<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>Sheldon Konno</td>
<td>Principal</td>
<td><a href="mailto:sheldon.konno@k12.hi.us">sheldon.konno@k12.hi.us</a></td>
<td>305-2900</td>
<td>* School/site supervisor.</td>
</tr>
<tr>
<td>Jan Panee</td>
<td>Student Services Coordinator</td>
<td><a href="mailto:jan.panee@k12.hi.us">jan.panee@k12.hi.us</a></td>
<td>305-2900</td>
<td>* Point of contact for student supports and services</td>
</tr>
<tr>
<td>Wanda Hasegawa</td>
<td>Academic Coach</td>
<td><a href="mailto:wanda.hasegawa@k12.hi.us">wanda.hasegawa@k12.hi.us</a></td>
<td>305-2900</td>
<td>* PK-3rd academic coach</td>
</tr>
<tr>
<td>Melanie Pokakaa</td>
<td>Academic Coach</td>
<td><a href="mailto:melanie.pokakaa@k12.hi.us">melanie.pokakaa@k12.hi.us</a></td>
<td>305-2900</td>
<td>* 3rd-6th academic coach</td>
</tr>
<tr>
<td>Michelle Burke</td>
<td>Inclusive Practices Coach</td>
<td><a href="mailto:michelle.burke@k12.hi.us">michelle.burke@k12.hi.us</a></td>
<td>305-2900</td>
<td>* PK-6th inclusive practices coach</td>
</tr>
<tr>
<td>Rochelle Lendt</td>
<td>RTI Coach</td>
<td><a href="mailto:rochelle.lendt@k12.hi.us">rochelle.lendt@k12.hi.us</a></td>
<td>305-2900</td>
<td>* RTI/small group coach supports schoolwide interventions</td>
</tr>
<tr>
<td>Dan Gomes</td>
<td>Community Member/School Community Council Chairper</td>
<td><a href="mailto:sheldon.konno@k12.hi.us">sheldon.konno@k12.hi.us</a></td>
<td>305-2900</td>
<td>* Chairperson for our school’s community council.</td>
</tr>
<tr>
<td>Kasey Galariada</td>
<td>Parent &amp; Community Member</td>
<td><a href="mailto:sheldon.konno@k12.hi.us">sheldon.konno@k12.hi.us</a></td>
<td>305-2900</td>
<td>* Member of the school community council</td>
</tr>
<tr>
<td>Eva Rosa Galariada</td>
<td>Community Member</td>
<td><a href="mailto:sheldon.konno@k12.hi.us">sheldon.konno@k12.hi.us</a></td>
<td>305-2900</td>
<td>* Member of the school community council</td>
</tr>
<tr>
<td>Desiré DeSoto</td>
<td>School Counselor</td>
<td><a href="mailto:desire.desoto@k12.hi.us">desire.desoto@k12.hi.us</a></td>
<td>305-2900</td>
<td>* School counselor</td>
</tr>
<tr>
<td>Katie Hillstead</td>
<td>School Counselor</td>
<td><a href="mailto:katie.hillstead@k12.hi.us">katie.hillstead@k12.hi.us</a></td>
<td>305-2900</td>
<td>* School counselor</td>
</tr>
</tbody>
</table>
* What are the core beliefs guiding continuous improvement? Utilizing the core beliefs state the mission demonstrating support for all learners.

Our mission is to educate the "whole-child" by addressing their academic, social and emotional needs by building and nurturing their growth through SWIM.

Self-Respect and respect for others

Worth-it

Involved in school, home, and community

Mindset for Success
About the School

Name of School: Waianae Elementary
Address: 85-220 McArthur Street, Waianae, HI 96792
Website: https://sites.google.com/waianaeelem.k12.hi.us/wes/home
Grade Levels: PreK-6
Student Enrollment: 448
Number of Teachers: 35
Number of Administrators: 3
Number of Other Staff: 0

* Brief description of management structure and committees

Management Structure:
Wai'anae Elementary School (WES) organizational structure is tiered-based. The principal oversees and is responsible for the entire campus and its operations. Directly under the principal are the two vice principals - one for the WES campus and the other for the Nanakuli-Wai'anae Complex Area's Alternative Center program. From there, the different leads are responsible for their respective sections:

- Facilities: Head Custodian
- Office & Administrative Duties: School Administrative Services Assistant
- Student Services: Student Services Coordinator
- Academic & Inclusive Practices Coaches: Curriculum & Instruction
- Grade Level & Dept. Leads: Grade Level & Dept. Head
- Socio-Emotional Wellbeing: Counselors

Committee Structure:
All certificated and classified staff members are assigned annually to a committee. There four committees are aligned to support continuous school improvement via the WASC categories. The four school-level committees are the Instructional Leadership Team, Academic Committee, Safety & Wellness Committee, and School & Community Engagement Committee. All new staff members serve on the School & Community Engagement their first year at WES.

Each of the committees are responsible for a different aspect or category with in the WASC process.

* Describe how parents and families are engaged with their children’s learning and with the school
Parents and families are engaged multiple times throughout the school year to be a part of their child’s learning. Every other month, our school host a family night where families are able to engage with their child’s teacher and connect with local educational organizations and non-profits to support learning throughout the school year. Here is a list of the bigger events held annually.

- Quarter 1: Open House/Meet & Greet
- Quarter 2: Fall Fest & Winter Fest
- Quarter 4: May Fest

Beyond the evening events, parents are invited to celebrate their child’s successes at our quarterly awards assembly. Parents celebrate their child’s growth and have the opportunity to speak with school personnel during the before program reception.

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

<table>
<thead>
<tr>
<th>English Language Arts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tier I: Wonders</td>
</tr>
<tr>
<td>• Tier II &amp; III: Reading Mastery, Read Well, Corrective Reading, Phonics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tier I: Everyday Math</td>
</tr>
<tr>
<td>• Tier II &amp; III: V-Math</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Education:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tier I: Spark</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Subject Areas:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Science</td>
</tr>
<tr>
<td>• Social Studies</td>
</tr>
<tr>
<td>• Art</td>
</tr>
<tr>
<td>• Science</td>
</tr>
<tr>
<td>• STEM</td>
</tr>
</tbody>
</table>

* What extra-curricular activities are available to students?

