SELF-STUDY VISITING COMMITTEE REPORT
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
HAWAII DEPARTMENT OF EDUCATION

FOR

WAIMANALO ELEMENTARY & INTERMEDIATE SCHOOL

41-1330 Kalaianaole Highway
Waimanalo, HI

April 3-6, 2017

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Watsonville, CA

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Kaliihi Kai Elementary School
Honolulu, HI

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Princess Nahi’ena’ena Elementary School
Lahaina, HI

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Our Savior Lutheran Church and School
Aiea, HI
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Chapter I: Student/Community Profile

Briefly summarize the most critical information from the student/community profile that impacts the school

Description of the Students and Community Served by the School

School’s Analysis of Student Achievement Data

Waimanalo Elementary and Intermediate School (WEIS) is located in the rural community of Waimanalo on the Windward side of Oahu. The campus backdrop is the magnificent Ko‘olau Mountain range. The school serves students from seven major geographic areas. The Homestead population is made up of native Hawaiians who live on lands designated specifically for Hawaiians. The Farm Lots, once populated primarily by Asian truck farmers, are now occupied by commercial businesses. Recently there has been an increase of immigrant workers moving into this particular area. The Beach Lots are located along the coastal waterfront. In addition, the school serves students from other residential areas: the subdivision of Hale Aupuni, Waimanalo Village, Banyan Tree, the homes near the town including Weinberg Village, the low income housing on Humuniki Street and the homes behind Shima’s Market. New family housing is projected to be completed within the next few years and could increase school enrollment.

The school first opened its doors in 1925. In 1975, with the enrollment of the school’s first ninth grader at Kailua High School, WEIS became one of two schools in the State of Hawaii with a grade PreK-8 enrollment.

The enrollment at WEIS has decreased each year since 2013-14. The number of teachers, however, has remained close the same resulting in smaller class size. There is a larger percentage of male students compared to the number of female students enrolled in the school. Though the SES percentage declined in 2016-17 school year, WEIS qualified to participate in the U.S. Department of Agriculture’s Community Eligibility Program which allows schools serving high poverty areas to participate in the National School Lunch Program without having to collect and process individual meal applications.

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</thead>
<tbody>
<tr>
<td>End of Year Enrollment</td>
<td>517</td>
<td>549</td>
<td>514</td>
<td>485</td>
<td>455</td>
</tr>
<tr>
<td>Enrollment by Gender - Female</td>
<td>46.18%</td>
<td>45.74%</td>
<td>44.71%</td>
<td>43.48%</td>
<td>42.74%</td>
</tr>
<tr>
<td>Enrollment by Gender – Male</td>
<td>53.82%</td>
<td>54.26%</td>
<td>55.29%</td>
<td>56.52%</td>
<td>57.26%</td>
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</table>
## Enrollment by SES (Students receiving free and reduced lunch)

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<tbody>
<tr>
<td>82.78%</td>
<td>84.88%</td>
<td>82.82%</td>
<td>81.64%</td>
<td>62.61%</td>
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</tr>
</tbody>
</table>

## Enrollment by IDEA (Percentage of Students in Special Education)

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<tbody>
<tr>
<td>11.55%</td>
<td>11.43%</td>
<td>13.18%</td>
<td>15.22%</td>
<td>16.88%</td>
<td></td>
</tr>
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</table>

## Enrollment by English Language Learner (Percentage of ELL)

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<tbody>
<tr>
<td>7.83%</td>
<td>6.98%</td>
<td>4.71%</td>
<td>5.07%</td>
<td>6.20%</td>
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</table>

Though the years, the distribution of student ethnicity has remained stable. The largest population is Pacific Islander with the next largest group being Asian, consisting of mainly the Filipino population of students.

