 grade levels behind). The school wide RTI charts are then followed to determine which level of in classroom supports are needed, as well as supplemental RTI pull out via computers and/or small groups. The new curricula both have pieces that address Tier 2 students.

Findings	Supporting Evidence
Curricula formative and summative assessments enable teachers to provide in classroom supports based on student need.	Samples of Tier 2 curricula
Data Teams and Peer Review exist to further identify at risk students and provide appropriate interventions	Peer Review and Data Team templates

Monitoring of Student Growth

D2.6. Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards and General Learner Outcomes.

D2.6. Prompt: *Evaluate the effectiveness of the system used to monitor the progress of all students toward meeting the academic standards and General Learner Outcomes.*

Teachers use classroom assessment data (Wonders and Stepping Stones formative and summative assessments) to check and measure student progress toward achievement of the CCSS. Data teams discussions show which deficit areas teachers need to provide in re-teaching and/or in providing intervention for.

Student progress is also monitored via the use of the STAR universal screener for math and reading. The assessment is administered quarterly (more often if needed) and tracks students' progress on meeting the standards. Results place students in one of four categories (at/above level, on watch, intervention needed, urgent intervention needed). In addition to this score, reports are also available that inform teachers who is making good growth and likely to make it to on level and who is not growing quickly enough. The individual instructional report also precisely pinpoints what standards are the greatest need and within students ZPD (Zone of Proximal Development). Intervention groups can then be planned accordingly with support from classroom EAs and PTTs and the RTI teacher if needed.

Peer Review also exists to monitor for other nonacademic factors that may be affecting student performance.

Classroom teachers all have criteria for student achievement of the GLOs, which is posted for students to refer to and self-monitor with. Teachers keep track of student progress in these areas, culminating in the Student of the Month award, which exists to reward the students (one student per grade level) who show the most evidence of embodying the GLOs and servers to motivate non winners to follow these role models. Quarterly GLOs awards recognize students for GLO achievement in each of the 6 areas.

Findings	Supporting Evidence
The school has an effective process for monitoring and supporting student progress towards the CCSS. The school has a process for monitoring and supporting student progress towards the GLOs. However, the tracking of individual student progress by **students** needs to be articulated and systematized.	• STAR data reports • Peer Review documents • Data Team documents • Qtrly. GLO Awards lists • Student of the Month lists • Bulletin board pictures

Conclusions: D2. Assessment and Accountability Criterion

Comment on the degree to which this criterion is being addressed.

Teachers employ a variety of appropriate assessment strategies to evaluate student learning, both formative and summative and aligned to the CCSS. Students and

teachers use these findings to modify the learning/teaching process and support the educational progress of every student. Teachers are supported in these efforts by school wide processes designed to monitor student progress, both academic and social/emotional, discuss implications and provide strategies and interventions specific to individual students and student groups.

Comment on the degree to which this criterion impacts the school's ability to address one or more student learning needs identified through the continuous school improvement process.

The identified need areas are:

Reduce student absenteeism

Maximize student engagement, student goal setting and reflection

Increase the number of students reading at their grade level

Each of these areas is positively impacted by the efforts described above that the school is making, both on the classroom and school wide level.

D3. Assessment and Accountability Criterion

The school, with the support of the complex area and school community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the General Learner Outcomes.

Assessment and Monitoring Process

D3.1. Indicator: Key stakeholders are involved in the assessment and monitoring process of student progress.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress.*

In addition to its own internal processes for monitoring student progress, the school also receives support from complex area personnel. One example of this is the complex area team walkthroughs that happen periodically throughout the year. This team is made up of the complex educational officer (who reports directly to the West Hawaii superintendent), school renewal specialist, and district resources teachers. Using an instrument developed by the school, this team visits all classrooms on campus to look for evidence of student progress and engagement. Post visit, the complex team debriefs with the school and provides suggestions for improvement and/or outside supports for its efforts. At times, the team may visit with its own criteria to gather evidence on.

As previously mentioned, there is also the ILT, who also conduct school visits and classroom walkthroughs looking for evidence of student progress.

These are the primary stakeholders. Given the school's isolated location and long travel time, it is difficult for the school to involve parents and community. It must be restated that parents trust what the school is doing and do not see the need to take work time to visit the school. Parents keep track of their student's progress via report cards, school

wide assessment results (STAR/HSA), classroom newsletters, home school notebooks (school planner) and direct communication with teachers (mostly sporadic).

Findings	Supporting Evidence
ILT CAS teams Peer Review Data Teams Home school notebook/planner Parents and community are only involved in assessment and monitoring of their own students and are not involved at the school level in any meaningful way.	• Classroom walkthrough data. • Peer Review notes • Data forms • Sample school planner/notebook

Reporting Student Progress

D3.2. Indicator: There are effective processes to keep parents and other stakeholders informed about student progress toward achieving the academic standards and the General Learner Outcomes.

D3.2. Prompt: *Evaluate the effectiveness of the processes that inform parents and other stakeholders about student achievement of the academic standards and the General Learner Outcomes.*

Parents and other stakeholders are valued as partners and are informed of their children's learning/progress through Daily Planners that go home with each student, classroom newsletters and by attending various school activities throughout the year.

Assessment results are shared with the students and parents. Ways of informing parents are through standards based report cards aligned to the GLOs, scheduled parent/teacher conferences, student planners, phone calls, emails and recognition through awards assemblies are ways of involving these stakeholders in student achievement. Parents of special education students receive additional information via progress reports.

Findings	Supporting Evidence
Parent/Teacher conferences held in the first semester are successful in sharing the progress of students. Other venues exist for sharing progress.	• sample standards based report cards. • student planners- communication logs.