<table>
<thead>
<tr>
<th>21st Century &amp; PALs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Healthy Body &amp; Mind</td>
</tr>
<tr>
<td>• Student Leadership</td>
</tr>
<tr>
<td>• STEM Lab</td>
</tr>
</tbody>
</table>
Community Programs:

- Food Pantry (Keiki & Kupuna)
- Vision Screening
- Dental Education
- DARE
- 808 No Vape

Seahorse Community Hub (Work in progress):

- HCL Support
- Financial Literacy
- Ho'ala - family wraparound support
- Family Network Concierge

What distinguishes the school, makes it unique?

Community Schools Approach: As a school, we approach education with the understanding that in order for students and the community to thrive, it takes a village.

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

School Colors: Yellow & Royal Electric Blue
Mascot: Seahorses
Motto: SWIM (Self-respect, Worth-it, Involved, & Mindset for success)
### Student Groups

<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>6995</td>
<td>448</td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>52%</td>
<td>75%</td>
<td>87%</td>
</tr>
<tr>
<td>English Learners</td>
<td>9%</td>
<td>6%</td>
<td>12%</td>
</tr>
<tr>
<td>Foster Care</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Homeless</td>
<td>2%</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>Military Connected</td>
<td>6%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>10%</td>
<td>17%</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian (Excluding Filipino)</td>
<td>15%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Black</td>
<td>3%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Filipino</td>
<td>22%</td>
<td>11%</td>
<td>6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>24%</td>
<td>60%</td>
<td>58%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>11%</td>
<td>13%</td>
<td>87%</td>
</tr>
<tr>
<td>White</td>
<td>22%</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>48%</td>
<td>47%</td>
<td>48%</td>
</tr>
<tr>
<td>Male</td>
<td>52%</td>
<td>53%</td>
<td>52%</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.).

Additional Data - The additional data longitudinally tracks the following:

- Official Enrollment Count
- Annual Daily Attendance Rate
- Chronic Absenteeism
- Behavioral
- Suspensions
- Unique Disciplinary Actions
- Offenses
- Student Connectivity
- MVA
- SES/IDEA/EL
- Student Enrollment by Ethnicity
- Teacher Demographics
Data Trends

Nanakuli-Waianae (933) Public District - FY 2023 - Waianae Elem School (270) Public School - School Academic Plan - Rev 0

Demographic Trends

<table>
<thead>
<tr>
<th></th>
<th>Current Year</th>
<th>Previous Year</th>
<th>Two Years Past</th>
<th>Three Years Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Enrollment</td>
<td>448</td>
<td>437</td>
<td>462</td>
<td>491</td>
</tr>
<tr>
<td>Number of Teachers</td>
<td>35</td>
<td>36</td>
<td>36</td>
<td>35</td>
</tr>
<tr>
<td>Average Daily Attendance</td>
<td>80.51</td>
<td>79.54</td>
<td>91.79</td>
<td>90.63</td>
</tr>
<tr>
<td>Graduation Rate (if appropriate)</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>Reading/Language</td>
<td>16.07</td>
<td>13.39</td>
<td>17.5</td>
<td>17.5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7.55</td>
<td>2.22</td>
<td>12.06</td>
<td>12.06</td>
</tr>
<tr>
<td>Science</td>
<td>13.2</td>
<td>6.45</td>
<td>19.51</td>
<td>19.51</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</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>
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?

#### Student:
- Decrease in Chapter 19 offenses
- Decrease in disciplinary actions
- Decrease in student suspensions
- Access to Wifi
- School issued devices
- Increase in EL students
- Decrease in MVA
- Decrease in the number of students receiving special education services
- Students who identify as Native Hawaiian and Micronesian are the top two ethnic groups
- Diverse racial student population

#### Behavior
- Decrease in Class D offenses
- Low Class A offenses
- Decrease in school suspensions over the last 2 years

#### Student Challenges:
- Steady decrease in enrollment
- ELL population increased
- Increase of emergency hires
- Decrease in student enrollment
- Reduction of daily student attendance
- Increase in student chronic absenteeism

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

Due to the COVID-19 pandemic, our school has been struggling to re-engage families to return to school in-person daily. Last school year, our chronic absenteeism rate was 69%, the highest percentage in recent school history.

As student attendance has become increasingly more difficult, our school has struggled to provide academic pacing to meet the needs of all students. Due to irregular attendance, the pacing of whole and small group instruction pacing has taken a negative impact due to sporadic and regular student absences. This has caused teachers to constantly review and reteach concepts due to a lack of conceptual foundational knowledge and understandings.

Thus, our school has taken a multifaceted approach to supporting families and students with academic learning. Understanding Maslow's Hierarchy of Needs, if our families and moreover, our community's basic needs are not being met, the ability to attain self-actualization or community-actualization becomes extremely difficult. Therefore, through our community schools approach, our school attempts to quasi-simultaneously meet the needs of not only the student but the nucleus of the multi-generational household in attempts to induce the community's ability to expedite a conducive environment that is able to focus on student academic achievement.

Other thoughts/conclusions

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

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

Students overall have increased their language arts, math, and science scores from last school year - coming out of the pandemic. Approximately 31% of our students learning English are on-track to English language proficiency. Additionally, of school year 2021-2022's cohort of 3rd graders, 53% were near, at, or above grade-level reading proficiency.

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

In language arts, the gap had a 16 points difference between non-high needs (31%) and high needs (15%) students.

In math, the gap had a 19 points difference between non-high needs (24%) and high needs (6%) students.

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


Since school year 2017-2018, our school's ELA SBA proficiency rates have averaged in the mid to high teens. In math, our school's SBA proficiency rates have also averaged in the mid to high teens with the exception of last school year (2021-2022).

