<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>* Komarey Mos</td>
<td>* Principal</td>
<td><a href="mailto:10075535@k12.hi.us">10075535@k12.hi.us</a></td>
<td>8083417230</td>
<td>* Final approval.</td>
</tr>
<tr>
<td>* Jamie Kubo</td>
<td>* Curriculum Coordinator</td>
<td><a href="mailto:jamie.kubo@k12.hi.us">jamie.kubo@k12.hi.us</a></td>
<td>8083051530</td>
<td>* Gather data to include in decision making.</td>
</tr>
</tbody>
</table>
*What are the core beliefs guiding continuous improvement? Utilizing the core beliefs state the mission demonstrating support for all learners.*

At Red Hill Elementary School, our mission is to provide guidance and instruction, which enable students to reach their maximum potential and empower them to meet challenges in our ever-changing society.

**Philosophy**

We believe that:

- Every child can learn and is worthy
- High expectations foster high achievement
- A positive school climate is conducive to learning
- Learners do their best work in a nurturing environment where effort and achievement are recognized
- Education is a cooperative effort of the school, home, and community
- Modeling of acceptable behaviors and positive attitudes is essential for achieving our mission

**Vision**

We envision Red Hill Elementary School as a community of learners in an innovative and challenging educational environment in which skills and attitudes of life-long learners are acquired, socially responsible citizens of the world show respect for self and others, and every citizen works cooperatively to provide quality education.

**Mission**

The mission of Red Hill Elementary School is to provide the guidance and instruction which will enable students to reach their maximum potential, empowering them to meet the challenges in our ever-changing society.
About the School

Name of School: Red Hill Elementary

Address: 1265 Ala Kula Place, Honolulu, HI 96819

Website: http://www.redhillelementary.org

Grade Levels: K-6

Student Enrollment: 431

Number of Teachers: 32

Number of Administrators: 2

Number of Other Staff: 0

* Brief description of management structure and committees

Site level governance structures include a Leadership Team which meets bi-monthly comprising of the following: Principal, Curriculum Coordinator, Student Services Coordinator, RTI Coaches, Counselors (grade-level, BHS, and MFLC), SASA, School Health Aide, and Head Custodian. Instructional Council is a group comprised of all Grade Level Chairs, Curriculum Coordinator, and Principal. The School Community Council (SCC) meets once a quarter comprised of Community members, Parents, Teachers, Principal, and students. Faculty meetings are held every other week.

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

All members of the Red Hill staff participate in monitoring the Academic Plan under the leadership of the principal and curriculum coordinator. All staff feel included in monitoring the academic progress of students. It was evident throughout the visit that all stakeholders were involved in the WASC process. Classified staff were particularly vocal about how much more included they feel now and how much they appreciate the continuous communication which goes to all staff members where previously it was predominantly certificated staff involved in these meetings and communications. Parents are involved through the PTSA sponsored quarterly activities and quarterly coffee hour with the principal through online meetings. Additionally, soldiers from the 516th Brigade volunteer on a quarterly basis to help our students during these quarterly activities as well. We have numerous fundraisers promoting good health and habits for families on and off-island to participate and support our students.

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

Curriculum review and evaluation occurs during Data Team meetings. Articulation meetings include the Berc Learning Walks. Peer observations have been occurring for a number of years and are now a whole school practice that is scheduled twice a year. Each teacher observes three other teachers. It has
increased instructional practice. Currently the learning walks are viewed as purposeful. There is an observation form used. Debriefing is with the observer. The tool is for the observer, not the person observed. In other words, it is the learning that occurs for the observer that is the goal, not for the benefit of the person being observed. During the articulation block time Data Teams debrief the observations.

Staff determines the rigor of the curricular programs by looking at how students are performing via growth scores. Teachers generally feel that Singapore Math is rigorous and the school has received a waiver from the Complex Area to use Singapore Math rather than the State-adopted Math program, Stepping Stones.

For writing, Step Up to Writing and Thinking Maps are used. Students are working on four types of writing. Constructive responses is the focus of the 1st quarter, a mini research project in the second quarter, persuasive writing during the 3rd quarter, and STEM during the last quarter.

* What extra-curricular activities are available to students?

At Red Hill, we offer a variety of extra-curricular activities for students: Chess Club, Drama Club, Robotics, Student Council, and Coding. Additionally, we offer Flag Football and Track.

* Please list key programs and projects

Anchored 4 Life: Transition Program

- Teach and reinforce life skills to better connect with their peers and community during transitions.
- Provide growing opportunities to increase competency and character by positively addressing setbacks.
- Build confident leaders who inspire others by contributing to a caring and supportive environment.

The Anchored 4 Life program provides additional support for those students that are having difficulties with any of the following: Deployment, transition, entering the school as a new student and few other difficulties and challenges that students living the military lifestyle and culture face.

The students that are chosen as Team Leaders in the Anchored 4 Life program are able to work with their peers and allow the other students that are having difficulties and challenges to feel more comfortable with being able to speak with someone else that is not an adult and is instead a student like themselves. It makes the student with the difficulties and challenges feel better being able to speak with someone that is not only closer to their age but may be able to relate to their personal experiences and help them to get through difficult times by sharing with each other ideas, questions, and discussions about the various topics and subject matter.