Conclusions: D3. Assessment and Accountability Criterion

Comment on the degree to which this criterion is being addressed.

Department of education personnel at the district and complex level are the primary stakeholders involved in monitoring student progress toward achievement of the

standards and GLOs. School visits and classroom walkthroughs are the primary method of progress monitoring. The school's geographic location and economic status of most parents seriously limit the involvement of these stakeholders.

The school is successful in monitoring student progress via various processes that provide the time and structure to address every individual student. Students' progress is provided to parents primarily via conferences, newsletters, and the home-school notebook.

Comment on the degree to which this criterion impacts the school's ability to address one or more student learning needs identified through the continuous school improvement process.

The school is engaged in an ongoing comprehensive school improvement process and is taking steps to monitor and adjust programs and processes to make improvements based upon data. This has been a mostly school-based process with assistance from the Victoria Bernhardt group. The "outside eyes" provided by the complex area team have helped to validate the school wide process, but is the steps taken by the school, at the school level that have most impacted on our need areas. The financial support given by the complex has been invaluable in buying the time and personnel needed to move the school.

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

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Strength	

Strength Areas	Evidence
Wonders and Stepping Stones Assessments aligned to CCSS.	Assessments
School has multiple formative and summative assessments that are used to inform and drive instruction.	sample assessments
Data Teams, implementation of adapted Doug Reeves Process via Bilinsky.	Data Team data
Strong PLC provides time for collaboration	PLC schedule and sample minutes

Continuous professional development opportunities to sustain school wide initiatives, programs, and curricula.	Professional Development Agendas, sign-in sheets, minutes.
STAR universal screener	STAR data

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Growth

Growth Areas	Evidence
Professional development in the analysis of formative assessments and differentiation of instruction.	PLC agenda, ILT cycle
Protocols for collecting evidence of school wide follow-up on feedback given to students--How do we know teacher feedback is effective?	sample exit passes sample reflection journals
Endeavor to involve community and parents in assessment and progress monitoring.	

Chapter IV: Self-Study Findings

For each criterion, respond to the indicators and related prompts for each criterion and note the supporting evidence. Refer to the areas to analyze and examine in determining the degree to which the criterion is being met.

For each category, provide the following: (1) the identification of strengths and (2) the identification of prioritized growth areas.

➔Note: The five criteria categories are:

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

B. Standards-based Student Learning: Curriculum

C. Standards-based Student Learning: Instruction

D. Standards-based Student Learning: Assessment and Accountability

E. School Culture and Support for Student Personal and Academic Growth

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

E1.   School Culture Criterion

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

Parent Engagement

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

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

While numerous venues exist for parents to become involved in the school, most of them have not lead to lasting involvement in students' academic achievement. Through the continuous school improvement process, CSI, with Victoria Bernhardt, Ho'okena Elementary identified increased parental involvement as an area of focus. In our Academic Plan we included a goal to increase awareness and participation of families--

how they can help us with student achievement? One strategy to meet this goal is the plan to invite parents to observe a lesson in the new ELA, Math and SEL curricula, followed by a question and answer session with curriculum coaches and counselor.

Ho'okena utilizes the Synrevoice system for communicating with parents. The system automatically calls parents when students are absent from school. This school year we have also used the system to notify and remind parents about school events. Ho'okena school also prepares bulletins/class newsletters for parents about upcoming events and school happenings, and offer parent appreciation nights to share school news. There is a newly established parent-involvement committee to further address this need area.

Findings	Supporting Evidence
Parental involvement is an area we identified in our school improvement process, CSI, with Victoria Bernhardt	Current venues of parent involvement: • Counselor meeting w/parents during kindergarten testing to review curriculum-Stepping Stones, Wonders, Second Step • PSAP Winter Event • PSAP Valentine Event • Parent/Teacher/Counselor PSAP intake mtgs. • IEPs, 504's, BSP meetings • SSC • Parent/Teacher Conferences • Awards Assemblies • May Day Celebration • Volunteers/Volunteer surveys • School Newsletter/Parent Bulletin • Thursday Envelope • Student Planner/Communication logs • Newly established parent involvement committee

Community Resources

E1.2. Indicator: The school uses community resources to support students, such as professional services, business partnerships, and speakers.

E1.2. Prompt: *Evaluate the effectiveness of the school's use of community resources to support students, such as professional services, business partnerships, and speakers?*

Ho'okena school utilizes community resources to support students. Fifth grade girls participate in the GEMS (Girls Exploring Math and Science) every year at the Keauhou Sheraton. Fourth grade students participate in yearly LaPa'ani Games held at Pu'uhonua o Honaunau. Artists from SKEA (Society for Kona's Education and Art) regularly come to Ho'okena to teach art and music lessons. The University of Hawaii Manoa Extension office 4-H program hosts Kindercamp to help children transition to kindergarten. Various other organizations have been invited to Ho'okena to present information to students: Pacific Whale Institute, Frank Delima, Kaloko Honokohau NHP, Konawaena Middle School. Ho'okena school also formed relationships with the

following organizations for donations and support for students: Toys for Tots, Costco, Lyons Club, Queen Liliuokalani Children's Center, Jonathan Miller Foundation.

Findings	Supporting Evidence
• The school successfully utilizes local education based community programs and outside speakers. • Plans are being made to more directly address future career paths for students. Newly established college and career committee is in initial planning stage of a career day at Ho'okena	• Calendar of field trips/ speakers • SKEA • Donations: Toys for Tots, Costco, Lyons Club, Queen Liliuokalani Children's Center • "Hawaii Healthy Me" booklet for each 4th grade student

Parent/Community and Student Achievement

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

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

During kindergarten testing at the beginning of the school year, the counselor met with parents to present the new social-emotional learning (SEL), Second Step Program, and to introduce the two new academic curricula including Wonders for ELA and Stepping Stones for math.

