# Academic Plan SY 2023-2024

Daniel K. Inouye Elementary School  
Wai'anae and Ayres Ave.  
Wahiawa, HI 96786  
#(808) 305-3400 – www.dkies.org

<table>
<thead>
<tr>
<th>Submitted by: Kristin Walje, EdD</th>
<th>Date: 4/10/2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature:</td>
<td></td>
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<tr>
<td>Kristin Walje</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Approved by: CAS Robert Davis</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Signature:</td>
<td></td>
</tr>
<tr>
<td>Robert Davis</td>
<td>Apr 18, 2023</td>
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</tbody>
</table>

Robert Davis (Apr 18, 2023 15:11 HST)
# Daniel K. Inouye Elementary

**SY 2023 - 2024 Academic Plan**

*Executive Summary*

## VISION

Empowering learners to explore, discover, create, and share...

## Core Values

- Belonging
- Responsibility
- Integrity
- Excellence

## Strategies & Driving Questions

<table>
<thead>
<tr>
<th>Action-Oriented Data Decision-Making</th>
<th>Healthy Habits, Healthy Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What data do we commit to and continuously use to improve student outcomes and experiences?</strong></td>
<td><strong>How do we support the whole child and ensure that all of our students feel like they belong?</strong></td>
</tr>
<tr>
<td><strong>What systems of support do we have to ensure academic proficiency and growth for all students?</strong></td>
<td><strong>What systems of support do we have to ensure social, emotional, and behavior growth for all students?</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effective Academic Practices</th>
<th>Responsive Capacity Building</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How might we create challenging, engaging experiences for our students?</strong></td>
<td><strong>How are we building our stakeholders capacity to positively influence student outcomes and experiences?</strong></td>
</tr>
<tr>
<td><strong>What evidence based practices do we use to improve student outcomes and experiences?</strong></td>
<td><strong>What systems do we have in place to support the sharing of best practices and increase family and community engagement?</strong></td>
</tr>
</tbody>
</table>
Academic Plan Objectives

1. Summative Measures (StriveHI): By the end of school year 2023-24, DKIES will increase student proficiency in:
   a. **ELA** by 3% for grades 3-5 to 51%
   b. **Math** by 3% for grades 3-5 to 50%
   c. **Science** by 3% for grades 3-5 to 51%

2. Formative Measures (iReady): Diagnostic screeners will be used to identify and monitor students in need and to track growth, especially for identified vulnerable subgroups (English learners, economically disadvantaged, students with special needs).
   a. **Stretch Growth**: 35% of ALL students enrolled for the full 2023-24 school year will meet or exceed their stretch growth goals in ELA and Math.
   b. **Typical Growth**: 80% of ALL students enrolled for the full 2023-24 school year will meet or exceed their typical growth goals in ELA and Math.

3. Student’s Sense of Belonging: DKIES will increase **students’ sense of belonging** to their school by 3% as measured by the Panorama 2023-24 Student SEL Perception Survey.

4. By the end of the school year 2023-24, DKIES will increase the percent of students reporting **positive school climate** by 3% as measured by the School Quality Survey (Safety Dimension) to 73%.

5. Panorama Faculty & Staff Well Being Survey: DKIES will increase **faculty and staff sense of belonging to the school and well-being** by 3% as measured by the Panorama Faculty and Staff Perception Survey.
GOAL 1: STUDENT SUCCESS
All students demonstrate they are on a path toward success in college, career, and citizenship.

Strategy: Action Oriented Data Decision Making
Implementing an established process for examining data to make instructional and operational decisions for students and schools.

Enabling Activities:

1. **Academic Review Team**: The Academic Review Team (ART) meets regularly to manage an established evaluation process to monitor fidelity and effectiveness of programs and services, measure the impact of professional learning on teacher practices, and use evaluation data to make program/service decisions.

2. **Data Teams**: Grade level teacher teams meet weekly to examine student work and assessment data to make informed decisions about curriculum and instructional plans, identify students in need of intervention, and design fluid instructional groupings that respond to student need and/or enhance learning opportunities for students. Teachers utilize common, shared meeting notes to document their data informed decisions and reflections. Teachers utilize common data analysis protocols, pacing guides, and curriculum, instruction, and assessment maps.

WASC Connections:

a. Recommendation 1: The Leadership Team should develop, in collaboration with faculty, a formal method for evaluating the effectiveness of professional development so that best classroom practices may be captured, shared and monitored across the school providing more consistency in the instructional program.

b. Recommendation 4: The administration and faculty should continue to refine the data teams process, allocating regularly scheduled time for grade levels to examine performance data to ensure greater consistency in assessment of student learning within and across grade levels.
GOAL 1: STUDENT SUCCESS
All students demonstrate they are on a path toward success in college, career, and citizenship.

Strategy: Healthy Habits, Healthy Schools
Supporting students and staff with their academic, social and emotional, behavioral, and physical well-being through effective systems, processes and strategies to positively impact teaching and learning.

Enabling Activities:

1. **MTSS (Student Review Teams):** Student Review Teams (SRT) ensure a school-wide continuum of integrated support organized into a three tiered framework to provide equitable access to social, emotional, and behavior resources for all students. SRT members (administrators, student success advisors, and teachers) meet monthly to identify students in need of social, emotional, behavioral, and academic support. SRTs will create and monitor intervention plans in Panorama Student Success connecting identified students to timely and appropriate supports and services.

2. **MTSS (RTI-Academics):** The school provides all students with tiered academic interventions and supports to keep them on track. Administrators and instructional support staff will establish a response to the intervention program. The program will utilize iReady data to create entrance and exit criteria and design fluid instructional groupings that respond to identified student skill gaps.

3. **MTSS (Extended Learning Opportunities):** The school creates extended learning opportunities to encourage whole child development and college/career readiness for all students. Extended learning opportunities can include but are not limited to: Project/Place Based Learning, Gifted and Talented programming, Eagle Council, Specials Rotations (yoga, PE, Art, Music, Performance Arts), Library, Hawaiiana, Nutrition/Health, Athletics, Robotics, Clubs, Coding, Makerspace, etc.

4. **MTSS (Social Emotional Learning):** Student success advisors: 1) provide training and support for teachers on new Second Step resources and materials to strengthen Tier I SEL supports; 2) support the delivery of guidance lessons driven by results of Panorama student surveys/Eagles Pride statements/classroom specific needs, 3) provide group (Tier II) and/or individualized (Tier III) supports to students with identified behavioral or SEL skill gaps.

WASC Connections:

- **Recommendation 3:** Leadership and teachers should continue to incorporate into the instructional program research-based intervention strategies to meet the needs of all learners in their conceptual knowledge and targeted skill areas.
- **Recommendation 5:** The administration and faculty should create more opportunities to investigate college/career readiness school wide which would expand all students’ access to accomplishment of the GLOs.
GOAL 2: STAFF SUCCESS
Public schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.

Strategy: Effective Academic Practices

Focusing on accelerating learning through the effective use of varied modalities, including tutoring, out-of-school time, extended time, and other instructional supports for students.

Enabling Activities:

1. **Explicit Instruction**: Teachers use a variety of explicit instructional strategies to effectively increase engagement, respond to student needs, and/or create enhanced learning opportunities. Teachers will focus on the use of explicit instructional strategies such as: design organized and focused lessons (I DO, YOU DO, WE DO lesson structure), provide supportive practice and corrective small group instruction, and/or provide immediate affirmative and corrective feedback.

2. **Data Chats**: Implement cycles of data chats following iReady diagnostic administrations (teachers with administrators/instructional coaches, teachers with students, teachers with parents, and students with parents) to clearly communicate and support students in reflecting on and monitoring their progress and to set learning goals.

3. **Vertical Articulation**: Administration will provide teachers time and training to support vertical articulation among grade levels. Teachers will examine student work samples and observe student engagement to identify end of year learning targets for reading, writing, and math. These activities will build teachers' understanding of grade level standards, learning targets, and age-appropriate academic milestones.

4. **Learning Walks**: Teachers will have opportunities to go on learning walks to observe explicit instructional strategies, formative data checks, and student engagement to support the implementation of a rigorous and relevant standards-based curriculum. Teachers and administrators will collaborate to identify learning walk objectives, eventually creating a walk-through protocol with common, school-wide curriculum, instruction, and assessment practices.

WASC Connections:

a. Recommendation 2: The administration should continue with its professional development plans to provide teachers with additional time and training in vertical articulation among grade levels. This time would allow for examining student work samples and observing student engagement with the goal of fully implementing a standards-based curriculum aligned with GLOs across all grades.

b. Recommendation 3: Leadership and teachers should continue to incorporate into the instructional program project-based learning and research-based intervention strategies to meet the needs of all learners in their conceptual knowledge and targeted skill areas.
GOAL 3: SUCCESSFUL SYSTEMS of SUPPORT
The system and culture of public education work to effectively organize financial, human, and community resources in support of student success.

Strategy: Responsive Capacity Building
Providing training, coaching and support to school leaders, teachers and families to better identify and address the needs of students and staff.

Enabling Activities:

1. **Operational Leadership:** Administration provides professional development opportunities and coaching support tailored to address the professional learning needs of the cafeteria manager, SASA, and head custodian. Professional development, coaching/mentoring support should facilitate the efforts of the operations team in implementing effective and efficient safety, security, and operations systems.

2. **Teacher Leadership:** Administration provides professional development opportunities and coaching support tailored to address the professional learning needs of student success advisors, instructional coaches, RTI teachers, and new teacher mentors in order to impact student achievement and growth.