TRIBES

The MISSION OF TRIBES is to assure the healthy development of every child so that each has the knowledge, competency and resilience to be successful in today’s rapidly changing world.

The GOAL is to engage all teachers, administrators, students and families in working together as a learning community that is dedicated to caring and support, active participation and positive expectations for all students”

With Tribes, over time the following has been reported:
- the climate of the school becomes safe, caring and motivational for all—teachers as well as students
- participation in active learning groups (tribes) leads to higher student performance
- disruptive student problems fade away, giving teachers more time to teach
- respect among multicultural, multiethnic and diverse student populations increases, and
- teachers' professional competency, collegiality and collaborative responsibility for students' learning as well as whole school improvement increases (x).

The safe and caring school culture is created and sustained by the students, teachers and whole school community through daily use of four Tribes Agreements: Attentive Listening, Appreciation/No Put Downs, Right to Participate & Right to Pass, Mutual Respect.

The Tribes process leads groups through three stages: from Inclusion to Influence and finally to Community. There is a gradual shift from the teacher-facilitator directing inclusion activities to ultimately, transferring leadership to tribes within the community.

The Tribes Learning Experience has 5 Steps:
- 1. Inclusion (introduce the learning experience)
- 2. Objectives (content objective and collaborative skills learned or practiced)
- 3. Implementation of strategies (explain, observe, monitor; intervene if groups cannot resolve a problem or situation)
- 4. Reflection/Accountability (reflection questions)
- 5. Appreciation (invite statements of appreciation)

Choose Love Movement—Social Emotional Learning Curriculum
Nurturing, Healing, Love,” are the foundational values for the movement. Their individual meaning form a profound and powerful formula for choosing love: Nurturing means loving kindness and gratitude, Healing means forgiveness, Love is compassion in action.

* What distinguishes the school, makes it unique?

The majority (70%) are military dependents. Red Hill students reside in one of three housing complexes: Red Hill Mauka Military Housing, Aliamanu Military Reservation, or the Moanalua Hillside Apartments. The majority of students are White (41–44%), followed by African American (20%), Pacific Islander (10%) and Native Hawaiian (5–7%). The English Learner population is rising but remains less than 6%. The socioeconomically disadvantaged (SED) student count rises and falls annually within the 35–44% range. The number of students identified as needing special education services has decreased steadily over the past two years and currently 12% of students have IEPs compared to the 20% seen three years ago.
Few Red Hill students will complete their elementary education there; the average is three years of enrollment due to military assignments. Red Hill’s annual transiency rate has ranged from 12% - 40% over the past three years. This year, 40% of students are new to Red Hill as many military transfers were on hold during the height of the COVID pandemic. This degree of transiency makes it difficult for administration to predict enrollment for the next school year. Many of the military dependents do not enroll until after school has started and staffing has been completed. When new Special Education students enroll, staffing is adjusted as needed to meet their IEP defined needs.

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

The school's colors are red and blue. The mascot is Red Hill Raiders and the motto is "Kulia I ka Nuʻu" which means strive for your highest potential.
## Academic Plan - Demographic Data

<table>
<thead>
<tr>
<th>Student Groups</th>
<th>State</th>
<th>Complex Area</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of Students</td>
<td>% of Students</td>
<td>% of Students</td>
</tr>
<tr>
<td>All</td>
<td>171600</td>
<td>13449</td>
<td>431</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>29%</td>
</tr>
<tr>
<td>English Learners</td>
<td>9%</td>
<td>6%</td>
<td>5%</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>71%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>10%</td>
<td>10%</td>
<td>9%</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>6%</td>
</tr>
<tr>
<td>Black</td>
<td>3%</td>
<td>8%</td>
<td>16%</td>
</tr>
<tr>
<td>Filipino</td>
<td>22%</td>
<td>20%</td>
<td>7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>24%</td>
<td>9%</td>
<td>5%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>11%</td>
<td>9%</td>
<td>29%</td>
</tr>
<tr>
<td>White</td>
<td>22%</td>
<td>29%</td>
<td>50%</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>52%</td>
</tr>
<tr>
<td>Male</td>
<td>52%</td>
<td>52%</td>
<td>48%</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.).

Over the past three years, Red Hill has experienced significant changes in staffing with a new principal assigned to the school in the 2019-20 school year. Funds that were previously used for an assistant principal were redirected to teaching positions to reduce the size of kindergarten classes and add a second RTI teacher. Overall, staff morale has significantly increased with the new principal given high marks for her handling of the COVID pandemic including the shift to distance learning, reopening the school to the most needy students followed by all students, and, most recently, her decisive actions during the water crisis on campus and in the community.

While the COVID pandemic had a significant impact on education across the country, Red Hill’s ability to navigate the US Navy’s water crisis that began in November 2021 and left the school without potable water for more than three months has had a more profound impact on staff and students particularly for the military dependents. Red Hill gained national attention for this and has been visited by members of the US Congress, high ranking members of the US Navy, and numerous media outlets.