Kindercamp, a program through the University of Hawaii Manoa Extension Office, comes to Ho'okena in the summer before the school year begins to facilitate kindergarten-aged children's transition to school.

The new curricula was an agenda item a SCC meeting this year. Teachers also spoke to the new curricula at their parent/teacher conferences in October 2014. Survey data taken in November 2014 indicated positive parent responses (4-5 on a 5 point scale) to the questions relating to the school's curricula;

1. The school meets the academic needs of the students;
2. Overall, the school performs well academically
3. I know what my child's teacher expects of my child

One strategy to meet this goal is the plan to invite parents to observe a lesson in the new ELA, Math and SEL curriculum, followed by a question and answer session with curriculum coaches and counselor.

Findings	Supporting Evidence
• Despite positive support from parents, there	• SEL presentation for

is a need for increased parent involvement. Some venues exist for this, but need to be improved	kindergarten parents 8-2014 • Kindercamp • SSC agenda • Student progress reports • Parent/teacher conferences • Parent survey data

Conclusions: E1. Parent and Community Involvement Criterion

Comment on the degree to which this criterion is being addressed.

While some venues exist and are well attended, there is still a need improve parent involvement. This is true despite survey data showing that parents are pleased with the school in all areas.

The AcFin identified a goal to increase awareness and participation of families in the day to day education of their children and to provide ways in which they can help with student achievement.

Comment on the degree to which this criterion impacts the school's ability to address one or more student learning needs identified through the continuous school improvement process.

Reduce student absenteeism

While parents view the school in a very positive light, it is a passive result. They have depended upon the school to do what is right for their children. Ho'okena now needs to engage parent in more active ways. By communicating and demonstrating how the new curricula builds upon every lesson, the school may be able to improve daily attendance. As parents understand the importance of daily attendance, they can communicate this to their students and assist us in reducing the rate of chronic absenteeism.

E2.   School Culture Criterion

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

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

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

At Ho'okena Elementary all members of the school community are responsible for the physical and emotional safety of each student. Caring and support of others are encouraged in the classroom, around the school campus and tied school wide adoption of the "Three Personal Standards': Make good decisions, solve problems and show respect.

Ho'okena school has a no-tolerance policy for bullying. Primary prevention to promote a safe and respectful environment is implemented across school settings. Any reports of bullying are addressed with an investigation by administration and immediate response; including consequences from administration, communication with parents and follow-up counseling. Teachers have access to a behavior flow chart that helps them make decisions on how to address behavioral concerns.

To maintain Internet safety, all students review the Internet use policy which is contained in their school planners. Computers on campus utilize internal controls on internet   use.
Students are monitored by an adult when using computers and the Internet.

A School Safety Plan, which addresses emergency procedures, is reviewed and updated annually. Safety drills are scheduled throughout the year. These include monthly fire drills, as well as once a year practice of procedures for earthquakes, bomb threats, shelter- in-place and off-campus evacuation. The school undergoes an annual safety inspection conducted by a School Inspection Team consisting of members from all stakeholders. The team members inspect all school facilities and records, then rates all aspects of the inspection. Based on their findings, discussions are held to determine a plan of action, which range from formal requests to the State for repair and maintenance, to on-site solutions by the school's custodial staff.

Findings	Supporting Evidence
The school has established protocols for maintaining a safe environment and being prepared for natural and man made disasters. The school has a zero tolerance for bullying. The school has an Internet use policy all students and parents receive a copy of.	• school safety plan • Drill instructions posted in classrooms • Schedule of drills conducted • internet usage/policy forms

Expectations for Behavior

E2.2. Indicator: The school maintains clear expectations for behavior that support learning, growth, and development.

E2.2. Prompt: *Evaluate the school's efforts to ensure that there are clear expectations for behavior that support learning, growth, and development.*

Ho'okena school embarked on the journey of continuous school improvement with the support and guidance of the Victoria Bernhardt group. We identified areas of strength and challenge in order to clarify our vision and fulfill the needs of the school community. In our evaluation of our school processes it became clear that we needed to strengthen Tier 1, primary prevention. In the environment section of our vision we set

school-wide agreements to implement a positive behavior system (PBS) and a social-emotional learning curriculum [SEL].

Initial trainings in PBS started in school year 2013-2014. We identified 3 personal standards that we adopted from the GLAD (Guided Language Acquisition Design) trainings: 1) Make good decisions, 2) Solve problems and 3) Show respect. We formed a matrix to teach these skills across all school environments. Teachers taught the positive behavioral expectations to students by using another GLAD strategy: What does it look like? What does it sound like? We agreed to positive strategies to reinforce expected behaviors across school environments including GOTCHA cards and the 16 proactive classroom management strategies taken from trainings by Diana Browning Wright.

We ordered the Second Step program for our school and made a commitment to fully implement it this school year, 2014-2015. Teachers received training at the start of the school year and implemented the curriculum with students. According to the Committee for Children, research studies show that the evidence-based, award-winning Second Step program is effective at improving students' social and emotional knowledge and skills, prosocial attitudes, and behavior.