3. **Family & Community Engagement:** Create opportunities for families and community partners to: 1) deepen their connections to their child(ren)'s education; 2) build college/career awareness; 3) promote total well being; 4) strengthen sense of belonging to our school community and the culture of Hawaii.

WASC Connections:

a. Recommendation 5: The administration and faculty should create more opportunities to investigate college/career readiness school wide which would expand all students' access to accomplishment of the GLOs.
Daniel K. Inouye Elementary
SY 2023 - 2024 Academic Plan

*FULL LENGTH VERSION on CLIO TEMPLATE*
Comprehensive Needs Assessment & Academic and Financial Plan
# School Academic Planning Team

Leilehua-Mililani-Waialua (922) Public District - FY 2023 - Inouye Elem School (207) Public School - School Academic Plan - Rev 0

<table>
<thead>
<tr>
<th>Contact Name</th>
<th>Contact Role</th>
<th>Email Address</th>
<th>Phone Number</th>
<th>Duty Description</th>
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</thead>
<tbody>
<tr>
<td>* Kristin Walje</td>
<td>* Administration</td>
<td><a href="mailto:kristin.walje@k12.hi.us">kristin.walje@k12.hi.us</a></td>
<td>808-305-3400</td>
<td>* Principal</td>
</tr>
<tr>
<td>* Rachel Armstrong</td>
<td>* Administration</td>
<td><a href="mailto:rachel.armstrong@k12.hi.us">rachel.armstrong@k12.hi.us</a></td>
<td>808-305-3400</td>
<td>* Vice Principal</td>
</tr>
<tr>
<td>* Esther Kwon</td>
<td>* Administration</td>
<td><a href="mailto:esther.kwon@k12.hi.us">esther.kwon@k12.hi.us</a></td>
<td>808-305-3400</td>
<td>* Vice Principal</td>
</tr>
<tr>
<td>* Megan Cummings</td>
<td>* Teacher</td>
<td><a href="mailto:megan.cummings@k12.hi.us">megan.cummings@k12.hi.us</a></td>
<td>808-305-3400</td>
<td>* Tech Coordinator</td>
</tr>
<tr>
<td>* Terri Smith</td>
<td>* Teacher</td>
<td><a href="mailto:terri.smith@k12.hi.us">terri.smith@k12.hi.us</a></td>
<td>808-305-3400</td>
<td>* Student Services Coordinator</td>
</tr>
</tbody>
</table>
* What are the core beliefs guiding continuous improvement? Utilizing the core beliefs state the mission demonstrating support for all learners.

The school improvement process is a perpetual cycle of assessment, planning, implementing, monitoring, and reassessment. Continuous school improvement involves taking an in-depth look at what currently exists and what needs to be improved in relation to student learning and the school’s program. All stakeholders are engaged in the process of ongoing school improvement and stakeholder groups have the opportunity to engage with and provide feedback on school level data to assess the effectiveness of the school’s personnel, programs, and services.

The Academic Review Team (ART) is responsible for ensuring alignment and implementation of academic plans, goals, and enabling activities. The ART leads continuous school improvement efforts and monitors school level data trends (academic, social emotional, etc.) to ensure our students are achieving and growing. The ART meets monthly to facilitate dialogue and action around student outcomes aligned with the strategic plan. The ART must analyze whether strategies and enabling activities are having the desired effect on outcomes. The ART will systematically and consistently review the extent to which the school is successful in meeting the measures in the academic plan, and take appropriate action as necessary.

**Vision:**
Daniel K. Inouye Elementary empowers learners to explore, discover, create and share.

**Mission:**
At Daniel K. Inouye Elementary, learners explore through hands-on experiences and inquiry-based learning to discover new ideas. We expect students to collaborate and communicate with each other and to rely on critical and creative thinking skills to gain new insights into their learning.

**Core Values (Na Hopen'a A'o):**
Belonging
Responsibility
Excellence
Aloha
Total Well-Being
Hawai'i

**Learning Beliefs:**
We believe...

All students can learn.
Therefore, we address individual strengths and needs by using a variety of teaching strategies.
Instruction should be rigorous and relevant.
Therefore, we provide instruction based on big understandings and essential questions.

Assessment should be ongoing and authentic.
Therefore, we use data from multiple assessments to impact instruction and measure learning.

A safe and nurturing environment is essential for learning.
Therefore, we promote caring and respectful relationships.

Education is a community responsibility.
Therefore, we encourage our families and community to be active in fulfilling our school's Vision and Mission.

Behavioral Expectations:
Take Care of Yourself. Take Care of Others. Take Care of Our School.
About the School

Name of School: Daniel K. Inouye Elementary
Address: 1 Ayres Avenue, Wahiawa, HI 96786
Website: https://www.dkies.org
Grade Levels: K-5
Student Enrollment: 542
Number of Teachers: 41
Number of Administrators: 4
Number of Other Staff: 3

* Brief description of management structure and committees

Daniel K. Inouye Elementary School (DKIES) administration includes a principal and two assistant principals. Other certified personnel include a student services coordinator (SSC), a technology coordinator (TC), two student success advisors (SSAs), two academic coaches, a school based behavioral health specialist (SBBH), and a librarian. Non-certified staff include office, custodial, cafeteria staff, and educational assistants. Additionally, DKIES in partnership with the US Army provide additional support services to its students and families because of its military impacted student population. These services include: a military family life consultant and a school based mental health team of psychologists, psychiatrists, and social workers.

The operations team includes the administration, SASA, head custodian, cafeteria manager, and TC. The operations team meets monthly and is responsible for leading efforts around safety, security, and operations.

The ART meets bi-monthly and includes the administration, SSC, TC, and SSAs. The ART is responsible for ensuring alignment and implementation of academic plans, goals, and enabling activities. The ART leads continuous school improvement efforts and monitor school level data trends (academic, social, emotional, behavior, perception, etc.) to ensure our students are achieving and growing.

Data teams meet weekly and include administrators, grade level teachers, and in the future, will be facilitated by academic coaches. During data teams, administrators and teachers share and analyze student work to identify student supports and inform instruction. Teams collaborate around curriculum (common resources and pacing), instruction (evidence based instructional strategies, data informed small group interventions), and assessment (common diagnostic, formative, and summative assessments) practices to build collective teacher capacity and increase student growth and performance.
The Student Review Team (SRT) meets bi-monthly and includes administrators, SSC, SSAs, and in the future, academic coaches and classroom teachers. Each grade level is assigned an administrator, SSA, and in the future, an academic coach. The SRT meets bi-monthly with each classroom teacher to discuss individual students (typically tier II and III students) in need of more frequent/intensive/individualized academic, social, emotional, or behavioral supports. The SRT creates and monitors intervention plans for identified students in Panorama.

The leadership team meets quarterly and includes administrators, SSC, TC, SSAs, grade level chairs, and an EA representative. The leadership team solicits input and provides feedback from teachers and EAs around school operations and safety, academic programming, and student supports. Leadership team leads organize grade level/department activities and ensures timely completion of school directed tasks and responsibilities.

The Focus on Learning (FOL) teams meet quarterly and include administrators, teachers, classified staff, students, and parents. FOL teams are organized into five categories or groups: organization, curriculum, instruction, assessment, and school culture and student supports. FOL teams analyze the degree to which all students, including disaggregated subgroups, are accomplishing the school wide learner outcomes, identified major student learner needs, and academic standards. In addition, FOL teams review the progress on the current school wide action plan in relation to student achievement and make appropriate revisions. Every six years, the FOL teams conduct an in-depth self-study to examine overall progress accomplished since the last self-study and the effectiveness of its current program based on the ACS WASC criteria in relation to student achievement. This results in a written summary of findings supported by evidence and the development of an updated school wide action plan for the next three to five years.

The School Community Council (SCC) meets monthly and includes administrators, teachers, parents, classified staff, and community members. The SCC:
1) advises the school regarding the planning, budgeting, implementation and evaluation of the academic and financial plans; 2) ensures the school's academic and financial plans are aligned with the educational accountability system; 3) studies and reviews the school's multi-year plan in relation to the educational needs of the students; 4) provides collaborative opportunities for input and consultation; 5) participates in the selection and evaluation of the principal as designated by the HIDOE.

Describe how parents and families are engaged with their children’s learning and with the school

The Parent Community Networking Center (PCNC) aims to increase parent and community involvement at DKIES. The PCNC coordinates family and community events, emails monthly newsletters with highlights of current events and activities happening in our school, assists with school-community programs and Super Eagle quarterly assemblies, and the training, scheduling, and recruiting of parent volunteers.

The Parent Teacher Organization (PTO) was established to give parents and teachers the opportunity to collaborate and find ways to enrich the educational experience of DKIES students. The PTO has coordinated many fundraising opportunities to help our school purchase recess equipment, off-set field trip costs, and upgrade technology. The PTO has also offered grants to teachers in need of extra funding to purchase classroom materials and has been involved in securing donations to our library.
The Transition Center was founded in 2005 and supports incoming and outgoing families with military and school transitions. Part of the mission of the Transition Center is to be an information resource for families as they settle into our community. The Transition Center takes prospective students and their families on a tour of our campus, escorts students to their new classroom on their first day of school, conducts follow up meetings and lunch bunches with families and students a month and six weeks after their arrival to DKIES, and hosts the Anchored for Life student program on our campus.

