## Academic Plan SY 2023-2024

Keolu Elementary School

1416 Keolu Drive, (808) 266-7818, www.keoluelementary.com

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Kau’i Tanaka</th>
<th>Date: April 10, 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal’s Signature</td>
<td>[Signature]</td>
<td>Signature date</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4/10/2023</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved by:</th>
<th>Lanelle Hibbs</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex Area Superintendent’s Signature</td>
<td>[Signature]</td>
<td>Signature date</td>
</tr>
<tr>
<td></td>
<td>Lanelle Hibbs</td>
<td>04/14/2023</td>
</tr>
<tr>
<td>Contact Name</td>
<td>Contact Role</td>
<td>Email Address</td>
</tr>
<tr>
<td>------------------------</td>
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<td>------------------------------</td>
</tr>
<tr>
<td>* Kau Tanaka</td>
<td>* Principal</td>
<td><a href="mailto:kau.tanaka@k12.hi.us">kau.tanaka@k12.hi.us</a></td>
</tr>
<tr>
<td>* Angela West</td>
<td>* Academic Coach</td>
<td><a href="mailto:angela.west@k12.hi.us">angela.west@k12.hi.us</a></td>
</tr>
<tr>
<td>* Meredith Word</td>
<td>* RTI Coordinator</td>
<td><a href="mailto:meredith.word@k12.hi.us">meredith.word@k12.hi.us</a></td>
</tr>
<tr>
<td>* Tara Foster</td>
<td>* Counselor</td>
<td><a href="mailto:tara.foster@k12.hi.us">tara.foster@k12.hi.us</a></td>
</tr>
<tr>
<td>* Kierstan Sussman</td>
<td>* Teacher</td>
<td><a href="mailto:kierstan.sussman@k12.hi.us">kierstan.sussman@k12.hi.us</a></td>
</tr>
<tr>
<td>* Gabriele Finn</td>
<td>* Librarian/SSC</td>
<td><a href="mailto:gabriele.finn@k12.hi.us">gabriele.finn@k12.hi.us</a></td>
</tr>
<tr>
<td>* Robert Hu</td>
<td>* Teacher</td>
<td><a href="mailto:robert.hu@k12.hi.us">robert.hu@k12.hi.us</a></td>
</tr>
</tbody>
</table>
* What are the core beliefs guiding continuous improvement? Utilizing the core beliefs state the mission demonstrating support for all learners.

Keolu's vision and mission guide what we do:

- **Vision:** Keolu is an 'ohana that celebrates our culture of learning and discovers every learner's unique gifts.
- **Mission:** We are committed to providing every learner with the tools they need to define and find success in their lifelong journey.
**About the School**

**Name of School:** Keolu Elementary  
**Address:** 1416 Keolu Drive, Kailua, HI 96734  
**Website:** [https://keoluelementary.k12.hi.us/](https://keoluelementary.k12.hi.us/)  
**Grade Levels:** K-6  
**Student Enrollment:** 113  
**Number of Teachers:** 9  
**Number of Administrators:** 2  
**Number of Other Staff:** 0

* Brief description of management structure and committees

Keolu utilizes a shared leadership structure with the administrator as the final decision maker when needed. The Leadership team consisting of Administration, Academic Coach, and RTI Coordinator meets weekly to discuss systems and needs of the school. AC and RTI Coordinator facilitate Data Teams and Collaboration time with teachers to move forward with school wide efforts. The Multi-Tiered System of Support (MTSS) Cadre consisting of the RTI Coordinator, the SSC, the Academic Coach, the Counselor, the SPED teacher, a lower elementary teacher, and an upper elementary teacher lead and facilitate tiered systems of support to provide targeted supports to student learning in behavior and academics. The Instructional Leadership Team (ILT) consisting of the Academic Coach, the RTI Coordinator, a lower elementary teacher, and an upper elementary teacher lead and facilitate the faculty in a school-wide focus on the
school’s Powerful Instructional Practice (PIP). This PIP is chosen by school data and is monitored throughout the year by various classroom walkthroughs.

As a school we have various committees where teachers plan events to engage and bring families to campus to celebrate student accolades, enrich family activities, participate in fundraisers, show off student academic work, etc.

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

Families are invited and engaged in their child’s learning with various events throughout the year such as Parent Teacher Conferences held over two days, Academic Parent Teacher Teams (APTT) Events, 'Ohana Nights, Presentation of Learning, and more.

We also have a newly created Parent Teacher Student Association (PTSA) that holds fundraisers for the school and supports us with events like Movie Nights, fundraisers, etc., as well as supporting teachers and the school financially.

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

ELA
Math
Science
Social Studies
* What extra-curricular activities are available to students?

