<table>
<thead>
<tr>
<th>Contact Name</th>
<th>Contact Role</th>
<th>Email Address</th>
<th>Phone Number</th>
<th>Duty Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trisha Toyama-Wakumoto</td>
<td>Principal</td>
<td><a href="mailto:trisha.toyama-wakumoto@k12.hi.us">trisha.toyama-wakumoto@k12.hi.us</a></td>
<td>808-305-6000</td>
<td>* Responsible for the total operation, administration and management of a public school; directs a professional staff in carrying out the curriculum development and instructional programs of the school; may supervise administrative personnel and supervises clerical and support service personnel in administering and managing the business, teacher personnel, pupil personnel, facilities and grounds maintenance, lunch services, and auxiliary programs and functions of the school; and performs other related duties as required.</td>
</tr>
<tr>
<td>Melissa Hangai</td>
<td>Vice Principal (TA)</td>
<td><a href="mailto:Melissa.Hangai@k12.hi.us">Melissa.Hangai@k12.hi.us</a></td>
<td></td>
<td>* Assist in the total operation, administration and management of a public school; advises and assists in managing the curriculum, instructional, business, teacher personnel, pupil personnel, facilities and grounds maintenance, lunch services, community relations, and auxiliary programs and functions of the school; and performs other related duties as required.</td>
</tr>
<tr>
<td>Lynette Araki</td>
<td>EL Teacher / Title I Coordinator / Teacher Mentor</td>
<td><a href="mailto:Lynette.Araki@k12.hi.us">Lynette.Araki@k12.hi.us</a></td>
<td></td>
<td>* Coordinate and provide instructional services for English language learners from kindergarten through grade 6. / Budget and monitor the use of federal funding in accordance with the school’s CNA and Academic Plan. / Mentor beginning teachers as part of the HIDOE Teacher Induction &amp; Mentoring Program.</td>
</tr>
<tr>
<td>Linda Kelly</td>
<td>Tech Coordinator / WASC Profile Team Leader</td>
<td><a href="mailto:Linda.Kelly@k12.hi.us">Linda.Kelly@k12.hi.us</a></td>
<td></td>
<td>* Provide technical assistance on computer applications; resource for teachers and students seeking information or direction regarding technology; assist with installation of networks, hardware, and software and supervise the network (data, voice, video) to ensure its smooth and efficient operation; maintain school’s website and social media sites; maintain digital inventory of hardware, software, and peripherals in the school. / Coordinate the WASC Self Study and Visit and facilitate collaboration between the Focus Groups, Home Groups, and Leadership team.</td>
</tr>
<tr>
<td>Denise Sumida</td>
<td>Librarian / WASC Profile Team Leader</td>
<td><a href="mailto:Denise.Sumida@k12.hi.us">Denise.Sumida@k12.hi.us</a></td>
<td></td>
<td>* Provide information literacy lessons to support classroom teachers; plan programs to promote reading; manage the school library facility. / Coordinate the WASC Self Study and Visit and facilitate collaboration between the Focus Groups, Home Groups, and Leadership team.</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Contact</td>
<td>Responsibilities</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------</td>
<td>--------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Tanya Casil</td>
<td>Grade 3 Teacher / GLC</td>
<td><a href="mailto:Tanya.Casil@k12.hi.us">Tanya.Casil@k12.hi.us</a></td>
<td>* Provide a safe and welcoming learning environment; understand, organize, plan, implement standards using schoolwide curriculum and teacher-created resources; mentor incoming teachers and student teachers; plan, facilitate, and lead grade level, PLC, FOL, and other meetings; be a teacher-voice in leadership meetings; guide and lead grade level by decomposing standards, analyzing data, creating lesson plans/units/assessments, and facilitating discussions.</td>
<td></td>
</tr>
<tr>
<td>Malia Tamashiro</td>
<td>Student Services Coordinator</td>
<td><a href="mailto:Malia.Tamashiro@k12.hi.us">Malia.Tamashiro@k12.hi.us</a></td>
<td>* Provide special education teachers with each student's IEP and supporting services. Monitor all due dates to ensure that teachers complete necessary meetings and documentation before the due dates. Teach and mentor all new SPED teachers to the school. Teach them how to facilitate meetings, meet with them before and after meetings to complete necessary paperwork for evaluations. Schedule and facilitate monthly student success meetings with school support team and district support staff. Coordinate meetings for students who move to PHES with an out of state IEP. Communicate with teachers to provide them a copy with the IEP and any pertinent information about the student. Conduct evaluations for students with an out of state IEP. Coordinate and schedule evaluation meetings for students who are referred by teachers or parents. Administer academic assessments and classroom observations for evaluations. Communicate with other assessors (School Psychologist, Occupational Therapist, Speech Language Pathologist, Physical Therapist, Behavioral Health Specialist) for the purpose of evaluations and assessments. Facilitate and complete necessary documents for eligibility conferences. Work with related service providers to ensure all students receive services in accordance with their IEPs. Attend district SSC/DH meetings and communicate information back to the school SPED department and administration. Review data for the students receiving special education services through iReady diagnostic and growth monitoring scores.</td>
<td></td>
</tr>
<tr>
<td>Reyn Ogino</td>
<td>Instructional Coach</td>
<td><a href="mailto:Reyn.Ogino@k12.hi.us">Reyn.Ogino@k12.hi.us</a></td>
<td>* Support teachers and support staff to improve the quality of their instructional practices and the quality of student learning; coordinate PDs for the staff; assist with the implementation of school-wide initiatives; coordinate supplemental programs as afterschool tutoring, Summer Bridge program, and enrichment/GT; serve on leadership teams as ART, Leadership, WASC, and HMTSS.</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Email</td>
<td>Responsibilities</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------</td>
<td>------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Caitlyn Suzuki</td>
<td>Special Education Teacher / SPED Department Head /</td>
<td><a href="mailto:Caitlyn.Suzuki_Pham@k12.hi.us">Caitlyn.Suzuki_Pham@k12.hi.us</a></td>
<td>Provide accommodation and modification supports to general education counterparts; plan and implement grade level curriculum with needed accommodations and modifications in accordance to student's current levels and IEP; organize and collect data, monitor, and assess students with IEPs’ progress toward grade level standards and IEP goals; participate in grade level and special education department meetings; facilitate meetings as part of the IEP Process; draft and finalize legal documentation in accordance of IDEA. / Liaison between administration, district, and the special education department; lead and facilitate special education department meetings; participate in district level and school level leadership meetings; communicate important deadlines in accordance to the IEPs; support special education teachers with questions about the IEP process; advocate for special education department concerns and needs. / Mentor beginning teachers as part of the HIDOE Teacher Induction &amp; Mentoring Program.</td>
<td></td>
</tr>
<tr>
<td>Douglas Elder</td>
<td>Grade 5 Teacher</td>
<td><a href="mailto:Douglas.Elder@k12.hi.us">Douglas.Elder@k12.hi.us</a></td>
<td>Provide input on student performance and behaviors; incorporate school-wide instructional strategies to align with school specific learning goals such as the use of Inclusive Practices and Tier 1 Instruction.</td>
<td></td>
</tr>
<tr>
<td>Michelle Taguchi</td>
<td>Grade 2 Teacher / GLC</td>
<td><a href="mailto:Michelle.Taguchi@k12.hi.us">Michelle.Taguchi@k12.hi.us</a></td>
<td>Maintain a safe learning environment (manage student behavior by establishing and enforcing rules and/or procedures); organize, plan, and implement standards based curriculum; assess, record, and report on the development and progress of all students; participate in staff and parent meetings. / Act as a liaison between administration and colleagues; lead and facilitate grade level and PLC meetings; draft and plan meeting agendas; assist in the distribution of grade level inventory (supplies, materials); participate in leadership meetings.</td>
<td></td>
</tr>
</tbody>
</table>
* Joni Wong

**Instructional Coach / AVID Site Team Lead**

Joni.Wong@k12.hi.us

* As IC, provide assistance, support and collaborate with the teachers and support staff to plan and develop the grade level agenda and slide deck for PLCs, provide researched-based instructional strategies, and create all supporting documents (e.g. data wall, data teams worksheet, reflection sheets, RTI templates) as well as help conduct virtual and in-person learning walks. Coordinate PDs for the staff. Assist with the implementation of school-wide initiatives. Attend Radford Complex Curriculum Coordinators meetings to articulate, network, collaborate and work on the complex's initiatives. Compile and generate purchase orders for the grade levels and for AVID. Currently oversee and implement the after school tutoring and enrichment programs. Serve on the ART, Leadership, and Inclusive Practices teams; and lead on Focus/WASC Group and HMTSS and the Learning Design Team (Radford Complex) to support and implement our DODEA grant. / As AVID Site Team Lead, attend complex meetings to discuss, review, collaborate, and implement the AVID initiatives at school and complex levels; collaborate with the school's Site Team to develop and progress monitor our AVID Site Goal, collect evidence, rate and summarize our progress on the Elementary Coaching and Certification Instrument (CCI), and disseminate information to help promote an AVID schoolwide learning culture and promote college and career awareness and readiness.
* What are the core beliefs guiding continuous improvement? Utilizing the core beliefs state the mission demonstrating support for all learners.