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<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>.39%</td>
<td>.39%</td>
<td>0%</td>
<td>0%</td>
<td>.21%</td>
</tr>
<tr>
<td>Asian</td>
<td>18.59%</td>
<td>16.86%</td>
<td>17.18%</td>
<td>14.73%</td>
<td>13.95%</td>
</tr>
<tr>
<td>Black</td>
<td>.59%</td>
<td>.19%</td>
<td>.24%</td>
<td>.48%</td>
<td>.43%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>9.98%</td>
<td>10.08%</td>
<td>10.82%</td>
<td>9.90%</td>
<td>11.80%</td>
</tr>
<tr>
<td>Multiple</td>
<td>7.44%</td>
<td>7.95%</td>
<td>8.94%</td>
<td>8.70%</td>
<td>10.30%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>60.08%</td>
<td>62.02%</td>
<td>59.53%</td>
<td>62.56%</td>
<td>60.52%</td>
</tr>
<tr>
<td>White</td>
<td>2.94%</td>
<td>2.52%</td>
<td>3.29%</td>
<td>3.62%</td>
<td>2.79%</td>
</tr>
</tbody>
</table>
The faculty at WEIS are experienced and qualified. For the 2015-16 school year, 89% of WEIS teachers have met the Highly-Qualified Teacher requirements of Title II. All teachers are fully licensed. No teachers are teaching outside of their credential area. There are no National Board Certified teachers on the teaching staff. There are twelve teachers with advanced degrees. The average years of experience is 11.8 years with seventeen teachers teaching five years of more at WEIS.

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<tbody>
<tr>
<td><strong>FTE Teacher Total</strong></td>
<td>33</td>
<td>36</td>
<td>39</td>
<td>37</td>
</tr>
<tr>
<td>% Fully Licensed</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Average Years of Experience</td>
<td>12.4</td>
<td>14</td>
<td>12.4</td>
<td>11.8</td>
</tr>
<tr>
<td>5+ Years at WEIS</td>
<td>21</td>
<td>22</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>% Classes Taught by HQTs</td>
<td>100%</td>
<td>99%</td>
<td>96%</td>
<td>93%</td>
</tr>
<tr>
<td>(end of the year)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers with Advanced Degrees</td>
<td>10</td>
<td>10</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

Currently, WEIS students in grades K through 8 are monitored for chronic absenteeism. Baseline data in the school year 2015-2016 reported 22% of students accumulated 15 or more excused and/or unexcused days of absences, resulting in being labeled as “chronic absent.” This is higher than the state goal of 15%.

**Attendance and Chronic Absenteeism (Early Warning System)**

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>94.48%</td>
<td>93.64%</td>
<td>93.85%</td>
<td>93.27%</td>
<td>93.82%</td>
</tr>
<tr>
<td>Chronic Absenteeism</td>
<td>*N/A</td>
<td>*N/A</td>
<td>*N/A</td>
<td>22%</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Discipline referrals submitted to the administration are reviewed and entered into the electronic Comprehensive Student Support System (eCSSS). A process to consistently input data was established during the 2014-2015 school year. Data from prior years is not reflective of the actual number of behavioral referrals received. While the total number of incidents has significantly increased, the top three incidents by problem behaviors fall in the Class D category, which is the lowest level class offense. The top three behavior incidents were 1) violation of other school rules, 2) dress code, and 3) disrespect/noncompliance.
WEIS offers numerous co-curricular and extracurricular activities for students. Co-curricular activities include AVID Elective, First Lego League, VEX Robotics, History Day, District Science Fair, and Speech Festival. In the school year 2015-2016, in partnership with Waipahu Intermediate School, Waimanalo Middle School students were provided with the opportunity to participate in interschool athletics referred to as Goodwill Games. Students in grades 6 through 8 participated in football, volleyball, or basketball. WEIS students were coached by WEIS staff members, and had to meet academic and behavioral criteria. In the school year 2015-2016, WEIS was one of four schools to participate in Soccer for Success pilot program. Soccer for Success is the U.S. Soccer Foundation’s free afterschool program that uses soccer as a tool to address children’s health issues and juvenile delinquency, while promoting healthy lifestyles in urban underserved communities. Middle school students have participated in UPLINK (Uniting Peer Learning, Integrating New Knowledge). UPLINK is a free after school program provided for middle school students. It is designed to deter middle school students from at-risk behaviors in the hours immediately following the ending of the school day. The program includes tutoring, health and wellness, cooking, sewing, sports, and gaming.