DKIES is fortunate to have the 25th Infantry Division “Tropic Lightning” HHBN as our partner division. They have volunteered countless hours to DKIES by providing crossing guards each morning and afternoon, helping to beautify our campus, reading aloud to our students, and providing support for family and community events.

* Please list the academic departments and major areas of the curriculum

Reading: PreK - 5th grades  
Math: PreK - 5th grades  
Social Studies: PreK - 5th grades  
Science: PreK - 5th grades  
Social Emotional Learning: PreK - 5th grades  
Music, Art, & PE: PreK - 5th grades  
Hawaiiana: PreK - 5th grades

* What extra-curricular activities are available to students?

After school tutoring for students two to three grade levels below grade level in the area of mathematics was offered to students for SY 2022-2023. For SY 2023-2024, DKIES will continue to offer academic tutoring support for students performing below grade level. Per funding and staffing availability, DKIES will also offer extra curricular activities for the 2023-2024 school year.

* Please list key programs and projects

DKIES’ transition coordinator supports the school’s Anchored for Life student programming. The Anchored for Life club provides opportunities for students to enhance social skills, learn leadership skills, build character, improve self-esteem, and integrate into their community. The Anchored for Life students at DKIES welcome new students to the school by leading campus tours and taking turns being lunch buddies for new students.

The Eagle Council is made up of 4th and 5th grade student leaders. Eagle Council members make a difference at DKIES by leading and assisting school wide activities such as Super Eagle Assemblies, Spirit week, community events and fundraisers, and participate in School Community Council meetings.

Through a partnership with the HiDOE and the YMCA of Honolulu, DKIES hosts the A+ After School Program for students in grades K - 5.

DKIES provides early childhood special education (ECSE) pre-K programming to over 70 students. ECSE is instruction is specifically designed to meet the educational and developmental needs of children with disabilities or those who are experiencing developmental delays. Curriculum is guided by the HELDS standards, Teaching Strategies Gold, and various other supplementary resources.

* What distinguishes the school, makes it unique?
- Military impacted community
- Transient staff and student enrollment
- Largest preschool population in Hawaii
- Excel with family and community engagement

*What are the school’s colors, mascot, motto?

Our school mascot is the Eagle, and our colors are blue and white.
### Academic Plan - Demographic Data

<table>
<thead>
<tr>
<th>Student Groups</th>
<th>State % of Students</th>
<th>Complex Area % of Students</th>
<th>School % of Students</th>
</tr>
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<tbody>
<tr>
<td>All</td>
<td>171600</td>
<td>15095</td>
<td>542</td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>52%</td>
<td>40%</td>
<td>22%</td>
</tr>
<tr>
<td>English Learners</td>
<td>9%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Foster Care</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Homeless</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Military Connected</td>
<td>6%</td>
<td>16%</td>
<td>82%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>10%</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Asian (Excluding Filipino)</td>
<td>15%</td>
<td>19%</td>
<td>2%</td>
</tr>
<tr>
<td>Black</td>
<td>3%</td>
<td>6%</td>
<td>21%</td>
</tr>
<tr>
<td>Filipino</td>
<td>22%</td>
<td>22%</td>
<td>3%</td>
</tr>
<tr>
<td>Hispanic</td>
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</tr>
<tr>
<td>Native Hawaiian</td>
<td>24%</td>
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<tr>
<td>Pacific Islander</td>
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<tr>
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<td><strong>Gender</strong></td>
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<tr>
<td>Female</td>
<td>48%</td>
<td>48%</td>
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<tr>
<td>Male</td>
<td>52%</td>
<td>52%</td>
<td>53%</td>
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**Additional Data Sources:**

* In the text box below, summarize the other (locally obtained) demographic data sources and results that have been reviewed and will be part of decision making (i.e. LEA collected demographic data, school counselor data collection, quantitative/qualitative survey results, homeless identification/support methods, EL screener data and supports the EL students, methods of stakeholder communication and involvement, staff/parent trainings, results of parent and family engagement opportunities, enrollment/transient/out of area transfers, retention data, related staff/parent trainings, etc.).

Panorama data as of March 16, 2023:

- 652 students

**Status**

- Free and Reduced 181 (28%)
- English Learners 34 (1%)
- Homeless 0 (0%)
- Military Connected
- Students with Disabilities 161 (25%) * Preschool population included

**Race**

- Filipino 22 (3%)
- American Indian 2 (.01%)
- Black 116 (18%)
- Chinese 2 (.01%)
- White 437 (67%)
- Guamanian 8 (.01%)
- Indo Chinese 4 (.01%)
- Micronesian 8 (.01%)
- Native Hawaiian 3 (.01%)
- Other Pacific Islander 2 (.01%)
- Samoan 6 (.01%)
- No Primary Race 35 (1%)

**Gender**

- Females 306 (47%)
- Males 346 (53%)
Data Trends

Leilehua-Mililani-Waialua (922) Public District - FY 2023 - Inouye Elem School (207) Public School - School Academic Plan - Rev 0

Demographic Trends

<table>
<thead>
<tr>
<th></th>
<th>Current Year</th>
<th>Previous Year</th>
<th>Two Years Past</th>
<th>Three Years Past</th>
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<tbody>
<tr>
<td>Student Enrollment</td>
<td>542</td>
<td>512</td>
<td>657</td>
<td>707</td>
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<tr>
<td>Number of Teachers</td>
<td>41</td>
<td>44</td>
<td>53</td>
<td>52</td>
</tr>
<tr>
<td>Average Daily Attendance</td>
<td>92.15</td>
<td>95.07</td>
<td>95.42</td>
<td>95.5</td>
</tr>
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Graduation Rate (if appropriate)

Student Learning Outcomes (Trends)

Note: The purpose of this information in the School Profile is to capture trends in learning outcomes to inform the creation of plans by the School Improvement Team. The School Improvement Team consults all available documentation of student learning outcomes and other relevant information in conducting its analysis in the School Profile Review below and in completing the rest of the Comprehensive Needs Assessment for discussion with faculty and school community.

Percent of Students Proficient or Better on Hawai‘i Smarter Balanced Assessment

<table>
<thead>
<tr>
<th></th>
<th>Most Recent</th>
<th>Previous Year</th>
<th>Two Years Past</th>
<th>Three Years Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Language</td>
<td>48.27</td>
<td>51.23</td>
<td></td>
<td>54.43</td>
</tr>
<tr>
<td>Mathematics</td>
<td>46.89</td>
<td>38.27</td>
<td></td>
<td>56.61</td>
</tr>
<tr>
<td>Science</td>
<td>48.38</td>
<td>57.89</td>
<td></td>
<td>57.69</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
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</table>

Additional student performance data:

Screener/Assessment: Current and Past Results

iReady Math Fall 2022-23
15% of students were on, mid, or above grade level (green); 60% of students were one grade level below (yellow); 26% of students were two, three, or more grade levels below (red).
### iReady Math Winter 2022-23
34% of students were on, mid, or above grade level (green); 52% of students were one grade level below (yellow); 14% of students were two, three, or more grade levels below (red).

### iReady Reading Fall 2022-23
26% of students were on, mid, or above grade level (green); 51% of students were one grade level below (yellow); 22% of students were two, three, or more grade levels below (red).

### iReady Reading Winter 2022-23
44% of students were on, mid, or above grade level (green); 40% of students were one grade level below (yellow); 16% of students were two, three, or more grade levels below (red).

### Panorama SEL Fall 2022-23
- Percent Favorable Responses: Self-Management 69%; Sense of belonging 67%; Social Awareness 66%; Grit 56%; Growth Mindset 55%; Self Efficacy 53%; Emotion Regulation 48%

### Panorama SEL Winter 2022-23
- Percent Favorable Responses: Self-Management 69%; Sense of belonging 64%; Social Awareness 68%; Grit 61%; Growth Mindset 56%; Self Efficacy 55%; Emotion Regulation 50%

### 2022-2023 SQS School Quality Survey - Safety Dimension 2022-23
64%

### 2021-2022 ELA Achievement Gap (difference between high needs and non-high needs learners)
18 points

### 2021-2022 Math Achievement Gap (difference between high needs and non-high needs learners)
15 points

### 2021-2022 English Learners
64% proficient

### 2021-2022 ELA Smarter Balanced Growth
42

### 2021-2022 Math Smarter Balanced Growth
37

### 2021-2022 3rd Graders Near, At, or Above Grade Level Reading
91

### 2022-2023 Panorama Average Daily Attendance (as of March 20th)
94.2%

### School Profile Review
To complete the School Profile Review, the School Improvement Team consults all available documentation of student learning data and other relevant information. This documentation would include assessment results by subject, grade level, and student subgroups. Please note your analysis and conclusion.

### What are the demographic strengths and challenges?
* How has enrollment changed over time, especially noting occurrences by special subgroups and staff? What are the implications for the school’s actionable plan?
Strengths:
- Military impacted community with students who have lived across the country and world
- Students from many different races/ethnicities are represented
- Teachers and staff are transient, new perspectives, strengths, and ideas are constantly refreshing our learning community
- Parents are supportive and are given many opportunities to be apart of the learning community

Challenges:
- Student transiency, can be challenging for students to adapt to new school environment and culture, a robust and responsive transition center is paramount to student success
- Student transiency, teachers must ensure consistent routines and procedures to meet the needs of all learners, teachers consistently welcome new students throughout the course of the school year, multi-tiered systems of support for behavior and academics is paramount to student success
- Teacher transiency, systems of support for new teachers around management strategies as well as effective curriculum, instruction, and assessment practices is necessary to ensure all learners needs are met
- Teacher transiency, with so many teachers coming and going, it is challenging to build and sustain leadership capacity at our school
- Creating and maintaining a strong sense of belonging for both students and teachers is challenging with a transient community

* How has the absenteeism rate (reverse of Average Daily Attendance) changed over time? What are the implications for the school’s actionable plan?

