

School Academic Planning Team

**Aiea-Moanalua-Radford (921) Public District - FY 2023 - Salt Lake Elem School (239) Public School - School Academic Plan - Rev 0**

Contact Name	Contact Role	Email Address	Phone Number	Duty Description
* Duwayne Abe	* Principal	duwayne.abe@k12.hi.us	(808)305-1600	* ART Lead
* Randall Galeon	* Vice Principal	randall.galeon@k12.hi.us	(808)305-1600	* Healthy Habits & Healthy Schools Lead PBIS Facilitator
* Lori Sumajit	* Curriculum Coordinator	lori.sumajit@k12.hi.us	(808)305-1600	* Action Oriented Data Decision Making Lead Title I Coordinator Math Focus Group Facilitator
* Heather Murashige	* Academic Coach	heather.murashige@k12.hi.us	(808)305-1600	* Effective Academic Practices Lead ELA Focus Group Facilitator
* Mari Sisco	* Student Services Coordinator	marie.sisco@k12.hi.us	(808)305-1600	* Student Services Coordinator Responsive Capacity Building Lead PBIS Facilitator

**Aiea-Moanalua-Radford (921) Public District - FY 2023 - Salt Lake Elem School (239) Public School - School Academic Plan - Rev 0**

**\* What are the core beliefs guiding continuous improvement? Utilizing the core beliefs state the mission demonstrating support for all learners.**

SLES has worked to be highly inclusive by involving and collaborating with all stakeholders. All faculty members are part of their Home Groups (grade level group) and Focus Group. At least one representative from every grade level, Special Education and Educational Assistants, Resource and Support Teachers serve on every Focus Group.

- The Leadership Team is comprised of teacher leaders who facilitate the Focus Groups and also collaborate on the implementation of the Academic Plan.
- The School Community Council (SCC) made up of parents, community members, teachers, classified personnel and students meet once a month and are involved in the planning of the Academic Plan. The SCC also review and give input into all areas of the Self-Study.
- The faculty revisited the School Vision and Mission statements which were accepted by consensus in 1999 and they were satisfied that the faculty still believed and “owned” the Vision and Mission.

The School has always focused on the whole child and school-wide programs are developed systemically and systematically. The teachers use the school’s data analysis process to gather data to identify students’ strengths and needs.

WE at Salt Lake Elementary value:

- Data is essential to student growth
- An effective data analysis process is clear and concise
- Teachers and students are continuously reflecting on their learning
- Collaboration is needed to scaffold our curriculum and create instructional coherence within and across grade levels
- Effective instruction includes evidence-based strategies

## School Profile

### Aiea-Moanalua-Radford (921) Public District - FY 2023 - Salt Lake Elem School (239) Public School - School Academic Plan - Rev 0

#### About the School

Name of School: Salt Lake Elementary

Address: 1131 Ala Lilikoi Street, Honolulu, HI 96818

Website: <https://www.saltlakeeshawaii.org/>

Grade Levels: K-6

Student Enrollment: 656

Number of Teachers: 43

Number of Administrators: 5

Number of Other Staff: 0

#### \* Brief description of management structure and committees

Salt Lake Elementary School, established in 1970, is part of the Moanalua Complex Schools, one of four elementary schools that feed into Moanalua Middle and Moanalua High School. The school services students in kindergarten through sixth grade and also includes special education students in preschool.

#### OUR VISION

Supporting  
Lifelong Learners to  
Excel and  
Succeed

#### OUR MISSION

To support an environment where our community works together to provide learning opportunities that develop productive and responsible global citizens. (Adopted by Consensus 2/17/99, Revisited in April 2016)

The school involves the entire school community in the school improvement process. The school is a community where teachers work on collaborative teams through ongoing vertical and horizontal articulations and strive to continuously improve the learning for students. At Salt Lake Elementary, we believe that continuous improvement is imperative if our school is going to enable students to become confident, self-directed, college and career ready learners.

- The Instructional Support Team (IST)/ART Lead Team is composed of the school's priority strategy leaders, including the principal, vice-principal, student services coordinator (SSC), academic coach and curriculum coordinator. The IST leaders monitor the implementation of the academic plan enablers they are accountable for. The team meets every week to monitor implementation.
- The Leadership Team is made up of the IST team and curriculum leaders, including a teacher representing EL. The Leadership Team is an advisory group to the Principal on the School Strategic, Academic, and Financial Plans. The team meets every quarter to monitor implementation of the academic plan.
- The School Community Council (SCC) discusses the findings from the Leadership Team and makes recommendations to the Principal.

- The Grade Level Chairpersons are the communication link between administration and grade level teachers.
- The Positive Behavior Intervention Support (PBIS) Focus Group is made up of grade level representatives to strengthen the social, emotional and physical well-being of all students. The group analyzes SQS, eCSSS and other program data to determine the effectiveness of the comprehensive student support system.
- The faculty professional learning teams (focus groups) are involved in ongoing research on professional development of instructional strategies and practices. The teams are formulated vertically with representation from every grade level and specialty groups (special education department and resource teachers). They also help analyze school-wide assessment data to determine strengths and growth areas in the content areas, English Language Arts, Mathematics and Technology.

Salt Lake Elementary School has a total of 43 certificated staff members. Included are a Principal, 1 Vice principal, 30 regular instruction teachers, 8 special instruction teachers and 5 supplemental instruction teachers. The Resource and Support department is made up of a Librarian, Physical Education Teacher, Music Teacher, Technology Coordinator, 2 counselors, 1 Academic Coach, a Student Services Coordinator and Curriculum Coordinator.

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

The School Community Council (SCC) continues to be actively engaged in the development of all Academic and Financial Plans. The SCC actively supports an annual Talk Story with the Principal Community Meeting when school initiatives and performance data are shared with our community.

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

**English Language Arts:**

- Reading Wonders
- Orton Gillingham Phonics and Morphology
- Step Up to Writing

**Mathematics:**

- Developing Roots (Grade K)
- Think Mathematics (Grades 1-5)
- Ready Math (Grade 6)

**Science:**

- Mystery Science
- Generation Genius

**\* What extra-curricular activities are available to students?**

**Service Groups:**

- Conflict Mediators
- Mall Patrol
- Junior Police Officers
- Library Club
- Student Council

**Extra-Curricular Activities:**

- JR First Lego League
- Robotics
- Basketball, Track, Cross Country and Volleyball

\* Please list key programs and projects

**English Learner Program:**

Approximately 15% of our student population qualifies for the English Learner (ELL) program. The number of students who receive EL services has increased slightly over the last 4 years. In comparison with the Moanalua Complex and the State, SLES has a significantly larger EL population exceeding the Moanalua Complex and state within the last four years. To support our EL students, SLES has 2 full time certificated teachers and 2 Para-Professional Educators.