<table>
<thead>
<tr>
<th>ELA (Gr.3-6)</th>
<th>Math (Gr. 3-6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY 2017-2018</td>
<td>13%</td>
</tr>
<tr>
<td>SY 2018-2019</td>
<td>17%</td>
</tr>
<tr>
<td>SY 2019-2020</td>
<td>**</td>
</tr>
<tr>
<td>SY 2020-2021</td>
<td>14%</td>
</tr>
<tr>
<td>SY 2021-2022</td>
<td>17%</td>
</tr>
</tbody>
</table>

** No data due to the COVID-19 Pandemic

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

<table>
<thead>
<tr>
<th>ELA % (Exceed/Met)</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
<th>Sixth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY 2017-2018</td>
<td>8%</td>
<td>15%</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>SY 2018-2019</td>
<td>10%</td>
<td>5%</td>
<td>15%</td>
<td>29%</td>
</tr>
<tr>
<td>SY 2019-2020</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>SY 2020-2021</td>
<td>10%</td>
<td>11.40%</td>
<td>16.60%</td>
<td>15.30%</td>
</tr>
<tr>
<td>SY 2021-2022</td>
<td>10%</td>
<td>16%</td>
<td>19%</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math % (Exceed/Met)</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
<th>Sixth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY 2017-2018</td>
<td>18%</td>
<td>31%</td>
<td>13%</td>
<td>12%</td>
</tr>
<tr>
<td>SY 2018-2019</td>
<td>13%</td>
<td>15%</td>
<td>19%</td>
<td>10%</td>
</tr>
<tr>
<td>SY 2019-2020</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>SY 2020-2021</td>
<td>3.12%</td>
<td>1.45%</td>
<td>2.90%</td>
<td>3%</td>
</tr>
<tr>
<td>SY 2021-2022</td>
<td>7%</td>
<td>3%</td>
<td>9%</td>
<td>0%</td>
</tr>
</tbody>
</table>

* What are the implications of student outcome data on school improvement?
Math proficiency rates steadily decrease as the students progress through the grade levels. Whereas, in ELA, proficiency overall proficiency rates have seen gains as students progress through the grade levels.

With that said, WES needs to analyze why ELA gains are being made and explore ways to accelerate student growth to further increase student proficiency rates. On the other hand, WES needs to analyze why math proficiency rates are decreasing as the students matriculate each school year.

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?

Students attending WES have minimal to no prior early childhood education. Students entering WES when assessed for baseline academic levels majority come in below grade level, most times more than one grade level. Thus, students are starting off at a disadvantage in meeting grade level standards and benchmarks due to pre-existing academic gaps. Once students attend WES, over the past including years pre-pandemic, chronic absenteeism has been an ongoing issue. As our school community continues to deal with many life challenges, these adversities have made it difficult for the priority to be solely or primarily focused on student academics and achievement. Therefore, what might be needed is for the school to have the ability to not only support students, but the family as a nucleus. This inference informs the school's theory of action.

- The school provides wrap-around support for the student and their family > The family/school community's basic needs are being met > The school community is able to prioritize and focus on student academic achievement

**Logic Statement:**

- The school community will be able to focus on student academic achievement if and only if, the family nucleus is able to meet their basic needs and focus on self/family-actualization.

* 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?

Overall, across various stakeholders, responds are favorably in all domains.

**SQS Parent Survey:**

<table>
<thead>
<tr>
<th>School Year</th>
<th>Safety</th>
<th>Well-Being</th>
<th>Satisfaction</th>
<th>Involvement/Engagement</th>
<th>Return Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>60.30%</td>
<td>78.20%</td>
<td>63.90%</td>
<td>69.70%</td>
<td>34.70%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>63.70%</td>
<td>78.90%</td>
<td>69.50%</td>
<td>65.10%</td>
<td>12.50%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>74.90%</td>
<td>85.30%</td>
<td>82.30%</td>
<td>69.60%</td>
<td>48.20%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>72.70%</td>
<td>79.80%</td>
<td>75.10%</td>
<td>63.70%</td>
<td>28.60%</td>
</tr>
<tr>
<td>2020-2021</td>
<td>81.10%</td>
<td>89.50%</td>
<td>74.50%</td>
<td>79.80%</td>
<td>13.60%</td>
</tr>
<tr>
<td>2021-2022</td>
<td>76.80%</td>
<td>81.90%</td>
<td>76.20%</td>
<td>76.80%</td>
<td>8.90%</td>
</tr>
</tbody>
</table>
**SQS Staff Survey:**

<table>
<thead>
<tr>
<th>School Year</th>
<th>Safety</th>
<th>Well-Being</th>
<th>Satisfaction</th>
<th>Involvement/Engagement</th>
<th>Return Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>75.30%</td>
<td>74.20%</td>
<td>63.10%</td>
<td>61.90%</td>
<td>93.30%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>61.80%</td>
<td>74.40%</td>
<td>73.30%</td>
<td>72.50%</td>
<td>95.50%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>80.40%</td>
<td>81%</td>
<td>79.80%</td>
<td>75%</td>
<td>76.30%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>82.80%</td>
<td>79.70%</td>
<td>79.80%</td>
<td>81.60%</td>
<td>100%</td>
</tr>
<tr>
<td>2020-2021</td>
<td>77.50%</td>
<td>80%</td>
<td>72%</td>
<td>71%</td>
<td>93.50%</td>
</tr>
<tr>
<td>2021-2022</td>
<td>72.20%</td>
<td>75.50%</td>
<td>67.50%</td>
<td>74.10%</td>
<td>66.60%</td>
</tr>
</tbody>
</table>