Approximately 70% of Red Hill families were moved out of their homes for three to four months because of jet fuel in the water supply that feeds Red Hill and the military housing that these students lived in at the time of the crisis. Families were moved into hotels in Waikiki which led to transportation issues getting students to the school. The lack of laundry facilities at the hotels led the school to suspend their uniform policy and work with a local agency to get laundry done for families during the school day; this was much appreciated by parents as the military laundry service had a four-day turnaround time.
## 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>431</td>
<td>411</td>
<td>446</td>
<td>466</td>
</tr>
<tr>
<td><strong>Number of Teachers</strong></td>
<td>32</td>
<td>32</td>
<td>32</td>
<td>28</td>
</tr>
<tr>
<td><strong>Average Daily Attendance</strong></td>
<td>92.25</td>
<td>95.34</td>
<td>95.83</td>
<td>95.73</td>
</tr>
<tr>
<td><strong>Graduation Rate (if appropriate)</strong></td>
<td></td>
<td></td>
<td></td>
<td></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>71.35</td>
<td>59.31</td>
<td></td>
<td>62.06</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>58.73</td>
<td>49.26</td>
<td></td>
<td>57.93</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>41.66</td>
<td>45.83</td>
<td></td>
<td>61.53</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>Screener/Assessment</th>
<th>Current and Past Results</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?

Over the past three years, Red Hill has experienced significant changes in staffing with a new principal assigned to the school in the 2019-20 school year. Funds that were previously used for an assistant principal were redirected to teaching positions to reduce the size of kindergarten classes and add a second RTI teacher. Overall, staff morale has significantly increased with the new principal given high marks for her handling of the COVID pandemic including the shift to distance learning, reopening the school to the most needy students followed by all students, and, most recently, her decisive actions during the water crisis on campus and in the community.

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

Our chronic absenteeism rate was great in 2020 at 4%. Since the pandemic, this rate increased to 13% in 2021 and at it’s highest in 2022 at 27%. This is still below the state average, but not what want. The pandemic and covid guidance for illness.

The single most influential factor attributable to 2021-22 absences was due to COVID infections and quarantines due to potential exposure. Increases in absences and peaks in infection rates were consistently mirrored during September – November 2021 (Delta variant) and January-May 2022 (Omicron variant).

Key factors observed included the following: Elementary students were disproportionately negatively impacted, accounting for over half of 2021-22 chronically absent students. Vaccinations for elementary age students were not readily available through the first half of the school year. Vaccine apprehension resulting in parents/guardians more likely to keep their child home knowing he/she is unvaccinated. Changes with COVID
exposure/infection guidance caused confusion around when students should attend or not attend school. Exposure or infection of a single student impacting an entire household including multiple school aged siblings. Convenient and abundant access to home tests increased identification of positive results (including non-symptomatic cases) resulting in isolation and quarantines within the household.

At Red Hill, the following are localized factors that were reported to increase absences. U.S. Navy emergency fuel storage leak coinciding with increases in absenteeism across one Central Oahu complex area. Bus driver shortages were already an issue pre-pandemic and exacerbated further by the pandemic. Approximately 15% of schools statewide were impacted to some degree. Big Island schools were most impacted with around 50% of schools across the island.

Other thoughts/conclusions

High Transient Population requiring teachers to fill in the gaps. Maximum amount of time for most students at Red Hill is 3 years. SY2022-23: 50% of our students are new to Red Hill. All students have come from different school systems across the Nation.

**What strengths and challenges are indicated by student outcome data?**

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

Excellent progress has been made in academic RTI referrals, monitoring, and protocols for students to enter and exit RTI using multiple data points including iReady, quarterly benchmarks, and class grades/informal assessments. Funds have been reallocated within the budget to hire two full-time RTI teachers, one supporting lower grades and the other supporting upper grades. Over the course of the school year, most students who enter RTI are exited having made progress. On-going needs in this area include training teachers to continue using Tier 1 and 2 supports within the classroom while students are receiving direct RTI services. Red Hill has identified the need to work on similar RTI procedures for behavior support.

Differences in outcomes for grade-levels in ELA, Math, and Science.

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

Differences in outcomes for specific student groups such as gender, ethnicity, and high needs for ELA, Math, and Science.

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

Differences in outcomes by subject area.

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

Differences in outcomes for grade-levels in ELA, Math, and Science.

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

Our staff and students are resilient teachers and learners as evidenced by the data. Constant support through SEL for all is really important for academic achievement as seen by our data through the pandemic and water crisis. Our school growth was unexpected through these catastrophies.

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?

- **School safety data** tells us we’re doing a great job with teachers at 93.1% satisfaction, parents with 86.7%, and students with 70.3%.

* 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?

- Our School Quality Survey speaks volumes about safety, well-being, satisfaction, and involvement/engagement for all. The data is highly positive.

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

- Red Hill Elementary now enjoys a strong culture of community. Staff work together to ensure student needs are met. Parents and community members have only positive comments about how well the Red Hill staff has supported their students and families first during the COVID distance learning protocols and more recently in how they handled the water crisis.

**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**

- Red Hill Elementary has dramatically improved communication with all stakeholders. Staff appreciate having written notes from meetings and access to communication to parents both prior to it being sent and when it is sent so that they are prepared to address parent questions and concerns. Parents appreciate the multiple methods of communication they can choose from (email, phone messages, texts) as well as the continued use of See Saw to share information, for two way communication between parents and teachers, and to share photos and video of the student activities COVID protocols restrict parents from seeing live.