School’s Analysis of Student Achievement Data

According to the Strive HI index, WEIS has been a Continuous Improvement status for the past three years. During the 2013-2014 school year, students took the Hawaii State Assessment (HSA) Bridge Assessment that included both HSA and Smarter Balanced Assessment (SBA) items to align with the Common Core State Standards for both Language Arts and Mathematics. The shift to full implementation of the SBA occurred in the school year 2014-2015. The HSA Science Assessment remained the same. The data for science indicates an increase in the percentage of students proficient in both grade levels assessed, yet below the state’s average level of proficiency.
### Strive HI Reporting Information

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<thead>
<tr>
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<tbody>
<tr>
<td>Math Meeting Standards</td>
<td>56%</td>
<td>27%</td>
<td>24%</td>
</tr>
<tr>
<td>ELA/Literacy Meeting Standards</td>
<td>63%</td>
<td>33%</td>
<td>37%</td>
</tr>
<tr>
<td>Science Proficiency</td>
<td>43%</td>
<td>39%</td>
<td>47%</td>
</tr>
<tr>
<td>Math MGP</td>
<td>44</td>
<td>35</td>
<td>40</td>
</tr>
<tr>
<td>ELA/Literacy MGP</td>
<td>47</td>
<td>33</td>
<td>47</td>
</tr>
<tr>
<td>8th Grade ACT</td>
<td>27%</td>
<td>29%</td>
<td>N/A</td>
</tr>
<tr>
<td>Current Gap Rate</td>
<td>31%</td>
<td>42%</td>
<td>Math 37% LA 44%</td>
</tr>
</tbody>
</table>

### Hawaii State Assessment in Science

<table>
<thead>
<tr>
<th>Science Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>---------</td>
</tr>
<tr>
<td>4th</td>
</tr>
<tr>
<td>8th</td>
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</tbody>
</table>

WEIS uses multiple measures to assess student progress. These assessments include ACCESS for ELL students, STAR Early Literacy and Renaissance Learning Reading and Math as a universal screening tool, End of Course Exam for Algebra I, Grades, and Lexia (grades Pre-K through 5) and Reading Plus (grades 3 and above) supplemental computer programs.

**Comments on Significant Findings of the Profile**

- WEIS teachers are qualified and experienced.
- The school has adequate facilities, resources, and technology for the current population.
- GLOs are clearly defined, however, not assessed at the intermediate level.
- WEIS has a vision and mission that is concise, clear, transparent, and shared with all critical stakeholders.
- Meaningful parent involvement remains a challenge for the school.
• Chronic absenteeism is higher than the state goal.
• WEIS is below the state average in the statewide assessment for language arts, mathematics, and science.
• Student referral data indicates a need to address teacher to student relationships.
• Enrollment at WEIS has decreased each year since 2013-2014.
• WEIS utilizes a variety of assessments to monitor student progress.
Chapter II: Progress Report

Comments on the school’s major changes and follow-up process

Major Changes Since the Last Visiting Committee

Administration:
During the last 6 year span the Principal has trained three new vice principals. One has gone on to become principal. The second moved to another school closer to home. The current Vice-Principal has been in place for the last three years and just finished her certification.

Teachers:
Out of the 39 teachers that were assigned to the school for the last visit, only 17 remain from the time of the last Self-Study visit. Teachers either moved to a different school, retired from the Department of Education (DOE), passed away, or left the profession.

Non-Certified Staff:
Out of the 21 non-certified staff members who were part of the last visit, only 16 are still at the school. Non-Certified staff has either changed schools or retired from the DOE.

Program:
During the last Self-Study, WEIS was a restructured school working with Edison Learning. The school is no longer restructured or works with Edison Learning, but utilized a Complex wide process called Instructional Leadership Team (ILT). At the time of the last Self Study, there was a freeze on any curriculum purchases. During the last three years of the Self-Study, the State mandated all schools to purchase: Reading Wonders, Stepping Stones (for elementary), GO Math and College Springboard (for secondary). This was to assist in the transition to Common Core.

Facilities:
No major changes to facilities has occurred with the exception of WiFi now campus wide. The school has added a covered walkway to the elementary side, and are currently in the process of designing a new building for STEM - Science Technology Engineering and Math.