Mission
Pearl Harbor Elementary School's mission is to provide all students with a high quality education that prepares them to be successful within the global society.

Vision
Pearl Harbor Elementary School envisions our students to be respectful, responsible, lifelong learners.

Beliefs
- We can all learn and achieve
- Everyday provides a new opportunity for growth
- Student Success is Our Success
About the School

**Name of School:** Pearl Harbor Elementary

**Address:** 1 Moanalua Ridge, Honolulu, HI 96818

**Website:** [http://www.pearlharborelementary.org/](http://www.pearlharborelementary.org/)

**Grade Levels:** K-6

**Student Enrollment:** 446

**Number of Teachers:** 36

**Number of Administrators:** 3

**Number of Other Staff:** 0

* Brief description of management structure and committees

Pearl Harbor Elementary administration includes a principal and vice principal. Other certified personnel include a student services coordinator, technology coordinator, librarian, instructional coaches, counselor, 22 general education teachers, 10 special education teachers, 3 resource teachers, speech and school-based behavioral health specialists. Fifteen educational assistants, 4 part-time positions (EL, Hawaiian studies, transition coordinator, and parent-community networking coordinator), office, custodial, and cafeteria staff comprise our classified personnel.

The **Academic Review Team (ART)** comprises administrators, instructional support staff, the student services coordinator, a counselor, and teachers who meet monthly. The principal oversees the team while the vice principal and instructional coach serve as ART co-leads. ART follows the Plan-Do-Check-Act process to monitor the Academic Plan and ensure the school moves towards its intended goals. The remaining members serve as accountable leads for the Focus on Learning (FOL) groups that facilitate the WASC self-study process that supports ongoing school improvement efforts.

The **Leadership Team** consists of administration, instructional coaches, counselor, and chairpersons from each grade level, special education, and Instructional Resource Augmentation (IRA) teachers. Leadership meetings provide open avenues of communication on any and all school topics that affect student learning. Chairpersons can bring topics to the Leadership Team for discussion as well as relay information discussed in Leadership meetings back to the teams.

The **School Community Council (SCC)** includes the following stakeholders: principal, transition coordinator, PCNC, military liaison, paraprofessional, parent, instructional coach, counselor, technology coordinator, head custodian, retired faculty member, and student council president and vice president. The Council is part of the leadership structure that contributes to the decision making process. It meets monthly to exchange ideas about how to improve student achievement and help craft the Academic and Financial Plan.
**Grade Level Teams** are made up of general education teachers, supporting special education teachers, and counselors. Each team has a grade level chairperson (GLC) who co-facilitates the work of the grade level with an assigned instructional coach. Special education teachers also meet as a separate department, thus serving on two “Grade Level Teams.” Grade Level Teams also meet as professional learning communities (PLCs) whose purpose is to facilitate the work of the grade level, collaborate on curriculum, instruction, and assessment, and work together to provide a quality education for all students in their grade level.

The **Instructional Resource Augmentation (IRA) Team** is made up of the Librarian, Technology Coordinator, Music teacher, PE teacher, part-time Hawaiian Studies teacher, and EL teacher. The counselors, instructional coaches, and student services coordinator (SSC) also join the IRA Team meetings. The IRA Team meets 3-4 times per quarter to plan school and complex-wide events, coordinate schedules for direct services to students and teachers, and discuss improvements that can be made to existing services.

The **Advancement via Individual Determination (AVID) Site Team** consists of administrators, grade level teachers, a counselor, and an instructional coach. The focus and purpose of the AVID Site Team is to facilitate implementation of AVID strategies school-wide, coordinate and plan parent activities, and ensure that the school meets the certification requirements.

The **Support Staff Team** is made up of the head custodian, cafeteria manager, transition coordinator and parent community network coordinator. The Support Staff Team meets monthly with the principal to discuss and evaluate school operations and maintenance of facilities in order to provide a safe and healthy learning environment for our students. The Support Staff Team is also very involved in school events and activities.

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

Parent and Family Engagement Evidence Worksheet - SY21-22

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

**English-Language Arts:**
ELA for K-6: Reading Wonders
Writing/Grammar for Grades K-4: Mentor Sentences
Writing for Grade 6: Simplify Writing
Phonics for Grades K-3: Orton-Gillingham (OG)

**Math:**
Math for K-6: i-Ready Classroom Mathematics (RCM)

**Science:**
Science for K-6: STEMscopes

**Social Studies:**
Social Studies for K-6: DOE website, Capstone Interactive

**Co-Curricular Subjects:**
Music
**What extra-curricular activities are available to students?**

The school provides many opportunities for students to participate in extra-curricular activities. These include sports, (basketball, volleyball, football, and track), music (Ukulele, Chorus, and Band), Green Sharks Club, Library Club, Shark Patrol Officers, Anchored 4 Life, Chess Club, Student Council, and Yoga club.

Afterschool tutoring is offered for selected students.

**Please list key programs and projects**

**Schoolwide programs:** AVID (Sharktastic Students); PBIS; Choose Love

**Schoolwide events:** Sharks Learning Showcase; May Day; Talent Show; Career Day; Read Across America Day; Winter Festival; Winter Concert, Chinese New Year Lion Blessing, Quarterly Recognition Assemblies

**Grade level programs:** DARE (Gr 5 & 6); Bike Ed (Gr 4)

**Grade level projects:** Landforms Project (Gr 2); Brushbots (Gr 2); Market Day (Gr 3); Gravity/Parachute Project (Gr 5), Build a Bridge Project (Gr 6)

**Specialized Support Programs:** Special Education; English Learners (EL); Gifted & Talented (GT); Anchored 4 Life

**Radford Complex Events:** Volleyball Tournament (Gr 5 & 6), Basketball Tournament (Gr 5 & 6), Music Festival (Gr 4-6), Speech Festival (Gr 3-6), Track Meet (Gr 5 & 6), Fitness Day (Gr 6), Preschool Play Day

**What distinguishes the school, makes it unique?**

Pearl Harbor Elementary School is committed to developing the whole child. As part of a broad core curriculum, students have music, PE, Hawaiian studies, library studies, and elective wheel classes (grades 5 & 6) in addition to the academic subjects. We also offer extracurricular activities that address their diverse interests. Music (ukulele, band, and chorus), Library Club, Shark Patrol Officers, Student Council, Green Club, Chess Club, Yoga Club, and Sports are some student-centered learning opportunities.

Having a school population of military and local students provides opportunities for cultural sharing and understanding. Due to our transient population, the school has developed a robust student-centered transition center to support all students. Select grade 5 and 6 students are trained through the Anchored4Life program to support students through transitions such as entering school, parents going through a divorce, or having a parent deployed.