**Title I Program:**

Approximately 54% of students qualify for the Free and Reduced Lunch Program. Over the last four years, the number of students classified as low socioeconomic status has remained steady with a slight decrease in SY 2018-2019 and increase in SY 2019-2020 from 50.79% to 52.04%. In SY 2020-21 the percentage of students qualifying for the program increased to 53.44%. With a significant number of students from low-income families, SLES receives financial assistance from the Title I federal education program to help ensure that all students meet challenging state academic standards. The Title I Program provides during, before and after school tutorial services

\* What distinguishes the school, makes it unique?

SLES prepares children to be life-long learners through the direct teaching of the Thinking Skills and Habits of Mind. A common goal on campus is to teach our students to exemplify our motto: “Dolphin P.R.I.D.E. Practicing Respect, Integrity and Demonstrating Excellence” in everything that they do. The theme for this year is “Believe in Yourself...Never Give Up!” prompting the school community to model and inspire the behaviors necessary to continue our quest for achievement and excellence.

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

**School Colors:** Red, white and blue

**Mascot:** Dolphins

**Our Motto:** “Dolphin P.R.I.D.E” Practicing Respect, Integrity and Demonstrating Excellence

School Academic Plan - Demographic Data

**Aiea-Moanalua-Radford (921) Public District - FY 2023 - Salt Lake Elem School (239) Public School - School Academic Plan - Rev 0**

**Academic Plan - Demographic Data**

<b>Student Groups</b>	<b>State</b>	<b>Complex Area</b>	<b>School</b>
	<b>% of Students</b>	<b>% of Students</b>	<b>% of Students</b>
<b>All</b>	171600	13449	656
<b>Status</b>			
Economically Disadvantaged	52%	36%	59%
English Learners	9%	6%	15%
Foster Care	1%	0%	0%
Homeless	2%	0%	1%
Military Connected	6%	28%	2%
Students with Disabilities	10%	10%	9%
<b>Race</b>			
Asian (Excluding Filipino)	15%	19%	30%
Black	3%	8%	4%
Filipino	22%	20%	31%
Hispanic	2%	3%	0%
Native Hawaiian	24%	9%	14%
Pacific Islander	11%	9%	59%
White	22%	29%	7%
<b>Gender</b>			
Female	48%	48%	46%
Male	52%	52%	54%

**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.).

Our SLES community is a diverse socio-economic composition of middle and low-income families that reside in apartments and single/multi family units. Over the past four years, the percentages of students by ethnicity have remained steady. Our most prominent ethnicities are Filipino 30.65%, Chinese/Indo-Chinese 12.45% and Native Hawaiian 12.75%.

Our school currently serves 677 students with some fluctuation in enrollment within the last few years. The decrease in enrollment from 2019-20 to 2020-21 can be attributed to the ongoing COVID-19 pandemic. Traditionally, there have been more males than females enrolled in our school. In fact, for the past four years, the school enrollment has been approximately 43-45% female and 53-55% male.

SLES is diverse with the number of students who receive ELL services increasing slightly over the last 4 years. In comparison with the Moanalua Complex and the State, SLES has a significantly larger EL population exceeding the Moanalua Complex and state within the last four years. To support our EL students, SLES has 2 full time certificated teachers and 2 Para-Professional Educators. When examining WIDA ACCESS for ELLs 2.0 annual data by grade level and proficiency level, we observed movement in the language proficiency levels of our students with gains in the number of students in English Language Proficiency (ELP) Levels 3, 4, and 5 demonstrating that our students are making gains in ELP over time. There has been an increase in the number of students at the Entering and Emerging Levels ( ELP Levels 1 & 2). Students at these levels will need additional supports and scaffolds to access the content standards and continue making adequate gains in their ELP levels.

Data Trends

**Aiea-Moanalua-Radford (921) Public District - FY 2023 - Salt Lake Elem School (239) Public School - School Academic Plan - Rev 0**

**Demographic Trends**

	<b>Current Year</b>	<b>Previous Year</b>	<b>Two Years Past</b>	<b>Three Years Past</b>
<b>Student Enrollment</b>	656	638	698	726
<b>Number of Teachers</b>	43	44	44	43
<b>Average Daily Attendance</b>	89.68	96.02	94.95	95.09
<b>Graduation Rate (if appropriate)</b>				

**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

	<b>Most Recent</b>	<b>Previous Year</b>	<b>Two Years Past</b>	<b>Three Years Past</b>
<b>Reading/Language</b>	63.49	55.97		63.89
<b>Mathematics</b>	52.64	39.53		55.35
<b>Science</b>	55.17	42.05		84
<b>Social Studies</b>				
<b>Other</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Additional student performance data:

<b>Screener/Assessment</b>	<b>Current and Past Results</b>
i-Ready Reading 2022-2023	Spring 65% (+9) Winter 56% (+19) Fall 37%
i-Ready Reading 2021-2022	Spring 63% (+10) Winter 53% (+18) Fall 35%



i-Ready Reading 2020-2021	Spring 62% (+10) Winter 56% (+7) Fall 49%
i-Ready Math 2022-2023	Spring 55% (+15) Winter 40% (+16) Fall 24%
i-Ready Math 2021-2022	Spring 56% (+16) Winter 38% (+18) Fall 20%
i-Ready Math 2020-2021	Spring 52% (+9) Winter 43% (+11) Fall 32%

## 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?

SLES currently serves 656 students with some fluctuation in enrollment within the last few years. The decrease in enrollment from 2019-22 can be attributed to the ongoing COVID-19 pandemic. Traditionally, there have been more males than females enrolled in our school. In fact, for the past four years, the school enrollment has been approximately 43-45% female and 53-55% male. The percentage of students classified as low socio-economic status (SES) for the SY 2021-22 was 59% surpassing the 47.8% threshold for qualification in the Title I program. Over the four year period, the number of students classified as low socio-economic status has increased from 51% to 59%, exceeding the population of disadvantaged students in the Moanalua Complex and the State. The number of students who receive ELL services has remained steady over the last 4 years at approximately 15%. In comparison with the Moanalua Complex and the State, SLES has a significantly larger EL population. To support our EL students, SLES has 2 full time certificated teachers and 2 Para-Professional Educators.