**Student Panorama Surveys:**

<table>
<thead>
<tr>
<th>Report</th>
<th>Valuing of School</th>
<th>School Belonging</th>
<th>SQS Safety Dimension</th>
<th>School Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020</td>
<td>80%</td>
<td>70%</td>
<td>68%</td>
<td>32%</td>
</tr>
<tr>
<td>2020-2021</td>
<td>70%</td>
<td>68%</td>
<td>64%</td>
<td>47%</td>
</tr>
<tr>
<td>2021-2022</td>
<td>71%</td>
<td>73%</td>
<td>66%</td>
<td>50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Survey</th>
<th>Climate</th>
<th>Engagement</th>
<th>Rigourous Expectations</th>
<th>Student-Teacher Relationship</th>
<th>Pedagogical Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020</td>
<td>71%</td>
<td>73%</td>
<td>80%</td>
<td>85%</td>
<td>85%</td>
</tr>
<tr>
<td>2020-2021</td>
<td>81%</td>
<td>68%</td>
<td>76%</td>
<td>79%</td>
<td>83%</td>
</tr>
<tr>
<td>2021-2022</td>
<td>80%</td>
<td>70%</td>
<td>75%</td>
<td>80%</td>
<td>82%</td>
</tr>
</tbody>
</table>

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

WES has focused heavily on norms, values, and relationships across all stakeholders. With this aspect being a strength, the school has the ability to work on maintaining this strength while prioritizing (Plan, Do, Check, Act) on school curriculum and schoolwide instructional practices.

**Other thoughts/conclusions**

WES has the opportunity to capitalize on the fruits of its labor to now focus on curriculum and schoolwide instructional practices.

**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**

School culture and increased satisfaction.
<table>
<thead>
<tr>
<th><em>Strength 2</em></th>
<th>Longitudinally tracking our cohorts, ELA proficiency rates are increasing as students matriculate.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Challenge 1</em></td>
<td>Chronic absenteeism and daily attendance rate.</td>
</tr>
<tr>
<td><em>Challenge 2</em></td>
<td>Longitudinally tracking our cohorts, math proficiency rates are decreasing as students matriculate.</td>
</tr>
</tbody>
</table>

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

**Capacity Building:**

- **Internal:** As students’ needs continue to emerge and continue, developing the instructor’s teaching craft is vital. Built upon the foundation of the curriculum, the instructor needs to have the toolkit to enact effective instructional strategies based upon the students' data and needs. But as instructor turnover persist, capacity building to continuously meet the needs of all students becomes extremely difficult.
- **External:** It is evident that many families in our school community are stressed and focused on basic needs, it becomes difficult to solely focus and prioritize their student's academics.
## Hawaii Indicators

### Domain 1: Leadership

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

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

**Elements:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Response</th>
</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>

**Indicator Average Score:** 2.43
<table>
<thead>
<tr>
<th>Element</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.</td>
<td>Routinely and with High Quality, Frequently and with Good Quality, Occasionally and with Fair Quality, Rarely</td>
</tr>
<tr>
<td>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.</td>
<td>Routinely and with High Quality, Frequently and with Good Quality, Occasionally and with Fair Quality, Rarely</td>
</tr>
<tr>
<td><strong>Comments and Notes:</strong></td>
<td></td>
</tr>
<tr>
<td>No vice principal.</td>
<td></td>
</tr>
</tbody>
</table>

**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, Frequently and with Good Quality, Occasionally and with Fair Quality, Rarely</td>
</tr>
<tr>
<td>The School Improvement Team provides and responds to regular (typically quarterly) feedback on progress toward goal-aligned implementation milestones and annual target measures.</td>
<td>Routinely and with High Quality, Frequently and with Good Quality, Occasionally and with Fair Quality, Rarely</td>
</tr>
<tr>
<td>School leaders manage an established evaluation process to monitor fidelity and effectiveness of programs and services, and use evaluation data to make program/ service decisions.</td>
<td>Routinely and with High Quality, Frequently and with Good Quality, Occasionally and with Fair Quality, Rarely</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>
</table>
| 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. | - Routinely and with High Quality
| | - Frequently and with Good Quality
| | - Occasionally and with Fair Quality
| | - Rarely |
| School leaders are attentive to staff emotional states, guide staff in managing their emotions, and arrange for supports and interventions when necessary. | - Routinely and with High Quality
| | - Frequently and with Good Quality
| | - Occasionally and with Fair Quality
| | - Rarely |
| 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. | - Routinely and with High Quality
| | - Frequently and with Good Quality
| | - Occasionally and with Fair Quality
| | - Rarely |
| 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. | - Routinely and with High Quality
| | - Frequently and with Good Quality
| | - Occasionally and with Fair Quality
| | - Rarely |

**Comments and Notes:**

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

Within domain 1, our school will focus on improving our monitoring of short and long-term goals.
Domain 2: Talent

Goal Average Score: 2.33

**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 own ongoing growth impacts their individual practice as instructional and organizational leaders. Learning experiences are differentiated, purposeful, targeted, employed in rapid response to identified needs, reflective of what is known about effective adult learning, and clearly connected to the school’s action-plan priorities.

**Elements:**

<table>
<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).

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

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

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

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

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

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

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

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

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

**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, Frequently and with Good Quality</td>
</tr>
</tbody>
</table>
| Learning, and review of student data. | Occasionally and with Fair Quality  
| | Rarely  
| School leaders provide and use a structured process to address problems of teacher practice that especially impact student performance and outcomes. | Routinely and with High Quality  
| | Frequently and with Good Quality  
| | Occasionally and with Fair Quality  
| | Rarely  

**Comments and Notes:**

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

Our school will continue recruiting, retaining, and sustaining talent employing professional learning opportunities to build capacity within our staff.*
## Domain 3: Instruction