Our school facility is well-maintained and provides an inviting atmosphere for all those who enter. The campus is large and spacious allowing for community engagement events which include our annual Winter Fest, Career Day, May Day and 6th Grade Promotion Ceremony.
Our school colors are royal blue and white. Our mascot is the shark.
## 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>
</thead>
<tbody>
<tr>
<td><strong>All</strong></td>
<td>171600</td>
<td>13449</td>
<td>446</td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>52%</td>
<td>36%</td>
<td>58%</td>
</tr>
<tr>
<td>English Learners</td>
<td>9%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Foster Care</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Homeless</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Military Connected</td>
<td>6%</td>
<td>28%</td>
<td>51%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>10%</td>
<td>10%</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian (Excluding Filipino)</td>
<td>15%</td>
<td>19%</td>
<td>7%</td>
</tr>
<tr>
<td>Black</td>
<td>3%</td>
<td>8%</td>
<td>13%</td>
</tr>
<tr>
<td>Filipino</td>
<td>22%</td>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>24%</td>
<td>9%</td>
<td>6%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>11%</td>
<td>9%</td>
<td>58%</td>
</tr>
<tr>
<td>White</td>
<td>22%</td>
<td>29%</td>
<td>37%</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>48%</td>
<td>48%</td>
<td>47%</td>
</tr>
<tr>
<td>Male</td>
<td>52%</td>
<td>52%</td>
<td>53%</td>
</tr>
</tbody>
</table>
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.).

- StriveHI Reports
- State Assessment data (SBA Reading, SBA Writing, SBA Math, and HSA Science)
- iReady data
- Data Team charts
- EL data
- CAS Walkthrough Data
- Transition Data
- Parent & Family Engagement Evidence Worksheet
- PLC Agenda/Minutes
- GL Articulation Agenda/Minutes
- SCC Agenda/Minutes & Surveys
- SQS Surveys
- Panorama Surveys (SEL & EES)
## Data Trends

Aiea-Moanalua-Radford (921) Public District - FY 2023 - Pearl Harbor Elem School (222) 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Enrollment</strong></td>
<td>446</td>
<td>454</td>
<td>457</td>
<td>525</td>
</tr>
<tr>
<td><strong>Number of Teachers</strong></td>
<td>36</td>
<td>38</td>
<td>43</td>
<td>41</td>
</tr>
<tr>
<td><strong>Average Daily Attendance</strong></td>
<td>92.15</td>
<td>95.51</td>
<td>95.64</td>
<td>95.26</td>
</tr>
</tbody>
</table>

### 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><strong>Reading/Language</strong></td>
<td>53.53</td>
<td>43.28</td>
<td></td>
<td>48.3</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>49.49</td>
<td>43.78</td>
<td></td>
<td>48.13</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>45.45</td>
<td>30.61</td>
<td></td>
<td>40.98</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional student performance data:

<table>
<thead>
<tr>
<th><strong>Screener/Assessment</strong></th>
<th><strong>Current and Past Results</strong></th>
</tr>
</thead>
</table>
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?

Our enrollment has decreased over the past 3 years. This has resulted in reduction of staff and WSF funds. Fortunately, except for SY2020-21, we have qualified for Title I funding and strategically prioritized its use to purchase core curricula program and materials for extended years.

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

Our absenteeism rate has increased over the past 3 years from 6% → 9% → 25%. The quarantine protocol for COVID symptoms is a likely cause for the increased student absences. Also, our military community were displaced from their homes due to water contamination which resulted in more absences.

The high number of absences could have contributed to further learning delays and inconsistencies which teachers must address. Therefore, we maintain a commitment to using explicit Tier I instructional strategies and placing an emphasis on reinforcing fundamental skills (phonemic awareness, phonics, math facts fluency). We will continue to offer afterschool tutoring and a Summer Bridge program to help students who need additional support. We will also be revisiting our RTI process.

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?

SBA data:

- The average percentage of students meeting standards in ELA showed significant growth in SY2021-22. All were above 50% except for Grade 4 with 44%; however, that percentage has been increasing over the past 3 testing years.

- Growth is also indicated when tracking average percentages of students as they progress through the grade levels.

- Math performance of each grade level fluctuates from year to year. For SY2021-22, the average percentage of students meeting standards in Math ranged within the 40s except for Grade 3, which in their first year of testing, achieved 65% in SY2021-22.

- In SY2021-22, 44% of fifth graders demonstrated proficiency in Science as measured by the HSA. A sizable increase from 30% in SY2020-21.

iReady data:

- Over the past 3 years, the percentage of students meeting their targets have been trending in the right direction whether it is within the grade level or across the school years.
• By the end of SY2021-22 which showed the highest percentages, we hit a median of 62% of students meeting their Typical Growth target for Reading.

• For Math, all grade levels reached their highest percentages, though kindergarten and Grade 2 were still below 50%. While there is no national median, the Hawaii norm is within the 50-59% range.

• Nationally, between 20-30% of students achieve their Stretch Growth goals. In SY2021-22, all grade levels fell within or exceeded that range.

• Over the past 3 years, the percentage of students reaching Stretch Growth targets increased within most grade levels. There was just a slight drop for Grades 5 and 6 from SY2020-21 to SY2021-22 for Reading and a more significant drop for Grade 6 in Math.

• Yet, there is a general positive trend when tracking the percentage of students meeting Stretch Growth goals across the school years.

* What are the differences in outcomes (e.g., proficiency, growth) of specific student groups (e.g., gender, ethnicity, disabilities, English language proficiency)?

SBA data:

• More students in the Disadvantaged group met proficiency standards over the past 3 testing years reaching 51% in ELA for SY2021-22.

• Both the Disabled and Limited English groups’ ELA achievement dropped again to 10% and 13% respectively in SY2021-22.

• All high needs subgroups had increases in their math achievement.

• (†There have been some changes in how ethnicity groups are defined so it may be difficult to make clear comparisons.) In general, proficiency has increased for all ethnicity subgroups in both ELA and Math.

• A proficiency percentage that stands out as falling well below the others is the Black subgroup’s 16% proficiency rate in meeting the Math standard in SY2021-22.

Strive HI data:

• The percentage of EL students on-track to English language proficiency rose to 50% after consecutive years of decline.

iREADY data for Reading:

• When looking at students grouped by their initial baseline placement levels, percentages meeting Typical Growth were the highest in SY2021-22 but still not near 100%, which indicates one year’s progress.

• For the Stretch Growth, all groups fell within the national range of 20-30% except for the students who started at 3+ below grade level. Only 17% of students in that category met their Stretch Growth goal.

iREADY data for Math:
When looking at students grouped by their initial baseline placement levels, all groups reached their highest percentages meeting Typical Growth in SY2021-22 except for those starting at 3+ grade levels below.

- Though they were the highest percentages, they were still not near 100%, which indicates one year’s progress.
- For Stretch Growth, performance improved for students in groups 2 and 1 grade level below and early on grade level in SY2021-22. Prior to that, most groups fell short of even meeting the national range of 20-30%.
- However, only 10% and 11% of students in the 3+ below grade level and the mid/above grade level groups respectively met their Stretch Growth targets. This is well below the national range of 20-30%.

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

**English/Language Arts:**

- In comparison to the previous two years when statewide tests were administered, results for SY2021-22 showed the highest percentage of students meeting proficiency in all three areas of Language Arts (53%), Math (49%), and Science (44%). (StriveHI data)

- In the growth category, both the Language Arts and Math Median Growth Percentiles (MGP), which measure the percent of students making one year’s growth, fell to 47% and 48% respectively. These are the lowest growth percentiles over the past three years though it still falls within the expected Typical Growth range (35-65). (StriveHI data)

- The achievement gap between non-high and high needs students for Language Arts widened to 14 (62%-47%) as a result of the achievement of the non-high needs students returning to the SY2018-19 pre-pandemic level after a significant drop in SY2020-21. The high needs students also raised their ELA proficiency rate by 7 points. (StriveHI data)

- Considering the impacts of the pandemic, the average percentage of students meeting standards in ELA showed significant growth in SY2021-22. All were above 50% except for Grade 4 with 44%; however, that percentage has been increasing over the past 3 testing years. Growth is also indicated when tracking average percentages of students as they progress through the grade levels. (SBA data)

**Math:**

- In comparison to the previous two years when statewide tests were administered, results for SY2021-22 showed the highest percentage of students meeting proficiency in all three areas of Language Arts (53%), Math (49%), and Science (44%). (StriveHI data)

- In the growth category, both the Language Arts and Math Median Growth Percentiles (MGP), which measure the percent of students making one year’s growth, fell to 47% and 48% respectively. These are the lowest growth percentiles over the past three years though it still falls within the expected Typical Growth range (35-65). (StriveHI data)

- The gap for Math narrowed to 8 points (54%-46%) with the math achievement of the non-high needs students remaining about the same, but the high needs students raising their math achievement by 7 points. (StriveHI data)
Math performance of each grade level fluctuates from year to year. For SY2021-22, the average percentage of students meeting standards in Math ranged within the 40s except for Grade 3, which in their first year of testing, achieved 65% in SY2021-22. (SBA data)

Science:

- In comparison to the previous two years when statewide tests were administered, results for SY2021-22 showed the highest percentage of students meeting proficiency in all three areas of Language Arts (53%), Math (49%), and Science (44%). (StriveHI data)
- In SY2021-22, 44% of fifth graders demonstrated proficiency in Science as measured by the HSA. A nice increase from 30% in SY2020-21. (SBA data)

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

We considered both proficiency and growth when answering the 3 previous questions so this question has already been addressed.