Effect of State Mandates:
School is still working through implementation of Hawaii Common Core Standards. The state assessment changed to the Smarter Balanced Assessment last year. Late February of this year the State released its new State Strategic Plan. Also, at this time the State released a new three year academic plan which is different from the previous years (previously it was a one year plan). Currently the State is looking for a new Superintendent, and it is a contract year for teachers, so there are a lot of things that are uncertain at this time. However, the school’s current direction should withstand any changes further coming down from the State level.
Parents:
The school has a very small group of about 5-6 core parents.

Summary of Progress on General Learner Outcomes

Students in the elementary level receive GLO grades through their official school report card. GLO rubrics are available for teachers to evaluate the students’ levels of consistency with achieving the desired behaviors. Middle school students receive behavior feedback through canned teacher comments on their official school report card. The comments are not worded as GLO statements. Elementary GLO data reports indicated an increase in both the “Usually” and “Consistently” categories for GLO 2 and 3, the two GLOs selected by the school.

<table>
<thead>
<tr>
<th>SY 2016-17 General Learner Outcomes</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Consistently</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Self-directed Learner</td>
<td>19</td>
<td>84</td>
<td>125</td>
<td>29</td>
<td>15</td>
<td>67</td>
<td>139</td>
<td>35</td>
</tr>
<tr>
<td>#2 Community Contributor</td>
<td>16</td>
<td>60</td>
<td>141</td>
<td>41</td>
<td>12</td>
<td>50</td>
<td>142</td>
<td>52</td>
</tr>
<tr>
<td>#3 Complex Thinker</td>
<td>12</td>
<td>131</td>
<td>91</td>
<td>24</td>
<td>14</td>
<td>96</td>
<td>111</td>
<td>35</td>
</tr>
<tr>
<td>#4 Quality Producer</td>
<td>9</td>
<td>83</td>
<td>130</td>
<td>36</td>
<td>12</td>
<td>83</td>
<td>125</td>
<td>36</td>
</tr>
<tr>
<td>#5 Effective Communicator</td>
<td>12</td>
<td>72</td>
<td>129</td>
<td>45</td>
<td>18</td>
<td>61</td>
<td>118</td>
<td>59</td>
</tr>
<tr>
<td>#6 Effective and Ethical User of Technology</td>
<td>7</td>
<td>39</td>
<td>141</td>
<td>71</td>
<td>6</td>
<td>27</td>
<td>128</td>
<td>76</td>
</tr>
</tbody>
</table>

Comments on how the school through its action plan has accomplished each of the critical areas for follow-up including the impact on student learning.

The last full Visitation Committee left the school eight critical areas for follow-up. The Mid-
Term Visiting Committee identified no additional critical areas in 2014. WEIS has addressed all critical areas identified by the last full Visiting Committee and has incorporated and clearly identified them in the Academic and Financial Plan.

1. Develop a process for transition from HCPS III to the Common Core Standards.

In 2011-2012, teachers worked on developing quality standards-based instructional accountability for the Core Academic program with a focus on: 1) student learning, 2) research based instructional strategies, 3) student engagement, and 4) cooperative learning groups and real world activities. In 2012-2013, teachers continued to work on developing quality standards-based instructional practices with a focus on: student learning, instructional strategies, student engagement and cooperative learning. Statewide Protocol #2 was created to deliver a consistent message to all schools in regards to understanding the Common Core State Standards Structure. Administration and Curriculum Coordinator led the six different protocol sessions.

In 2013-2014, teachers continued implementing standards-based instructional practices with a focus on: 1) student learning objectives, 2) instructional strategies, and 3) writing.

In 2014-2015, teachers began to focus on Common Core Literacy Strands in Science and Social Studies, as well as text complexity (i.e. reading skills) in all subjects. WEIS began full implementation of Common Core Standards for Language Arts & Math using the newly adopted State of Hawaii recommended programs. Reading and Math teachers attended state trainings on the new programs.

In 2015-2016, there was a continued effort by teachers to focus on Common Core Writing Strands in Science and Social Studies, as well as text complexity (i.e. reading skills) in all subjects.

In 2016-2017, teachers will continue to bridge HCPS III and CCSS for Science and Social Studies. Additional professional development and guidance for teachers is anticipated as the Next Generation Science Standards (NGSS) implementation and assessment is targeted for school year 2019. A new set of Social Studies standards is being developed by a state cohort of teachers and leads.

2. Develop a process for transition from the Benchmark Assessment System to the Data for School Improvement (DSI) system.