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

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

### Elements:

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

**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>
</table>
| The instructional teams develop standards-based curriculum for each subject and grade level. | - Routinely and with High Quality  
- Frequently and with Good Quality  
- Occasionally and with Fair Quality  
- Rarely |
| Teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. | - Routinely and with High Quality  
- Frequently and with Good Quality  
- Occasionally and with Fair Quality  
- Rarely |
| Teachers develop weekly lesson plans based on aligned units of instruction. | - Routinely and with High Quality  
- Frequently and with Good Quality  
- Occasionally and with Fair Quality  
- Rarely |
<table>
<thead>
<tr>
<th>Indicator 3.3 - Remove barriers and provide opportunities</th>
<th>Indicator Average Score: 1.38</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideal Output:</strong> 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),</td>
<td></td>
</tr>
</tbody>
</table>
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 or...</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 or...</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 or...</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 or...</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 or...</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 or...</td>
</tr>
<tr>
<td>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.</td>
<td>Routinely and with High Quality or...</td>
</tr>
<tr>
<td>and teach the student.</td>
<td>Occasionally and with Fair Quality</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<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>
</tr>
<tr>
<td></td>
<td>Occasionally and with Fair Quality</td>
</tr>
</tbody>
</table>

**Comments and Notes:**

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

Our team recognizes the need to employ more rigorous evidence-based instruction. We have developed a professional development plan to build upon the work from this school.
### Hawaii Indicators

**Domain 4: Culture**

**Goal Average Score:** 2.72

#### 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</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</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</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</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>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School Improvement Team annually releases to the school community a report of its analysis of the required Hawai‘i school climate survey, including concrete actions it plans in response to the analysis.</td>
<td>Routinely and with High Quality</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 Improvement Team monitors progress on actions, adjusts actions as needed, and shares progress with school community.</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 Improvement Team annually convenes meetings of school personnel and families to discuss results of the annual climate survey, progress on current actions, and any additional actions needed based on survey analysis.</td>
<td>Routinely and with High Quality</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 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>Elements:</th>
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</thead>
<tbody>
<tr>
<td><strong>Element</strong></td>
</tr>
</tbody>
</table>
| Teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students’ cognitive, socio-emotional, and physical development outside the classroom. | ○ Routinely and with High Quality  
○ Frequently and with Good Quality  
○ Occasionally and with Fair Quality  
○ Rarely |
| The school provides all school personnel with support on a growth mindset that encourages academic growth and success for all students through effort, self-regulation, and persistence to mastery. | ○ Routinely and with High Quality  
○ Frequently and with Good Quality  
○ Occasionally and with Fair Quality  
○ Rarely |
| The school provides all students with academic supports (e.g., tutoring, cocurricular activities, tiered interventions, credit recovery) to keep them on track. | ○ Routinely and with High Quality  
○ Frequently and with Good Quality  
○ Occasionally and with Fair Quality  
○ Rarely |

**Comments and Notes:**

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

WES has been working on building a stronger foundation around supporting all members of the school community. We will continue to provide professional development, resource building, and student support to enhance our efforts.
## 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><strong>Indicator 1.1</strong></td>
<td>Prioritize improvement and communicate its urgency</td>
<td>No vice principal.</td>
<td>2.43</td>
</tr>
<tr>
<td><strong>Indicator 1.2</strong></td>
<td>Monitor short- and long-term goals</td>
<td>Not able to get into all classrooms weekly due to support staff shortages.</td>
<td>2.00</td>
</tr>
<tr>
<td><strong>Indicator 1.3</strong></td>
<td>Customize and target support to meet needs</td>
<td></td>
<td>2.50</td>
</tr>
</tbody>
</table>

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

Within domain 1, our school will focus on improving our monitoring of short and long-term goals.

## 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><strong>Indicator 2.1</strong></td>
<td>Recruit, develop, retain, and sustain talent</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td><strong>Indicator 2.2</strong></td>
<td>Target professional learning opportunities</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td><strong>Indicator 2.3</strong></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:

Our school will continue recruiting, retaining, and sustaining talent employing professional learning opportunities to build capacity within our staff.

## Domain 3: Instruction

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Comments and Notes</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicator 3.1</strong></td>
<td>Diagnose and respond to student learning needs</td>
<td></td>
<td>1.50</td>
</tr>
<tr>
<td><strong>Indicator 3.2</strong></td>
<td>Provide rigorous evidence-based instruction</td>
<td></td>
<td>0.78</td>
</tr>
</tbody>
</table>
**Indicator 3.3** Remove barriers and provide opportunities 1.38

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

Our team recognizes the need to employ more rigorous evidence-based instruction. We have developed a professional development plan to build upon the work from this school year to SY 2023-2024 to increase rigor using evidence-based instructional strategies.

---

**Domain 4: Culture**  
**Goal Average Score: 2.72**

<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>2.50</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>2.67</td>
</tr>
</tbody>
</table>

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

WES has been working on building a stronger foundation around supporting all members of the school community. We will continue to provide professional development, resource building, and support to increase our school’s culture.

* The faculty came to agreement with most of the descriptions of current practice and recommends that the Academic Plan address the following indicators. Based upon the Call Survey taken by the entire instructional staff and the above survey taken by the ILT, the need has been defined in the instruction domain. The focus is on elevating teacher practices to increase rigor in the classroom.

- Increase academic discourse
- Increase student comprehension via schoolwide instructional strategies
- Increase fidelity of evidence-based instruction

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

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

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:
### Plan Items

1 **Student Success: Student Attendance**
   - **Description:**
     - Student attendance will increase from 80.5% to 85% daily attendance. Student chronic absenteeism will decrease from 69% to 59%.

1.1 **Monitor daily attendance**
   - **Description:**
     - Daily attendance will be monitored, shared, and analyzed.

1.1.1 **Data share out**
   - **Description:**
     - Data will be shared during ILT and leadership meetings for grade levels to act upon and create an action plan.

   **C1.1.1 Data Share out**
   - **Description:**
     - Data will be shared during ILT and leadership meetings for grade levels to act upon and create an action plan.
   - **Person Responsible:**
     - Counselor
   - **Estimated Begin Date:**
     - 8/8/2023
   - **Estimated Completion Date:**
     - 5/24/2024

1.2 **Communicate attendance goals.**
   - **Description:**
     - The attendance goals will be communicated via newsletters, social media, and the school's website. Respective students' families will be contacted as students begin to accumulate absences. The school will have staff conduct check-ins with individual students to promote their attendance and support removing or mitigating attendance barriers. SEL instruction will be provided to support pro-social skills.
1.2.1 Communication
Description:
Data will be communicated to create action steps. Data and action steps will be shared during ILT and Leadership meetings. Attendance meetings will be held with respective students and families to encourage daily attendance.