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

From SY 2020-2021 to 2021-2022, the average attendance has declined from 95.65% to 89.88%. This is a more than 5% increase in absenteeism. Overall attendance declined amongst all subgroups (ethnicity, gender, and high needs, and by grade level). Most notably, attendance for the Native Hawaiian subgroup decreased to 42%. Another area of concern is an increase in the percent of students missing 15 or more days from 10% to 36%. High-Needs students, students who are classified as EL, IDEA, or Low SES students, have an average daily attendance of 94.85% while Non-High-Needs students have an average daily attendance of 97.34%. IDEA students have the lowest average daily attendance of 92.81% which is a slight increase from the year before.

### Other thoughts/conclusions

SLES is a demographically diverse school within the Moanalua Complex. As a Title 1 school, we have a large population of disadvantaged students, exceeding the complex in this subgroup. We also have a large percentage of English Learners exceeding the percentage within our Complex and the State. In our Comprehensive Needs Assessment, we examined our longitudinal student learning data. Our primary needs from the data analysis are to increase student achievement and decrease the achievement gap specifically with our high needs students in ELA and Math.

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

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

Based on our SBA Data Analysis findings for English Language Arts, it is evident that the percentage of students who are proficient (Met or Exceeded the Standard), is increasing. Our overall Percent Proficiency for SY 2021-2022 was 63% which is a 7% increase from 56% for SY 2020-2021. Looking at our proficiency scores over time, our current overall percentage is aligned to our pre-pandemic performance. In SY 2018-2019 our percent proficient was 63%.

This data analysis has also provided evidence that both genders, male and females, are demonstrating an upward trajectory in proficiency. From SY 2020-2021 to SY 2021-2022, females experienced a 3% increase with proficiency (63% to 66%). From SY 2020-2021 to SY 2021-2022, males experienced a 10% increase with proficiency (50% to 60%).

This upward trend can also be seen with the percent proficient of Low SES. Within all testing grade levels, grades 3, 4, 5, and 6, percent proficiency has increased between SY 2020-2021 and SY 2021-2022. Grade 3 experienced a 10% increase (47% to 57%). Grade 4 experienced a 19% increase (26% to 45%). Grade 5 experienced a 10% increase (43% to 53%). Grade 6 experienced a 20%

increase (40% to 60%).

Our English Language Learners in Grades 3, 4, and 6 also experienced an increase in percent proficiency between SY 2020-2021 and SY 2021-2022. Grade 3 experienced a 10% increase (37% to 47%). Grade 4 experienced a 6% increase (19% to 25%). Grade 6 experienced 26% increase (0% to 26 %).

Although our overall IDEA percent proficiency has increased between SY 2020-2021 and SY 2021-2022 from 6% to 19%, Grades 3 and Grade 6 data show that percent proficiency levels have decreased between these two school years. Grade 3 experienced a decrease in proficiency 14% to 10%. Grade 6 experienced a decrease in proficiency from 9% to 0%.

We were also able to identify a trend amongst all the testing grade levels, Grades 3-6. From SY 2020-2021 to SY 2021-2022, the percentage of students who have Not Met Standards has declined. This data indicates that there are less students who are not meeting the standard. Based upon our SBA Data Analysis findings for Math, it is evident that the percentage of students who are proficient (Met or Exceeded the Standard), is increasing. Our overall Percent Proficient for SY 2021-2022 was 53% which is a 13% increase from 40% for SY 2020-2021. This data analysis has also provided evidence that both genders, males and females, are demonstrating an upward trajectory in proficiency. From SY 2020-2021 to SY 2021-2022, females experienced a 13% increase with proficiency (38% to 51%). From SY 2020-2021 to SY 2021-2022, males also experienced a 13% increase with proficiency (41% to 54%). This upward trend can also be seen with the percent proficiency in Math for our Low SES. Within all testing grade levels, Grades 3, 4, 5, and 6, percent proficiency has increased between SY 2020-2021 and SY 2021-2022. Grade 3 experienced a 21% increase (32% to 53%). Grade 4 experienced a 29% increase (11% to 40%). Grade 5 experienced a 1% increase (24% to 25%). Grade 6 experienced a 31% increase (20% to 51%).

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

When analyzing the ELA Data by ethnicity, it is evident that Asians, Filipinos, Pacific Islanders, and Whites have increased in proficiency between SY 2020-2021 and SY 2021-2022. Asians experienced an increase in proficiency from 65% to 71%. Filipinos experienced an increase in proficiency from 60% to 66%. Pacific Islanders experienced an increase in proficiency from 35% to 44%. Whites experienced an increase in proficiency from 57% to 68%. We were also able to identify a trend amongst all the testing grade levels, Grades 3-6. From SY 2020-2021 to SY 2021-2022, the percentage of students who have Not Met Standards has declined. The data indicates that there are less students who are not meeting the standard. This data also has revealed possible areas of need with regards to our IDEA students. For Grade 6, proficiency percentages went down from SY 2020-2021 to SY 2021-2022 from 9% to 0%. For Grade 3, proficiency percentages went down from SY 2020-2021 to SY 2021-2022 from 14% to 10%

When analyzing the Math data, we noticed our English Language Learners in Grades 3, 4, and 6 experienced an increase in percent proficiency between SY 2020-2021 and SY 2021-2022. Grade 3 experienced a 28% increase (32% to 60%). Grade 4 experienced a 13% increase (12% to 25%). Grade 6 experienced an 18% increase (8% to 26%). Although there are evident increases with grade level percent proficiency, according to overall High Needs Indicator data, ELLs do have low percent proficiency. Overall IDEA percent proficiency has increased between SY 2020-2021 and SY 2021-2022 from 9% to 11%. Within all testing grade levels, Grades 3-6, this data set shows that there is an increase in percent proficient. Grade 3 experienced a 17% increase (0% to 17%). Grade 4 also experienced a 17% increase (0% to 17%). Grade 5 experienced a 36% increase (13% to 49%). Grade 6 experienced a 4% increase (18% to 22%).

As we further analyzed the data amongst ethnicity groups, it is evident that Asians, Black, Hispanic, Multiple, and Pacific Islander have increased in percent proficiency between SY 2020-2021 and SY 2021-2022. Asian experienced an increase of 14% in proficiency from 54% to 68%. Black experienced an increase of 32% in proficiency from 25% to 57%. Hispanics experienced an increase of 11% from 18% to 29%. Multiple experienced an increase of 15% from 38% to 53%. Pacific Islander experienced an increase of 11% from 19% to 30%.