Students at Keolu Elementary have the opportunity to participate in extra-curricular activities like Robotics, Marathon Club, Media Club, Student Council, 6th Grade Sports, and Papa ‘Olelo Hawai‘i to name a few.

* Please list key programs and projects


* What distinguishes the school, makes it unique?

As a small, Title I school, Keolu Elementary engages the community in school initiatives to enhance the culture of learning and provide each student with opportunities and tools to define and develop their unique gifts.

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

Colors: Blue and White
Mascot: Na Honu

Our motto is:

*Ka ho'omaupopo ʻana i na kalena pono'i o na haumana.*

*Understanding the personal talents of the students.*
# School Academic Plan - Demographic Data

Kailua-Kalaheo (942) Public District - FY 2023 - Keolu Elem School (317) Public School - School Academic Plan - Rev 0

## Academic Plan - Demographic Data

<table>
<thead>
<tr>
<th>Student Groups</th>
<th>State % of Students</th>
<th>Complex Area % of Students</th>
<th>School % of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>171600</td>
<td>5943</td>
<td>113</td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>52%</td>
<td>36%</td>
<td>58%</td>
</tr>
<tr>
<td>English Learners</td>
<td>9%</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Foster Care</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Homeless</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Military Connected</td>
<td>6%</td>
<td>19%</td>
<td>2%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>10%</td>
<td>13%</td>
<td>8%</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>9%</td>
<td>16%</td>
</tr>
<tr>
<td>Black</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Filipino</td>
<td>22%</td>
<td>7%</td>
<td>12%</td>
</tr>
<tr>
<td>Demographic Group</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>24%</td>
<td>25%</td>
<td>30%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>11%</td>
<td>4%</td>
<td>58%</td>
</tr>
<tr>
<td>White</td>
<td>22%</td>
<td>48%</td>
<td>34%</td>
</tr>
</tbody>
</table>

**Gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>48%</th>
<th>47%</th>
<th>46%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>52%</td>
<td>53%</td>
<td>54%</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.).

Keolu Elementary School collects and analyzes data sources such as iReady, Benchmark Assessment System (BAS), Panorama, McKinney-Veto, WIDA, informal parent surveys, school and PTSA family events to inform decision making.

KES is in the process of planning for a Family Resource Center (FRC), scheduled to open SY 2023-2024. The FRC will provide families within our school community the supports and resources needed to support their children.
## Data Trends

**Kailua-Kalaheo (942) Public District - FY 2023 - Keolu Elem School (317) Public School - School Academic Plan - Rev 0**

### Demographic Trends

<table>
<thead>
<tr>
<th></th>
<th>Current Year</th>
<th>Previous Year</th>
<th>Two Years Past</th>
<th>Three Years Past</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Enrollment</strong></td>
<td>113</td>
<td>108</td>
<td>115</td>
<td>124</td>
</tr>
<tr>
<td><strong>Number of Teachers</strong></td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td><strong>Average Daily Attendance</strong></td>
<td>87.86</td>
<td>93.91</td>
<td>93.14</td>
<td>94.78</td>
</tr>
</tbody>
</table>

### Student Learning Outcomes (Trends)

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

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

<table>
<thead>
<tr>
<th></th>
<th>Most Recent</th>
<th>Previous Year</th>
<th>Two Years Past</th>
<th>Three Years Past</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading/Language</strong></td>
<td>55.55</td>
<td>39.62</td>
<td></td>
<td>47.69</td>
</tr>
<tr>
<td>Screener/Assessment</td>
<td>Current and Past Results</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smarter Balanced Assessment (SBA)</td>
<td>Our i-Ready scores show significant growth during the school year. While SBA also shows growth, it does not show the same amount of growth. We began the 2022-2023 school year with 35% students well below reading level and 51% at or above grade level according to the BAS. Previously, good results on universal screeners but low proficiency on SBA. SBA showed good growth scores but low proficiency. Teachers using teacher created assessments to monitor student understanding and proficiency in the classroom.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iReady (ELA, Math)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benchmark</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment System (BAS)</td>
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<td></td>
</tr>
<tr>
<td>Teacher Created Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**School Profile Review**

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

**What are the demographic strengths and challenges?**

* How has enrollment changed over time, especially noting occurrences by special subgroups and staff? What are the implications for the school’s actionable plan?
**Strengths**

**Attendance:**

- Prior to the 2021-2022 school year, our attendance rate has consistently been around 95%.

- Attendance for SY 2022-2023 so far shows an increase from last school year. Our attendance rate last year was 84% and our current attendance is at 91%.

**Behavior:**

- Prior to the new administration in the 21-22 SY there has been a steady decline in the number of discipline offenses occurring on campus.

- New administration in SY 21-22 reflects a change in incidents.

- There has been a decrease in incidents from 6 in the 2021-2022 SY to 3 in our current SY.