From 2011-12 through 2014-15, eValuate benchmark assessment system was used in grades 2 through 8. The eValuate subscription was discontinued due to lack of funding in SY2014-15. The DSI system became obsolete in 2012.

From 2011-12 to 2015-16, STAR Reading and STAR Math were used as universal screeners for grades 2 through 8. Students were screened three times a year, during the fall, winter, and spring. From 2011-12 to 2012-13, AIMSWeb was used as the universal screener for grades K-1. Starting in 2013-14, STAR Early Literacy replaced AIMSWeb for grades K-1. The following
year, grade 1 began using STAR Reading and STAR Math and grade K continued to use STAR Early Literacy for universal screening. Currently, STAR Early Literacy is used for K, STAR Reading and STAR Math are used for grades 1-8 as a universal screener administered three times a year. Some teachers use STAR as a progress monitoring tool throughout the year.

In 2011-12, MyAccess online writing program was added to assess student writing for grades 4 through 8. MyAccess use was discontinued in SY 2016-2017. Prior to 2011-12, the school added IXL, an online math practice site for math data for Grades K-8. Prior to 2011-12, Achieve 3000 was used to assess reading comprehension. Use of Achieve 3000 was discontinued due to lack of funding in SY2015-16.

3. Continue to use assessment data to modify curriculum and instruction and to improve programs.

All grade levels are using STAR Reading, STAR Math, and Early Literacy as universal screeners to assess progress within the grade and across grade levels.

Starting in the 2014-2015 school year, all teachers, as part of their Educator Effectiveness System (EES) component, selected a School Learning Objective (SLO) for students and monitored progress over the year to use the data to direct instruction in the classroom. Staff has access to the Longitudinal Data System (LDS) that compiles data for academics, attendance, and behavior to create a list of students who need extra support (RTI).

Starting in 2014, all teachers were provided with Writing Pathways, a Lucy Calkins curriculum, and training to implement a school-wide writing continuum. Since 2014, all staff have collected data on various genres of writing using the Calkins K-8 rubric to analyze and drive further instruction.

In 2015-2016 Eighth Grade and First Grade teams were given training on the data team process.

From 2013-2015 Grades 2 through 8 were tested monthly using Edison eValuate. This information could be broken up by standard/topic. Teachers used this information to drive instruction as well as check on student progress (monthly) towards the standards.

4. Pull together the curriculum/instruction/assessment systems as a schoolwide effort.

In 2011 to 2012, the ILT process and team was first put into place. The STAR Universal Screener was first utilized at WEIS. In 2012-2013, WEIS continued to implement the ILT process and STAR Universal Screener. A curriculum coordinator position was created. Kakau Mea Nui Schoolwide Writing Program along with MyAccess online Writing Assessment training was provided for teachers. In 2013-2014, WEIS continued to implement the ILT process and utilized the STAR Universal Screener. The curriculum coordinator position transitioned into an academic coach position. WEIS continued to utilize the Kakau Mea Nui Schoolwide Writing
Program. Some grade levels piloted the new statewide curriculums (Reading Wonders, SpringBoard LA, Steppings Stone's, and GO Math!). In 2014-2015, WEIS continued to implement the ILT process and utilized the STAR Universal Screener. WEIS began to use the Writing Pathways Program by Lucy Calkins with a focus on opinion writing. In 2015-2016, WEIS continued the ILT process and introduced new leadership structures. ILT focused mainly on instruction and assessment while Team Leaders focused on operational concerns. WEIS continued to utilize the STAR Universal Screener. There was school-wide implementation of the Writing Pathways Program by Lucy Calkins. A Response to Intervention (RTI) coordinator position was added along with purchasing Reading Plus and Lexia online reading programs. AVID WICOR strategies were adopted as the school-wide Powerful Instructional Practices (PIPs). WEIS provided training for Data teams. Middle school’s math and science departments created a problem-solving process.

5. Increase the use of technology as a tool for instruction and learning.

Prior to 2011-2012, three computer labs with desktop computers were available to teachers for student use. IXL Math was available to elementary and middle school students for additional math practice online. In 2011-2012, the school purchased SMART boards for lower elementary and clickers for upper elementary classrooms. The school purchased mobile computer labs for the 8th grade Middle School core classes.