Findings	Supporting Evidence
Ho'okena school set school-wide agreements to implement a positive behavior system (PBS) and a social-emotional learning (SEL) curriculum. Positive behaviors are taught school wide consistently across all grade levels.	• PBS: teaching matrix-3 personal standards across all school environment • SEL/PBS training dates for teachers and support staff • SEL schedule and scope and sequence

High Expectations for Students

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

E2.3. Prompt: *Evaluate the school's work to ensure high expectations for students in an environment that honors individual differences and is conducive to learning.*

Ho'okena used the Victoria Bernhardt Continuous School Improvement Process to identify areas of strength and challenge to ensure high expectations for students in an environment that honors individual differences and is conducive to learning. The school holds monthly peer review sessions with each teacher to discuss student progress, challenges and needs. Flow charts were developed through the continuous school improvement process allow us to provide supports to students who need more than primary, Tier 1 instruction. Students receive academic and behavioral RTI according to their needs. For example, students with IEPs, 504s and BSPs have intervention plans in place to address their specific needs.

The CNA conducted during the 2013-14 school year revealed that students needed to be challenged by a more rigorous curriculum in all areas. This led to the early adoption of the state mandated curriculum in ELA (Wonders) and Math (Stepping Stones). Both

these programs are well aligned to the Common Core State Standards (CCSS)--which have bumped up the expectations from the formerly used Hawai Content and Performance Standards (HCPS). Teachers report students are finding these programs challenging and engaging.

Both of our new curricular pieces--Wonders and Stepping Stones, also have differentiated materials to use within the classroom setting. With the additional support provided by EAs and PTTs assigned to each grade level, these materials can be used with small groups of students based upon students' needs. It is now the culture of the classroom that all students be fully engaged in small group instruction. Data team meetings where student work is examined determine the need areas of students.

Findings	Supporting Evidence
- All SPED and 504 students have individualized plans - Need based small groups address a variety of student needs and utilize rigorous, need appropriate materials from the school's curricula. - The school has adopted more rigorous curricula in reading and math - Peer review exists as a process to determine individual student needs and provide differentiated instruction and/or interventions	- IEPs, 504 Plans, BSPs - Wonders/Stepping Stones differentiated materials and Tier 2 materials - Peer Review template

Culture of Trust, Respect, and Professionalism

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

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

The use of a consistent SEL curriculum, posted and taught behavioral supports, use of a behavioral flowchart, regular Peer Review meetings and strong anti-bullying instruction have all combined to create a safe and nurturing environment. Parent and student surveys conducted as part of the school wide CSI process and the state level SQS both reveal parents and students rated the school highly in this area.

Teachers have a code of professionalism from the State that is contained in our school policies and procedures binders. All teachers participated in writing and supporting our new vision of the environment which address a safe and respectful school environment. Teachers hold themselves and their peers to the same three personal standards included in our vision that we expect from students. Parents who are employed on campus as well those visiting are held to these same standards.

Findings	Supporting Evidence
The school has been proactive in developing and maintaining a safe and respectful school campus	VBLT Vision-Environment PBS matrix Samples of posted 3 personal standards

	Parent and student surveys (SQS and CSI)

Conclusions: E2. School Culture Criterion

Comment on the degree to which this criterion is being addressed.

The school has a positive culture based upon high academic expectations and respectful, caring interactions between all groups. Processes are in place to monitor and maintain this. Parents and students have indicated in surveys that the school is a safe place be.

The clarity provided by the new vision will enable the school to stay on track in maintaining high expectations for both instruction and environment.

The adoption of Wonders and Stepping Stones has addressed student concerns from surveys that the curricula be more challenging and engaging.

Comment on the degree to which this criterion impacts the school's ability to address one or more student learning needs identified through the continuous school improvement process.

The criterion is addressing the following needs:
- Maximize student engagement, student goal setting and reflection
- Increase the number of students reading at their grade level
- Reduce student absenteeism

Engaging students in self -monitoring, self-reflection and goal setting, will help them be more focused, hence more successful. Successful students are more engaged and make more progress as they have a foundation to build upon. This should also peripherally encourage more students to attend school regularly. To truly maximize this process the school must move to combining all needs analysis and goal setting into one coherent educational plan for each student. Our Peer Review process is the place to start this movement.

E3.   Student Support Criteria

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

Adequate Personalized Support

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

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

Ho'okena Elementary School sustains a rich environment and culture for life-long learners by striving to build partnerships and connections with students, families and the community. The school continues to provide a secure and supportive learning environment focusing on students' civic responsibilities as well as achieving proficiency on Common Core State Standards as measured by the Hawaii State Assessment and Smarter Balanced Assessment Consortium (SBAC).

Despite changes to personnel and budget, many of the current "value added" programs which support students and strengthen learning continue to be offered to all students.

Support services are coordinated within the school community and networked with other service providers to support students with identified needs. Through counseling, academic programs, social-emotional learning curriculum and a school-wide positive behavior system, students receive the support needed to achieve the standards and schoolwide learner outcomes.

The statewide Comprehensive Student Support System (CSSS) provides a continuum of services, which assist teachers in providing appropriate help to all students. A school based Student Service Coordinator (SSC) is the single point of entry for Requests for Assistance. A review checklist and flowchart were developed by the school, and are used by teachers to provide data on students in need of services. This information is reviewed by the Student Focus Team (SFT), which meets with the SSC and other school personnel to discuss and determine the services a student requires. Specialist and other community agencies are involved along with the School-Based Behavioral Health (SBBH) personnel. At each meeting, a Prior Written Notice (PWN) summary, is on record regarding what was discussed and what will be implemented to meet the student's need. The school is then tasked with implementing goals and objectives, ensuring these guidelines are adhered to and timelines are met.