**Enrollment:**

- The last two years have been consistent with about 120 students enrolled at Keolu Elementary School.

- The consistent enrollment of students meeting SES helps support Keolu Elementary as a Title I school.

- Prior to this school year about 5% of students were consistently identified as ELL. Slight decrease in students identified as EL from 5% to 3%.

- Prior to this school year about 12% of students consistently identified as IDEA. An increase in the amount of students identified as IDEA from about 12% to 18% this school year.
Challenges

Attendance:

- Students who missed 15 days or more of school increased from 16% to 50%
- Our attendance this SY (2022-2023) is trending lower than our complex, district, and state.

Behavior:

- Increase in student incidences this school year from 2 in previous years to 6 currently. Yet there is a decrease in behavioral incidences from the 21-22 school year (6) to this current school year (3).

Enrollment:

- Consistent decline in our student enrollment. Current enrollment is 117 students. Our official enrollment for SY 22-23 is 106.

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

Absenteeism rate has stayed fairly consistent over time, with the exception of Covid related illnesses and quarantines. Current data shows year-to-date attendance at 91%. The implications identified in our school's CNA are as follows:

- What are some causes for our enrollment to continually decrease?
- How can we engage the community and increase our student enrollment?
- What are we doing that is working well in terms of attendance?

Other thoughts/conclusions
### What strengths and challenges are indicated by student outcome data?

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

#### Strengths

**BAS:**

- BAS results from the 2021-2022 school year show that the percentage of our students who were significantly below grade level decreased from 24% in the beginning of the year to 20% at the end of the year.

- BAS results from the 2021-2022 school year also show that the percentage of our students who were reading at or above grade level increased from 57% in the beginning of the year to 67% at the end of the year.

- Based on BAS data, students make progress through the year.

- Keolu School acting on low achievement data with the addition of the RTI Coordinator position in SY 2022-2023

**iReady:**

- i-Ready diagnostic results from the 2021-2022 school year showed the percentage of students who were on or above grade level in their reading scores increased from 33% in the beginning of the year to 67% at the end of the year.

- i-Ready diagnostic results from the 2021-2022 school year showed the percentage of students who were on or above grade level in their math scores increased from 25% in the beginning of the year to 63% at the end of the year.

- i-Ready diagnostic results from the 2021-2022 school year showed the percentage of students who were multiple grade levels below in their math scores decreased from 29% in the beginning of the year to 4% at the end of the year.
i-Ready diagnostic results from the 2021-2022 school year showed the percentage of students who were multiple grade levels below in their reading scores decreased from 35% in the beginning of the year to 3% at the end of the year.

SBA:

- Pre covid and school closures students were performing at or above grade level at a consistent rate.
- Reading proficiency percentages over the years were consistent.
- Return to in person learning in the 21-22 school year has led to an increase in SBA scores. Our SBA scores in ELA increased from 46% meeting or exceeding to 53% meeting or exceeding. Our SBA scores in Math increased from 32% meeting to 42% meeting or exceeding.
- A shift in our PIP to Math and a focus on small group instruction in the workshop model continues to strengthen tier I instruction and student learning.

Challenges

BAS:

- We began the 2022-2023 school year with 35% students well below reading level and 51% at or above grade level according to the BAS.

iReady:

- Our i-Ready scores show significant growth during the school year. While SBA also shows growth, it does not show the same amount of growth.

SBA:
• Our proficiency levels for the ELA SBA in the 2021-2022 school year show about 46% of our students reaching proficiency.

• Our proficiency levels for the Math SBA in the 2021-2022 school year show about 42% of our students reaching proficiency.

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

The history of proficiency at Keolu Elementary has been low over the years, so instead of looking at data within specific student subgroup, we continue to work to build proficiency rates in all areas for all students.

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

Data shows a wider gap in math compared to ELA.

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

The history of proficiency at Keolu Elementary has been low over the years, so instead of looking at data within specific student subgroup, we continue to work to build proficiency rates in all areas for all students.

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

• The workshop model used in reading helped students at Keolu Elementary grow in reading and in math, as scores have shown growth in both areas.

• Our BAS scores and iReady scores show growth within a school year and our SBA scores do not reflect the growth we see in our classrooms. What might be the reason for this misalignment of student learning?