* **Strength 2**

- Red Hill Elementary now enjoys a strong culture of community. Staff work together to ensure student needs are met. Parents and community members have only positive comments about how well the Red Hill staff has supported their students and families first during the COVID distance learning protocols and more recently in how they handled the water crisis.

* **Challenge 1**
Staff clearly understand the academic RTI including how iReady scores are used to identify students and move students out of academic RTI. Some grade level teams need to further discuss using multiple data points to refer students for academic RTI. RTI processes and procedures to address student behavior should continue to be monitored and refined. A structure similar to the academic RTI referral process needs to be identified and followed to address student behavior.

* Challenge 2

Data Teams need to revisit the structure of looking at student data, including the use of benchmark data, and train new staff in the Data Team process and cycle of data evaluation. Additionally, the school has identified a new area for follow-up over the next three years:

* 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.)

Science is the area of challenge for our school. During the pandemic, our focus was ELA and Math.
## 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>
</tr>
</thead>
<tbody>
<tr>
<td>School leaders set a clear direction for the school with a stated mission, baseline and performance targets, and evidence-based practices for sustained improvement.</td>
<td>Routinely and with High Quality</td>
</tr>
<tr>
<td>School leaders provide clear communication of schoolwide expectations regarding academics, behavior, social and emotional, and physical health of the students.</td>
<td>Routinely and with High Quality</td>
</tr>
<tr>
<td>School leaders model and communicate the expectation that improved student learning results from intentional implementation of evidence-based practices.</td>
<td>Routinely and with High Quality</td>
</tr>
<tr>
<td>The principal focuses at least 50% of his or her time on working directly with teachers to improve instruction, including classroom observations and lesson planning.</td>
<td>Routinely and with High Quality</td>
</tr>
<tr>
<td>A School Improvement Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly</td>
<td>Routinely and with High Quality</td>
</tr>
</tbody>
</table>
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:**

---

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

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

**Elements:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Response</th>
</tr>
</thead>
<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</td>
</tr>
</tbody>
</table>
**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>
</tr>
</thead>
<tbody>
<tr>
<td>The School Improvement Team plans and implements improvement strategies that are focused on student learning needs and tailored to address the professional learning needs of individual teachers.</td>
<td>Routinely and with High Quality</td>
</tr>
<tr>
<td></td>
<td>Frequently and with Good Quality</td>
</tr>
<tr>
<td></td>
<td>Occasionally and with Fair Quality</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
</tr>
<tr>
<td>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>
</tr>
<tr>
<td></td>
<td>Frequently and with Good Quality</td>
</tr>
<tr>
<td></td>
<td>Occasionally and with Fair Quality</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
</tr>
<tr>
<td>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>
</tr>
<tr>
<td></td>
<td>Occasionally and with Fair Quality</td>
</tr>
<tr>
<td></td>
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</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>
</tr>
<tr>
<td></td>
<td>Occasionally and with Fair Quality</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
</tr>
</tbody>
</table>

**Comments and Notes:**

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

One of the primary needs moving forward is for our leadership team to organize our MTSS behavior tiers of support with more structure. The structure needs to be clearly defined...
Hawaii Indicators

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

**Comments and Notes:**

**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 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>
<thead>
<tr>
<th>Element</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>- Routinely and with High Quality</td>
</tr>
<tr>
<td></td>
<td>- Frequently and with Good Quality</td>
</tr>
<tr>
<td></td>
<td>- Occasionally and with Fair Quality</td>
</tr>
<tr>
<td></td>
<td>- Rarely</td>
</tr>
</tbody>
</table>
School leaders engage in learning opportunities with teachers to learn together and reflect with them on professional practice (e.g., coaching, mentoring, observation).

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

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

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

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

Comments and Notes:

**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>
<thead>
<tr>
<th>Element</th>
<th>Response</th>
</tr>
</thead>
<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</td>
</tr>
<tr>
<td><strong>School leaders provide and use a structured process to address problems of teacher practice that especially impact student performance and outcomes.</strong></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>○ Occasionally and with Fair Quality</td>
<td></td>
</tr>
<tr>
<td>○ Rarely</td>
<td></td>
</tr>
<tr>
<td>○ Routinely and with High Quality</td>
<td></td>
</tr>
<tr>
<td>○ Frequently and with Good Quality</td>
<td></td>
</tr>
<tr>
<td>○ Occasionally and with Fair Quality</td>
<td></td>
</tr>
<tr>
<td>○ Rarely</td>
<td></td>
</tr>
</tbody>
</table>

**Comments and Notes:**

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

There has been continuous professional development provided to the staff regarding the needs of the year and what is voiced from teachers and staff. The focus of the PD these
### Hawaii Indicators

#### Domain 3: Instruction

<table>
<thead>
<tr>
<th>Indicator 3.1 - Diagnose and respond to student learning needs</th>
<th>Indicator Average Score: 3.00</th>
</tr>
</thead>
</table>

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

**Elements:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Response</th>
</tr>
</thead>
<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>Instructional teams use student learning data and instructional strategy (practice) data to design fluid instructional groupings that respond to student need.</td>
<td>Routinely and with High Quality</td>
</tr>
<tr>
<td>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.