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

The SY 2020-21 data shows a decrease in proficiency in all areas with an increase in the achievement gap between our Non-high needs and High needs students. The median growth percentile decreased by 11 points in ELA and 13 points in Math. Over the past four years, achievement was on an upward trend until the disruption to learning caused by the COVID 19 pandemic. In SY 2021-22 achievement points increased by in math proficiency continue to lag behind ELA achievement. Gains

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

The achievement gap between our High Needs (English Learners, economically disadvantaged and students receiving Special Education services) and Non-High needs (all other students) in Language Arts increased by 9 to 25 points and increased by 3 points in Math, to 16 points. When examining the data by subgroups, the achievement gap was largest within the Native Hawaiian subgroup. Data analysis suggests that a focus on implementing instructional strategies to support our diverse population and newly transferred students are needed to decrease the achievement gap between our high needs and non-high needs students.

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

The achievement gap between our High Needs (English Learners, economically disadvantaged and students receiving Special Education services) and Non-High needs (all other students) in Language Arts increased by decreased by 15 points from 34 pts to 19 pts and by 7 points in Math from 28 pts to 21 pts. When examining the data by subgroups, the achievement gap was largest within the

Pacific Islander subgroup. Data analysis suggests that a focus on implementing instructional strategies to support our diverse population and newly transferred students are needed to decrease the achievement gap between our high needs and non-high needs students.

### Other thoughts/conclusions

SLES has made steady gains in ELA and Math. Since returning to full time in person learning, our High Needs groups with our EL and Low SES students continuing to show improvements each year. There has also been a decrease in the number of students who are scoring in the Not Met category. The gains in our achievement scores are attributed to a focus on examining student data and monitoring instruction through the Data Team Process.

### 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?

SLES uses the Data Team Process to analyze student learning data to monitor student achievement and implementation of the Academic Plan. Grade level teams, SpEd Resource Teachers, EL teachers, our SSC, counselors and coaches looked at universal screener data (i-Ready), SEL Data, WIDA Access for ELs, DIBELS and SBA data to identify trends in student achievement and pinpoint growth and need areas. To ensure the involvement of our SLES staff and community members, the Strive HI data was shared during grade level articulation, at Faculty Meeting and School Community Council Meetings

#### \* 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?

In analyzing the School Quality Survey data for SY 2021-22, positive scores for Safety decreased amongst all stakeholders: teachers 2.3%, parents 4.2% and students 1.3%. In contrast, positives scores for Well-Being, Satisfaction and Involvement increased amongst all stakeholders. The survey return rate dropped dramatically in SY 2021-22 with the largest decrease in the teacher group from 76% to 52%. Response rates from the parents and students had less significant decreases while still higher than the state average. With safety scores ranging from 75-84%, continued improvement in this area is needed to create a positive school culture and learning environment.

#### Students

- Students return rate for SQS is 83.9%. Out of the 406 distributed, 341 were returned.
- Safety: 75.3% of students strongly agreed or agreed for “Feel safe at school”.
- Safety: 77.7% of students strongly agreed or agreed for “School buildings are safe”.
- Safety: 75.3% of students strongly agreed or agreed for “Ever got sick at school, someone would take care of me”.
- Safety: 84.9% of students strongly agreed or agreed for “Clear rules to ensure students’ safety at school”.

#### Parents

- Safety, Satisfaction, and Involvement/Engagement rating average is 4.2 (82%)
- 83% of parents strongly agreed or agreed for Safety
- 89.8% of parents strongly agreed or agreed for Well-Being

- 85.8% of parents strongly agreed or agreed for Satisfaction
- 83.9% of parents strongly agreed or agreed for Involvement/Engagement
- Average ratings for each question never fell below 4.0 for all sections

#### Teachers

#### Safety

- 96% of teachers strongly agreed or agreed for “feel safe at school.”75% of teachers strongly agreed or agreed feel safe from harassment, intimidation, and threats at school.
- 88% of teachers strongly agreed or agreed that the grounds and facilities at school are safe for staff.
- 72% of teachers strongly agreed or agreed that the established safety policies at school make me feel safe.
- 78% of teachers strongly agreed or agreed that the school has clear rules for staff behavior.

#### Well-Being

- 88% of teachers strongly agreed or agreed that they have colleagues at school who care about me.
- 79.1% of teachers strongly agreed or agreed that our leadership provides me with effective advice when I have problems on the job.

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

Data Analysis is at the heart of what we do here at SLES. Conversations are guided by our schoolwide agreements, with our students at the forefront. Our principal begins each school year with a [powerpoint presentation](#) describing who we are and what we are doing to support student learning and achievement. Articulation begins soon after the start of school with our Data Team process. The teachers examined the previous year’s data wall to gain a better picture of who the student is and what they were able to do. The data walls include our universal screener (i-Ready), SBA ELA and Math data and demographic information. The Data Walls and Data Teams are revisited frequently to monitor instruction and achievement.

SLES believes that Professional Development (PD) is key to school improvement. We feel that it is the school’s responsibility to make sure that all of our staff is trained and ready to teach our students. We have accomplished this by providing PD for our teachers. Our Academic Plan outlines the major PD that will be planned for the school year as well as the financial support needed for the PD. Sometimes PD opportunities are unplanned so our plan has the flexibility to move funds so our staff can take advantage of these opportunities. Follow up and accountability is the key to successful implementing PD that staff received. During articulation and faculty meetings are venues where staff can share how new learning is being implemented.

#### Other thoughts/conclusions

The SY 2020-21 data shows a decrease in proficiency in all areas with an increase in the achievement gap between our Non-high needs and High needs students. The median growth percentile decreased by 11 points in ELA and 13 points in Math. Over the past four years, achievement was on an upward trend until the disruption to learning caused by the COVID 19 pandemic.

#### 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

A strength at SLES is our culture of ongoing respect and collaboration amongst all stakeholders. One of the ways foster this belief is through open communication with various leadership groups such as the Instructional Support Team (IST), Leadership Team (LT) Grade Level Chair (GLC) and the School Community Council (SCC). To ensure all voices are heard, team members collaborate on school related topics and at regularly scheduled meetings.

### \* Strength 2

We have noticed steady growth from 2018 to present in our High Needs groups with our EL and Low SES students continuing to show improvements each year. There has also been a decrease in the number of students who are scoring in the Not Met category. The gains in our achievement scores are attributed to a focus on examining student data and monitoring instruction through the Data Team Process. Over the last 3 years, there has been an increase in the Median Growth Percentile (MGP) in ELA and Math indicating that SLES is on the right path toward increasing student achievement for all students.