1.2.1.1 Stakeholder Meetings
Description:
Attendance meetings will be held to support students and families with meeting the school’s attendance goal.
Person Responsible:
Counselor
Estimated Begin Date:
8/8/2023
Estimated Completion Date:
5/24/2024

2 3rd Grade reading level: Near, at, or above grade level.
Description:
Student 3rd-grade reading readiness will increase from 53% to 56%

2.1 Assessment & Monitoring
Description:
Facilitate regular assessment of students to identify instructional grouping and determine prerequisite skills and/or need area(s). Use of data to keep instructional groups fluid to meet the changing needs of students.

2.1.1 Grade Level Planning and Articulation Data Analysis
Description:
During grade level and articulation meetings, teachers and coaches will analysis data to support individual students, classroom, and grade levels.

2.1.1.1 Data analysis to inform instruction
Description:
During grade level and articulation meetings, teachers and coaches will analyze data to support individual students, classrooms, and grade levels.

**Person Responsible:** Teachers & Academic Coaches

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

**Estimated Completion Date:** 5/24/2024

### 2.2 Curriculum & Instruction

**Description:**
Teachers work with coaches to identify, implement, and monitor instructional programs and strategies to support student learning. Provide individual and small group instruction as intervention and differentiation.

### 2.2.1 Walkthrough, Coaching, and Professional Development

**Description:**
Teachers will receive coaching, walkthrough feedback, and professional development on schoolwide curriculum and instructional strategies.

**EA 2.2.1.1 Teachers will receive coaching, walkthrough feedback, and professional development on schoolwide curriculum and instructional strategies.**

**Description:**
Teachers will receive coaching, walkthrough feedback, and professional development on schoolwide curriculum and instructional strategies.

**Person Responsible:** Admin & Coaches

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

**Estimated Completion Date:** 5/24/2024

### 2.3 Professional Development

**Description:**

Instructional staff will receive professional development to improve tier I, II, & III instruction.

### 2.3.1 Capacity building professional development

**Description:**
Teachers will receive coaching, walkthrough feedback, and professional development on schoolwide curriculum and instructional strategies.

**EA 2.3.1.1 Teachers will receive coaching, walkthrough feedback, and professional development on schoolwide curriculum and instructional strategies.**

- **Description:**
  Teachers will receive coaching, walkthrough feedback, and professional development on schoolwide curriculum and instructional strategies. This will be based upon priority and foci, in addition to walkthrough data (responsive PD).

- **Person Responsible:**
  Leadership Team

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

- **Estimated Completion Date:**
  5/24/2024

### 3 ELA Proficiency

**Description:**
Students will improve their ELA proficiency from 17% to 22%.

### 3.1 Schoolwide Curriculum

**Description:**
Tier I: Continue to implement Wonders ELA curriculum schoolwide in grades K-6. Review and revise the school's ELA curriculum maps (YAG) and pacing guides for whole-group and small-group ELA.

### 3.1.1 Capacity Building

**Description:**
Support teachers in continuing to implement Wonders ELA curriculum schoolwide in grades K-6. Provide feedback and coaching to improve and sustain fidelity in implementation. Provide support/guidance in reviewing and revising the school’s ELA curriculum maps (YAG) and pacing guides for whole-group and small-group ELA.
3.1.1.1 Support teachers in continuing to implement Wonders ELA curriculum schoolwide in grades K-6.

Description:
Support teachers in continuing to implement Wonders ELA curriculum schoolwide in grades K-6. Provide feedback and coaching to improve and sustain fidelity in implementation. Provide support/guidance in reviewing and revising the school's ELA curriculum maps (YAG) and pacing guides for whole-group and small-group ELA.

Person Responsible:
Instructional Leadership Team

Estimated Begin Date:
8/8/2023

Estimated Completion Date:
5/24/2024

3.2 Schoolwide Instructional Strategies

Description:
Teachers will implement and receive support/professional development on schoolwide instructional strategies. - small group instruction - intervention programs and instruction - direct instruction strategies - AVID strategies - EL strategies - Provide instruction and intervention support in PK-3 to increase early literacy skills and academic readiness. Expose students to print-rich environments that build vocabulary and language acquisition and socio-emotional support.

3.2.1 Teachers will implement and receive support/professional development on schoolwide instructional strategies.

Description:
Teachers will implement and receive support/professional development on schoolwide instructional strategies. - small group instruction - intervention programs and instruction - direct instruction strategies - AVID strategies - EL strategies - Provide instruction and intervention support in PK-3 to increase early literacy skills and academic readiness. Expose students to print-rich environments that build vocabulary and language acquisition and socio-emotional support.
**3.3 Assessment & Monitoring**

**Description:**
Facilitate regular assessment of students to identify instructional grouping and determine prerequisite skills and/or need area(s). Use of data to keep instructional groups fluid to meet the changing needs of students.

**3.3.1 Facilitate regular assessment of students to identify instructional grouping and determine prerequisite skills and/or need area(s). Use of data to keep instructional groups fluid to meet the changing needs of students.**

**Description:**
Work with ILT and complex area team to determine assessment schedule for complex area and school-level assessments.

**3.3.1.1 Assessment & Monitoring Schedule**

**Description:**
Facilitate regular assessment of students to identify instructional grouping and determine prerequisite skills and/or need area(s). Use of data to keep instructional groups fluid to meet the changing needs of students. Work with complex area team to determine assessment schedule.

**Person Responsible:**
Admin & Coaches

**Estimated Begin Date:**
8/9/2023

**Estimated Completion Date:**
5/24/2024

---

**3.4 Implement Data Cycles**

**Description:**
The ILT will use assessment data to modify professional development to support teachers and improve instruction to meet student needs. Utilize leadership and articulation meetings to ensure alignment of curriculum and skills between grade levels. Grade levels will use common formative
assessments to provide quick feedback to benefit teachers in guiding instruction. Use online learning platforms to gather student data.