• Teachers support students deeper level thinking with the BAS and assessments with writing prompts. Students lack skills in test taking like multiple choice, fill in the blank etc. Might adding multiple kinds of assessments help students be able to complete the SBA with greater success?
• Plans in the 2022-2023 SY to vet curriculum that will blend well to the workshop model that has been successful for us at Keolu

• Curriculum does not correlate to assessments and does not blend well to implement CFAs

Other thoughts/conclusions

Our student learning data shows growth in recent school-level benchmark assessments, such as i-Ready and the BAS. Looking at BAS data specifically, there has been a significant change in the percentage of students that are reading at or above grade level over the past few school years. Our BAS results from the 2021-2022 school year, there was a 10% increase in the percentage of students who were at or above grade level. 21-22 SBA data shows an increase of 16% of students proficient in ELA and a 50% increase of students proficient in Math. As a school we attribute this increase to students returning to full in person learning and the use of small group instruction in the workshop model in ELA and Math. We continue to wonder what strategies we can implement to help students reach proficiency on the SBA. The kinds of assessments students participate in is higher level thinking either verbally with their teacher in a one on one assessment or in writing. Students lack various assessments with different kinds of questions like multiple choice, fill in the blanks, etc. Is this affecting our SBA data?

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?

Panorama Student Perception:

• While there was a decrease in some areas on the student perception survey, the majority of our results remained higher than the state and our complex area.

Panorama SEL:
63% of students feel they belong at Keolu Elementary School. No rise or decrease from previous SQS:

- Our SQS results show that about 90% of the parents had positive responses to Safety, Well-Being, and Engagement.

SQS:

- Return rates are low: 10% of parents, 75% of teachers, and 93% of students return the SQS.
- 76% of parents are satisfied with our school.

* 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?

Panorama Student Perception:

- The largest decrease was in Classroom Rigorous Expectations, bringing us below the state and complex area percentages in this area.

Panorama SEL:

- There is a 3% decrease in a feeling of belonging.
- There is a 5% decrease in the value of school.
- Decrease in many areas
- All areas are lower than the results for our state and complex area.
- 63% of students feel they belong at Keolu Elementary School. No rise or decrease from previous

SQS:

- Return rates are low: 10% of parents, 75% of teachers, and 93% of students return the SQS.
- 76% of parents are satisfied with our school.
10% of students surveyed in the SQS survey had negative responses in the Safety category.

Many neutral responses

Our SQS results show that 60% of students had positive responses in Safety.

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

- Although students feel like they belong, there was a 3% decrease. How do we continue to build belonging at Keolu Elementary?

- With 5% decrease in value, what strategies do we need to implement to maintain a high value in school.

- What can we do as a school to reinforce parent, teacher, and student SQS return rates to give us more reliable data?

- How can we improve the satisfaction level of our families?

- In the second year of full in person learning, have students lost their original feeling of being happy to return to school?

Other thoughts/conclusions

The data revealed that the majority of our Panorama SEL survey results showed a decrease from the previous school year. We noticed that our Panorama SEL survey results are comparing the beginning of this school year to the end of last school year. We assume that there are some factors impacting these results, such as starting a new school year in a new grade level, classroom, and with a new teacher. In addition this is the first year back in school with very few Covid restrictions. As we continue to add school events and build our PTSA, we are curious to see how our results in the spring will compare to our results from last school year. Even with those implications in mind, we need to focus
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**

Return to in person learning in the 21-22 school year has led to an increase in SBA scores. Our SBA scores in ELA increased from 46% meeting or exceeding to 53% meeting or exceeding. Our SBA scores in Math increased from 32% meeting to 42% meeting or exceeding.

* **Strength 2**

Our SQS results show that about 90% of the parents had positive responses to Safety, Well-Being, and Engagement.

* **Challenge 1**

Increase student achievement in all content areas. Student achievement overall is not reflecting the growth we have observed in our school and class data. According to academic reports, students are demonstrating low levels of achievement.
* Challenge 2

Increase monitoring and tracking of student academic progress towards specific benchmarks and standards.

Challenge 3:
Lack of established school-wide processes for things such as unpacking standards, analyzing data, aligning grading practices, providing student feedback, etc.

* 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.)

Lack of established school-wide processes for things such as unpacking standards, analyzing data, aligning grading practices, providing student feedback, etc.
Domain 1: Leadership

Goal Average Score: 1.81

Indicator 1.1 - Prioritize improvement and communicate its urgency

Indicator Average Score: 2.00

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 ○ Frequently and with Good Quality ○ Occasionally and with Fair Quality ○ Rarely</td>
</tr>
<tr>
<td>School leaders provide clear communication of schoolwide expectations regarding academics, behavior, social and emotional, and physical health of the students.</td>
<td>○ Routinely and with High Quality ○ Frequently and with Good Quality ○ Occasionally and with Fair Quality ○ Rarely</td>
</tr>
<tr>
<td>Statement</td>
<td>Quality Options</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| School leaders model and communicate the expectation that improved student learning results from intentional implementation of evidence-based practices. | - Routinely and with High Quality
- Frequently and with Good Quality
- Occasionally and with Fair Quality
- Rarely                                                                 |
| The principal focuses at least 50% of his or her time on working directly with teachers to improve instruction, including classroom observations and lesson planning. | - Routinely and with High Quality
- Frequently and with Good Quality
- Occasionally and with Fair Quality
- Rarely                                                                 |
| A School Improvement Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting) to review implementation of evidence-based practice. | - Routinely and with High Quality
- Frequently and with Good Quality
- Occasionally and with Fair Quality
- Rarely                                                                 |
| Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. | - Routinely and with High Quality
- Frequently and with Good Quality
- Occasionally and with Fair Quality
- Rarely                                                                 |
| School leaders analyze and communicate the data for Instructional Teams and individual teachers to use for academic decision-making and problem-solving related to student performance and outcomes, e.g., attendance, behavior, and learning mastery. | - Routinely and with High Quality
- Frequently and with Good Quality
- Occasionally and with Fair Quality
- Rarely                                                                 |