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

**Key findings given our school outcome data:**

- Student achievement is trending in the right direction as measured by SBA and iReady.
- This is especially true for ELA, but Math fluctuates a bit more.
- As measured by SBA, more disadvantaged students are meeting ELA standards but disabled and ELs are not.
- More ELs are on track to English language proficiency.

**Implications of student outcome data on school improvement:**

- Continue employing effective and explicit Tier I instructional practices to further the trend in having more students meet proficiency standards.
- Determine a way to measure effectiveness of our current RTI system to improve students’ growth potentials.
- Due to data, our school has shifted our iReady focus to expecting students to reach Typical Growth on iReady as it indicates one year’s growth.
- Students whose baseline is below grade level should be reaching Stretch Growth goals on iReady in order to be on a path toward proficiency.
- Continue to focus on our inclusive practices to define it and integrate it more into our school culture.
- Continue to focus on math fluency school wide to establish a stronger skill foundation and stabilize the fluctuation we see with math achievement.

**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?

**Things we are doing well and are making a favorable impact on providing a safe learning environment:**

- Provide support to our military-connected students and families through services and activities provided by Transition Coordinator, PCNC, and MFLC.
- Providing clear expectations to students regarding behavior, learning targets, and teaching classroom routines.
- Intentionally integrating SEL lessons and strategies into our classroom setting.

**Things we might consider doing to address areas with low or decreasing positive responses to a safe learning environment:**

- Explore ways to increase participation and return rate of surveys for parents.
- Make SEL concepts and practices an integral part of everyday school culture.
- Re-establish PBIS program.

* 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’ perceptions** are captured in large part by the Panorama Surveys:

- On the Panorama Survey for students in grades 3-5, the percentage of positive responses increased in all areas from SY2019-20 to SY2020-21. In SY2021-22, there were minor fluctuations in most areas except for Classroom Climate where there was a more significant drop of 9 points. Despite that, all the scores fell within the 80-99th percentile nationally.

- The Grade 6 survey indicates an increasing trend over the past 3 years. A notable gain of 12 points occurred in the area of Rigor from SY2020-21 to SY2021-22, which had dropped the previous year. One area for closer consideration is Classroom Climate where there was a similar drop of 9 points like that for grades 3-5.

- The lowest favorable responses has consistently been for Classroom Engagement at 70% (grades 3-5) and 49% (grade 6).

- Overall school safety is measured on the School Quality Survey. For the past 2 years, 70% of students give overall safety a positive rating. An area that has improved over the past 3 years but still remains at 54% is “Students who do not behave are disciplined.” An area that reached its lowest favorability in SY21-22 at 51% is to the statement, “I feel safe from mean kids.”

**Parents’ perceptions** of school as captured by the School Quality Survey:

- While parent participation in the survey remains low with only about a quarter of parents responding in SY2021-22, the responses have remained relatively favorable over the past 3 school years. A notable increase continues in the area of parent involvement/engagement which rose from 72% in
SY2019-20 to 84% in SY2020-21 and reached 89% in SY2021-22. This is encouraging given that those were two school years heavily impacted by the pandemic followed by the water crisis.

**Teachers' perceptions** of school as captured by the School Quality Survey:

- Positive teacher responses for all dimensions (Safety, Well-Being, Satisfaction, and Involvement/Engagement) dropped from the 80s in SY2019-20 into the 70s for SY2020-21 and SY2021-22. The two areas that pose a concern are with teacher involvement/engagement at 73% and satisfaction at 62%. Teacher return rate also fell from a high of 91% to just about half at 53% in SY2020-21. But, it improved to 74% last school year.

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* How does our learning culture reflect our norms, values, and interpersonal relationships? How might we strengthen the school's culture of learning?

**Key findings regarding school and learning culture:**

Parents have the most favorable perceptions on all aspects of the learning environment for their child. These are also considerably higher than the results from students and teachers. This is encouraging given that the past two years were heavily impacted by the pandemic followed by the water crisis. It may also be a result of the efforts of our support services personnel - Transition Coordinator, PCNC, and MFLC - who coordinate and host many parent-family engagement activities.

For teachers, positive responses dropped from the 80% range into the 70s over the past 3 years. Challenges from the pandemic could be a significant factor. An area of most concern is the decline in teacher satisfaction to 62%.

For students, positive responses on the Panorama Student Perception Survey have increased except for how students feel about the overall social and learning climate of the classroom. That has dropped 9 points over the past year. But the area that consistently has the lowest favorable responses is Classroom Engagement at 70% (grades 3-5) and 49% (grade 6).

**Implications regarding school and learning culture:**

- Secure our support services (Transition Coordinator, PCNC, and MFLC) and establish a system to measure its effectiveness.
- Determine root causes or reasons for the decrease in student engagement, classroom climate, and teacher satisfaction responses. Solicit student voice on what they perceive to be an engaging lesson.
- Establish a schoolwide process to reflect on perception data to continuously adjust curriculum, instruction, and assessment and student support.
- Make SEL concepts and practices an integral part of everyday school culture.
- Re-establish engagement strategies such as cooperative and collaborative learning.

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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*

In comparison to the previous two years when statewide tests were administered, school wide results on SBA showed the highest percentage of students meeting proficiency in all three areas: Language Arts (53%), Math (49%), and Science (44%).

### *Strength 2*

The Transition Coordinator, PCNC, and MFLC provide support services for our military-connected and highly transient school population. They are key liaisons in bringing parents, families and the community to participate in school activities. On the School Quality Survey, parents have the most favorable perceptions on all aspects of the learning environment for their child as compared to teachers and students. This is encouraging given that the past two years were heavily impacted by the pandemic followed by the water crisis.

### *Challenge 1*

Determine a way to measure effectiveness of our current RTI system to improve students' growth potentials.

### *Challenge 2*

Raise student perception responses regarding Classroom Engagement which is at 70% for Grades 3-5 and 49% for Grade 6.

*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.)*

Determine a way to measure effectiveness of our current RTI system to improve students' growth potentials.
## Domain 1: Leadership

### 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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</table>
| School leaders set a clear direction for the school with a stated mission, baseline and performance targets, and evidence-based practices for sustained improvement. | ○ Routinely and with High Quality  
○ Frequently and with Good Quality  
○ Occasionally and with Fair Quality  
○ Rarely                          |
| School leaders provide clear communication of schoolwide expectations regarding academics, behavior, social and emotional, and physical health of the students. | ○ Routinely and with High Quality  
○ Frequently and with Good Quality  
○ Occasionally and with Fair Quality  
○ Rarely                          |
| School leaders model and communicate the expectation that improved student learning results from intentional implementation of evidence-based practices. | ○ Routinely and with High Quality  
○ Frequently and with Good Quality  
○ Occasionally and with Fair Quality  
○ Rarely                          |
| 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. | ○ Routinely and with High Quality  
○ Frequently and with Good Quality  
○ Occasionally and with Fair Quality  
○ Rarely                          |
| A School Improvement Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly | ○ Routinely and with High Quality  
○ Frequently and with Good Quality |
(twice a month or more for an hour each meeting) to review implementation of evidence-based practice.

Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.

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.

### Comments and Notes:
The highest rating was given to Teacher Instructional Teams. Our teachers are organized into grade level teams and a department team for SPED. They meet in PLCs and GC/GC (twice a month or more for an hour each meeting) to review implementation of evidence-based practice.

### 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.

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>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.</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>The School Improvement Team provides and responds to regular (typically quarterly) feedback on progress toward goal-aligned implementation milestones and annual target measures.</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 manage an established evaluation process to monitor fidelity and effectiveness of programs and services, and use evaluation data to make program/service decisions.</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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</table>

**Indicator Average Score: 0.67**
**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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<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></td>
<td>Frequently and with Good Quality</td>
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<td></td>
<td>Occasionally and with Fair Quality</td>
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<td>Rarely</td>
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<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>Routinely and with High Quality</td>
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<td></td>
<td>Frequently and with Good Quality</td>
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<td></td>
<td>Occasionally and with Fair Quality</td>
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<td>Rarely</td>
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<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>Routinely and with High Quality</td>
</tr>
<tr>
<td></td>
<td>Frequently and with Good Quality</td>
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<td></td>
<td>Occasionally and with Fair Quality</td>
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<tr>
<td></td>
<td>Rarely</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 to provide equitable access to resources for all students.</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>
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</table>

**Comments and Notes:**

We have a CNA and Academic Plan that defines our school's direction, goals, and enabling activities. We also collect a lot of data that measure our progress in various
Based on trends and patterns, identify possible primary needs for Domain 1: Leadership:

1. Develop a system to evaluate the extent of curriculum and program implementation and its effectiveness on student success.
2. The school improvement team (ART) to more intentionally review data to monitor progress throughout the school year.
3. Attend to the professionalism and well-being of teachers and staff.
Domain 2: Talent  

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

**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>
<thead>
<tr>
<th>Element</th>
<th>Response</th>
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</table>
| The school attracts and retains qualified personnel who support the school’s mission, vision, and purpose. | ○ Routinely and with High Quality  
○ Frequently and with Good Quality  
○ Occasionally and with Fair Quality  
○ Rarely |

**Comments and Notes:**

New teachers are provided with a school level mentor. Professional development is provided by the school and through PDE3. Our school partners with the University of...

**Indicator 2.2** - Target professional learning opportunities

**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:**

<table>
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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:
The school has provided multiple PD opportunities for teachers on curriculum and instruction as we implemented new programs such as Ready Classroom Math.

Indicator 2.3 - Set clear performance expectations

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>
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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</td>
<td>Routinely and with High Quality, Frequently and with Good Quality</td>
</tr>
<tr>
<td>learning, and review of student data.</td>
<td>Occasionally and with Fair Quality</td>
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<td>---------------------------------------</td>
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</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</td>
</tr>
</tbody>
</table>

**Comments and Notes:**

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

1. Create and implement a system to evaluate the effectiveness of professional development.
2. Develop a standard protocol for instructional leadership to provide feedback regarding classroom operations.
3. Incorporate teacher feedback in crafting professional development plans.
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>
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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>
</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><strong>Instructional teams use student learning data and instructional strategy (practice) data to design fluid instructional groupings that respond to student need.</strong></td>
<td>Routinely and with High Quality</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>
</tbody>
</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.

Additional Evidence:
- PLC Agenda/Minutes;
- GL Articulation Agenda/Minutes;
- Data Teams sheets

Comments and Notes:
Instructional teams meet regularly in PLCs and Grade Level articulations to plan together and review instructional practices. They developed pacing guides based off

### 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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Response</th>
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<tbody>
<tr>
<td>The instructional teams develop standards-based curriculum for each subject and grade level.</td>
<td>Routinely and with High Quality, Frequently and with Good Quality, Occasionally and with Fair Quality, Rarely</td>
</tr>
<tr>
<td>Teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.</td>
<td>Routinely and with High Quality, Frequently and with Good Quality, Occasionally and with Fair Quality, Rarely</td>
</tr>
<tr>
<td>Teachers develop weekly lesson plans based on aligned units of instruction.</td>
<td>Routinely and with High Quality, Frequently and with Good Quality</td>
</tr>
<tr>
<td>Teachers use a variety of differentiated instructional strategies and modes (whole-class, teacher-directed groups, student-directed groups, independent work, computer-based, and homework).</td>
<td>Occasionally and with Fair Quality</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
</tr>
<tr>
<td>Teachers include accommodations and/or modifications in their lessons to ensure all students have access to the instructional program.</td>
<td>Occasionally and with Fair Quality</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
</tr>
<tr>
<td>Teachers use cooperative learning methods and encourage questioning, seeking help from others, and offering help to others.</td>
<td>Occasionally and with Fair Quality</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
</tr>
<tr>
<td>Teachers reinforce classroom rules and procedures by positively teaching them.</td>
<td>Occasionally and with Fair Quality</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
</tr>
<tr>
<td>Teachers build students’ metacognitive skills in setting learning goals, applying learning strategies, and tracking their mastery.</td>
<td>Occasionally and with Fair Quality</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
</tr>
<tr>
<td>Teachers stretch students’ interests to find value in new topics and connect learning tasks to students’ personal aspirations.</td>
<td>Occasionally and with Fair Quality</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
</tr>
</tbody>
</table>

**Additional Evidence:**

Pacing Guides

**Comments and Notes:**

Teachers are very cognizant of all their instructional practices and continue to refine them through professional development and discussions in PLCs and Grade Articulation.
**Indicator 3.3 - Remove barriers and provide opportunities**

**Ideal Output:** The school exalts 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>
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<th>Response</th>
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<tbody>
<tr>
<td>The school provides all students extended learning opportunities (e.g., summe...</td>
<td>Routinely and with High Quality</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>Frequently and with Good Quality</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>Occasionally and with Fair Quality</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>Rarely</td>
</tr>
<tr>
<td>Teachers teach and reinforce social/emotional competencies (positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions).</td>
<td>Routinely and with High Quality</td>
</tr>
<tr>
<td>Teachers are attentive to students’ emotional states, guide students in managing their emotions, and arrange for supports and interventions when</td>
<td>Frequently and with Good Quality</td>
</tr>
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</table>
necessary. 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 |
---|---|

**Additional Evidence:**

- SEL curriculum quarterly focus

**Comments and Notes:**

Academically, student progress is tracked regularly and interventions are provided as needed particularly for the ones who are struggling. There needs to be more attention needed.

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

1. Instructional teams shift from sharing to collaborating, working jointly to problem solve and help all students in a collective way
2. Make the data teams process a practice
3. Providing interventions for students who are nearing and meeting mastery
4. Look into how we might improve student engagement and student-teacher relationships
## Indicator 4.1 - Build a strong community intensely focused on student learning

### 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>
<tbody>
<tr>
<td>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.</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>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.</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>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.</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>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.</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>
### Indicator 4.2 - Solicit and act upon stakeholder input.