### \* Challenge 1

The achievement gap between our High Needs (English Learners, economically disadvantaged and students receiving Special Education services) and Non-High needs (all other students) in Language Arts increased by 9 to 25 points and increased by 3 points in Math, to 16 points. When examining the data by subgroups, the achievement gap was largest within the Native Hawaiian subgroup. Data analysis suggests that a focus on implementing instructional strategies to support our diverse population and newly transferred students are needed to decrease the achievement gap between our high needs and non-high needs students.

### \* Challenge 2

All teachers in Grades K-6 implement standards based math instruction using our updated core curriculum programs, Developing Roots in Grade K, Think Math in Grades 1-5 and Ready Math in Grade 6. Teachers participate in articulation sessions to discuss implementation, monitoring and collaborate on instruction and student data. During articulation, teachers revise their grade level curriculum and pacing maps, analyze data and discuss instructional strategies to increase student achievement.

\* 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.)

Through a partnership with the Complex, SLES has been working with the BERC Group and its instructional framework tool (skills, knowledge, thinking, application, and relationships) to observe teachers and collect data to enhance instruction and reflection. The protocol was developed by the BERC Group based upon research in tens of thousands of classrooms, observations, and analysis of standards-based student achievement scores. Their research demonstrates that when the Essential Components of Powerful Teaching and Learning are evident in classroom practices, student achievement is higher, regardless of poverty. To support continuous improvement, the researchers recommend that the staff members share the lesson target and purpose of the lesson and encourage students to process the purpose with each other at multiple points during the lesson. They also recommended that teachers create opportunities for students to make meaningful connections to the lesson purpose.

## Aiea-Moanalua-Radford (921) Public District - FY 2023 - Salt Lake Elem School (239) Public School - School Academic Plan - Rev 0

Hawaii Indicators**Domain 1: Leadership****Goal Average Score: 2.12****Indicator 1.1** - Prioritize improvement and communicate its urgency**Indicator Average Score: 2.86**

**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:**

Element	Response
School leaders set a clear direction for the school with a stated mission, baseline and performance targets, and evidence-based practices for sustained improvement.	<input checked="" type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
School leaders provide clear communication of schoolwide expectations regarding academics, behavior, social and emotional, and physical health of the students.	<input checked="" type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
School leaders model and communicate the expectation that improved student learning results from intentional implementation of evidence-based practices.	<input checked="" type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> 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.	<input type="radio"/> Routinely and with High Quality <input checked="" type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
A School Improvement Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly	<input checked="" type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality

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

**Comments and Notes:**

Grade Level Articulation  
 Data Teams  
 GLC Meetings  
 Leadership Team Meetings  
 IST Meetings

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

**Indicator Average Score: 2.00**

**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:**

Element	Response
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.	<input type="radio"/> Routinely and with High Quality <input checked="" type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
The School Improvement Team provides and responds to regular (typically quarterly) feedback on progress toward goal-aligned implementation milestones and annual target measures.	<input type="radio"/> Routinely and with High Quality <input checked="" type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
School leaders manage an established evaluation process to monitor	<input type="radio"/> Routinely and with High Quality

fidelity and effectiveness of programs and services, and use evaluation data to make program/ service decisions.

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

**Comments and Notes:**

Grade Level Articulation  
 Data Teams  
 GLC Meetings  
 Leadership Team Meetings  
 IST Meetings

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

**Indicator Average Score: 1.50**

**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:**

Element	Response
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.	<ul style="list-style-type: none"> <li><input type="radio"/> Routinely and with High Quality</li> <li><input checked="" type="radio"/> Frequently and with Good Quality</li> <li><input type="radio"/> Occasionally and with Fair Quality</li> <li><input type="radio"/> Rarely</li> </ul>
School leaders are attentive to staff emotional states, guide staff in managing their emotions, and arrange for supports and interventions when necessary.	<ul style="list-style-type: none"> <li><input type="radio"/> Routinely and with High Quality</li> <li><input checked="" type="radio"/> Frequently and with Good Quality</li> <li><input type="radio"/> Occasionally and with Fair Quality</li> <li><input type="radio"/> Rarely</li> </ul>
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.	<ul style="list-style-type: none"> <li><input type="radio"/> Routinely and with High Quality</li> <li><input type="radio"/> Frequently and with Good Quality</li> <li><input checked="" type="radio"/> Occasionally and with Fair Quality</li> <li><input type="radio"/> Rarely</li> </ul>
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.	<ul style="list-style-type: none"> <li><input type="radio"/> Routinely and with High Quality</li> <li><input type="radio"/> Frequently and with Good Quality</li> <li><input checked="" type="radio"/> Occasionally and with Fair Quality</li> <li><input type="radio"/> Rarely</li> </ul>



**Comments and Notes:**

Grade Level Articulation  
Data Teams  
GLC Meetings  
Leadership Team Meetings  
IST Meetings  
New Teacher Meetings  
Professional Development Days

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

To be determined

**Aiea-Moanalua-Radford (921) Public District - FY 2023 - Salt Lake Elem School (239) Public School - School Academic Plan - Rev 0**

Hawaii Indicators

**Domain 2: Talent**

**Goal Average Score: 2.50**

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

**Indicator Average Score: 3.00**

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

**Elements:**

Element	Response
The school attracts and retains qualified personnel who support the school’s mission, vision, and purpose.	<input checked="" type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely

**Comments and Notes:**

DOE Policies /

**Indicator 2.2** - Target professional learning opportunities

**Indicator Average Score: 2.00**

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

**Elements:**

Element	Response
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.	<input type="radio"/> Routinely and with High Quality <input checked="" type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely

School leaders engage in learning opportunities with teachers to learn together and reflect with them on professional practice (e.g., coaching, mentoring, observation).	<input type="radio"/> Routinely and with High Quality <input checked="" type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
The school's professional learning promotes collaboration, collegiality, and effectiveness through differentiated, high-quality opportunities that benefit teachers both individually and collectively.	<input type="radio"/> Routinely and with High Quality <input checked="" type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
All teachers receive initial and ongoing training and support in effective use of blended learning methods.	<input type="radio"/> Routinely and with High Quality <input checked="" type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
Professional development programs for teachers include assistance in working effectively with families.	<input type="radio"/> Routinely and with High Quality <input checked="" type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
School leaders ensure consistent evaluation measures and tools are used to measure the impact of professional learning on teacher and leader practices.	<input type="radio"/> Routinely and with High Quality <input checked="" type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely

**Comments and Notes:**

Grade Level Chairs  
Grade Level Meetings  
New Teacher Meetings  
Professional Development  
Teacher Surveys  
Complex Area Review Team

**Indicator 2.3** - Set clear performance expectations

**Indicator Average Score: 2.50**

**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:**

Element	Response
The school leaders develop and implement schedules to reflect effective use of teacher time, including time for teacher collaboration, professional learning, and review of student data.	<input checked="" type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
School leaders provide and use a structured process to address problems of teacher practice that especially impact student performance and outcomes.	<input type="radio"/> Routinely and with High Quality <input checked="" type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely

**Comments and Notes:**

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

To be determined

## Aiea-Moanalua-Radford (921) Public District - FY 2023 - Salt Lake Elem School (239) Public School - School Academic Plan - Rev 0

Hawaii Indicators**Domain 3: Instruction****Goal Average Score: 1.52****Indicator 3.1** - Diagnose and respond to student learning needs**Indicator Average Score: 2.00**

**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:**

Element	Response
Instructional teams meet regularly (at least monthly) to review practice implementation data (e.g., documentation from walkthroughs, practice fidelity, lesson review).	<input type="radio"/> Routinely and with High Quality <input checked="" type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
Instructional teams meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction.	<input type="radio"/> Routinely and with High Quality <input checked="" type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
Instructional teams use student learning data and instructional strategy (practice) data to design fluid instructional groupings that respond to student need.	<input type="radio"/> Routinely and with High Quality <input checked="" type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
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.	<input type="radio"/> Routinely and with High Quality <input checked="" type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely

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:**

Grade Level Articulation  
 Data Teams  
 GLC Meetings  
 Focus Group Meetings  
 Leadership Team Meetings  
 IST Meetings

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

**Indicator Average Score: 1.56**

**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:**

Element	Response
The instructional teams develop standards-based curriculum for each subject and grade level.	<ul style="list-style-type: none"> <li><input type="radio"/> Routinely and with High Quality</li> <li><input checked="" type="radio"/> Frequently and with Good Quality</li> <li><input type="radio"/> Occasionally and with Fair Quality</li> <li><input type="radio"/> Rarely</li> </ul>
Teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li><input type="radio"/> Routinely and with High Quality</li> <li><input checked="" type="radio"/> Frequently and with Good Quality</li> <li><input type="radio"/> Occasionally and with Fair Quality</li> <li><input type="radio"/> Rarely</li> </ul>
Teachers develop weekly lesson plans based on aligned units of instruction.	<ul style="list-style-type: none"> <li><input type="radio"/> Routinely and with High Quality</li> </ul>

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

**Comments and Notes:**

Grade Level Articulation  
 Data Teams  
 GLC Meetings  
 Grade Level Meetings  
 Focus Group Meetings  
 Leadership Team Meetings  
 IST Meetings

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

**Indicator Average Score: 1.00**

**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:**

Element	Response
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.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
High schools. The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
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).	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
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.	<input type="radio"/> Routinely and with High Quality <input checked="" type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely



Teachers teach and reinforce social/emotional competencies (positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions).	<input type="radio"/> Routinely and with High Quality <input checked="" type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
Teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> 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.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
Teachers promote an understanding and value for various cultures in their classroom displays, including cultures represented by students in the school and classroom.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely

**Comments and Notes:**

Professional Development  
Grade Level Articulation  
Data Teams  
GLC Meetings  
Grade Level Meetings  
Focus Group Meetings  
Leadership Team Meetings  
IST Meetings

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

To be determined

## Aiea-Moanalua-Radford (921) Public District - FY 2023 - Salt Lake Elem School (239) Public School - School Academic Plan - Rev 0

Hawaii Indicators**Domain 4: Culture****Goal Average Score: 1.81****Indicator 4.1** - Build a strong community intensely focused on student learning**Indicator Average Score: 1.75**

**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:**

Element	Response
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.	<input type="radio"/> Routinely and with High Quality <input checked="" type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
The school promotes, recognizes, and celebrates academic achievement in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.	<input type="radio"/> Routinely and with High Quality <input checked="" type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
The school regularly communicates with families about its expectations of them and the importance of what families can do at home to support their children's learning.	<input type="radio"/> Routinely and with High Quality <input checked="" type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
The school facilitates two-way communication and face-to-face meetings among school personnel, students, and students' families to work together to advance student learning.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely

**Comments and Notes:**

Grade Level Articulation  
Grade Level Meetings  
Focus Group Meetings  
Faculty Meetings  
SCC Meetings  
Leadership Team  
IST Team

**Indicator 4.2** - Solicit and act upon stakeholder input.

**Indicator Average Score: 2.00**

**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:**

Element	Response
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.	<input type="radio"/> Routinely and with High Quality <input checked="" type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
School Improvement Team monitors progress on actions, adjusts actions as needed, and shares progress with school community.	<input type="radio"/> Routinely and with High Quality <input checked="" type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
School Improvement Team annually convenes meetings of school personnel and families to discuss results of the annual climate survey, progress on current actions, and any additional actions needed based on survey analysis.	<input type="radio"/> Routinely and with High Quality <input checked="" type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely

**Comments and Notes:**

Grade Level Articulation  
 Grade Level Meetings  
 Focus Group Meetings  
 Faculty Meetings  
 SCC Meetings  
 Leadership Team  
 IST Team

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

**Indicator Average Score: 1.67**

**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:**

Element	Response
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.	<input type="radio"/> Routinely and with High Quality <input checked="" type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> 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.	<input type="radio"/> Routinely and with High Quality <input checked="" type="radio"/> Frequently and with Good Quality <input type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely
The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions, credit recovery) to keep them on track.	<input type="radio"/> Routinely and with High Quality <input type="radio"/> Frequently and with Good Quality <input checked="" type="radio"/> Occasionally and with Fair Quality <input type="radio"/> Rarely

**Comments and Notes:**

Grade Level Articulation  
 Grade Level Meetings  
 Focus Group Meetings  
 Faculty Meetings  
 SCC Meetings  
 Leadership Team  
 IST Team

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

To be determined



## Aiea-Moanalua-Radford (921) Public District - FY 2023 - Salt Lake Elem School (239) Public School - School Academic Plan - Rev 0