**Comments and Notes:**
**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</td>
<td>Routinely and with High Quality</td>
</tr>
<tr>
<td>an improvement plan that includes indicators of effective practice and</td>
<td>Frequently and with Good Quality</td>
</tr>
<tr>
<td>implementation milestones and annual target measures.</td>
<td>Occasionally and with Fair Quality</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
</tr>
<tr>
<td>The School Improvement Team provides and responds to regular (typically</td>
<td>Routinely and with High Quality</td>
</tr>
<tr>
<td>quarterly) feedback on progress toward goal-aligned implementation</td>
<td>Frequently and with Good Quality</td>
</tr>
<tr>
<td>milestones and annual target measures.</td>
<td>Occasionally and with Fair Quality</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
</tr>
<tr>
<td>School leaders manage an established evaluation process to monitor</td>
<td>Routinely and with High Quality</td>
</tr>
<tr>
<td>fidelity and effectiveness of</td>
<td>Frequently and with Good Quality</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Indicator Average Score: 1.67**
programs and services, and use evaluation data to make program/service decisions.

<table>
<thead>
<tr>
<th>Response</th>
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<tbody>
<tr>
<td>Occasionally and with Fair Quality</td>
</tr>
<tr>
<td>Rarely</td>
</tr>
</tbody>
</table>

Comments and Notes:

Indicator 1.3 - Customize and target support to meet needs

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

Elements:

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

**Comments and Notes:**

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

Our primary need in this domain is "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."

This is a need that we are currently focusing on by creating a curriculum cadre and beginning the implementation of a curriculum review process.
Hawaii Indicators

Domain 2: Talent

Goal Average Score: 1.72

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

Indicator Average Score: 2.00

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

Elements:

<table>
<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&lt;br&gt;○ Frequently and with Good Quality&lt;br&gt;○ Occasionally and with Fair Quality&lt;br&gt;○ Rarely</td>
</tr>
</tbody>
</table>
**Indicator 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>
</table>
| The school demonstrates strategic management of human, material, and fiscal resources in alignment with the school’s identified needs and priorities to improve student performance and organizational effectiveness. | ○ Routinely and with High Quality  
○ Frequently and with Good Quality  
○ Occasionally and with Fair Quality  
○ Rarely |
<table>
<thead>
<tr>
<th>Indicator 2.3 - Set clear performance expectations</th>
<th>Indicator Average Score: 1.50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiated, high-quality opportunities that benefit teachers both individually and collectively.</td>
<td>Occasionally and with Fair Quality Occasionally and with Fair Quality Rarely</td>
</tr>
<tr>
<td>All teachers receive initial and ongoing training and support in effective use of blended learning methods.</td>
<td>Routinely and with High Quality Frequently and with Good Quality Occasionally and with Fair Quality Rarely</td>
</tr>
<tr>
<td>Professional development programs for teachers include assistance in working effectively with families.</td>
<td>Routinely and with High Quality Frequently and with Good Quality Occasionally and with Fair Quality Rarely</td>
</tr>
<tr>
<td>School leaders ensure consistent evaluation measures and tools are used to measure the impact of professional learning on teacher and leader practices.</td>
<td>Routinely and with High Quality Frequently and with Good Quality Occasionally and with Fair Quality Rarely</td>
</tr>
</tbody>
</table>

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

**Comments and Notes:**


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

Our primary need in this domain is "School leaders provide and use a structured process to address problems of teacher practice that especially impact student performance and outcomes."