Findings	Supporting Evidence
- Request for Assistance - Students are IDEA Chapter 60 Eligible by SFT team agreements - Students are 504 Chapter 15 - Meetings are scheduled within timeline compliance	- Request Form - Eligibility Meeting Sign In Sheet 30 or 60 day timeline schedule, Sped Master Calendar

Direct Connections

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

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

Ho'okena used the Victoria Bernhardt Continuous School Improvement Process to identify areas of strength/challenge and develop a behavioral flowchart to clarify

primary prevention (Tier 1) and intervention (Tier 2 and Tier 3) services. All students receive school-wide primary behavioral supports including a social-emotional learning curriculum (Second Step program) and a positive behavior system (PBS). Student needs are considered in peer review. The peer review team is composed of the general education teacher, the special education teacher, the student services coordinator, the RTI reading specialist, the literacy coach, the school counselor, the SBBH counselor and the administrator. The team determines if primary behavioral supports are being implemented with fidelity. If the primary behavioral supports are not being implemented with fidelity, teacher training and administrative support is offered to the classroom teacher. If primary behavioral supports are being implemented with fidelity, students are referred for intervention services (Tier 2) according to their needs: PSAP, small group counseling, and individual counseling. If the student does not make sufficient behavioral progress, the peer review team will refer the student for a behavior support plan and/or observation by the school psychologist and/or the SBBH counselor. If the student does not make sufficient progress with a behavioral support plan and by implementing suggestions by the school psychologist and/or SBBH counselor, the student is referred for a 101 (request for assistance) behavioral evaluation. If the student meets the criteria he/she may be eligible for School-Based Behavioral Health (SBBH) services in an Individualized Education Plan (IEP) or a 504 Plan,

Findings	Supporting Evidence
RTI behavioral flowchart helps teachers clarify Tier 1-3 behavior supports the school has in place. The Peer Review process determines next steps for all students.	• Behavioral flow chart • Peer review schedule

Strategies Used for Student Growth/Development

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

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

The educational curriculum at Ho'okena is focused on a research based instructional program. School wide implementation of State mandated Wonders curriculum for reading, provides a strong sequential curriculum based on CCSS. The same holds true for Stepping Stones, the school's (and State's) curriculum for math. Both bring alignment in reading and math Kindergarten to 5th grade.

Students not progressing through the core curricula go through the Peer Review process to determine appropriate instructional modifications, supports and/or RTI services.

Findings	Supporting Evidence
• The school has processes in place to monitor student progress in all academic and social domains and provides Peer Review as a process for identifying and addressing student needs.	• Peer review template • Differentiated curricula

Conclusions: E3. Student Support Criterion

Comment on the degree to which this criterion is being addressed.

Ho'okena is doing an excellent job of addressing individual student needs both academically and socially via its Peer Review process. The school can only work to further disaggregate student data to ensure the needs of all sub groups are being attended too.

Comment on the degree to which this criterion impacts the school's ability to address one or more student learning needs identified through the continuous school improvement process.

The criterion is addressing the following needs:

Maximize student engagement, student goal setting and reflection

Increase the number of students reading at their grade level

Reduce student absenteeism

Engaging students in self -monitoring, self-reflection and goal setting, will help them be more focused, hence more successful. Successful students are more engaged and make more progress as they have a foundation to build upon. This should also peripherally encourage more students to attend school regularly. To truly maximize this process the school must move to combining all needs analysis and goal setting into one coherent educational plan for each student. Our Peer Review process is the place to start this movement.

E4. Student Support Criterion

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

Support Services and Learning

E4.1. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning within and outside the classroom including ELL, special education, and other alternative learning programs.

E4.1. Prompt: *Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning within and outside the classroom.*

Student Support Services

This system provides a continuum of support and services for all students. The Student Services Coordinator (SSC) is the point of entry for Requests For Assistance (RFA) when

there is any type of student concern. The school developed a checklist and flowchart to improve communication and streamline the referral process. Teachers use the levels of performance on the universal screener (STAR) to provide recent data to the support team. Student Focus Team (SFT) meetings, coordinated by the SSC, bring teachers, parents, and support staff together to determine a plan of action. Scheduled meetings are held monthly or on an "as needed" basis. Information brought to this team may also come from the Peer Review team. The Peer Review meetings are composed of all teachers (general education teacher, special education teacher, the counselor, the SSC, and resource teacher) and other educational personnel involved with that student.

School-based Behavioral Health

SBBH specialist is used when students require services the school is unable to provide. The SBBH specialist supports the emotional health and academic growth of all students through:

- A comprehensive array of effective and efficient services and supports which is integrated throughout the levels of CSSS
- Accessibility to behavior and mental health services and programs
- Utilization of primarily DOE personnel to provide necessary supports and services
- Develop with the team a behavioral support plan (BSP) and Functional Behavior Assessment (FBA)
- Collaborative relationships that engage school, family and community.

The SBBH assures that the student is able to access his/her education as the SBBH provides services to children to deal with their emotional deficits by teaching them how to make improvisations when they succumb to incidents that occur at school.

Counselor

The school counselor provides school level counseling services, which include academic, social, and emotional support. The counselor facilitates sessions with individual students and groups based on student needs. Students are referred to counseling by parents and/or teachers. Student needs are discussed and monitored during peer review. The counselor also coordinates the Primary School Adjustment Project (PSAP), which facilitates implementation of school-wide primary prevention programs for social-emotional learning (Second Step Program) and a positive behavior system (PBS) , coordinates 504 services and behavior support contracts, coordinates state testing, assists in Student Council activities and serves on the Lead Team.