With the exception of the 2021-2022 school year (COVID pandemic), chronic absenteeism rates at DKIES have remained consistent with a rate of 10% or less. DKIES chronic absenteeism has remained at or below state and complex measures.

Other thoughts/conclusions

What strengths and challenges are indicated by student outcome data?

* What are the differences in outcomes (e.g., proficiency, growth) based on grade level?

Strengths:
- 91% of 3rd graders are reading at, near, or above grade level
- % of students proficient on the Math SBA went from 39% in SY2020-2021 to 47% in SY 2021-2022, an increase of 8%
- DKIES students are performing above the state average in math and science
- In SY 2022-2023, the percent of students in green (on, mid, or above grade level) increased by 19% in math between the Fall and Winter diagnostic administration
- In SY 2022-2023, the percent of students in green (on, mid, or above grade level) increased by 18% in reading between the Fall and Winter diagnostic administration
- In SY 2022-2023, the percent of students in red (two to three or more grade levels below) decreased by 12% in math between the Fall and Winter diagnostic administration
- In SY 2022-2023, the percent of students in red (two to three or more grade levels below) decreased by 6% in reading between the Fall and Winter diagnostic administration
- 64% of ELs are on track to English language proficiency

Challenges:
- % of students proficient on the reading SBA went from 52% in SY2020-2021 to 48% in SY 2021-2022, a decrease of 4%
- % of students proficient on the science SBA went from 60% in SY2020-2021 to 48% in SY 2021-2022, a decrease of 12%
- DKIES students are performing lower than their peers in the complex areas in language arts, math, and science
- DKIES students are performing lower than their peers at the state level in language arts
- The achievement gap in both language arts and math increased from SY 2020-2021 to SY 2021-2022, ELA gap is 18 points, Math gap is 15 points
- The rate at which students are growing has decreased, the language arts MGP went from 57 to 42, the math MGP went from 55 to 37
- DKIES has set a iReady typical growth goal of 80% for its students, as of the Winter Reading 2022-2023 diagnostic, 67% of students had met typical growth
- DKIES has set a iReady typical growth of 80% for its students, as of the Winter Math 2022-2023 diagnostic, 59% of students had met typical growth

* What are the differences in outcomes (e.g., proficiency, growth) of specific student groups (e.g., gender, ethnicity, disabilities, English language proficiency)?
Students with high needs are achieving proficiency at lower rates than their non high-needs peers (i.e. the achievement gap for ELA and Math is growing)

* What are the differences or gaps in outcomes (e.g., proficiency, growth) based on subject area?

- DKIES students are performing lower than their peers in the complex areas in language arts, math, and science
- DKIES students are performing lower than their peers at the state level in language arts

* What are the differences in growth performance by grade level, class, or subject?

- Students in grades 3-5 are growing at higher rates than students in K-2 in reading.
- Students in grades K-5 are growing at similar rates in math.

* What are the implications of student outcome data on school improvement?

- DKIES needs to establish an RTI system of support for students performing two to three grade levels below, RTI system will utilize iReady data to establish entrance and exit criteria and to track student growth and performance
- DKIES needs to refine its data analysis protocol to support the timely analysis of assessment data and student work in order to support teachers in making data informed decisions around curriculum and instruction practices
- ART continue its use of data analysis protocol to support the analysis of school wide data trends in order to make data informed decisions and adjustments to programs, services, and personnel
- Operations team to continue its use of data analysis protocol to make data informed decisions around health and safety
- Teacher transiency, systems of support for new teachers around management strategies as well as effective curriculum, instruction, and assessment practices is necessary to ensure all learners needs are met
- Teacher transiency, with so many teachers coming and going, it is challenging to build and sustain leadership capacity at our school
- Creating and maintaining a strong sense of belonging for both students and teachers is challenging with a transient community

Other thoughts/conclusions

What are the strengths and challenges of our learning environment?

* What are we doing well in terms of providing a safe learning environment? What else might be needed?

Strengths:

- Operations team meets regularly to ensure safety protocols and procedures
- Admin meets regularly with teachers and EA to review safety and operations protocol
- Vulnerability assessment conducted and action items followed up on, staff briefed on recommendations
- Safety drills conducted regularly, feedback collected from zone leaders and stakeholders
- Campus is kept clean, safe, orderly, well maintained
- Campus is kept closed during school hours, visitors required to report to office and wear badges, IdentaKid systems are utilized
- Students are supervised at all times, including transitions
- School wide PBIS (Eagles Pledge, SEL curriculum)
- Dedicated time during school day for whole child education (specials rotations)
- Cybersecurity was highlighted as a strength

Challenges:

- Open campus presents challenges with the potential for individuals to come on campus through multiple entry points
- Difficult parents, custody battles, etc
- Organization of classroom supplies, furniture, and materials could be improved
- MDF, IDFs is vulnerable to power outages/surges, back up batteries are critical to operations, cost to replace batteries are expensive

* What are school climate and culture data telling us about our school and learning culture? What do the data tell us about patterns of students', parents', and school personnel's experience of school life?

- Students' SEL data has increased in all areas except sense of belonging
- Students' perception of safety has decreased 4% from 2020-2021 to 2021-2022 school year
- Parent and teacher stakeholder groups report being satisfied with school safety and student support
- Consistently a need to support student and family transitions, regularly revisit safety protocols with all stakeholders, engage community and family, standardize PBIS messaging (taking care of self, others, and school)
*How does our learning culture reflect our norms, values, and interpersonal relationships? How might we strengthen the school's culture of learning?*

- Take care of yourself, others, and our school
- If you see something, say something
- Na Hopena A'o

**Other thoughts/conclusions**

**Key Learnings from School Profile Review**

Considering the demographic, student outcome, and learning environment data and analysis, summarize the school’s two greatest strengths and two greatest challenges.

**Strength 1**

Transiency

- Military impacted community with students who have lived across the country and world
- Students from many different races/ethnicities are represented
- Teachers and staff are transient, new perspectives, strengths, and ideas are constantly refreshing our learning community

**Strength 2**

Community and Family Engagement

- Parents are supportive and are given many opportunities to be apart of the learning community
- Extensive network of community partnerships (military)

**Challenge 1**

Curriculum, Instruction, and Assessment Practices

- Common data analysis protocol
- Explicit Instruction (small group, I Do - You Do - We Do)
- Learning walks
- Vertical Articulation
- Data chats (teacher w/ student, student w/ student, student w/ parent)
- RTI program
<table>
<thead>
<tr>
<th>* Challenge 2</th>
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<tbody>
<tr>
<td><strong>MTSS</strong></td>
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<tr>
<td>- RTI academic (PTTs to use Panorama intervention plans and iReady to track student progress, entrance/exit criteria)</td>
</tr>
<tr>
<td>- Social, emotional, and behavioral (create SRT meetings to include teachers, SSA, admin...use of Panorama and RTI framework to facilitate meetings)</td>
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<tr>
<th>Leadership Capacity Building</th>
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<tbody>
<tr>
<td>- Process and theory of action (Data Teams, ART, OPS, SRT, RTI, mentor/support of new teachers)</td>
</tr>
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</table>

* Specifically, what student learning outcome is your greatest challenge? (Note: The School Improvement Team may be tempted to jump to solutions based on student performance, however the Team needs to resist that temptation. The Practice Review and faculty and school community feedback will provide important information to add to the School Profile Learnings.)

Due to the transient nature of our student population and high percentage of students with IEPs, there are gaps in skills necessary for our students to successfully engage in grade level, content curriculum. Due to the transient nature of our teacher population, there are inconsistencies with the implementation of Tier I core instruction. Additionally, teachers need support with Tier II differentiation, small group interventions and supports. The school currently does not have an RTI program to support the needs of Tier III students who are two to three grade levels below grade level.
Practice Review

Leilehua-Mililani-Waialua (922) Public District - FY 2023 - Inouye Elem School (207) Public School - School Academic Plan - Rev 0

Hawaii Indicators

Domain 1: Leadership

**Indicator 1.1 - Prioritize improvement and communicate its urgency**

**Ideal Output:** School leadership sets the strategic direction for the school and establishes clear policies and expectations for teachers and staff to work toward ambitious improvement goals. They articulate a commitment to improving the school and advocates fiercely across audiences for the school. School leadership closely monitors, discusses, reports, and acts on the school's improvement progress.