**Indicator Average Score: 1.33**

**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.

**Elements:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>○ Routinely and with High Quality  ○ Frequently and with Good Quality ○ Occasionally and with Fair Quality ○ Rarely</td>
</tr>
<tr>
<td>School Improvement Team monitors progress on actions, adjusts actions as needed, and shares progress with school community.</td>
<td>○ Routinely and with High Quality  ○ Frequently and with Good Quality ○ Occasionally and with Fair Quality ○ Rarely</td>
</tr>
<tr>
<td>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.</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:**

---

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

**Indicator Average Score: 2.67**

**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>
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</thead>
</table>
| 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. | Routinely and with High Quality  
Frequently and with Good Quality  
Occasionally and with Fair Quality  
Rarely |
| 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. | Routinely and with High Quality  
Frequently and with Good Quality  
Occasionally and with Fair Quality  
Rarely |
| The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions, credit recovery) to keep them on track. | 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 4: Culture:
  1. The school should take into consideration the voices of parents/family members when making school leadership decisions.
  2. SQS results were released but not formally analyzed with action plan.
  3. The results of the SQS should be discussed with families and school personnel on a regular basis.
  4. Teachers should meet with parents or guardians more than once a year regarding students’ development.
  5. The school should communicate more frequently or using additional methods with families about its expectations and ways to support their children’s learning at home.
Aiea-Moanalua-Radford (921) Public District - FY 2023 - Pearl Harbor Elem School (222) Public School - School Academic Plan - Rev 0

Domain 1: Leadership

Goal Average Score: 1.16

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Comments and Notes</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 1.1</td>
<td>Prioritize improvement and communicate its urgency</td>
<td>The highest rating was given to Teacher Instructional Teams. Our teachers are organized into grade level teams and a department team for SPED. They meet in PLCs and Grade Level articulations to plan instruction and discuss student learning. These meetings are led by ICs and/or GLCs.</td>
<td>1.57</td>
</tr>
<tr>
<td>Indicator 1.2</td>
<td>Monitor short- and long-term goals</td>
<td>We have a CNA and Academic Plan that defines our school’s direction, goals, and enabling activities. We also collect a lot of data that measure our progress in various areas. The question becomes how often do we re-visit our academic plan goals and how well do we delve into the data and use it to monitor our progress over the course of the year and not only at the end? Further, are the school improvement teams (ART and Leadership Team) providing feedback or updates to school staff so we can be in a continuous process of improvement? Where is the &quot;Check&quot; part of the Plan-Do-Check-Act process?</td>
<td>0.67</td>
</tr>
<tr>
<td>Indicator 1.3</td>
<td>Customize and target support to meet needs</td>
<td></td>
<td>1.25</td>
</tr>
</tbody>
</table>

Based on trends and patterns, possible primary needs for Domain 1: Leadership:

1- Develop a system to evaluate the extent of curriculum and program implementation and its effectiveness on student success. 2 - The school improvement team (ART) to more intentionally review data to monitor progress throughout the school year. 3 - Attend to the professionalism and well-being of teachers and staff.

Domain 2: Talent

Goal Average Score: 1.67

<table>
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<tr>
<th>Indicator</th>
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<th>Comments and Notes</th>
<th>Average Score</th>
</tr>
</thead>
</table>

Page 36 of 59
### Indicator 2.1 Recruit, develop, retain, and sustain talent

New teachers are provided with a school level mentor. Professional development is provided by the school and through PDE3. Our school partners with the University of Hawaii at Manoa to mentor future leaders. All teachers participate in the Educator Effectiveness System with on-cycle teachers participating in the full process and off-cycle teachers completing an Individualized Professional Development Plan. An area of growth is providing mentors for new tenured teachers.

**Average Score: 2.00**

### Indicator 2.2 Target professional learning opportunities

The school has provided multiple PD opportunities for teachers on curriculum and instruction as we implemented new programs such as Ready Classroom Math, STEMScopes, and Capstone. However, differentiated PD based on teacher needs or for working with families is not evident. Evaluation and follow-up on PD is not consistently implemented.

**Average Score: 1.50**

### Indicator 2.3 Set clear performance expectations

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

1. Create and implement a system to evaluate the effectiveness of professional development.
2. Develop a standard protocol for instructional leadership to provide feedback regarding classroom operations.
3. Incorporate teacher feedback in crafting professional development plans.

### Domain 3: Instruction

**Goal Average Score: 1.59**

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<tr>
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<th>Average Score</th>
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</thead>
<tbody>
<tr>
<td><strong>Indicator 3.1</strong></td>
<td>Diagnose and respond to student learning needs</td>
<td>Instructional teams meet regularly in PLCs and Grade Level articulations to plan together and review instructional practices. They developed pacing guides based off national standards and curricular programs' scope and sequence, which they segment into quarterly, monthly, and/or weekly plans. During meetings, each teacher is held accountable by providing updates to the team of how their instruction and student learning are progressing. This practice also opens the opportunity for further discussions of successes and challenges. Each quarter, instructional teams engage in the data teams process to focus on a school-directed subject area. While teams do a lot of sharing, there remains the</td>
<td><strong>1.67</strong></td>
</tr>
</tbody>
</table>
question of whether there is actual collaboration where teachers work jointly when it comes to issues of student learning. If students are struggling with a concept, does the team take collective responsibility and strategize together to determine root causes, instructional strategies, and/or intervention activities? Although teams engage in a quarterly data teams process, has the data teams process become a regular practice? Is it used broadly and consistently when analyzing student learning?

<table>
<thead>
<tr>
<th>Indicator 3.2</th>
<th>Provide rigorous evidence-based instruction</th>
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<tbody>
<tr>
<td></td>
<td>Teachers are very cognizant of all their instructional practices and continue to refine them through professional development and discussions in PLCs and Grade Articulation meetings. As they continue to articulate together, they will become more comfortable and perhaps move the mindset from working independently to working more collectively. While teachers use a variety of instructional modes for variation and differentiation, they weren't able to and miss having students work together due to COVID. But, as protocols are being lifted, teachers are beginning to incorporate more cooperative learning.</td>
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</table>

<table>
<thead>
<tr>
<th>Indicator 3.3</th>
<th>Remove barriers and provide opportunities</th>
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<tbody>
<tr>
<td></td>
<td>Academically, student progress is tracked regularly and interventions are provided as needed particularly for the ones who are struggling. There needs to be more attention given to students who have reached mastery and in need of access to more challenging assignments. The school provides many opportunities that value and support students’ diverse interests and their personal development through co-curricular and extracurricular activities and clubs. Teachers are cognizant of students’ needs beyond academics but acknowledge that more efforts can be given to heightening the sense of belonging through getting to know our students at a more intimate level - who are they outside of school, their families, their culture.</td>
</tr>
</tbody>
</table>

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

1- Instructional teams shift from sharing to collaborating, working jointly to problem solve and help all students in a collective way
2- Make the data teams process a practice
3- Providing interventions for students who are nearing and meeting mastery
4- Look into how we might improve student engagement
and student-teacher relationships

### Domain 4: Culture

#### Goal Average Score: 2.08

<table>
<thead>
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<tbody>
<tr>
<td><strong>Indicator 4.1</strong></td>
<td>Build a strong community intensely focused on student learning</td>
<td></td>
<td>2.25</td>
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<td><strong>Indicator 4.2</strong></td>
<td>Solicit and act upon stakeholder input.</td>
<td></td>
<td>1.33</td>
</tr>
<tr>
<td><strong>Indicator 4.3</strong></td>
<td>Engage students and families in pursuing education goals</td>
<td></td>
<td>2.67</td>
</tr>
</tbody>
</table>

**Based on trends and patterns, possible primary needs for Domain 4: Culture:**

1. The school should take into consideration the voices of parents/family members when making school leadership decisions.
2. SQS results were released but not formally analyzed with an action plan.
3. The results of the SQS should be discussed with families and school personnel on a regular basis.
4. Teachers should meet with parents or guardians more than once a year regarding students' development.
5. The school should communicate more frequently or using additional methods with families about its expectations and ways to support their children's learning at home.

* The faculty came to agreement with most of the descriptions of current practice and recommends that the Academic Plan address the following indicators.

#### Leadership:

1. **1B.1** 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.

2. **1B.3** 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.

3. **1C.4** 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.

#### Talent:

1. **2B.2** The school leaders engage in learning opportunities with teachers to learn together and reflect with them on professional practice (e.g., coaching, mentoring, observation).

2. **2B.3** The school’s professional learning promotes collaboration and collegiality, and effectiveness through differentiated, high quality opportunities that benefit teachers both individually and collectively.
2B.6 School leaders ensure consistent evaluation measures and tools are used to measure the impact of professional learning on teacher and leader practices.

2C.2 School leaders provide and use a structured process to address problems of teacher practice that especially impact student performance and outcomes.

**Instruction:**

3A.5 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.

3A.6 Teachers actively engage all students (e.g., encourage students to participate) in learning.

**Culture:**

4A.3 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.

4B.1 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.

4B.2 The School Improvement Team monitors progress on actions, adjusts actions as needed, and shares progress with school community.

4B.3 The 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.

4C.3 The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions, credit recovery) to keep them on track.