**Domain 1: Leadership****Goal Average Score: 2.12**

Indicator	Description	Comments and Notes	Average Score
<b>Indicator 1.1</b>	Prioritize improvement and communicate its urgency	Grade Level Articulation Data Teams GLC Meetings Leadership Team Meetings IST Meetings	<b>2.86</b>
<b>Indicator 1.2</b>	Monitor short- and long-term goals	Grade Level Articulation Data Teams GLC Meetings Leadership Team Meetings IST Meetings	<b>2.00</b>
<b>Indicator 1.3</b>	Customize and target support to meet needs	Grade Level Articulation Data Teams GLC Meetings Leadership Team Meetings IST Meetings New Teacher Meetings Professional Development Days	<b>1.50</b>

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

To be determined

**Domain 2: Talent****Goal Average Score: 2.50**

Indicator	Description	Comments and Notes	Average Score
<b>Indicator 2.1</b>	Recruit, develop, retain, and sustain talent	DOE Policies	<b>3.00</b>
<b>Indicator 2.2</b>	Target professional learning opportunities	Grade Level Chairs Grade Level Meetings New Teacher Meetings Professional Development Teacher Surveys Complex Area Review Team	<b>2.00</b>
<b>Indicator 2.3</b>	Set clear performance expectations		<b>2.50</b>

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

To be determined

**Domain 3: Instruction****Goal Average Score: 1.52**

Indicator	Description	Comments and Notes	Average Score
<b>Indicator 3.1</b>	Diagnose and respond to student learning needs	Grade Level Articulation Data Teams GLC Meetings Focus Group Meetings Leadership Team Meetings IST Meetings	<b>2.00</b>
<b>Indicator 3.2</b>	Provide rigorous evidence-based instruction	Grade Level Articulation Data Teams GLC Meetings Grade Level Meetings Focus Group Meetings Leadership Team Meetings IST Meetings	<b>1.56</b>
<b>Indicator 3.3</b>	Remove barriers and provide opportunities	Professional Development Grade Level Articulation Data Teams GLC Meetings Grade Level Meetings Focus Group Meetings Leadership Team Meetings IST Meetings	<b>1.00</b>

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

To be determined

**Domain 4: Culture**

**Goal Average Score: 1.81**

Indicator	Description	Comments and Notes	Average Score
<b>Indicator 4.1</b>	Build a strong community intensely focused on student learning	Grade Level Articulation Grade Level Meetings Focus Group Meetings Faculty Meetings SCC Meetings Leadership Team IST Team	<b>1.75</b>
<b>Indicator 4.2</b>	Solicit and act upon stakeholder input.	Grade Level Articulation Grade Level Meetings Focus Group Meetings Faculty Meetings SCC Meetings Leadership Team IST Team	<b>2.00</b>
<b>Indicator 4.3</b>	Engage students and families in pursuing education goals	Grade Level Articulation Grade Level Meetings Focus Group Meetings Faculty Meetings SCC Meetings Leadership Team IST Team	<b>1.67</b>

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

To be determined

\* The faculty came to agreement with most of the descriptions of current practice and recommends that the Academic Plan address the following indicators. Our faculty came to consensus to support the proposed Academic Plan for SY 2023-24.

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

- School Culture
- Accountability System
- Professional Development Plan
- Technology Support

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

- Diverse student population (Disadvantaged, English Learners, IDEA)
- Increasing student growth
- Achievement Gap
- Chronic Absenteeism

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:

The achievement gap between our High Needs (English Learners, economically disadvantaged and students receiving Special Education services) and Non-High needs (all other students) in Language Arts increased by decreased by 15 points from 34 pts to 19 pts and by 7 points in Math from 28 pts to 21 pts. When examining the data by subgroups, the achievement gap was largest within the Pacific Islander subgroup. Data analysis suggests that a focus on implementing instructional strategies to support our diverse population and newly transferred students are needed to decrease the achievement gap between our high needs and non-high needs students.



**Aiea-Moanalua-Radford (921) Public District - FY 2023 - Salt Lake Elem School (239) Public School - School Academic Plan - Rev 0**

**Plan Items**

1 Student Success - All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Description:

Consistently implement standards-based instructional programs in English Language Arts, Mathematics, Social Studies and Science. Students will receive instruction and supports within the general education classroom and related services as needed.

1.1 Interim Targets for Standards Based Instruction

Description:

Decrease achievement gap by 2% Increase student achievement by 3% Increase EL Growth to target by 1%

1.1.1 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. Teachers will meet during Grade Level Articulations, Faculty Meetings and Focus Group Meetings to monitor our English Language Arts Program. The Leadership Team and ART Teams will monitor implementation and review student learning data to promote student achievement and growth.

Component	Item Name		
<b>ESSER Planning</b>	Opportunities for all children including subgroups		
<b>IDEA</b>	Assessment		
<b>Title I</b>	SW1: CNA		
	SW3: AcPlan Monitoring		
	SW5: AcPlan Developed with Coordinated Efforts		
	SW 6b: AcPlan Strategies for Strengthening Academic Program		
Funding Application	Grant	Notes	Amount
<b>EDUCATION</b>	39696 - ESSER III-LEARNING LOSS-ACADEMIC		\$56,000.00

<b>STABILIZATION FUND (ARP-ESSER III)</b>			
<b>GENERAL</b>	42101 - WSF-INSTRUCTION		\$20,000.00
<b>TITLE I GRANTS TO LOCAL EDUCATION AGENCIES</b>	18902 - ESEA TITLE I-SCHOOLS		\$127,130.00
	18935 - ESEA TITLE I-PARENT ENGAGEMENT		\$2,583.00
<b>Total</b>			\$205,713.00

**EA** 1.1.1.1 English Language Arts Program

Description:

Consistently implement a standards-based English Language Arts Program.

Person Responsible:

Lori Sumajit

Estimated Begin Date:

8/7/2023

Estimated Completion Date:

5/31/2024

**EA** 1.1.1.2 Mathematics

Description:

Consistently implement a standards-based Math Program and initiatives. CCSS Math Content Standards CCSS Mathematical Practices Transition to current updated math program

Person Responsible:

Lori Sumajit

Estimated Begin Date:

8/7/2023

Estimated Completion Date:

5/31/2024

**EA** 1.1.1.3 Science

Description:

Fully implement the Next Generation Science Standards (NGSS).