In 2012-2013, additional mobile labs purchased for grade 6 and 7 core classes. MIMIO Smart technology purchased for 8th grade. In 2013-2014, additional mobile labs purchased for upper elementary classes. MIMIO Smart technology purchased for 6th and 7th grade.

In 2014-2015, additional mobile labs were purchased for elementary classes. A robotics/media course was created for middle school students as an elective. One of the computer labs was dedicated to the robotics/media course. Two computer labs remain open to teachers’ use for student learning. Lego robotics and VEX kits were purchased to support the program.

In 2015-2016, Initial Google Drive training for all teachers. Google accounts were created for all teachers and students. Some middle school and elementary teachers initiated the use of Google Drive with their students to support learning. Mobile labs were purchased for upper elementary grades (3 and 4). Lower elementary grades (K-2) were provided with 4-5 laptops or desktop computers for each classroom. All middle school students used Reading Plus and all elementary students used Lexia to address reading fluency and comprehension.

In 2016-2017, all middle school students use Google Drive for their classes. All teachers use Google Drive as a tool for instruction and learning. All upper elementary classrooms have mobile labs. An instructional technology coordinator position was created to support teachers utilizing technology to enhance their instruction in all grades K-8. The instructional technology coordinator is supporting all grades in providing students with lessons in ethical use of technology. All middle school students continue to use Reading Plus and all elementary students continue to use Lexia to address reading fluency and comprehension. Follow-up Google Drive
training was offered to teachers needing additional support.

6. Increase the use of student self-assessment.


In 2014-2015 teachers introduced students to the Lucy Calkins checklist to self-assess their opinion writing. In 2015-2016, students used the Lucy Calkins checklist to self-assess their opinion writing. In 2016-2017, teachers will introduce students to the checklists from Lucy Calkins for narrative and informative. Middle School teachers will develop their own checklists based on the Calkins’ rubrics.

7. Provide training for teachers in the use of formative assessments designed to help them determine whether or not students reach daily lesson objectives.

In 2012, All teachers received Seven Strategies of Assessment for Learning by Jan Chappuis as a resource to tie together ‘Where am I going’, ‘Where am I now’, and ‘How do I close the gap’ strategies. The powerful instructional practice of writing Clear Learning Targets resulted from this resource. In 2013-2014, the DOE developed the Educator Effectiveness System (EES) to comply with the Race to the Top funding requirements. EES trainings are provided yearly. As part of this training, teachers develop Student Learning Objectives (SLOs). Based on these SLOs, formative assessments are created to direct further instruction.

Prior to 2012, WEIS utilized the Benchmark Assessment from Edison for Reading and Math monthly formative assessments for grades 2 through 8. From 2012-13 through 2014-15, the assessment name and format changed to the eValuate Benchmark Assessment system, eValuate membership was discontinued due to lack of funding in 2014-15.

Teachers received Data Teams training to be able to analyze their formative assessment data during articulation blocks on designated days to be able figure out areas of concern. Each year since 2008, WEIS has sent teachers to the AVID Summer Institute Training to enhance their formative assessment skills and knowledge.

Beginning in 2014-2015 school year, teachers began full implement of the Wonders, Stepping Stones, SpringBoard and GO Math! programs. These programs provide formative assessment options and ideas for the teacher to implement. In 2014-2015 all teachers received training on Lucy Calkins’ Writing Pathways. Part of this training included how to use formative assessment to determine if instruction is working. Starting in 2015-2016 teachers were trained in WICOR strategies. Strategies that are included in WICOR are options for formative assessments. Teachers are provided with feedback and follow up conferences from the Principal and or Vice Principal about their use of formative assessments throughout the school year.
8. Research and implement a schoolwide writing program.

Starting in 2011-2012, teachers partnered with the University of Hawaii (UH) to implement a school-wide writing program (Kakau Mea Nui) through a three year grant. Teachers used MyAccess as an online essay scoring component of the program. In 2013-2014, the third and final year of the UH grant partnership, WEIS had to develop a new school-wide writing initiative to work on self-sustainability.