Primary School Adjustment Program (PSAP)

Early intervention leads to greater school success and the Primary School Adjustment Program (PSAP) is designed to support this premise by maximizing healthy school adjustment for students in grades K-3. PSAP utilizes play with students as an essential tool for expressing feelings and learning new skills. Students are given opportunities to explore ideas, practice problem-solving and develop skills and confidence through

play. Teachers complete a survey to identify students who are having difficulty adjusting to school and complete a referral form to rate the student in areas of concerns. The counselor notifies parents and schedules intake meetings with the teacher and the parent/guardian. During the intake meeting the team identifies areas of strength/need and sets goals for service. During the mid-year review, teachers meet with the counselor to discuss student progress on the identified goals. Students may be exited from the program at this time if they demonstrate substantial progress. During end of the year meetings, the teacher and counselor determine if the student goals were attained and the students' progress is rated.

PSAP hosts two school-wide parent-child events per school year to encourage parent involvement, a key ingredient to children's success in school. During the "Winter Event" and the "Valentine Event" parents/guardians are given opportunity to interact with their own children and make positive connections with other Ho'okena families.

Special Needs Services

Ho'okena Elementary provides numerous programs for special needs students. The array of services offered include the monitoring of the children in the general education classroom, providing inclusion within the general education classroom and on some occasions, pulling out students to target more challenged skills. There is one special education preschool inclusion classroom on campus presently with 12 students and one Governor's Preschool presently with 7 students. There are also service providers (Speech Therapist, Occupational Therapist, Physical Therapist, Vision Itinerant Resource Teacher, School Based Behavioral Health counselor and a Guidance Counselor, who provide services according to students' needs (what is on their IEP - Individual Educational Plan or 504 Plan).

English Language Learner (ELL)

The school provides services for students of limited English proficiency through the ELL program. The percentage of ELL students has ranged from 6% for SY 12-13 to the current 3% for the SY 14-15. Three years ago, all of these students were Marshallese or Ponapean; now the 5 of 155 students are Marshallese, Hispanic, Thai and Filipino. Services have traditionally been provided by a part-time teacher on a pull out basis. This school year (14-15) Ho'okena moved to an inclusive model with all ELL students being present in the general ed classroom during the 90 minute uninterrupted core times for both reading and math. They are assisted by the classroom PTT assigned to that grade level using ELL materials from Wonders and Stepping Stones. Our RTI Reading Specialist Teacher provides additional services to ELL students in a 1:1 or small group setting that follow up on core assignments and involve re-teaching or using alternate strategies during non-core times. All ELL students also receive 30 minutes of computer time on the Imagine Learning program 4 days per week. Of the five students, 3 are Non-English Proficient (NEP) and 2 are of Limited English Proficient (LEP). Teachers have also been trained in GLAD strategies specifically developed to address the needs of English Language Learners

Findings	Supporting Evidence
All support services help provide students with skills that either directly or indirectly will enable	• PSAP referral forms • Imagine Learning RTI

	computer program data
them to succeed academically.	• GLAD strategies
	• counselor/RTI teachers' schedules
The school uses both inclusion and pull out models to address student needs; small group and computer based interventions.	• RTI flow charts

Equal Access to Curriculum and Support

E4.2. Indicator: All students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available (e.g., summer, class periods beyond the traditional school day).

E4.2. Prompt: *To what extent do all students have accessibility to a challenging, relevant, and coherent curriculum? (Examine the demographics and distribution of students throughout the class offerings and the types of alternative schedules available.)*

Ho'okena Elementary students are challenged to use their minds well in the workshop-structured, standards-based learning environment. Students learn strategies that they are expected to be able to apply as critical readers and mathematical thinkers, and effective writers. School wide intervention programs in reading and math are also provided to support students in their learning.

Wonders Reading Curriculum and Stepping Stones Math Curriculum both State mandated, research based programs that are aligned to CCSS, were adopted and implemented to provide consistency in instructional curriculum and practices. The intent is to provide a coherent and meaningful standards-based reading and math curricula for each student K-5. All teachers received training sessions in these programs and are implementing them with fidelity.

This year, Ho'okena has fully embraced the inclusion model for SPED and ELL students for core instruction. Support staff and differentiated materials are present to ensure equity of access to the standards based curricula. RTI supports exists for struggling students.

Findings	Supporting Evidence
With the adoption of Wonders and Stepping Stones the school now has a cohesive, rigorous curricula. Supports exist for students not performing at grade level.	• Classroom walkthroughs • Curricula scope and sequence • RTI flow charts • Support staff schedules

Co-Curricular Activities

E4.3. Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards and General Learner Outcomes.

E4.3. Prompt: *Evaluate the effectiveness of the relationship between curricular and co-curricular activities for all students and the academic standards and General Learner Outcomes.*

Given the geographical isolation and transportation issues have prevented the school from developing a co-curricular program with lasting effect. Some sporadic activities (ones that happen when a teacher sponsors it) have been limited to track and field and hula.

Findings	Supporting Evidence
There are no ongoing noteworthy co-curricular activities available to students on campus	Track & Field roster

Student Involvement in Curricular/Co-Curricular Activities

E4.4. Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

E4.4. Prompt: *Evaluate the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

There is no system for evaluation as there are few to no co-curricular activities.

Findings	Supporting Evidence
There is no system for evaluation as there are few to no co-curricular activities.	

Student Perceptions

E4.5. Indicator: The school is aware of the student view of support services through such approaches as interviewing and dialoguing with student representatives of the school population.

E4.5. Prompt: *Comment on the student view about the effectiveness of support services after interviewing and dialoguing with student representatives of the school population. (Ensure that students represent the broad and diverse array of the school population.)*

Walkthrough data shows that students know they can get additional help from teachers if they need it and recognize the use of centers in the classroom as one means to get this help.