**Elements:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Response</th>
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</thead>
<tbody>
<tr>
<td>School leaders set a clear direction for the school with a stated mission, baseline and performance targets, and evidence-based practices for sustained improvement.</td>
<td>○ Routinely and with High Quality&lt;br&gt;○ Frequently and with Good Quality&lt;br&gt;○ Occasionally and with Fair Quality&lt;br&gt;○ Rarely</td>
</tr>
<tr>
<td>School leaders provide clear communication of schoolwide expectations regarding academics, behavior, social and emotional, and physical health of the students.</td>
<td>○ Routinely and with High Quality&lt;br&gt;○ Frequently and with Good Quality&lt;br&gt;○ Occasionally and with Fair Quality&lt;br&gt;○ Rarely</td>
</tr>
<tr>
<td>School leaders model and communicate the expectation that improved student learning results from intentional implementation of evidence-based practices.</td>
<td>○ Routinely and with High Quality&lt;br&gt;○ Frequently and with Good Quality&lt;br&gt;○ Occasionally and with Fair Quality&lt;br&gt;○ Rarely</td>
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<tr>
<td>The principal focuses at least 50% of his or her time on working directly with teachers to improve instruction, including classroom observations and lesson planning.</td>
<td>○ Routinely and with High Quality&lt;br&gt;○ Frequently and with Good Quality&lt;br&gt;○ Occasionally and with Fair Quality&lt;br&gt;○ Rarely</td>
</tr>
<tr>
<td>A School Improvement Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly</td>
<td>○ Routinely and with High Quality&lt;br&gt;○ Frequently and with Good Quality</td>
</tr>
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</table>

**Indicator Average Score:** 2.14

**Goal Average Score:** 1.85
| (twice a month or more for an hour each meeting) to review implementation of evidence-based practice. | Occasionally and with Fair Quality
Rarely |
---|---|
Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. | Routinely and with High Quality
Frequently and with Good Quality
Occasionally and with Fair Quality
Rarely |
School leaders analyze and communicate the data for Instructional Teams and individual teachers to use for academic decision-making and problem-solving related to student performance and outcomes, e.g., attendance, behavior, and learning mastery. | Routinely and with High Quality
Frequently and with Good Quality
Occasionally and with Fair Quality
Rarely |

**Comments and Notes:**

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**Indicator 1.2 - Monitor short- and long-term goals**

**Ideal Output:** Improvement targets are informed by assessment data and review of evidence-based practices. They are set as annual targets for improved student learning and action plan objectives for improved practice. Milestones, timelines, and actions pace how to achieve the objectives. Regular feedback on progress is reviewed and timely changes are made in the action plans to get on track in meeting objectives and achieving student learning outcomes.

**Elements:**

<table>
<thead>
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<th>Element</th>
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</table>
| The School Improvement Team establishes and monitors implementation of an improvement plan that includes indicators of effective practice and implementation milestones and annual target measures. | Routinely and with High Quality
Frequently and with Good Quality
Occasionally and with Fair Quality
Rarely |
| The School Improvement Team provides and responds to regular (typically quarterly) feedback on progress toward goal-aligned implementation milestones and annual target measures. | Routinely and with High Quality
Frequently and with Good Quality
Occasionally and with Fair Quality
Rarely |
School leaders manage an established evaluation process to monitor fidelity and effectiveness of programs and services, and use evaluation data to make program/service decisions.

<table>
<thead>
<tr>
<th>Option</th>
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<tbody>
<tr>
<td>Routinely and with High Quality</td>
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<tr>
<td>Frequently and with Good Quality</td>
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<tr>
<td>Occasionally and with Fair Quality</td>
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<tr>
<td>Rarely</td>
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</table>

Comments and Notes:
School leaders manage an established evaluation process to monitor fidelity and effectiveness of programs and services, and use evaluation data to make program/service decisions.

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**Indicator 1.3 - Customize and target support to meet needs**

**Ideal Output:** The school provides customized, targeted, and timely supports for improvement efforts. Support is aligned to ensure coherence and integration with other necessary initiatives and the elimination of unnecessary initiatives. Progress is regularly monitored to identify support needs and then act quickly and competently to address those needs.

**Elements:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Response</th>
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</thead>
<tbody>
<tr>
<td>The School Improvement Team plans and implements improvement strategies that are focused on student learning needs and tailored to address the professional learning needs of individual teachers.</td>
<td>Routinely and with High Quality</td>
</tr>
<tr>
<td>School leaders are attentive to staff emotional states, guide staff in managing their emotions, and arrange for supports and interventions when necessary.</td>
<td>Frequently and with Good Quality</td>
</tr>
<tr>
<td>School leaders work with Instructional Teams and individual teachers to use data to assist in identification and implementation of differentiated strategies to match student needs.</td>
<td>Occasionally and with Fair Quality</td>
</tr>
<tr>
<td>School leaders ensure a schoolwide continuum of integrated support that is organized into a three-tiered framework is available and used by teachers</td>
<td>Rarely</td>
</tr>
</tbody>
</table>

**Indicator Average Score:** 1.75
to provide equitable access to resources for all students.

Comments and Notes:
The School Improvement Team plans and implements improvement strategies that are focused on student learning needs and tailored to address the professional learning needs of individual teachers.

School leaders ensure a schoolwide continuum of integrated support that is organized into a three-tiered framework is available and used by teachers to provide equitable access to resources for all students.

Based on trends and patterns, identify possible primary needs for Domain 1: Leadership:
School leaders manage an established evaluation process to monitor fidelity and effectiveness of programs and services, and use evaluation data to make program/service decisions. The School Improvement Team plans and implements improvement strategies that are focused on student learning needs and tailored to address the professional learning needs of individual teachers.
School leaders ensure a schoolwide continuum of integrated support that is organized into a three-tiered framework is available and used by teachers to provide equitable access to resources for all students.
Practice Review

Leilehua-Milikani-Waialua (922) Public District - FY 2023 - Inouye Elem School (207) Public School - School Academic Plan - Rev 0

Hawaii Indicators

Domain 2: Talent

Indicator 2.1 - Recruit, develop, retain, and sustain talent

Indicator Average Score: 2.00

Ideal Output: The school collaborates with the Complex Area and HIDOE to develop a school-specific model for teachers to determine which skills and practices should be prioritized in the teacher-selection process in this school. School leaders use the hiring, evaluation, and professional development processes in place to ensure teachers demonstrate skills and practices needed for improving student learning and school performance.

Elements:

<table>
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<th>Element</th>
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<tbody>
<tr>
<td>The school attracts and retains qualified personnel who support the school's mission, vision, and purpose.</td>
<td>Routinely and with High Quality, Frequently and with Good Quality, Occasionally and with Fair Quality, Rarely</td>
</tr>
</tbody>
</table>

Comments and Notes:

Transiency of faculty and staff is challenging.

Indicator 2.2 - Target professional learning opportunities

Indicator Average Score: 2.00

Ideal Output: The school provides opportunities for leaders and teachers to learn side by side and share how their own ongoing growth impacts their individual practice as instructional and organizational leaders. Learning experiences are differentiated, purposeful, targeted, employed in rapid response to identified needs, reflective of what is known about effective adult learning, and clearly connected to the school's action-plan priorities.

Elements:

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<th>Response</th>
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</table>

The school demonstrates strategic management of human, material, and fiscal resources in alignment with the school's identified needs and priorities to improve student performance and organizational effectiveness.

- Routinely and with High Quality
- Frequently and with Good Quality
- Occasionally and with Fair Quality
- Rarely

School leaders engage in learning opportunities with teachers to learn together and reflect with them on professional practice (e.g., coaching, mentoring, observation).

- Routinely and with High Quality
- Frequently and with Good Quality
- Occasionally and with Fair Quality
- Rarely

The school's professional learning promotes collaboration, collegiality, and effectiveness through differentiated, high-quality opportunities that benefit teachers both individually and collectively.

- Routinely and with High Quality
- Frequently and with Good Quality
- Occasionally and with Fair Quality
- Rarely

All teachers receive initial and ongoing training and support in effective use of blended learning methods.

- Routinely and with High Quality
- Frequently and with Good Quality
- Occasionally and with Fair Quality
- Rarely

Professional development programs for teachers include assistance in working effectively with families.

- Routinely and with High Quality
- Frequently and with Good Quality
- Occasionally and with Fair Quality
- Rarely

School leaders ensure consistent evaluation measures and tools are used to measure the impact of professional learning on teacher and leader practices.

- Routinely and with High Quality
- Frequently and with Good Quality
- Occasionally and with Fair Quality
- Rarely

**Comments and Notes:**

All teachers receive initial and ongoing training and support in effective use of blended learning methods. Clarify "blended learning."

School leaders ensure consistent evaluation measures and tools are used to measure the impact of professional learning on teacher and leader practices.
**Ideal Output:** Clear expectations for professional performance by every role in the school are routinely shared. School leaders develop schedules that reflect effective use of teacher time.

**Elements:**

<table>
<thead>
<tr>
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<th>Response</th>
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<tbody>
<tr>
<td>The school leaders develop and implement schedules to reflect effective use of teacher time, including time for teacher collaboration, professional learning, and review of student data.</td>
<td>• Routinely and with High Quality&lt;br&gt;• Frequently and with Good Quality&lt;br&gt;• Occasionally and with Fair Quality&lt;br&gt;• Rarely</td>
</tr>
<tr>
<td>School leaders provide and use a structured process to address problems of teacher practice that especially impact student performance and outcomes.</td>
<td>• Routinely and with High Quality&lt;br&gt;• Frequently and with Good Quality&lt;br&gt;• Occasionally and with Fair Quality&lt;br&gt;• Rarely</td>
</tr>
</tbody>
</table>

**Comments and Notes:**

School leaders provide and use a structured process to address problems of teacher practice that especially impact student performance and outcomes. Frequently use common data analysis protocol. We need to identify teacher practice.