Starting in 2014-2015 the school purchased and began implementing “Writing Pathways” by Lucy Calkins. The program included writing kits for all teachers. The school focused on opinion writing and used on-demand writing prompts to collect student pre-data. From the pre-data, teachers created action plans as follow up to the identified skills for focus. Students were then administered the on-demand writing post-assessment. Data and results of action plans were reported out school-wide by grade level teams through presentations. In 2015-2016, teachers continued to use Lucy Calkins and shifted to working on all 3 genres (narrative, opinion and informative). Teachers administered pre-assessment prompts for each genre and created action plans based on data. Data and results of action plans were reported out school-wide by grade level teams through presentations.
Chapter III: Self Study Process

The school’s General Learner Outcomes

- GLO 1 Self-directed Learner (The ability to be responsible for one's own learning)
- GLO 2 Community Contributor (The understanding that it is essential for human beings to work together)
- GLO 3 Complex Thinker (The ability to demonstrate critical thinking and problem solving)
- GLO 4 Quality Producer (The ability to recognize and produce quality performance and quality products)
- GLO 5 Effective Communicator (The ability to communicate effectively)
- GLO 6 Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically)

Comments on the school’s self-study process with respect to the exacted outcomes of the self-study

1. Inclusiveness: The involvement and collaboration of school community members

WEIS has made a good faith effort to honor the integrity of the self-study process and develop a volume of work with verified effort of staff, students and parents. What students are doing and learning is clear and supported by evidence. The school’s self-study was conducted with the intention of presenting an accurate reflection of the school’s program for students. Regularly scheduled time was used to engage staff in the self-study. The school formed five focus groups with a leadership member in each focus group. Faculty, staff, and students were represented on all focus groups and engaged in the analysis of student data and writing of the self-study. There was some parent participation in the review and revision of the Mission and Vision Statement. Annual School Quality Surveys were conducted with parents, community members, faculty and students and information gained was considered by Focus Groups.

2. Purposefulness: The clarification of the school’s mission/purpose and the General Learner Outcomes

In carrying out the self-study process, the school maintained a clear focus on trying to achieve a better understanding of the impact of the school’s programs and services on students. The Mission and Vision Statement was review and revised as part of the self-study process and is recognized and well supported by the school and administration. Course goals and work are aligned with the school’s General Learner Goals and Hawaii State Common Core Standards.
The purpose for student learning is clearly stated in the school’s Mission Statement, Vision Statement and General Learner Outcomes. The Vision Statement, Mission and General Learner Outcomes are posted in classrooms.

3. **Student-focused efforts**: The analysis of data about students and student achievement

4. **Evaluation**: The evaluation of the entire school program and its impact on student learning based on General Learner Outcomes, academic standard, and the HIDOE/WASC criteria

The school uses a variety of assessments to determine student growth including state assessments, ACCESS, STAR Early Literacy, Reading and Math, End of Course Algebra, Lexia and Reading Plus, writing assessments, teacher developed test, student work, GLO rubric K-5, and curriculum embedded assessments. Faculty and staff meet regularly in collaborative groups to assess the curriculum and instructional program and analyze student outcomes. The Annual Academic and Financial Plan was developed and maintained as part of the established school improvement process. It is aligned with the state of Hawaii Department of Education Strategic Plan for Hawaii schools. Data, information, and feedback is also gained through classroom observations and used as one data source is planning professional development and the AFP.

5. **Accountability**: The implementation and monitoring of the Academic and Financial Plan that support high quality learning

6. **Leadership**: The facilitation by school leadership of the HIDOE/WASC accreditation/school improvement process that advocates, nurtures, and sustains the vision and the culture of learning

The leadership has created and maintained a strong culture and vision that supports student learning. The school utilizes a variety of team meetings which has increased collaboration among teachers, sharing of strategies in use, data analysis, and professional development. Leadership supports and facilitates the accreditation process. The school regularly measures student outcomes in relation to the General Learner Outcomes (K-5) and SBA. The Annual Academic and Financial Plan is written for the 2016-2017 school year. The main body addresses two Goals and four strategies to accomplish each identified area. The Academic Review Team serves as the central facilitating body. (See Chapter V, Visiting Committee Report)
Chapter IV: Quality of the School’s Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1. Vision and Mission Criteria

To what extent does the school have a clear stated mission (purpose) based on student needs, current educational research, and the belief that all students can achieve at high academic levels?