Student Council members comprised of 5th grade students (4 girls and 1 boy) addressed this interview with the following response: "The teachers and staff helps students who have problems get back on track. All of the staff members at school are willing to help students in need. Peers try to help each other, if not teachers step in to help. Our school counselor helps students with Banana Splits, behavior attitude and feelings/strong emotions. "Extracurricular activities such as Track and Field helps us to be healthy, get more energy, and to stay fit."

"Student Council would like to have MORE SCIENCE activities at school, after school tutoring, more ART classes, after school co-curricular activities."

Findings	Supporting Evidence
Students interviewed responded for their peers that while services are available to help students with academic and social difficulties, they wished there were more after school activities to support their learning.	Student interviews.

Conclusions: E4. Student Support Criterion

Comment on the degree to which this criterion is being addressed.

The school does an excellent job of providing for the academic, social and emotional support of student within the school day.

The school lacks opportunities for students to engage in after school physical and enrichment sports and activities.

Comment on the degree to which this criterion impacts the school's ability to address one or more student learning needs identified through the continuous school improvement process.

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

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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

Strength Areas	Evidence
The school provides a wide range and selection of support programs for academic and emotional development in place for all students.	Positive Behavioral Support Data, SEL Data (Second Step Program), Student & Parent Handbooks, CSSS (PSAP, Counseling, 504, IEP)

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

Growth Areas	Evidence
Continue to build community partnerships	Parent Bulletins, SKEA, KAPA, QLCC, 4-H
Increase parent involvement in school activities.	Attendance of parent events
Provide more enrichment activities for students to address social needs.	

Chapter V:

Ongoing School Improvement

Ho'okena Elementary School services a student population of 154. In September of 2013, the school was notified that it would be one of the first elementary public schools on Hawai'i island to enter into the WASC process.

The school lead team consists of the WASC Coordinator, Counselor, Student Services Coordinator, Data teacher and Principal. They met to brainstorm ideas for meeting WASC timelines and to gather information about the process. The Principal and WASC Coordinator attended introductory WASC sponsored sessions to learn about the process, timeline and expectations. The lead team prepped for an informal visit by WASC representative, Dr. Sugiyama. Dr. Sugiyama toured the Ho'okena campus, met with various focus groups (parents, students, classified staff, and teachers), observed classes and reviewed his observations during an open forum for all staff and parents.

Based on his assistance and the various WASC sessions, the lead team began organizing for the Focus on the Learning process. Nearly simultaneously to the WASC introduction, Ho'okena Elementary attended sessions spearheaded by Dr. Victoria Bernhardt on the Comprehensive School Improvement Framework (CSI). It was clear at that time that the WASC process and CSI involved similar review and reflection by schools. Ho'okena Elementary began its work in earnest.

The lead team conducted staff sessions to review and analyze school data--demographic, perception, student learning and school processes, and to consider strengths, challenges and implications presented by the data. This work was necessary in order to arrive at root causes for our low student achievement.

In addition to these efforts, the lead team arranged for Dr. Bernhardt to facilitate a discussion of the school vision. The products of this facilitated discussion were:
- An agreed upon statement of staff Core Beliefs and Values;
- An agreed upon Mission (Purpose) of Ho'okena Elementary School; and
- A clearly stated Vision as to how the Mission will be accomplished, specifically in the areas of Curriculum, Instruction, Assessment, and Environment.

Based on the established Vision and the information developed through the Comprehensive Needs Assessment (CNA) process, the school identified several root causes for the lack of student achievement/growth:

- Lack of coherent curriculum that addresses the Common Core State Standards;
- Teachers are ill-prepared to implement Common Core State Standards;
- Teachers are ill-prepared to provide differentiation in the classroom;
- Lack of effective RTI structure;
- Ineffective communication (across grade levels, school-wide and school-home);
- Teachers are only now developing a sense of shared leadership and all that it means.
- School wide decisions have previously been based solely upon student achievement data without meaningful consideration

The Ho'okena Elementary School Vision and the root causes expressed in the CNA, are clear and unambiguous about the actions that must be taken and how resources must be allocated in order to support students and their academic development. Action plans have been developed with these needs in mind as well as the items listed in Chapter 3:

- Reduce student absenteeism
- Maximize student engagement, goal setting and reflection
- Increase number of students reading at their grade level

Need: Reduce student absenteeism
Rationale: Regular and consistent school attendance is paramount to student learning. 36% of Ho'okena students are chronically absent (15 or more absences per year). This exceeds the state benchmark by 12%.

	Year 1: 2015-16 Goal: 32%	**Year 2: 2016-17 Goal: 28%**	**Year 3: 2017-18 Goal: 24%**
Classroom	• Survey teachers regarding efforts to encourage/reinforce attendance, the communications with students and guardians after absence, and documentation of student and home communications. • Teachers implement school-wide protocols. • Teachers provide administration with necessary documentation to facilitate filing of petitions.	Survey teachers regarding efforts to encourage/reinforce attendance, the communications with students and guardians after absence, and documentation of student and home communications. Teachers implement school-wide protocols. Teachers provide administration with necessary documentation to facilitate filing of petitions.	Survey teachers regarding efforts to encourage/reinforce attendance, the communications with students and guardians after absence, and documentation of student and home communications. Teachers implement school-wide protocols. Teachers provide administration with necessary documentation to facilitate filing of petitions.
School Wide	• Review school-wide and classroom attendance data • Review school-wide current attendance protocol/process • Create petition protocols • Establish accountability protocols to facilitate effective filing of petitions • Evaluate attendance data in relation to our stated goal	• Evaluate attendance data in relation to our stated goal • Review school-wide and classroom attendance data • Review school-wide current attendance protocol/process • Create petition protocols • Establish accountability protocols to facilitate effective filing of petitions • Evaluate attendance data in relation to our stated goal	• Evaluate attendance data in relation to our stated goal • Review school-wide and classroom attendance data • Review school-wide current attendance protocol/process • Create petition protocols • Establish accountability protocols to facilitate effective filing of petitions • Evaluate attendance data in relation to our stated goal