*Based on trends and patterns, identify possible primary needs for Domain 2: Talent:*

- Transiency of faculty and staff is challenging.
- School leaders ensure consistent evaluation measures and tools are used to measure the impact of professional learning on teacher and leader practices.
- School leaders provide and use a structured process to address problems of teacher practice that especially impact student performance and outcomes.
**Domain 3: Instruction**

**Indicator 3.1 - Diagnose and respond to student learning needs**

**Ideal Output:** Teachers regularly examine individual student data, carried out in team meetings, professional learning communities (PLCs), or in other planning sessions as part of teachers’ regular work and expectations. School leaders and teachers creatively use fluid instructional groupings rather than year-long assignments that may not meet students’ (and teachers’) needs. For example, when students struggle with a certain concept, they could be assigned temporarily to a teacher whose data demonstrate that he or she teaches it well or differently from the students’ current teacher(s), placed in a small group for reteaching, or given individualized instruction. Teachers are given time within the school day to conduct such analysis and develop plans to address identified needs. Teachers are also held accountable for doing so and for carrying out the plans they develop for students.

**Elements:**

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Instructional teams meet regularly (at least monthly) to review practice implementation data (e.g., documentation from walkthroughs, practice fidelity, lesson review).</td>
<td>○ Routinely and with High Quality</td>
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<tr>
<td></td>
<td>○ Frequently and with Good Quality</td>
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<tr>
<td></td>
<td>○ Occasionally and with Fair Quality</td>
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<td></td>
<td>○ Rarely</td>
</tr>
<tr>
<td>Instructional teams meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction.</td>
<td>○ Routinely and with High Quality</td>
</tr>
<tr>
<td></td>
<td>○ Frequently and with Good Quality</td>
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<tr>
<td></td>
<td>○ Occasionally and with Fair Quality</td>
</tr>
<tr>
<td></td>
<td>○ Rarely</td>
</tr>
<tr>
<td>Instructional teams use student learning data and instructional strategy (practice) data to design fluid instructional groupings that respond to student need.</td>
<td>○ Routinely and with High Quality</td>
</tr>
<tr>
<td></td>
<td>○ Frequently and with Good Quality</td>
</tr>
<tr>
<td></td>
<td>○ Occasionally and with Fair Quality</td>
</tr>
<tr>
<td></td>
<td>○ Rarely</td>
</tr>
<tr>
<td>Instructional teams review the results of unit pre-/post-tests and formative assessments to make decisions about the curriculum and instructional plans and to identify students in need of intervention.</td>
<td>○ Routinely and with High Quality</td>
</tr>
<tr>
<td></td>
<td>○ Frequently and with Good Quality</td>
</tr>
<tr>
<td></td>
<td>○ Occasionally and with Fair Quality</td>
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<td></td>
<td>○ Rarely</td>
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</table>
Teachers create instructional plans in response to student performance on pre-tests and other methods of assessment to provide support or enhanced learning opportunities for students.

Teachers actively engage all students (e.g., encourage students to participate) in learning.

**Comments and Notes:**
Instructional teams use student learning data and instructional strategy (practice) data to design fluid instructional groupings that respond to student need.

Instructional teams review the results of unit pre-/post-tests and formative assessments to make decisions about the curriculum and instructional plans and to identify students in need of intervention.

Teachers create instructional plans in response to student performance on pre-tests and other methods of assessment to provide support or enhanced learning opportunities for students.

---

**Indicator 3.2 - Provide rigorous evidence-based instruction**

**Ideal Output:** School leadership and teachers conduct a curriculum analysis and map lesson plans against standards to ensure the plans adequately represent the standards. They determine whether adjustments and supports are needed to ensure all students have access to the curricula. In each instructional mode utilized — whether whole class, small group, independent work, technology-based, or homework — teachers routinely utilize the best evidence-based instructional practices for that mode and school leaders support their development of those practices.

**Elements:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructional teams develop standards-based curriculum for each subject and grade level.</td>
<td>0 Routinely and with High Quality 0 Frequently and with Good Quality 0 Occasionally and with Fair Quality 0 Rarely</td>
</tr>
<tr>
<td>Teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.</td>
<td>0 Routinely and with High Quality 0 Frequently and with Good Quality 0 Occasionally and with Fair Quality 0 Rarely</td>
</tr>
<tr>
<td>Teachers develop weekly lesson plans based on aligned units of instruction.</td>
<td>0 Routinely and with High Quality</td>
</tr>
</tbody>
</table>

**Indicator Average Score: 1.78**
| Teachers use a variety of differentiated instructional strategies and modes (whole-class, teacher-directed groups, student-directed groups, independent work, computer-based, and homework). | Frequently and with Good Quality
Occasionally and with Fair Quality
Rarely |
| Teachers include accommodations and/or modifications in their lessons to ensure all students have access to the instructional program. | Routinely and with High Quality
Frequently and with Good Quality
Occasionally and with Fair Quality
Rarely |
| Teachers use cooperative learning methods and encourage questioning, seeking help from others, and offering help to others. | Routinely and with High Quality
Frequently and with Good Quality
Occasionally and with Fair Quality
Rarely |
| Teachers reinforce classroom rules and procedures by positively teaching them. | Routinely and with High Quality
Frequently and with Good Quality
Occasionally and with Fair Quality
Rarely |
| Teachers build students' metacognitive skills in setting learning goals, applying learning strategies, and tracking their mastery. | Routinely and with High Quality
Frequently and with Good Quality
Occasionally and with Fair Quality
Rarely |
| Teachers stretch students' interests to find value in new topics and connect learning tasks to students' personal aspirations. | Routinely and with High Quality
Frequently and with Good Quality
Occasionally and with Fair Quality
Rarely |

**Comments and Notes:**
### Indicator 3.3 - Remove barriers and provide opportunities

**Ideal Output:** The school creates a community of learners and supports each student’s personal development by removing barriers, providing opportunities, and building skills. School leaders and teachers track student progress and help students regain lost ground through academic supports (e.g., tutoring, co-curricular activities, tiered interventions), extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs), credit-recovery programs, and virtual courses. Students demonstrating sufficient prior mastery are given access to higher-level assignments and courses. The school networks with nearby organizations in the community to identify available supports or to generate new supports for students.

**Elements:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs) to keep them on track for graduation.</td>
<td>Routinely and with High Quality&lt;br&gt;Frequently and with Good Quality&lt;br&gt;Occasionally and with Fair Quality&lt;br&gt;Rarely</td>
</tr>
<tr>
<td>High schools. The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness.</td>
<td>Routinely and with High Quality&lt;br&gt;Frequently and with Good Quality&lt;br&gt;Occasionally and with Fair Quality&lt;br&gt;Rarely</td>
</tr>
<tr>
<td>High schools. The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).</td>
<td>Routinely and with High Quality&lt;br&gt;Frequently and with Good Quality&lt;br&gt;Occasionally and with Fair Quality&lt;br&gt;Rarely</td>
</tr>
<tr>
<td>Teachers use online, hybrid, or blended learning as a part of a larger pedagogical approach that combines effective socialization opportunities with enhanced learning opportunities available in online instruction to strengthen relationships and learning by granting the student a degree of control over time, place, pace, and/or path.</td>
<td>Routinely and with High Quality&lt;br&gt;Frequently and with Good Quality&lt;br&gt;Occasionally and with Fair Quality&lt;br&gt;Rarely</td>
</tr>
</tbody>
</table>
Teachers teach and reinforce social/emotional competencies (positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions).

- Routinely and with High Quality
- Frequently and with Good Quality
- Occasionally and with Fair Quality
- Rarely

Teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.

- Routinely and with High Quality
- Frequently and with Good Quality
- Occasionally and with Fair Quality
- Rarely

Teachers seek an understanding of each student's personal "story" and that of his/her family in order to appropriately engage the student and family and teach the student.

- Routinely and with High Quality
- Frequently and with Good Quality
- Occasionally and with Fair Quality
- Rarely

Teachers promote an understanding and value for various cultures in their classroom displays, including cultures represented by students in the school and classroom.

- Routinely and with High Quality
- Frequently and with Good Quality
- Occasionally and with Fair Quality
- Rarely

**Comments and Notes:**

---

*Based on trends and patterns, identify possible primary needs for Domain 3: Instruction:*

Instructional teams use student learning data and instructional strategy (practice) data to design fluid instructional groupings that respond to student need.

Instructional teams review the results of unit pre-/post-tests and formative assessments to make decisions about the curriculum and instructional plans and to identify students in need of intervention.

Teachers create instructional plans in response to student performance on pre-tests and other methods of assessment to provide support or enhanced learning opportunities for students.
**Practice Review**

**Leilehua-Miilani-Wialua (922) Public District - FY 2023 - Inouye Elem School (207) Public School - School Academic Plan - Rev 0**

**Hawaii Indicators**

**Domain 4: Culture**

<table>
<thead>
<tr>
<th>Indicator 4.1 - Build a strong community intensely focused on student learning</th>
<th>Indicator Average Score: 2.58</th>
</tr>
</thead>
</table>

**Ideal Output:** The school has established systems (i.e., structures, policies, procedures, and routines) for collaborative work focused on practice; to recognize student effort and academic mastery; to recognize job satisfaction and camaraderie among staff. The school maintains a positive, encouraging classroom and school culture for students where students feel safe and supported to share their needs, struggles, and concerns. Each incremental achievement is recognized, but there remains a focus on ultimate results at the student, teacher, and school levels. Team accomplishments are celebrated and offer recognition for hard work and improvement. Frequent and open reviews and discussions of progress on student learning outcomes and professional practice routinely occur with stakeholders to collaboratively problem solve and reach established goals.