Person Responsible:

Duwayne Fujio Abe

Estimated Begin Date:

8/7/2023

Estimated Completion Date:

5/31/2024

**EA** 1.1.1.4 Hawai'i Core Standards for Social Studies

Description:

Fully implement the Hawai'i Core Standards for Social Studies

Person Responsible:

Duwayne Fujio Abe

Estimated Begin Date:

8/7/2023

Estimated Completion Date:

5/31/2024

**EA** 1.1.1.5 Integration of Technology and the Implementation of our Technology Plan

Description:

Implement a comprehensive technology plan to integrate technology in content areas. Revisit and revise as needed.

Person Responsible:

Duwayne Fujio Abe

Estimated Begin Date:

8/7/2023

Estimated Completion Date:

5/31/2024

**EA** 1.1.1.6 English Learner Program

Description:

Implement the EL Program where students will receive language supports within the general education classroom and/or EL services.

Person Responsible:

Duwayne Fujio Abe

Estimated Begin Date:

8/7/2023

Estimated Completion Date:

5/31/2023

**EA** 1.1.1.7 Assessment and Reporting System

Description:

Refine and revise a clear and consistent assessment system that includes school-wide/grade level formative, summative, and student grading.

Person Responsible:

Duwayne Fujio Abe

Estimated Begin Date:

8/7/2023

Estimated Completion Date:

5/31/2024

**EA** 1.1.1.8 Grade Level Articulation & Data Teams

Description:

Grade Level Articulation/Data Teams continue to use and analyze formative and summative assessments, including student work and other school data, to drive classroom instruction. Explore the possible ways in which the instructional staff will be able to articulate vertically for curriculum and GLOs.

Person Responsible:

Duwayne Fujio Abe

Estimated Begin Date:

8/7/2023

Estimated Completion Date:

5/31/2024

**EA** 1.1.1.9 SpEd Data Teams and Articulation

Description:

Continue SPED Data Teams to use and analyze formative and summative assessments.

Person Responsible:

Duwayne Fujio Abe

Estimated Begin Date:

8/7/2023

Estimated Completion Date:

5/31/2024

**EA** 1.1.1.10 Schoolwide Interventions and Supports

Description:

Continue to coordinate school-wide intervention efforts in ELA and Math to close the achievement gap. English Learner Program Tutorial Support Extended Learning Opportunities

Person Responsible:

Duwayne Fujio Abe

Estimated Begin Date:

8/7/2023

Estimated Completion Date:

5/31/2024

**EA** 1.1.1.11 Hawaii Multi-Tiered Systems of Support

Description:

Routinely evaluate and revise the Hawaii Multi-Tiered Systems (H-MTSS) of Support Framework and Implementation Plan by looking at instruction on schoolwide student improvement.

Person Responsible:

Randall Galeon

Estimated Begin Date:

8/7/2023

Estimated Completion Date:

5/31/2024

**EA** 1.1.1.12 Complex Vertical Redesign Team

Description:

Continue to support the Complex Vertical Redesign Team initiatives eg. ELA, Math, Social Studies, NGSS, Instructional practices etc

Person Responsible:

Duwayne Fujio Abe

Estimated Begin Date:

8/7/2023

Estimated Completion Date:

5/31/2024

2 Student Success - All students learn in a safe, nurturing, and culturally responsive environment.

Description:

Through the implementation of the Social Emotional Learning program and H-MTSS framework, SLES will foster a sense of belonging and community to include check in points for student safety and well being.

**2.1 Social Emotional Learning**

Description:

Interim Targets for Student Safety and Well Being Decrease achievement gap by 2% Increase student achievement by 3% Increase the percentage of students who feel positively about their school by 1% Decrease chronic absenteeism by 1% Decrease the number of referrals

**2.1.1 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.

Component	Item Name
<b>ESSER Planning</b>	Activities that strengthen a well-rounded educational program

**Title I** SW6a: AcPlan Strategies for each Subgroup

<b>Funding Application</b>	<b>Grant</b>	<b>Notes</b>	<b>Amount</b>
<b>EDUCATION STABILIZATION FUND (ARP-ESSER III)</b>	39697 - ESSER III-LEARNING LOSS-SOCIAL EMOTIONAL		\$5,000.00
<b>TITLE I GRANTS TO LOCAL EDUCATION AGENCIES</b>	18902 - ESEA TITLE I-SCHOOLS		\$10,000.00
<b>Total</b>			<b>\$15,000.00</b>

**EA** 2.1.1.1 SEL Lessons and Program Implementation

Description:

Counselors and teachers to deliver SEL Lessons

Person Responsible:

Randall Galeon

Estimated Begin Date:

8/7/2023

Estimated Completion Date:

5/31/2024

**EA** 2.1.1.2 SEL Planning and Monitoring

Description:

Counselors and teachers to plan and debrief during grade level articulation to refine pacing guides, lesson implementation and assessments

Person Responsible:

Randall Galeon

Estimated Begin Date:

8/7/2023

Estimated Completion Date:

5/31/2024

**EA** 2.1.1.3 SEL Student Support

Description:

Provide SEL support to any students with "post" pandemic issues

Person Responsible:

Randall Galeon

Estimated Begin Date:

8/7/2023

Estimated Completion Date:

5/31/2024

3 Staff Success - All students are taught by effective teachers who are committed to quality teaching and learning for all

Description:

Public schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.

**3.1** Interim Targets

Description:

Decrease achievement gap by 2% Increase student achievement by 3% Increase the percentage of students who feel positively about their school by 1%

**3.1.1** 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.

Component	Item Name
<b>ESSER Planning</b>	Opportunities for all children including subgroups



<b>IDEA</b>	Assessment
	Education Environments (School Age)
	Preschool Environments
<b>Title I</b>	SW5: AcPlan Developed with Coordinated Efforts

<b>Funding Application</b>	<b>Grant</b>	<b>Notes</b>	<b>Amount</b>
<b>EDUCATION STABILIZATION FUND (ARP-ESSER III)</b>	39696 - ESSER III-LEARNING LOSS-ACADEMIC		\$25,000.00
<b>TITLE I GRANTS TO LOCAL EDUCATION AGENCIES</b>	18902 - ESEA TITLE I-SCHOOLS		\$90,000.00
<b>Total</b>			<b>\$115,000.00</b>

**EA** 3.1.1.1 Professional Development

Description:

Provide school-wide professional development opportunities to address the prioritized needs such as Think Math, Complex Vertical Redesign Team Focus, BERC, English Learners etc. Implement new learning in the classroom and/or share with colleagues

Person Responsible:

Duwayne Fujio Abe

Estimated Begin Date:

8/7/2023

Estimated Completion Date:

5/31/2024