3.4.1 Data-Driven Instructional Cycles

Description:
The ILT will use assessment data to modify professional development to support teachers and improve instruction to meet student needs. Utilize leadership and articulation meetings to ensure alignment of curriculum and skills between grade levels. Grade levels will use common formative assessments to provide quick feedback to benefit teachers in guiding instruction. Use online learning platforms to gather student data.

3.4.1.1 The ILT will use assessment data to modify professional development to support teachers and improve instruction to meet student needs.

Description:
The ILT will use assessment data to modify professional development to support teachers and improve instruction to meet student needs. Utilize leadership and articulation meetings to ensure alignment of curriculum and skills between grade levels. Grade levels will use common formative assessments to provide quick feedback to benefit teachers in guiding instruction. Use online learning platforms to gather student data.

Person Responsible:
Instructional Leadership Team

Estimated Begin Date:
8/8/2023

Estimated Completion Date:
5/24/2024

3.5 Online learning

Description:
Utilize online learning platforms to support instruction and data collection. Support tracking student progress and formation of small-group instruction.

3.5.1 Utilize online learning platforms to support instruction and data collection. Support tracking student progress and formation of small-group instruction.

Description:
The school will use online learning platforms to support assessing and progress monitoring students for academic readiness, growth, and instruction. Teachers will use the online tools with school professional development and guidance to support student academic success.
3.5.1.1 Online learning platform training, monitoring, and support.

Description:
The school will use online learning platforms to support assessing and progress monitoring students for academic readiness, growth, and instruction. Teachers will use the online tools with school professional development and guidance to support student academic success.

Person Responsible:
Instructional Leadership Team

Estimated Begin Date:
8/8/2023

Estimated Completion Date:
5/24/2024

3.6 Professional Development

Description:
EL: Support teachers in attending EL training. Instruction: Support teachers in attending training for schoolwide instructional strategies and to improve instruction/content area knowledge.

3.6.1 Building Teachers Instructional Capacity

Description:
EL: Support teachers in attending EL training. Instruction: Support teachers in attending training for schoolwide instructional strategies and to improve instruction/content area knowledge.

3.6.1.1 Instructional Capacity Building

Description:
EL: Support teachers in attending EL training. Instruction: Support teachers in attending training for schoolwide instructional strategies and to improve instruction/content area knowledge.

Person Responsible:
Instructional Leadership Team

Estimated Begin Date:
8/8/2023

Estimated Completion Date:
5/24/2024
4 Math Proficiency
Description:
Students will increase math proficiency from 8 to 13%.

4.1 Schoolwide Curriculum
Description:
Tier I: Begin implementing a new math curriculum, Ready Classroom, schoolwide in grades K-6. Create new curriculum maps (YAG) and pacing guides for whole-group and small-group math.

4.1.1 Tier I: Begin implementing a new math curriculum, Ready Classroom, schoolwide in grades K-6. Create new curriculum maps (YAG) and pacing guides for whole-group and small-group math.
Description:
None

4.1.1.1 Teacher Support and Capacity Building
Description:
Teachers will receive professional development, walkthrough feedback, planning time, and year-long support to develop a strong initial implementation of Ready Classroom. Teachers will work with consultants and academic coaches to develop their curriculum maps and pacing guides for their math curriculum.
Person Responsible:
Instructional Leadership Team
Estimated Begin Date:
8/8/2023
Estimated Completion Date:
5/24/2024

4.2 Schoolwide Instructional Strategies
Description:
Teachers will implement and receive support/professional development on schoolwide instructional strategies. - small group instruction - intervention programs and instruction - AVID strategies - EL strategies Provide instruction and intervention support in PK-3 to increase early math skills and academic readiness. Expose students to print-rich environments that build vocabulary and language acquisition and socio-emotional support.
4.2.1 Teachers will implement and receive support/professional development on schoolwide instructional strategies. - small group instruction - intervention programs and instruction - AVID strategies - EL strategies Provide instruction and intervention support in PK-3 to increase early math skills and academic readiness. Expose students to print-rich environments that build vocabulary and language acquisition and socio-emotional support.

Description:
None

4.2.1.1 Math Instructional Strategies

Description:
Teachers will implement and receive support/professional development on schoolwide instructional strategies. - small group instruction - intervention programs and instruction - AVID strategies - EL strategies Provide instruction and intervention support in PK-3 to increase early math skills and academic readiness. Expose students to print-rich environments that build vocabulary and language acquisition and socio-emotional support.

Person Responsible:
Instructional Leadership Team

Estimated Begin Date:
8/8/2023

Estimated Completion Date:
5/24/2024

4.3 Assessment & Monitoring

Description:
Facilitate regular assessment of students to identify instructional grouping and determine prerequisite skills and/or need area(s). Use of data to keep instructional groups fluid to meet the changing needs of students.

4.3.1 Work with ILT and complex area team to determine assessment schedule for complex area and school-level assessments.

Description:
None

4.3.1.1 Assessment & Monitoring Schedule

Description:
Facilitate regular assessment of students to identify instructional grouping and determine prerequisite skills and/or need area(s). Use of data to keep instructional groups fluid to meet the changing needs of students. Work with complex area team to determine assessment
4.4 Implement Data Cycles
Description:
The ILT will use assessment data to modify professional development to support teachers and improve instruction to meet student needs. Utilize leadership and articulation meetings to ensure alignment of curriculum and skills between grade levels. Grade levels will use common formative assessments to provide quick feedback to benefit teachers in guiding instruction. Use online learning platforms to gather student data.

4.5 Online Learning
Description:
Utilize online learning platforms to support instruction and data collection. Support tracking student progress and formation of small-group instruction.