**Elements:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Response</th>
</tr>
</thead>
</table>
| A team led by a member of the administrative team and including teacher and family representatives oversees school-home relationships, especially policies and practices that engage families in support of student learning. | • Routinely and with High Quality  
• Frequently and with Good Quality  
• Occasionally and with Fair Quality  
• Rarely |
| The school promotes, recognizes, and celebrates academic achievement in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions. | • Routinely and with High Quality  
• Frequently and with Good Quality  
• Occasionally and with Fair Quality  
• Rarely |
| The school regularly communicates with families about its expectations of them and the importance of what families can do at home to support their children’s learning. | • Routinely and with High Quality  
• Frequently and with Good Quality  
• Occasionally and with Fair Quality  
• Rarely |
| The school facilitates two-way communication and face-to-face meetings among school personnel, students, and students' families to work together to advance student learning. | • Routinely and with High Quality  
• Frequently and with Good Quality  
• Occasionally and with Fair Quality  
• Rarely |
### Indicator 4.2 - Solicit and act upon stakeholder input.

**Ideal Output:** The school learns what constituents think by conducting surveys, forums, focus groups, and suggestion boxes. Action is taken based on stakeholder input and feedback. Constituent input is considered when making programmatic decisions. All voices are heard as evidenced by the communication, engagement, collaboration, and feedback with and from the school community.

<table>
<thead>
<tr>
<th>Element</th>
<th>Response</th>
</tr>
</thead>
</table>
| The School Improvement Team annually releases to the school community a report of its analysis of the required Hawai‘i school climate survey, including concrete actions it plans in response to the analysis. | - Routinely and with High Quality  
- Frequently and with Good Quality  
- Occasionally and with Fair Quality  
- Rarely |
| School Improvement Team monitors progress on actions, adjusts actions as needed, and shares progress with school community. | - Routinely and with High Quality  
- Frequently and with Good Quality  
- Occasionally and with Fair Quality  
- Rarely |
| School Improvement Team annually convenes meetings of school personnel and families to discuss results of the annual climate survey, progress on current actions, and any additional actions needed based on survey analysis. | - Routinely and with High Quality  
- Frequently and with Good Quality  
- Occasionally and with Fair Quality  
- Rarely |

**Comments and Notes:**


**Indicator 4.3 - Engage students and families in pursuing education goals**

**Ideal Output:** The school builds students' skills in setting learning goals, managing their learning, and pursuing their goals by charting progress on coursework and towards their postsecondary goals. Families are kept informed and engaged in planning and supporting their students' education goals. Students and their families are provided with a full explanation of assessment results and interest inventories to help them make the best learning decisions. Community resources and expertise are used to expand students' understanding of potential careers and education options.

**Elements:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.</td>
<td>○ Routinely and with High Quality  ○ Frequently and with Good Quality  ○ Occasionally and with Fair Quality  ○ Rarely</td>
</tr>
<tr>
<td>The school provides all school personnel with support on a growth mindset that encourages academic growth and success for all students through effort, self-regulation, and persistence to mastery.</td>
<td>○ Routinely and with High Quality  ○ Frequently and with Good Quality  ○ Occasionally and with Fair Quality  ○ Rarely</td>
</tr>
<tr>
<td>The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions, credit recovery) to keep them on track.</td>
<td>○ Routinely and with High Quality  ○ Frequently and with Good Quality  ○ Occasionally and with Fair Quality  ○ Rarely</td>
</tr>
</tbody>
</table>

**Comments and Notes:**

The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions, credit recovery) to keep them on track (RTI)
Based on trends and patterns, identify possible primary needs for Domain 4: Culture:

The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions, credit recovery) to keep them on track (RTI)
School Academic Plan Prioritized Goals, Objective, Strategies and Enabling Activities

Leilehua-Mililani-Waialua (922) Public District - FY 2023 - Inouye Elem School (207) Public School - School Academic Plan - Rev 0

Plan Items

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

2 1.1 Student Outcome and Perception Data (Formative & Summative)
   Description:
   Summative Measures (StriveHI): By the end of school year 2023-24, DKIES will increase student proficiency in: ELA by 3% for grades 3-5 to 51% Math by 3% for grades 3-5 to 50% Science by 3% for grades 3-5 to 51% Formative Measures (iReady): Diagnostic screeners will be used to identify and monitor students in need and to track growth. Stretch Growth: 35% of ALL students enrolled for the full 2023-24 school year will meet or exceed their stretch growth goals in ELA and Math. Typical Growth: 80% of ALL students enrolled for the full 2023-24 school year will meet or exceed their typical growth goals in ELA and Math. Student’s Sense of Belonging: DKIES will increase students’ sense of belonging to their school by 3% as measured by the Panorama 2023-24 Student SEL Perception Survey. By the end of the school year 2023-24, DKIES will increase the percent of students reporting positive school climate by 3% as measured by the School Quality Survey (Safety Dimension) to 73%, Panorama Faculty & Staff Well Being Survey. DKIES will increase faculty and staff sense of belonging to the school and well-being by 3% as measured by the Panorama Faculty and Staff Perception Survey.

2 1.1.1 Action-Oriented Data Decision-Making
   Description:
   Implementing an established process for examining data to make instructional and operational decisions for students and schools.

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<th>Grant</th>
<th>Notes</th>
<th>Amount</th>
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<tr>
<td>GENERAL</td>
<td>42101 - WSF-INSTRUCTION</td>
<td>Technology Coordinator, 2 Instructional Coaches</td>
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<tr>
<td></td>
<td>42101 - WSF-INSTRUCTION</td>
<td>2 Student Success Advisors</td>
<td>$131,958.00</td>
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<td></td>
<td>42101 - WSF-INSTRUCTION</td>
<td>Music, Art, PE (Full-Time Specials Teachers)</td>
<td>$197,937.00</td>
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<tr>
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<td>42101 - WSF-INSTRUCTION</td>
<td>2 Part-Time Specials Teachers</td>
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<td>42112 - WSF-SCHOOL ADMINISTRATION</td>
<td>3 School Administrators</td>
<td>$336,066.00</td>
</tr>
</tbody>
</table>
### 1.1.1.1 Academic Review Team

**Description:**

The Academic Review Team (ART) meets regularly to manage an established evaluation process to monitor fidelity and effectiveness of programs and services, measure the impact of professional learning on teacher practices, and use evaluation data to make program/service decisions. WASC Connections (1): The Leadership Team should develop, in collaboration with faculty, a formal method for evaluating the effectiveness of professional development so that best classroom practices may be captured, shared and monitored across the school providing more consistency in the instructional program.

**Person Responsible:**

- ART Members

**Estimated Begin Date:**

- 8/1/2023

**Estimated Completion Date:**

- 5/24/2024

---

### 1.1.1.2 Data Teams

**Description:**

Grade level teacher teams meet weekly to examine student work and assessment data to make informed decisions about curriculum and instructional plans, identify students in need of intervention, and design fluid instructional groupings that respond to student need and/or enhance learning opportunities for students. Teachers utilize common, shared meeting notes to document their data informed decisions and reflections. Teachers utilize common data analysis protocols, pacing guides, and curriculum, instruction, and assessment maps. WASC Connections (4): The administration and faculty should continue to refine the data teams process, allocating regularly scheduled time for grade levels to examine performance data to ensure greater consistency in assessment of student learning within and across grade levels.

**Person Responsible:**

- Teachers & Administrators

**Estimated Begin Date:**

- 8/7/2023

**Estimated Completion Date:**

- 5/30/2024

---

### 1.1.2 Healthy Habits, Healthy Schools
Supporting students and staff with their physical, social and emotional well-being through effective systems, processes and strategies will positively impact teaching and learning.

<table>
<thead>
<tr>
<th>Funding Application</th>
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<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>GENERAL</td>
<td>42101 - WSF-INSTRUCTION</td>
<td>2 Student Success Advisors</td>
<td>$131,958.00</td>
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<td>42101 - WSF-INSTRUCTION</td>
<td>2 RTI Teachers/Coordinators</td>
<td>$131,958.00</td>
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<tr>
<td></td>
<td>42101 - WSF-INSTRUCTION</td>
<td>Music, Art, PE (Full Time Specials Teachers)</td>
<td>$197,937.00</td>
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<tr>
<td></td>
<td>42101 - WSF-INSTRUCTION</td>
<td>2 Part Time Teachers</td>
<td>$57,120.00</td>
</tr>
<tr>
<td></td>
<td>42112 - WSF-SCHOOL ADMINISTRATION</td>
<td>3 School Administrators</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>$885,039.00</strong></td>
</tr>
</tbody>
</table>

**EA 1.1.2.1 Multi-Tiered Systems of Support (Student Review Teams)**

Description:

Student Review Teams (SRT) ensure a school-wide continuum of integrated support organized into a three tiered framework to provide equitable access to social, emotional, and behavior resources for all students. SRT members (administrators, student success advisors, and teachers) meet monthly to identify students in need of social, emotional, behavioral, and academic support. SRTs will create and monitor intervention plans in Panorama Student Success connecting identified students to timely and appropriate supports and services.

Person Responsible:
Teachers & Administrators

Estimated Begin Date:
8/7/2023

Estimated Completion Date:
5/30/2024

**EA 1.1.2.2 Multi-Tiered Systems of Support (RTI - Academics)**

Description:

The school provides all students with tiered academic interventions and supports to keep them on track. Administrators and instructional support staff will establish a response to the intervention program. The program will utilize iReady data to create entrance and exit criteria and design fluid instructional groupings that respond to identified student skill gaps. WASC Connections: (3) Leadership and teachers
should continue to incorporate into the instructional program research-based intervention strategies to meet the needs of all learners in their conceptual knowledge and targeted skill areas.