We are restructuring and improving our data team and collaboration processes to address and improve teacher practice.
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>
<tbody>
<tr>
<td>Instructional teams meet regularly (at least monthly) to</td>
<td>○ Routinely and with High Quality</td>
</tr>
<tr>
<td>review practice implementation data (e.g., documentation</td>
<td>○ Frequently and with Good Quality</td>
</tr>
<tr>
<td>from walkthroughs, practice fidelity, lesson review)</td>
<td>○ Occasionally and with Fair Quality</td>
</tr>
<tr>
<td></td>
<td>○ Rarely</td>
</tr>
<tr>
<td>Instructional teams meet regularly to review student</td>
<td>○ Routinely and with High Quality</td>
</tr>
</tbody>
</table>
| Data from screening, progress monitoring, and outcome assessment to identify next steps for instruction. | Occasionally and with Fair Quality  
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. | Occasionally and with Fair Quality  
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. | Occasionally and with Fair Quality  
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. | Occasionally and with Fair Quality  
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. | Occasionally and with Fair Quality  
Routinely and with High Quality  
Frequently and with Good Quality  
Occasionally and with Fair Quality  
Rarely |

**Comments and Notes:**

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

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

**Elements:**

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

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

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

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

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

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

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

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

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

| Routinely and with High Quality  
|---------------------|-------------------------------|
|                      | Frequently and with Good Quality  
|                      | Occasionally and with Fair Quality  
|                      | Rarely                         |
Teachers stretch students’ interests to find value in new topics and connect learning tasks to students’ personal aspirations.

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

Comments and Notes:

Indicator 3.3 - Remove barriers and provide opportunities

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

**Elements:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school provides all students extended learning opportunities (e.g., summer bridge programs,</td>
<td>Routinely and with High Quality, Frequently and with Good Quality</td>
</tr>
<tr>
<td>High schools. The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness.</td>
<td>Routinely and with High Quality</td>
</tr>
</tbody>
</table>

| Routinely and with High Quality | Frequently and with Good Quality | Occasionally and with Fair Quality | 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). | Routinely and with High Quality | Frequently and with Good Quality | Occasionally and with Fair Quality | Rarely |

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

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

| Teachers teach and reinforce social/emotional competencies (positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions). | Routinely and with High Quality | Frequently and with Good Quality | Occasionally and with Fair Quality | Rarely |

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

| Teachers are attentive to students’ emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. | Routinely and with High Quality | Frequently and with Good Quality | Occasionally and with Fair Quality | Rarely |
**Rarely**

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

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

**Rarely**

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

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

**Comments and Notes:**

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

Our primary need in this domain is "Instructional teams meet regularly (at least monthly) to review practice implementation data (e.g., documentation from walkthroughs, practice fidelity, lesson review)."

We are restructuring and improving our data team and collaboration processes to address and improve teacher practice.
Hawaii Indicators

Domain 4: Culture

Goal Average Score: 1.50

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></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>
The school promotes, recognizes, and celebrates academic achievement in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.

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

The school regularly communicates with families about its expectations of them and the importance of what families can do at home to support their children's learning.

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

The school facilitates two-way communication and face-to-face meetings among school personnel, students, and students’ families to work together to advance student learning.

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

**Comments and Notes:**

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

**Indicator Average Score: 1.00**

**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:**

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

**Comments and Notes:**


Indicator 4.3 - Engage students and families in pursuing education goals

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

Elements:

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

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

Our primary need in this domain is "School Improvement Team monitors progress on actions, adjusts actions as needed, and shares progress with school community."

We are restructuring and improving our data team and collaboration processes to address and improve teacher practice.
## Domain 1: Leadership

**Goal Average Score: 1.81**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Comments and Notes</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 1.1</td>
<td>Prioritize improvement and communicate its urgency</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>Indicator 1.2</td>
<td>Monitor short- and long-term goals</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>Indicator 1.3</td>
<td>Customize and target support to meet needs</td>
<td></td>
<td>1.75</td>
</tr>
</tbody>
</table>

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

Our primary need in this domain is "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." This is a need that we are currently focusing on by creating a curriculum cadre and beginning the implementation of a curriculum review process.

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## Domain 2: Talent

**Goal Average Score: 1.72**

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

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<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 2.1</td>
<td>Recruit, develop, retain, and sustain talent</td>
<td>2.00</td>
</tr>
<tr>
<td>Indicator 2.2</td>
<td>Target professional learning opportunities</td>
<td>1.67</td>
</tr>
<tr>
<td>Indicator 2.3</td>
<td>Set clear performance expectations</td>
<td>1.50</td>
</tr>
</tbody>
</table>

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

Our primary need in this domain is "School leaders provide and use a structured process to address problems of teacher practice that especially impact student performance and outcomes." We are restructuring and improving our data team and collaboration processes to address and improve teacher practice.

---

### Domain 3: Instruction

**Goal Average Score: 1.14**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Comments and Notes</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 3.1</td>
<td>Diagnose and respond to student learning needs</td>
<td></td>
<td>1.33</td>
</tr>
<tr>
<td>Indicator 3.2</td>
<td>Provide rigorous evidence-based instruction</td>
<td></td>
<td>1.33</td>
</tr>
<tr>
<td>Indicator 3.3</td>
<td>Remove barriers and provide opportunities</td>
<td></td>
<td>0.75</td>
</tr>
</tbody>
</table>

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

Our primary need in this domain is "Instructional teams meet regularly (at least monthly) to review practice implementation data (e.g., documentation from walkthroughs, practice fidelity, lesson review)." We are
restructuring and improving our data team and collaboration processes to address and improve teacher practice.