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

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

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

**Comments and Notes:**

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

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

**Elements:**

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

**Indicator Average Score:** 2.11
### Teachers use a variety of differentiated instructional strategies and modes
(whole-class, teacher-directed groups, student-directed groups, independent work, computer-based, and homework).

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

### Teachers include accommodations and/or modifications in their lessons to ensure all students have access to the instructional program.

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

### Teachers use cooperative learning methods and encourage questioning, seeking help from others, and offering help to others.

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

### Teachers reinforce classroom rules and procedures by positively teaching them.

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

### Teachers build students’ metacognitive skills in setting learning goals, applying learning strategies, and tracking their mastery.

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

### Teachers stretch students’ interests to find value in new topics and connect learning tasks to students’ personal aspirations.

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

**Comments and Notes:**

**Indicator 3.3 - Remove barriers and provide opportunities**

**Ideal Output:** The school 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>
<tr>
<th>Element</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school provides all students extended learning opportunities (e.g., summer bridge programs, afterschool and supplemental educational services, Saturday academies, enrichment programs) to keep them on track for graduation.</td>
<td>Routinely and with High Quality, Frequently and with Good Quality, Occasionally and with Fair Quality, Rarely</td>
</tr>
<tr>
<td>High schools. The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness.</td>
<td>Routinely and with High Quality, Frequently and with Good Quality, Occasionally and with Fair Quality, Rarely</td>
</tr>
<tr>
<td>High schools. The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).</td>
<td>Routinely and with High Quality, Frequently and with Good Quality, Occasionally and with Fair Quality, Rarely</td>
</tr>
<tr>
<td>Teachers use online, hybrid, or blended learning as a part of a larger pedagogical approach that combines effective socialization opportunities with enhanced learning opportunities available in online instruction to strengthen relationships and learning by granting the student a degree of control over time, place, pace, and/or path.</td>
<td>Routinely and with High Quality, Frequently and with Good Quality, Occasionally and with Fair Quality, 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, Frequently and with Good Quality, Occasionally and with Fair Quality, Rarely</td>
</tr>
<tr>
<td>Teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.</td>
<td>Routinely and with High Quality, Frequently and with Good Quality, Occasionally and with Fair Quality, Rarely</td>
</tr>
<tr>
<td>Teachers seek an understanding of each student's personal &quot;story&quot; and that of his/her family in order to appropriately engage the student and family.</td>
<td>Routinely and with High Quality, Frequently and with Good Quality</td>
</tr>
</tbody>
</table>
and teach the student.  

<table>
<thead>
<tr>
<th></th>
<th>Occasionally and with Fair Quality</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers promote an understanding and value for various cultures in their classroom displays, including cultures represented by students in the school and classroom.</td>
<td>Routinely and with High Quality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Frequently and with Good Quality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Occasionally and with Fair Quality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td></td>
</tr>
</tbody>
</table>

**Comments and Notes:**

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

Many of the grade level teams are still fairly new. Grade level planning is still ongoing and the teams are currently refining the instruction and assessment components in their
## 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.  

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

**Comments and Notes:**

Indicator 4.3 - Engage students and families in pursuing education goals  

**Ideal Output:** The school builds students’ skills in setting learning goals, managing their learning, and pursuing their goals by charting progress on coursework and towards their postsecondary goals. Families are kept informed and engaged in planning and supporting their students’ education goals. Students and their families are provided with a full explanation of assessment results and interest inventories to help them make the best learning decisions. Community resources and expertise are used to expand students’ understanding of potential careers and education options.
<table>
<thead>
<tr>
<th>Element</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students’ cognitive, socio-emotional, and physical development outside the classroom.</td>
<td>Routinely and with High Quality</td>
</tr>
<tr>
<td></td>
<td>Frequently and with Good Quality</td>
</tr>
<tr>
<td></td>
<td>Occasionally and with Fair Quality</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
</tr>
<tr>
<td>The school provides all school personnel with support on a growth mindset that encourages academic growth and success for all students through effort, self-regulation, and persistence to mastery.</td>
<td>Routinely and with High Quality</td>
</tr>
<tr>
<td></td>
<td>Frequently and with Good Quality</td>
</tr>
<tr>
<td></td>
<td>Occasionally and with Fair Quality</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
</tr>
<tr>
<td>The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions, credit recovery) to keep them on track.</td>
<td>Routinely and with High Quality</td>
</tr>
<tr>
<td></td>
<td>Frequently and with Good Quality</td>
</tr>
<tr>
<td></td>
<td>Occasionally and with Fair Quality</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
</tr>
</tbody>
</table>

**Comments and Notes:**

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

In terms of school culture, more professional development and support could be included for our Military population and how we can support the communication and collaboration with them to support the needs of military families.
Domain 1: Leadership

<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></td>
<td>2.86</td>
</tr>
<tr>
<td>Indicator 1.2</td>
<td>Monitor short- and long-term goals</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>Indicator 1.3</td>
<td>Customize and target support to meet needs</td>
<td></td>
<td>2.75</td>
</tr>
</tbody>
</table>

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

One of the primary needs moving forward is for our leadership team to organize our MTSS behavior tiers of support with more structure. The structure needs to be clearly defined and explained to the staff where each tier is understood by all stakeholders. All stakeholders need to understand the supports at each level and who is responsible for delivering those supports.