Person Responsible:
Teachers & Administrators

Estimated Begin Date:
8/8/2023

Estimated Completion Date:
5/30/2024

EA 1.1.2.3 Multi-Tiered Systems of Support (Extended Learning Opportunities)

Description:
The school creates extended learning opportunities to encourage whole child development and college/career readiness for all students. Extended learning opportunities can include but are not limited to: Project/Place Based Learning, Gifted and Talented programming, Eagle Council, Specials Rotations (yoga, PE, Art, Music, Performance Arts), Library, Hawaiiana, Nutrition/Health, Athletics, Robotics, Clubs, Coding, Makerspace, etc. WASC Connections: (WASC 5) The administration and faculty should create more opportunities to investigate college/career readiness school wide which would expand all students' access to accomplishment of the GLOs.

Person Responsible:
Teachers & Administrators

Estimated Begin Date:
8/7/2023

Estimated Completion Date:
5/30/2024

EA 1.1.2.4 Social Emotional Learning

Description:
Student success advisors: 1) provide training and support for teachers on new Second Step resources and materials to strengthen Tier I SEL supports; 2) support the delivery of guidance lessons driven by results of Panorama student surveys/Eagles Pride statements/classroom specific needs, 3) provide group (Tier II) and/or individualized (Tier III) supports to students with identified behavioral or SEL skill gaps.

Person Responsible:
Student Success Advisors

Estimated Begin Date:
8/7/2023
2 Staff Success
Description:
Public schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.

2.1 Student Outcome and Perception Data (Formative & Summative)
Description:
Summative Measures (StriveHI): By the end of school year 2023-24, DKIES will increase student proficiency in: ELA by 3% for grades 3-5 to 51% Math by 3% for grades 3-5 to 50% Science by 3% for grades 3-5 to 51% Formative Measures (iReady): Diagnostic screeners will be used to identify and monitor students in need and to track growth. Stretch Growth: 35% of ALL students enrolled for the full 2023-24 school year will meet or exceed their stretch growth goals in ELA and Math. Typical Growth: 80% of ALL students enrolled for the full 2023-24 school year will meet or exceed their typical growth goals in ELA and Math. Student’s Sense of Belonging: DKIES will increase students’ sense of belonging to their school by 3% as measured by the Panorama 2023-24 Student SEL Perception Survey. By the end of the school year 2023-24, DKIES will increase the percent of students reporting positive school climate by 3% as measured by the School Quality Survey (Safety Dimension) to 73%. Panorama Faculty & Staff Well-Being Survey: DKIES will increase faculty and staff sense of belonging to the school and well-being by 3% as measured by the Panorama Faculty and Staff Perception Survey.

2.1.1 Effective Academic Practices
Description:
Focusing on accelerating learning through the effective use of varied modalities, including tutoring, out-of-school time, extended time, and other instructional supports for students.

<table>
<thead>
<tr>
<th>Funding Application</th>
<th>Grant</th>
<th>Notes</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL</td>
<td>42101 - WSF-INSTRUCTION</td>
<td>2 Instructional Coaches</td>
<td>$158,348.00</td>
</tr>
<tr>
<td></td>
<td>42101 - WSF-INSTRUCTION</td>
<td>2 RTI Teachers/Coordinators</td>
<td>$131,958.00</td>
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<td></td>
<td>42101 - WSF-INSTRUCTION</td>
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<td>42112 - WSF-SCHOOL ADMINISTRATION</td>
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<td>$366,066.00</td>
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<td></td>
<td></td>
<td><strong>Total</strong> $679,270.00</td>
</tr>
</tbody>
</table>
2.1.1.1 Explicit Instruction

Description:
Teachers use a variety of explicit instructional strategies to effectively increase engagement, respond to student needs, and/or create enhanced learning opportunities. Teachers will focus on the use of explicit instructional strategies such as: design organized and focused lessons (I DO, YOU DO, WE DO lesson structure), provide supportive practice and corrective small group instruction, and/or provide immediate affirmative and corrective feedback. WASC Connections: (3) Leadership and teachers should continue to incorporate into the instructional program project-based learning and research-based intervention strategies to meet the needs of all learners in their conceptual knowledge and targeted skill areas.

Person Responsible:
Teachers & Administrators

Estimated Begin Date:
8/8/2023

Estimated Completion Date:
5/30/2024

2.1.1.2 Data Chats

Description:
Implement cycles of data chats following iReady diagnostic administrations (teachers with administrators/instructional coaches, teachers with students, teachers with parents, and students with parents) to clearly communicate and support students in reflecting on and monitoring their progress and to set learning goals. WASC Connections: (3) Leadership and teachers should continue to incorporate into the instructional program project-based learning and research-based intervention strategies to meet the needs of all learners in their conceptual knowledge and targeted skill areas.

Person Responsible:
Teachers & Administrators

Estimated Begin Date:
8/7/2023

Estimated Completion Date:
5/30/2024

2.1.1.3 Vertical Articulation

Description:
Administration will provide teachers time and training to support vertical articulation among grade levels. Teachers will examine student work samples and observe student engagement to identify end of year learning targets for reading, writing, and math. These activities will build teachers' understanding of grade level standards, learning targets, and age-appropriate academic milestones. WASC Connections (2): The administration should continue with its professional development plans to provide teachers with additional time and training in vertical articulation among grade levels. This time would allow for examining student work samples and observing student engagement with the goal of fully implementing a standards-based curriculum aligned with GLOs across all grades.

Person Responsible:
Teachers & Administrators

Estimated Begin Date:
8/7/2023

Estimated Completion Date:
5/30/2024

2.1.1.4 Learning Walks

Description:
Teachers will have opportunities to go on learning walks to observe explicit instructional strategies, formative data checks, and student engagement to support the implementation of a rigorous and relevant standards-based curriculum. Teachers and administrators will collaborate to identify learning walk objectives, eventually creating a walk-through protocol with common, school-wide curriculum, instruction, and assessment practices. WASC Connections: (1) The Leadership Team should develop, in collaboration with faculty, a formal method for evaluating the effectiveness of professional development so that best classroom practices may be captured, shared and monitored across the school providing more consistency in the instructional program. (2) The administration should continue with its professional development plans to provide teachers with additional time and training in vertical articulation among grade levels. This time would allow for examining student work samples and observing student engagement with the goal of fully implementing a standards-based curriculum aligned with GLOs across all grades.

Person Responsible:
Teachers & Administrators

Estimated Begin Date:
8/7/2023

Estimated Completion Date:
5/30/2024

3 Successful Systems of Support

Description:
The system and culture of public education work to effectively organize financial, human, and community resources in support of student success.

### 3.1 Student Outcome and Perception Data, Faculty and Staff Well Being Survey

#### Description:

Summative Measures (StriveHI): By the end of school year 2023-24, DKIES will increase student proficiency in: ELA by 3% for grades 3-5 to 51% Math by 3% for grades 3-5 to 50% Science by 3% for grades 3-5 to 51% Formative Measures (iReady): Diagnostic screeners will be used to identify and monitor students in need and to track growth. Stretch Growth: 35% of ALL students enrolled for the full 2023-24 school year will meet or exceed their stretch growth goals in ELA and Math. Typical Growth: 80% of ALL students enrolled for the full 2023-24 school year will meet or exceed their typical growth goals in ELA and Math. Student’s Sense of Belonging: DKIES will increase students' sense of belonging to their school by 3% as measured by the Panorama 2023-24 Student SEL Perception Survey. By the end of the school year 2023-24, DKIES will increase the percent of students reporting positive school climate by 3% as measured by the School Quality Survey (Safety Dimension) to 73%. Panorama Faculty & Staff Well Being Survey: DKIES will increase faculty and staff sense of belonging to the school and well-being by 3% as measured by the Panorama Faculty and Staff Perception Survey.

### 3.1.1 Responsive Capacity Building

#### Description:

Providing training, coaching and supports for school leaders, teachers and families to better identify and address the needs of our students and staff.

<table>
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<tr>
<th>Funding Application</th>
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<th>Notes</th>
<th>Amount</th>
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### 3.1.1.1 Operational Leadership

#### Description:
Administration provides professional development opportunities and coaching support tailored to address the professional learning needs of the cafeteria manager, SASA, and head custodian. Professional development, coaching/mentoring support should facilitate the efforts of the operations team in implementing effective and efficient safety, security, and operations systems.

**Person Responsible:**
Administration

**Estimated Begin Date:**
8/7/2023

**Estimated Completion Date:**
5/30/2024

**3.1.1.2 Teacher Leadership**

**Description:**
Administration provides professional development opportunities and coaching support tailored to address the professional learning needs of student success advisors, instructional coaches, RTI teachers, and new teacher mentors in order to impact student achievement and growth.

**Person Responsible:**
Administration

**Estimated Begin Date:**
8/7/2023

**Estimated Completion Date:**
5/30/2024

**3.1.1.3 Family and Community Engagement**

**Description:**
Create opportunities for families and community partners to: 1) deepen their connections to their child(ren)'s education; 2) build college/career awareness; 3) promote total well being; 4) strengthen sense of belonging to our school community and the culture of Hawaii. WASC Connections (5): The administration and faculty should create more opportunities to investigate college/career readiness school wide which would expand all students' access to accomplishment of the GLOs.

**Person Responsible:**
Faculty, Staff, & Administration

**Estimated Begin Date:**
8/7/2023