List not more than four of the greatest strengths noted and WHY they are a strength:

1) Student achievement is trending in the positive direction for ELA and Math as measured by SBA and iReady, as well as Science achievement on the HSA. A concerted school wide emphasis on providing effective and explicit Tier I instruction has been a major contributing factor. In addition, there is the expectation for students to reach their Typical Growth targets on iReady as it indicates one year’s growth.

2) Our teachers being able to meet regularly in PLCs and Grade Level articulations has also impacted student learning as instructional teams work together to plan curricular units/lessons, engage in the data teams process, and discuss strategies and interventions. Sharing ideas and collaborating helps to refine their instructional practices and collectively they can better respond to the diverse needs of all their students.

3) The Transition Coordinator, PCNC, and MFLC provide valuable support services for our military-connected and highly transient student population. They are trusted adults who help all students with any kind of transition issue they may be facing. They are also key liaisons in bringing parents, families, and the community to participate with the school to build a sense of community and belonging amongst all stakeholders.
4) Beyond the academic subjects, the school provides many opportunities through co-curricular and extracurricular activities and clubs that value students’ diverse interests, support their personal development, and give them opportunities for student choice and voice. As part of a broad core curriculum, students have music, PE, Hawaiian studies, library studies, and elective wheel classes (grades 5 & 6). Music (ukulele, band, and chorus), Library Club, Shark Patrol Officers, Student Council, Green Club, Chess Club, Yoga Club, and Sports are some extracurricular learning opportunities.

List not more than four of the most striking areas of need in the school’s current situation and WHY they are a challenge:

1) While we have many programs in place, we recognize the need for some systematic way to evaluate the effectiveness and impacts of the programs. Until we can ascertain a program’s effectiveness, it’s difficult to make decisions on any actions. Our greatest student learning outcome challenge is a key example: to determine a way to measure effectiveness of our current RTI system to improve students’ growth potentials.

2) The lowest favorable responses on the Panorama Student Perception Survey has consistently been for Classroom Engagement which is 70% for grades 3-5 and 49% for grade 6. We need to determine the root cause/reason for this low favorability.

3) While the school has provided multiple PD opportunities with a schoolwide focus such as Tier I instruction and for the implementation of new curricular programs such as Ready Classroom Math, STEMSscopes, and Capstone, there hasn’t been much PD offered based on teacher needs.

Please review the Student Outcome that is the Greatest Challenge to Improve (see Key Learnings from School Profile Review). Enter the outcome here and revise it if necessary:

Evaluate the effectiveness and impacts of our current RTI system in order to continue and refine the use of best practices to improve students’ growth potentials.
1 RTI Process

Description:
As we implement the RTI process that aligns with the HMTSS framework, 65% of all students will reach their Typical Growth and 45% of all students will reach their Stretch growth in Reading and Math as measured by 2024 Spring iReady diagnostic.

1.1 iReady Typical Growth and Stretch Growth Measures

Description:
65% of all students will reach their Typical Growth and 45% of all students will reach their Stretch Growth in Reading and Math as measured by 2024 Spring iReady diagnostic, considering we will be in the Exploration stage as we re-frame our current RTI process to align with HMTSS for the 1st semester, then enter into the Installation/Initial Implementation stages as we in-service our instructional teams to begin using implementing the practices.

1.1.1 Define RTI Process

Description:
School leaders will collaborate with staff to clearly define and frame the RTI process schoolwide

<table>
<thead>
<tr>
<th>Component</th>
<th>Item Name</th>
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<tbody>
<tr>
<td>ESSER Planning</td>
<td>Opportunities for all children including subgroups</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Funding Application</th>
<th>Grant</th>
<th>Notes</th>
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<tbody>
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<td>TITLE I</td>
<td>18902 - ESEA TITLE I-SCHOOLS</td>
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<td>$0.00</td>
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</tbody>
</table>
1.1.1.1 HMTSS Framework

**Description:**
Update our current RTI processes and align them with HMTSS framework.

**Person Responsible:**
Caitlyn Suzuki

**Estimated Begin Date:**
8/1/2023

**Estimated Completion Date:**
5/15/2024

1.1.1.2 RTI In-service

**Description:**
In-service staff about the school's RTI process including the resources available.

**Person Responsible:**
Caitlyn Suzuki

**Estimated Begin Date:**
8/1/2023

**Estimated Completion Date:**
5/13/2024

1.1.2 Tier 1 instructional Strategies and Assessment Practices

**Description:**
Teachers will employ explicit and effective Tier I instructional strategies and assessment practices that are responsive to students' needs and will improve student learning results.

### Component Item Name

<table>
<thead>
<tr>
<th>Component</th>
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<tbody>
<tr>
<td>Title I</td>
<td>SW1: CNA</td>
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### Funding Application

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<tr>
<td>1.1.2.1 Tier 1 Strategies</td>
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<tr>
<td><strong>Description:</strong></td>
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</tr>
<tr>
<td>Teachers will implement Tier 1 strategies for all students (Instruction and Assessment)</td>
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<tr>
<td><strong>Person Responsible:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reyn Ogino</td>
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<td><strong>Estimated Begin Date:</strong></td>
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<tr>
<th>1.1.2.2 Writing Expectations</th>
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<tbody>
<tr>
<td><strong>Description:</strong></td>
<td></td>
</tr>
<tr>
<td>Create school wide vertically aligned writing skill expectations.</td>
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<tr>
<td><strong>Person Responsible:</strong></td>
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<tr>
<td>Reyn Ogino</td>
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<tr>
<th>1.1.3 PLC and Grade Level Articulation</th>
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<tbody>
<tr>
<td><strong>Description:</strong></td>
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</tr>
<tr>
<td>Instructional teams will take a collective responsibility approach as they collaborate in PLCs and grade level articulations to: 1. review and reflect on student learning data and instructional strategy data 2. determine flexible instructional groupings 3. create curricular and instructional plans in response to the data findings 4. provide support or enhanced learning opportunities for students. (WASC Recommendation #1 and #2)</td>
<td></td>
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<tr>
<td>Component</td>
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<td>18902 - ESEA TITLE I-SCHOOLS</td>
</tr>
</tbody>
</table>

**Total** $0.00

**EA 1.1.3.1 Tier 2 & 3 Strategies**

Description:

Instructional Teams will continue to engage in PLCs and grade level articulations to jointly and collectively address issues of student learning via the RTI process. Tier 2 & 3 strategies and flexible grouping to be determined by data.

Person Responsible:

Reyn Ogino

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

5/13/2024

**EA 1.1.3.2 Data Teams**

Description:

Instructional Teams extend the practice of data teams to more broadly and consistently address student learning. 1. Focus on math fluency 2. Foundational reading skills / Comprehension

Person Responsible:

Reyn Ogino

Estimated Begin Date:
1.1.4 Professional Development Opportunities

Description:
Teachers will be provided professional development opportunities (e.g., trainings, learning walks) that help to refine instructional practices. (WASC Recommendation #1 and #2)

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<tbody>
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</tbody>
</table>

Total $0.00

1.1.4.1 PD on Research-Based and Evidence-Based Practices and Interventions

Description:
Provide PD on research-based and evidence-based practices and interventions that support students at each Tier based on individual or specific Teacher needs.

Person Responsible:
Reyn Ogino

Estimated Begin Date:
8/1/2023

Estimated Completion Date:
## Learning Walks

**Description:**
Utilize learning walks that promote reflective practice and useful and informed discussions about curriculum delivery and student learning.

**Person Responsible:**
Reyn Ogino

**Estimated Begin Date:**
8/1/2023

**Estimated Completion Date:**
5/13/2024

## Resources

**Description:**
The school will demonstrate 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.

<table>
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**Total** $0.00
1.1.5.1 Core Curricular Materials
Description:
Purchase core curricular student and teaching materials (eg. online site licenses, textbooks, consumable materials, teaching manuals).
Person Responsible:
Reyn Ogino
Estimated Begin Date:
8/1/2023
Estimated Completion Date:
5/13/2024

1.1.5.2 Technology Devices
Description:
Provide technology devices and equipment; keep them updated and in good working condition.
Person Responsible:
Reyn Ogino
Estimated Begin Date:
8/1/2023
Estimated Completion Date:
5/13/2024

1.1.5.3 iReady Materials
Description:
Purchase and utilize iReady school wide as a diagnostic, growth monitoring, and instructional tool.
Person Responsible:
Reyn Ogino
Estimated Begin Date:
8/1/2023
Estimated Completion Date:
5/13/2024
1.1.5.4 Personnel Resources

Description:
Secure personnel for additional direct instruction services (e.g., Counseling, EL, RTI) and/or extended learning opportunities (e.g., after school tutoring, Summer learning, etc).