**Domain 4: Culture**

<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>1.50</td>
</tr>
<tr>
<td>Indicator 4.2</td>
<td>Solicit and act upon stakeholder input.</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>Indicator 4.3</td>
<td>Engage students and families in pursuing education goals</td>
<td></td>
<td>2.00</td>
</tr>
</tbody>
</table>

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

Our primary need in this domain is "School Improvement Team monitors progress on actions, adjusts actions as needed, and shares progress with school community." We are restructuring and improving our data team and collaboration processes to address and improve teacher practice.

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

**Challenge 1: Increase student achievement in all content areas.** Student achievement overall is not reflecting the growth we have observed in our school and class data. According to academic reports, students are demonstrating low levels of achievement.

While students are showing growth and we have made gains in ELA and Math proficiency...
scores, many are still not reaching grade level expectations per SBA, causing them to demonstrate low levels of achievement.

Continue with implementation of student supports and individualized instruction opportunities for struggling learners in need of academic interventions.

We identified these challenges after looking through our data and noticing specific achievement gaps, but also noticing that achievement overall is and has consistently been lower than we would like. Our proficiency percentages have increased tremendously this year but we continue the need to move our students towards proficiency and improving in the areas of ELA and Math. In the past we have focused many of our efforts and our powerful instructional practices (PIP) around one specific content area. We have also changed our focus year after year, potentially not giving ourselves enough consistency with any specific practice or enough time to determine whether or not we are making progress. Currently, we have engaged in a PIP around conferencing within the workshop model that allows us to work across content areas. This continued PIP in ELA has helped our reading scores. We believe that creating consistency in our practices throughout all content areas will help our students to continue to move towards proficiency in all areas. Conferencing is also giving us the opportunity to allow for more individualized instruction and goal setting. While we believe that our PIP, curriculum, and additional instructional practices are moving us in the right direction we have only just begun this work and need to continue doing so. Therefore this school year we continue with our PIP with the workshop model with small group conferencing in Math.

Challenge 2: Increase monitoring and tracking of student academic progress towards specific benchmarks and standards.

Continue to collect targeted data and data analysis during data team time.
Lack of Common Formative Assessments to better monitor and track student progress.

Continue building a comprehensive MTSS system to identify and implement academic and behavioral goals for students in need of supports.

Although as a faculty we have worked on building our knowledge around formative assessment tools and practices, we have not yet reached the point where these practices are effectively informing us of our students’ learning. We need to make sure that our school as a whole has a very strong foundation and understanding in the data teams process to fully inform our teaching practices and student learning. We are continuing our work around formative assessments through our PIP work around conferencing across content areas.

Challenge 3: Increase teacher efficacy regarding curriculum, instruction, assessment, and student support.

Lack of established school-wide processes for things such as unpacking standards, analyzing data, aligning grading practices, providing student feedback, etc.

This challenge is not a new challenge. The struggle in building teacher efficacy has been a frequent struggle at Keolu. This was expressed once again through some of the data that was collected. We have implemented collaboration time into our master calendar with guidance and library skills classes. This provides time for teachers to vertically articulate and participate in data teams and planning conversations which is building teacher efficacy. We continue to need this time to participate in data analysis, planning, and aligning grading practices.
List not more than four of the greatest strengths noted and WHY they are a strength:

WASC Report:

- The following areas were identified as strengths in our WASC report:
  - The development of our new vision and mission statements which we completed.
- Our curriculum is relevant and comprehensive
- The alignment of our curriculum for all grade levels

Programs at Keolu:
- We have programs at Keolu that target students' academic needs like A+, Malama, and RTI in the classroom.

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

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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:

Challenge 1: Increase student achievement in all content areas. Student achievement overall is not reflecting the growth we have observed in our school and class data. According to academic reports, students are demonstrating low levels of achievement.

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Plan Items

1 Staff Success

Description:

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

1.1 Increase academic proficiency in ELA and Math by 15% by Spring 2025. This growth will occur by providing rigorous evidence based instruction to all students.

Description:

5% increase in ELA and Math proficiency scores by the end of the 22-23 school year 5% increase in ELA and Math proficiency scores by the end of the 23-24 school year 5% increase in ELA and Math proficiency scores by the end of the 24-25 school year

1.1.1 Staff Success

Description:

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

<table>
<thead>
<tr>
<th>Funding Application</th>
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<tr>
<td>EDUCATION STABILIZATION</td>
<td>39696 - ESSER III-LEARNING LOSS-ACADEMIC</td>
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<td>$2,400.00</td>
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<td>FUND (ARP-ESSER III)</td>
<td>TITLE I GRANTS TO LOCAL EDUCATION AGENCIES</td>
<td>18902 - ESEA TITLE I-SCHOOLS</td>
<td>20x$183/day=$3660.00</td>
</tr>
</tbody>
</table>

**EA 1.1.1.1 PBL 201**

**Description:**
Keolu School will continue with PBL 201 training for 3 days for all teachers to increase student engagement through learning about gold standard PBL projects and planning for implementation.