Domain 2: Talent

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Comments and Notes</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 2.1</td>
<td>Recruit, develop, retain, and sustain talent</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>Indicator 2.2</td>
<td>Target professional learning opportunities</td>
<td></td>
<td>2.83</td>
</tr>
<tr>
<td>Indicator 2.3</td>
<td>Set clear performance expectations</td>
<td></td>
<td>3.00</td>
</tr>
</tbody>
</table>

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

There has been continuous professional development provided to the staff regarding the needs of the year and what is voiced from teachers and staff. The focus of the PD these past years have been in Social Emotional Learning and continuing to build the community of support. Professional development has been provided for the new math curriculum as well as Multi-sensory learning through Orton Gillingham. Designated time is allotted for teachers to meet through articulation and grade level planning as well as through vertical professional learning committees. The leadership team and instructional council team meet regularly as well to address grade level and school-wide concerns that arise.

Domain 3: Instruction

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

Goal Average Score: 2.25
### Domain 3: Instruction

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

Many of the grade level teams are still fairly new. Grade level planning is still ongoing and the teams are currently refining the instruction and assessment components in their grade levels. Professional learning communities have been brought back this school year and those vertical teams are now in discussion about assessments and instructional strategies that the grade levels would like to see spiral through all grade levels.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Comments and Notes</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 3.1</td>
<td>Diagnose and respond to student learning needs</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>Indicator 3.2</td>
<td>Provide rigorous evidence-based instruction</td>
<td></td>
<td>2.11</td>
</tr>
<tr>
<td>Indicator 3.3</td>
<td>Remove barriers and provide opportunities</td>
<td></td>
<td>1.63</td>
</tr>
</tbody>
</table>

### Domain 4: Culture

#### Goal Average Score: 2.92

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Comments and Notes</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 4.1</td>
<td>Build a strong community intensely focused on student learning</td>
<td></td>
<td>2.75</td>
</tr>
<tr>
<td>Indicator 4.2</td>
<td>Solicit and act upon stakeholder input.</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>Indicator 4.3</td>
<td>Engage students and families in pursuing education goals</td>
<td></td>
<td>3.00</td>
</tr>
</tbody>
</table>

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

In terms of school culture, more professional development and support could be included for our Military population and how we can support the communication and collaboration with our transient families. Possible partnerships with military supports and resources to align the processes and procedures specific to the state.

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

As a staff the discussion has been to improve our school-wide curriculum and implementation K-6. We started with getting a new math curriculum in school year 22-23 in which all teachers have had one year to go through the curriculum. Wonders has been the curriculum used for ELA, but the grade levels have discussed more supplemental resources and training to improve the foundations of reading. Many attended the MSL training and additional supplemental curriculums will be looked at this year to help the foundations of reading. Grade levels are new and continue to express the need to collaborate and continue to work together on their curriculum mapping and implementation. Professional learning communities have also started to plan out a plan of action as to what grade levels want to see vertically aligned as essentials of each grade level.

List not more than four of the greatest strengths noted and WHY they are a strength:
The greatest strength of the school is the school culture. Teachers and staff know our students and their families. Support is provided for academic and behavioral needs as well as additional needs our students face being military dependents. Leadership continues to support the culture and care of the staff that work with our students. This culture and care then transfers to the students that are being cared for. School-wide supports for SEL and celebrations help to bring and keep our students engaged at the school. Everyone feels the sense of inclusion and community at Red Hill.

List not more than four of the most striking areas of need in the school’s current situation and WHY they are a challenge:
The most striking area of need is the transiency of our student population and the challenges that arise when students transfer in and out from multiple schools and school systems. The challenge for our team is to identify them early and provide the students with the specific supports to close the gap. An additional challenge is to identify the needs being behavioral/emotional versus academic and to address the right need and at the specific tier needed.

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:
### 1 iReady Universal Screening and Progress monitoring in ELA and Math will occur for all students in grades K-6.

**Description:**
All students in grades K-6 will participate in the Beginning, Middle and End of year iReady assessments, as well as monthly progress monitoring to inform teachers of student progress to adjust instruction.

#### 1.1 Students will be monitored on a regular bases for the purpose of providing appropriate interventions.

**Description:**
Three times a year, students will take the iReady diagnostic assessment. The data will be used to determine if they’ve met their targets. If not, they will be provided the appropriate interventions.

#### 1.1.1 Action-Oriented Data Decision-Making

**Description:**
Implementing an established process for examining data to make instructional and operational decisions for students and schools.

**EA 1.1.1.1 100% Completion of Beginning, Mid and End of year iReady Assessments.**

**Description:**
Students in grades K-6 will participate in the Beginning, Middle and End of year iReady assessments, as well as monthly progress monitoring to inform teachers of student progress to adjust instruction.

**Person Responsible:**
Jamie Kubo

**Estimated Begin Date:**
8/14/2023

**Estimated Completion Date:**
5/31/2024

### 2 Interim Assessments will be given for all students in grades 3-6 to measure how students will perform on the Summative Assessment.