4.5.1 The school will use online learning platforms to support assessing and progress monitoring students for academic readiness, growth, and instruction.
Description:
None

4.5.1.1 Online learning training, assessing, and progress monitoring to support student growth and support.
Description:
The school will use online learning platforms to support assessing and progress monitoring students for academic readiness, growth, and instruction. Teachers will use the online tools with school professional development and guidance to support student academic success.
Person Responsible:
Instructional Leadership Team
Estimated Begin Date:
8/8/2023
4.6 Professional Development
Description:
   EL: Support teachers in attending EL training. Instruction: Support teachers in attending training for schoolwide instructional strategies and to improve instruction/content area knowledge.

4.6.1 EL: Support teachers in attending EL training. Instruction: Support teachers in attending training for schoolwide instructional strategies and to improve instruction/content area knowledge.
   Description:
   Providing training, coaching and supports for school leaders, teachers and families to better identify and address the needs of our students and staff.

EA 4.6.1.1 Support improve teachers' instructional knowledge and strategies to improve instruction and content area knowledge, including meeting the needs of diverse learners.
   Description:
   EL: Support teachers in attending EL training. Instruction: Support teachers in attending training for schoolwide instructional strategies and to improve instruction/content area knowledge.

Person Responsible:
   Instructional Leadership Team

Estimated Begin Date:
   8/8/2023

Estimated Completion Date:
   5/24/2024

5 Increase science proficiency rate.
Description:
   The student proficiency rate will increase from 13% to 18%.

5.1 Curriculum & Instruction
Description:
The school will implement schoolwide science curriculum. The school will provide professional development for teachers on science instruction aligned with the schoolwide curriculum.

5.1.1 The school will implement a schoolwide science curriculum.
   Description:
   None

5.1.1.1 Implementation of a schoolwide science curriculum.
   Description:
   The school will implement a schoolwide science curriculum. The school will provide professional development for teachers on science instruction aligned with the schoolwide curriculum.
   Person Responsible:
   Instructional Leadership Team
   Estimated Begin Date:
   8/8/2023
   Estimated Completion Date:
   5/24/2024

5.2 Assessment & Monitoring
   Description:
   Common formative assessments will collect information regarding student achievement and need area(s).

5.2.1 The school will work with the complex area to create and administer CFAs.
   Description:
   None

5.2.1.1 Common formative assessments will collect information regarding student achievement and need area(s).
   Description:
   Common formative assessments will collect information regarding student achievement and need area(s) to inform instruction.
   Person Responsible:
   Teachers & Academic Coaches
   Estimated Begin Date:
5.3 STEM
Description:
The school will continue to provide quality access to STEM through school specialty classes offered to grades PK-6.

5.3.1 STEM courses for all students
Description:
None

5.3.1.1 The school will continue to provide quality access to STEM through school specialty classes offered to grades PK-6.
Description:
The school will continue to provide quality access to STEM through school specialty classes offered to grades PK-6.
Person Responsible:
Administration
Estimated Begin Date:
8/8/2023
Estimated Completion Date:
5/24/2024

6 Increase student inclusion rate
Description:
Increase student inclusion rate from 39% to 49%.

6.1 Inclusive Practices
Description:
Continue to provide inclusive practices support and training.

6.1.1 Continue to provide inclusive practices support and training.
6.1.1.1 Continue to provide inclusive practices support and training.

Description:
Continue to provide inclusive practices support and training.

Person Responsible:
Instructional Leadership Team

Estimated Begin Date:
8/8/2023

Estimated Completion Date:
5/24/2024

7 Teacher stability and retention

Description:
Increase the average years of experience from 7.5 to 8.5 years. Increase the number of teachers with 5+ years at the school from 40% to 42%.

7.1 Teacher Capacity and Skillset

Description:
Provide teachers with professional development to increase their professional capacity and skillset to meet the increasing and various needs of the students/community. Professional development will align with the school's priority areas and foci.

7.1.1 Responsive Capacity Building

Description:
None

7.1.1.1 Provide teachers with professional development.

Description:
Provide teachers with professional development to increase their professional capacity and skillset to meet the increasing and various needs of the students/community. Professional development will align with the school's priority areas and foci.

Person Responsible:
8 Increase school climate
Description:
Improve school climate (student) from 80% to 85% (Panorama). Improve school satisfaction from 76% to 81% (parents/SQS). Improve school satisfaction from 67% to 72% (teachers/SQS).

8.1 Increase stakeholder school climate
Description:
Improve school climate (student) from 80% to 85% (Panorama). Improve school satisfaction from 76% to 81% (parents/SQS). Improve school satisfaction from 67% to 72% (teachers/SQS).

8.1.1 Collaboration and Collegiality
Description:
Continue to utilize the accordion approach to communication and decision making. Continue to focus on the “why”, making student centered decisions.

8.1.1.1 Distributive, collaborative, and inclusive leadership to allow stakeholder engagement with student-centered decision-making.
Description:
Continue to develop and refine our school systems around decision-making and collaboration.

Person Responsible:
Leadership Team
Estimated Begin Date:
8/8/2023
Estimated Completion Date:
5/24/2024
9 Student & Family Engagement

Description:
Continue to provide family and student activities twice a quarter via the Parent Involver. Increase operations in the Seahorse Community Hub to meet the needs of the community and promote academic instruction & support in the household.

9.1 Increase quality of student and family engagement

Description:
Continue to provide family and student activities twice a quarter via the Parent Involver. Increase operations in the Seahorse Community Hub to meet the community's needs and promote academic instruction & support in the household.

9.1.1 Continue to provide family and student activities twice a quarter via the Parent Involver.

Description:
Continue to provide family and student activities twice a quarter via the Parent Involver. Increase operations in the Seahorse Community Hub to meet the needs of the community and promote academic instruction & support in the household.

9.1.1.1 Continue to provide family and student activities twice a quarter via the Parent Involver. Increase operations in the Seahorse Community Hub to meet the needs of the community and promote academic instruction & support in the household.

Person Responsible:
Administration

Estimated Begin Date:
8/8/2023

Estimated Completion Date:
5/24/2024