**Person Responsible:**
Angela West

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

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

**EA 1.1.1.2 Curriculum Maps and Pacing Guides**

**Description:**
Teachers will create, edit, and use curriculum maps and pacing guides in core subject areas to plan and pace the school year for optimal student learning.
**Person Responsible:**
- Angela West

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

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

---

**1.1.1.3 Curriculum and Interventions**

**Description:**
- Keolu Curriculum Cadre will vet possible reading and math curriculum and intervention programs to support Tier I practices and struggling learners to better implement Tier II and Tier III supports.

**Person Responsible:**
- Angela West

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

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

---

**1.1.1.4 Assessment for Learning**

**Description:**
- Teachers will utilize multiple types of formative and summative assessments as a means to increase students' skills and strategies to demonstrate their knowledge.

**Person Responsible:**
- Angela West
2 Student Success

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

2.1 Decrease absenteeism by 15% from 50% to 35% by Spring 2025 as measured by StriveHI. This growth will occur through engaging students and families in pursuing educational goals.

Description:
5% increase by the end of the 22-23 school year 5% increase by the end of the 23-24 school year 5% increase by the end of the 24-25 school year

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.

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|   |   |   | **Total** $6,000.00 |

### 2.1.1.1 Attendance

**Description:**

Various incentives given at random to promote students to attend and engage in school activities. Students who are present will receive the incentive.

**Person Responsible:**

Tara Foster

**Estimated Begin Date:**

8/7/2023

**Estimated Completion Date:**

5/31/2024

### 2.1.1.2 HA

**Description:**

Keolu will continue to explore and implement HA practices to build belonging with all faculty, staff, and students. HA practices will be implemented with faculty and staff quarterly. HA practices will continue to be built with students with weekly Morning Mana’o, Foundations of Aloha incorporated.
into student lessons in guidance and incorporated into library time, and utilizing Keolu News Network to sharing 'Olelo Hawai'i with students.

Person Responsible:
   HA Cadre
Estimated Begin Date:
   8/7/2023
Estimated Completion Date:
   5/31/2024

2.1.1.3 Family Engagement

Description:
   Family engagement events will be held at least once a quarter including but not limited to Parent Teacher Conferences, Academic Parent Teacher Team Events (APTT), 'Ohana Nights, Winter Sing a Long, etc.

Person Responsible:
   Jolene Chang
Estimated Begin Date:
   8/7/2023
Estimated Completion Date:
   5/31/2024

3 Successful Systems of Support

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

3.1 Increase academic proficiency in ELA and Math by 15% by Spring 2025. This growth will occur by providing rigorous evidence based instruction to all students.

Description:

5% increase in ELA and Math proficiency scores by the end of the 22-23 school year
5% increase in ELA and Math proficiency scores by the end of the 23-24 school year
5% increase in ELA and Math proficiency scores by the end of the 24-25 school year

3.1.1 Responsive Capacity Building: MTSS

Description:

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

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### 3.1.1.1 Interventions

**Description:**

Keolu will continue to build understanding of the Multi-Tiered Systems of Support (MTSS) and continue to build tier II and III intervention programs to support all students.

**Person Responsible:**

Meredith Word

**Estimated Begin Date:**

8/7/2023

**Estimated Completion Date:**

5/31/2023

### 3.1.1.2 Data Teams

**Description:**

Keolu will continue to utilize its master calendar to provide adequate time for data teams to identify struggling learners, plan interventions, and analyze data and evaluate instructional strategies.

**Person Responsible:**

Angela West

**Estimated Begin Date:**

8/7/2023

**Estimated Completion Date:**

5/31/2024
3.1.1.3 Data Teams

Description:
Keolu will continue to utilize its master calendar to provide for adequate time for collaboration time to use curriculum guides and pacing guides, build Common Formative Assessments (CFAs).

Person Responsible:
Angela West

Estimated Begin Date:
8/7/2023

Estimated Completion Date:
5/31/2024

3.1.1.4 Instructional Leadership Team

Description:
Keolu will continue to utilize the Instructional Leadership Team (ILT) process and the Professional Learning Cycles around Keolu's PIP of small group conferencing in ELA and Math to improve proficiency.

Person Responsible:
Angela West

Estimated Begin Date:
8/7/2023

Estimated Completion Date:
5/31/2024