**Description:**
Interim/ Summative SBA assessments will be used throughout the year to inform teachers of student achievement levels. Data will be inputted and shared across grade levels on Google docs as well posted on the SBA data wall.

2.1 Teachers will be able to collect data; meet in data teams to then address specific strands in ELA and Math that should be focused on.

Description:
None

2.1.1 Action-Oriented Data Decision-Making

Description:
Implementing an established process for examining data to make instructional and operational decisions for students and schools.

2.1.1.1 Administration of SBA interim assessments.

Description:
Interim/ Summative SBA assessments will be used throughout the year to inform teachers of student achievement levels. Data will be inputted and shared across grade levels on Google docs as well posted on the SBA data wall.

Person Responsible:
Jamie Kubo

Estimated Begin Date:
12/1/2023

Estimated Completion Date:
1/31/2024

3 Grade Level data teams will take place twice a month to go over data. Instructional strategies will be shared and documented as well as common assessments refined.

Description:
Each grade level will discuss the data in data teams. Changes to curriculum and instructional strategies will be implemented to address specific student needs for Tier 1. Tier 2 and 3 supports will be identified and a plan will be created to support students identified. Teachers will share strategies/lessons that have been proven successful. All grade levels will discuss and refine common grade level assessments.

3.1 Grade level data teams will have the designated time to collaborate and plan out curriculum, instruction and assessment throughout the year using the data provided. Targets will be set and assessed regularly for student groups.

Description:
3.1.1 Action-Oriented Data Decision-Making

Description:
Implementing an established process for examining data to make instructional and operational decisions for students and schools.

3.1.1.1 Grade Level Data Team Data Analysis

Description:
Each grade level will discuss the data in data teams. Changes to curriculum and instructional strategies will be implemented to address specific student needs for Tier 1. Tier 2 and 3 supports will be identified and a plan will be created to support students identified. Teachers will share strategies/lessons that have been proven successful.

Person Responsible:
Jamie Kubo

Estimated Begin Date:
8/14/2023

Estimated Completion Date:
5/31/2024

4 All teachers will participate in two Berc Learning walks within the school with a specific focus of need.

Description:
Teachers will discuss and collaborate during articulation to reflect on what was learned and what connections to new information were made.

4.1 Teachers will reflect on their own teaching by utilizing the BERC protocol tool to enhance best practices.

Description:
None

4.1.1 Responsive Capacity Building

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

4.1.1.1 Semester Learning Walk Implementation
Next school year we will continue BERC learning walk-throughs per semester. Students will discuss and collaborate during class to reflect on what was learned and what connections to new information were made.

Person Responsible:
Jamie Kubo

Estimated Begin Date:
10/9/2023

Estimated Completion Date:
5/24/2024

5 Student leaders and crew members will be trained to implement more of the Anchored4Life Curriculum. Tours and distribution of kits will be scheduled regularly by the student leaders.

Description:
Student Leadership representatives will be trained to do campus tours for new students. They will be trained to present the moving kits to students leaving. The students will also meet weekly to plan and implement school-wide activities for the student body. These students will be utilizing the Anchored4Life Curriculum. Next year a morning broadcast will be started with the team leaders.

5.1 All new students and exiting students will all be welcomed by our Team Leaders. Those who will be leaving will get moving kits delivered by team leaders.

Description:
None

5.1.1 Responsive Capacity Building

Description:
Providing training, coaching and supports for students as they encounter transitions into our school.

5.1.1.1 Anchored4Life Implementation with Team Leaders and Crew Members

Description:
Student Leadership representatives will be trained to do campus tours for new students. They will be trained to present the moving kits to students leaving. The students will also meet weekly to plan and implement school-wide activities for the student body. These students will be utilizing the Anchored4Life Curriculum.

Person Responsible:
5.1.2 Healthy Habits, Healthy Schools

Description:
Supporting students and staff with their physical, social and emotional well-being through effective systems, processes and strategies will positively impact teaching and learning.

EA 5.1.2.1 Transitioning at Red Hill

Description:
Students who enter and exit our school will be given kits appropriate to their situation by student leaders in our school.

Person Responsible:
Jamie Kubo

Estimated Begin Date:
8/8/2023

Estimated Completion Date:
5/20/2024

6 Students will participate in Choose Love and SEL lessons weekly with the SEL teacher with additional lessons provided to teachers.

Description:
Students will participate in Choose Love and Tribes activities within their grade levels through Guidance and Classroom Activities. Students will also have an opportunity to share messages and ideas with the school and community. Teachers will be given additional resources and SEL supports to implement additionally to the lessons provided to the students in SEL class.

6.1 All students will feel a sense of community through the SEL lessons provided by different supports on campus.

Description:
None
6.1.1 Healthy Habits, Healthy Schools

Description:
Supporting students and staff with their physical, social and emotional well-being through effective systems, processes and strategies will positively impact teaching and learning.

EA 6.1.1.1 Building SEL through Tribes and Choose Love Curriculum and Support

Description:
Students will participate in Choose Love and Tribes activities within their grade levels through Guidance and Classroom Activities. Students will also have an opportunity to share messages and ideas with the school and community.