Home	• Share particulars of compulsory attendance law • Regular sharing of school-wide attendance • Communicate attendance protocols • Educate parents on how to reduce absences due to illness • Share school calendar and encourage guardians to schedule vacations on breaks	Share particulars of compulsory attendance law Regular sharing of school-wide attendance Communicate attendance protocols Educate parents on how to reduce absences due to illness Share school calendar and encourage guardians to schedule vacations on breaks	Share particulars of compulsory attendance law Regular sharing of school-wide attendance Communicate attendance protocols Educate parents on how to reduce absences due to illness Share school calendar and encourage guardians to schedule vacations on breaks
Professional Development	• Revisit statewide attendance procedure • Review school-wide attendance protocol • Provide substitutes to give teachers opportunities to develop engaging and rigorous lessons (1 day per teacher)	• Revisit statewide attendance procedure • Review school-wide attendance protocol • How to keep track of records/data of home contact • How to have conversations with resistive parents • Provide substitutes to give teachers opportunities to develop engaging and rigorous lessons (2 days per teacher)	Revisit statewide attendance procedure Review school-wide attendance protocol How to keep track of records/data of home contact How to have conversations Provide substitutes to give teachers opportunities to develop an engaging and rigorous unit of study (5 days per teacher)

Need: Maximize student engagement, student goal setting and reflection
Rationale: Research indicates that students who are engaged, set their own goals and reflect on their performance are more likely to succeed academically.

	Year 1: 2015-16 **Engagement Goal:** **Goal Setting Goal:** **Reflection Goal:**	**Year 2: 2016-17** **Engagement Goal:** **Goal Setting Goal:** **Reflection Goal:**	**Year 3: 2017-18** **Engagement Goal:** **Goal Setting Goal:** **Reflection Goal:**

Classroom	• Survey teachers regarding student engagement strategies, opportunities for students to set goals and opportunities for students to reflect on their performance.	• Survey teachers regarding student engagement strategies, opportunities for students to set goals and opportunities for students to reflect on their performance.	• Survey teachers regarding student engagement strategies, opportunities for students to set goals and opportunities for students to reflect on their performance.
School Wide	• Utilize ILT process to highlight powerful practices regarding student engagement • Develop school-wide agreements regarding goal setting	• Utilize ILT process to highlight powerful practices regarding student engagement • Develop school-wide agreements regarding goal setting	• Utilize ILT process to highlight powerful practices regarding student engagement • Develop school-wide agreements regarding goal setting
Home	• Share practices with parents about engaging their children in learning and making it relevant to home • Share the importance of goal setting with guardians and ask for reinforcement of school-wide agreements	Share practices with parents about engaging their children in learning and making it relevant to home Share the importance of goal setting with guardians and ask for reinforcement of school-wide agreements	Share practices with parents about engaging their children in learning and making it relevant to home Share the importance of goal setting with guardians and ask for reinforcement of school-wide agreements
Professional Development	• Utilize CAST to provide PD for engagement strategies, goal setting and reflection	• Utilize CAST to provide PD for engagement strategies, goal setting and reflection	• Utilize CAST to provide PD for engagement strategies, goal setting and reflection

Need: Increase the number of students reading at their grade level
Rationale: In order to meet the CCSS, students must be able to read and comprehend at grade level.

	Year 1: 2015-16 Goal: 73%	Year 2: 2016-17 Goal: 88%	Year 3: 2017-18 Goal: 95%
Classroom	• Implementation of core curricula with fidelity (Must do, may do, can do) • Timely and targeted interventions for below level students • Implement inclusion model	Implementation of core curricula with fidelity (embed the use of Tier 2 materials) Timely and targeted interventions for below level students Implement inclusion model	Implementation of core curricula with fidelity (Increase the number of students using beyond grade level readers) Timely and targeted interventions for below level students Implement inclusion model

School Wide	• Evaluate data in relation to our stated goal • Full implementation of Kid Biz Grade 2-5 • Utilize data team process	• Evaluate data in relation to our stated goal • Full implementation of Kid Biz Grade 2-5 with more grade levels using Stretch articles • Utilize data team process	• Evaluate data in relation to our stated goal • Full implementation of Kid Biz Grade 2-5 with students regularly responding to thought question • Utilize data team process
Home	• Share curricula with guardians via classroom visitations and evening events • Share end of year expectations for students with parents	Share curricula with guardians via classroom visitations and evening events Share end of year expectations for students with parents	Share curricula with guardians via classroom visitations and evening events Share end of year expectations for students with parents
Professional Development	• Utilize CAST to provide PD for teachers • Participate in ILT (Input training element of cycle) • PD for accessing and utilizing computer program data to drive instruction • Training for support staff in Wonders, Stepping Stones and targeted instructional strategies	• Utilize CAST to provide PD for teachers • Participate in ILT (Input training element of cycle) • PD for accessing and utilizing computer program data to drive instruction • Training for support staff in Wonders, Stepping Stones and targeted instructional strategies	• Utilize CAST to provide PD for teachers • Participate in ILT (Input training element of cycle) • PD for accessing and utilizing computer program data to drive instruction • Training for support staff in Wonders, Stepping Stones and targeted instructional strategies