Person Responsible:
Reyn Ogino

Estimated Begin Date:
8/1/2023

Estimated Completion Date:
5/13/2024

2 Student Engagement

Description:
Increase favorable responses for Classroom Engagement in grades 3-5 and grade 6 by 5% in Spring 2024 as measured by the Panorama Student Perception Survey. This increase will occur through establishing common understandings of student engagement and implementing strategies that engage students in their learning.

2.1 Increase Engagement

Description:
5% increase by end of SY2023-24, considering staff will be establishing common understandings while building and implementing a bank of strategies that engage students in their learning.

2.1.1 Understanding of Student Engagement

Description:
School leaders will collaborate with staff to establish school wide understandings of student engagement.

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<td>EA 2.1.1.1 Perceptions of Engagement</td>
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<td><strong>Description:</strong></td>
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<td>Solicit students' and teachers' perceptions of engagement.</td>
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<th>EA 2.1.1.2 Definition and Characteristics of Engagement</th>
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<td><strong>Description:</strong></td>
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<tr>
<td>Develop a school wide definition of student engagement and/or common characteristics of an engaged student.</td>
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<th>EA 2.1.1.3 Panorama Survey Lesson</th>
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<td><strong>Description:</strong></td>
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<td>Develop and implement a lesson to prepare students (grades 3-6) to take the Panorama Survey (EES)</td>
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2.1.2 Engagement Strategies

Description:
Teachers will incorporate strategies into their regular instructional practice that will actively engage students in their learning.

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2.1.2.1 PLC Collaboration

Description:
Collaborate about instructional strategies through PLCs that engage students.

Person Responsible:
Michelle Taguchi

Estimated Begin Date:
8/1/2023

Estimated Completion Date:
5/13/2024

2.1.2.2 Classroom Practices

Description:
Teachers will implement student engagement strategies into their classroom practices.
2.1.3 Student Personal Development

Description:
The school will provide opportunities that value students' diverse interests and support their personal development through co-curricular and extracurricular activities and clubs.

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2.1.3.1 Co-Curricular Activities

Description:
Provide Music, PE, Hawaiian Studies, Library Studies, and wheel classes as part of the curriculum.

Person Responsible:
Denise Sumida

Estimated Begin Date:
8/1/2023
2.1.3.2 Extracurricular Activities

Description:
Offer extracurricular activities: Music Program (ukulele, chorus, and band); Library Club; Shark Patrol Officers; Student Council; Anchored4Life; Green Club; Chess Club; Yoga; and various Team Sports.

Person Responsible:
Denise Sumida

Estimated Begin Date:
8/1/2023

Estimated Completion Date:
5/13/2024

2.1.4 Student Perception Surveys

Description:
School leaders will regularly review the results from Panorama Student Perception Surveys to recognize progress of our efforts and work with staff to make necessary adjustments and provide opportunities for improvement. (WASC Recommendation #3)

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2.1.4.1 Conduct Surveys

Description:
Conduct annual Panorama Student Perception Surveys.

**Person Responsible:**
Linda Kelly

**Estimated Begin Date:**
8/1/2023

**Estimated Completion Date:**
5/13/2024

---

**EA 2.1.4.2 Review Survey Results**

**Description:**
School Improvement Team (e.g., ART, Leadership) regularly reviews the results from Panorama Student Perception Surveys to recognize progress and work with staff to make necessary adjustments.

**Person Responsible:**
Linda Kelly

**Estimated Begin Date:**
8/1/2023

**Estimated Completion Date:**
5/13/2024

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**EA 2.1.4.3 Learning Walks**

**Description:**
Provide Learning Walks during PLC time each semester for teachers to observe and reflect upon lessons/activities and instructional practices that engage students.

**Person Responsible:**
Linda Kelly

**Estimated Begin Date:**
8/1/2023

**Estimated Completion Date:**
5/13/2024

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**EA 2.1.4.4 Monitor Lower Grade Academic and SEL Progress**
The Leadership Team/ART will explore ways to monitor students in K-2’s academic and SEL progress

Person Responsible:
   Linda Kelly

Estimated Begin Date:
   8/1/2023

Estimated Completion Date:
   5/13/2024

### 2.1.5 Real World Learning

Description:
 Teachers will engage students in real world learning activities

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**2.1.5.1 Real World Learning Professional Development**

Description:
 Provide PD on real world learning (RWL) and design thinking

Person Responsible:
   Douglas Elder

Estimated Begin Date:
   8/1/2023

Estimated Completion Date:
2.1.5.2 Real World Learning Common Understanding
Description:
Determine common understanding, characteristics, and/or criteria for RWL activities, considering connections to GLOs.
Person Responsible:
Douglas Elder
Estimated Begin Date:
8/1/2023
Estimated Completion Date:
5/13/2024

2.1.5.3 PLC Collaboration
Description:
Instructional teams will use PLCs and grade level articulation meetings to: 1. discuss and list possible RWL opportunities that integrate with curricula 2. select a RWL activity to "pilot" in SY2024-25 and prepare an initial implementation plan (that includes lessons, assessments, necessary material, logistics)
Person Responsible:
Douglas Elder
Estimated Begin Date:
8/1/2023
Estimated Completion Date:
5/13/2024

3 Structures for Collaboration
Description:
3 or more grade levels will meet the criteria of Structures for Collaboration by the end of SY2023-24 based on a school wide survey. This growth will occur by routinely providing opportunities to work collaboratively (e.g., WICOR Study Buddies, Jigsaw, Four Corners, Collaborative Group Roles, etc.)

3.1 3 or More Grade Levels Meet Criteria
Description:
3 or more grade levels will meet the criteria of Structures for Collaboration by the end of SY2023-24 based on a school wide survey.

### 3.1.1 Collaborative Opportunities aligned with AVID WICOR

**Description:**

The school will support and implement approaches to incorporate collaborative opportunities aligned with AVID WICOR methodologies.

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### 3.1.1.1 Collaboration Expectations

**Description:**

Develop school wide expectations for collaboration

**Person Responsible:**

Joni Wong

**Estimated Begin Date:**

8/1/2023

**Estimated Completion Date:**

5/13/2024

### 3.1.1.2 AVID Professional Development

**Description:**

Offer PD and build leadership capacity by providing ongoing AVID training.

**Person Responsible:**

Joni Wong
3.1.1.3 AVID Membership and Curriculum

Description:
Renew annual AVID membership/curriculum which allows access to WICOR related lessons so teachers can build their repertoire of instructional strategies.

Person Responsible:
Joni Wong

Estimated Begin Date:
8/1/2023
Estimated Completion Date:
5/13/2024

3.1.1.4 AVID Supplies

Description:
Provide basic supplies to aid in AVID implementation.

Person Responsible:
Joni Wong

Estimated Begin Date:
8/1/2023
Estimated Completion Date:
5/13/2024

3.1.2 Collaborative Learning Opportunities

Description:
Teachers will provide collaborative learning opportunities that promote students working together to create, problem solve, produce, and achieve common goals.
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#### 3.1.2.1 Collaborative Learning Opportunities in Regular Practice

**Description:**
Teachers will incorporate collaborative learning opportunities into regular practice that promote students working together to create, problem solve, produce, and/or achieve common goals.

**Person Responsible:**
Joni Wong

**Estimated Begin Date:**
8/1/2023

**Estimated Completion Date:**
5/13/2024

#### 3.1.2.2 Collaboration Reflection

**Description:**
Teacher will complete Collaboration Activities Teacher Reflection Form for AVID CCI

**Person Responsible:**
Joni Wong

**Estimated Begin Date:**
8/1/2023

**Estimated Completion Date:**
5/13/2024