Person Responsible:
Jamie Kubo

Estimated Begin Date:
8/1/2023

Estimated Completion Date:
5/31/2024

7 PLCs will continue to meet monthly to refine processes and procedures of vertical alignment for ELA, Math, MTSS-Academic and MTSS-Behavior.

Description:
PLC groups will create guidelines on common assessments each PLC will look at across all grade levels.

7.1 There will be vertical alignment of ELA and Math constructed by the PLC groups. Refinement of MTSS supports will be defined so all stakeholders are clear on the process and support each student is given at various tiers.

Description:
None

7.1.1 Action-Oriented Data Decision-Making

Description:
Implementing an established process for examining data to make instructional and operational decisions for students and schools.

EA 7.1.1.1 PLC Collaboration and Guidance

Description:
PLC groups will create guidelines on common assessments each PLC will look at across all grade levels.

Person Responsible:
Jamie Kubo

Estimated Begin Date:
8/9/2023

Estimated Completion Date:
5/29/2024

8 Student growth data over time based on iReady results will be analyzed by grade level teams, PLC groups and Leadership team.

Description:
Grade levels will discuss interventions and strategies and make adjustments when looking at iReady data and other common formative and summative assessments in the data teams process during articulation as well as within PLC groups. Additional grade level benchmarks will be created to identify different tiers for ELA and Math.

8.1 Every student will have data that will be analyzed by the grade level teams as well as PLC and leadership groups so students will not fall through the cracks. Students will have a plan of support teachers and support staff can follow.

Description:
None

8.1.1 Effective Academic Practices

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

EA 8.1.1.1 Refining Data Team Processes and Analysis

Description:
Teachers will look at the data through data teams and PLC groups to plan instructional strategies and look at assessments and rubrics if revisions need to be made across grade levels. Additions of common summative assessments will be added to the school-wide data folder.

Person Responsible:
Jamie Kubo

Estimated Begin Date:
8/1/2023
8.1.1.2 Refining of Tiers of Support in the Data Team Process

Description:
Grade levels will discuss interventions and strategies and make adjustments when looking at iReady data and other common formative and summative assessments in the data teams process during articulation as well as within PLC groups. Additional grade level benchmarks will be created to identify different tiers for ELA and Math.

Person Responsible:
Jamie Kubo

Estimated Begin Date:
8/1/2023

Estimated Completion Date:
5/31/2024

9 All faculty members will be trained through PD given to all focused on the critical needs determined by the WASC mid-cycle visit.

Description:
Professional Development days will be used to look at professional development with the focus on learning. Additional professional development will be given based on the critical needs of the WASC initial visit and mid-cycle visit and CNA.

9.1 All staff members will be trained in the initiatives of focus so that implementation will run smoothly and greater results will occur.

Description:
None

9.1.1 Responsive Capacity Building

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

9.1.1.1 Professional Development Focused on Critical Need Areas

Description:
10. All new and beginning teachers will be trained through PD specifically designed for new staff to Red Hill.

Description:
Beginning teachers will participate in new teacher trainings held at the school to focus on topics such as school procedures, curriculum, intervention programs, support, etc.

10.1 Consistency and support throughout the school year and will build school community with the continual support of new and beginning teachers.

Description:
None

10.1.1 Responsive Capacity Building

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

10.1.1.1 New and Beginning Teacher Support Network

Description:
New and beginning teachers will participate in bi-quarterly meetings with mentors and support team to discuss progress, concerns, curriculum, SBA, and needs.

Person Responsible:
Jamie Kubo
Estimated Begin Date:
8/1/2023
Estimated Completion Date: 5/31/2024
10.1.1.2 New Teacher PD and Support
Description:
Beginning teachers will participate in new teacher trainings held at the school to focus on topics such as school procedures, curriculum, intervention programs, support, etc.

Person Responsible:
Jamie Kubo

Estimated Begin Date:
8/1/2023

Estimated Completion Date:
5/31/2024

11 All stakeholders will be informed of the transition center and its organization and role at the school.
Description:
Transition Center will expand as more student leaders and crew members are trained. All faculty members will see exactly how the center operates and the student involvement and voice coming from the Anchored4Life program. Parents will also be able to utilize the center for additional support.

11.1 All stakeholders will see the benefits the transition center offers to our school community and will know what resources can be accessed.
Description:
None

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

11.1.1.1 Transition Center Development
Description:
Transition Center will expand as more student leaders and crew members are trained. All faculty members will see exactly how the center operates and the student involvement and voice coming from the Anchored4Life program.
12 All stakeholders will be given the opportunity to get information and training regarding Special Education and the referral process as well as other state procedures and processes.

Description:
Ongoing PD regarding SPED eligibility, referral processes, transitioning (new and exiting students), report cards, grading policies will be planned out and created in Google Docs and shared with all stakeholders through PD.

☐ 12.1 Teachers, staff and families will understand and be clear about the processes of supports for students.

Description:
None

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

- **EA 12.1.1.1 HMTSS Process and Support**
  
  Description:
  
  Ongoing PD regarding SPED eligibility, referral processes, transitioning (new and exiting students), report cards, grading policies will be planned out and created in Google Docs and shared with all stakeholders through PD.

Person Responsible:
Jamie Kubo

Estimated Begin Date:
8/1/2023

Estimated Completion Date:
5/31/2024