Guided by the State Strategic Plan and supported by tri-level leadership (state, complex area, school), to what extent is the school’s purpose further defined by academic standards, General Learner Outcomes (GLOs), and the school’s Academic and Financial Plan?

The school has a clearly stated mission based on student needs, current educational research, and their belief that all students can learn. The school articulates all those aspects well. They post their vision and mission on their website and use clear, concise language. The school’s self-study groups helped craft new vision and mission statements in 2016. They considered many previously developed goals and objectives, and they considered their current student assessments and needs specific to their school. The Common Core Standards, General Learner Outcomes, Comprehensive Needs Assessment, the State’s Strategic Plan, the school’s Academic Plan, and the school’s Financial Plan provide specific methods and plans to achieve the stated Mission and Vision. The Vision and Mission have helped them unify their efforts for student learning.

OUR VISION:

To develop and nurture lifelong learners to be caring, respectful and responsible citizens who collaborate and think critically in a culturally diverse society.

OUR MISSION:

The Waimanalo Elementary and Intermediate School community is united in providing students with opportunities to build strong relationships and develop career readiness skills in a safe learning environment, through effective instruction, rigorous curriculum, and the integration of technology.

School Beliefs:

1. School staff, parents, students and the community share the responsibility for advancing the school’s mission.
2. Students will learn in different ways and should be provided with a variety of instructional approaches to support their learning.
3. A safe and physically comfortable learning environment promotes student learning.
4. Students learn best when they are actively engaged in the learning process.
5. Curriculum and instructional practices should incorporate a variety of learning activities
to accommodate differences in learning styles.

A2. Governance Criteria

To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

To what extent are the school’s program and operations in alignment with the a) the Hawaii Board of Education’s polices and b) the Hawaii Department of Education rules, regulations, and procedures?

To what extent does the tri-level leadership (state, complex area, school) provide oversight and support for the successful implementation of the school’s Academic and Financial Plan?

The school’s leadership involves parents and members of the community through monthly School Community Council meetings, monthly student-led Activity Nights, weekly newsletters, website updates, Jupiter online grading and communication, a large, lit information marquee, providing after-school student activities, inviting parents onto the campus, and attending various community activities including neighborhood board meetings, sports events, and other community events. Efforts to engage parents in specific school or academic improvement efforts have seen low turnouts. The Poetry Night, Science Night, Christmas Singing Night, Ho’ike, and 8th Grade Promotion events have notably helped bring the community together. Parents expressed interest in reviving the PCNC liaison program.

The school’s leadership gives the Academic and Financial Plan, which identifies action steps toward meeting the Hawaii State Department of Education’s goals and priority Strategic Plan strategies, to parents, students, staff, and community members through the monthly Student Community Council meetings. The leadership gives teachers school-opening packets that delineate and explain the DOE and school policies and procedures. The school community (parents, non-certified staff, certificated staff, and administration) has a powerful sense of trust, collaboration, and respect with a common purpose—serving the children.

The complex area and state have been increasing their involvement in funding the school’s Academic and Financial Plan initiatives. In addition, the Complex Area leadership has developed a strong teacher-mentor program, encouraged STEM building program, the school’s ongoing construction efforts, AVID implementation, and the middle school AMLE teacher training and inter-school collaborations.
A3. Leadership and Staff Criterion

*To what extent does the school leadership and staff make decisions and initiate activities that focus on all students achieving the General Learner Outcomes and academic standards?*

*To what extent do the school leadership and staff annually monitor and refine the Academic Plan based on the analysis of data to ensure alignment with student needs?*

The school’s leadership and staff make all decisions and activities focused on all students achieving the General Learner Outcomes and academic standards. Using their notable technology apparatus, the school achieves 100% documenting of their meetings, walk throughs, assessments, and monitoring GLO and academic achievement.

The administration continuously monitors and evaluates data for relationships among instruction, behaviors, events, communications, and activities affecting achievement. The Academic and Financial Plans are developed with collaborative input from the Instructional Leadership Team, staff, and SCC. WEIS facilitates a Comprehensive Needs Assessment process to determine student needs, determine school initiatives, and plan professional development. WEIS has written specific roles and responsibilities for members of their Instructional Leadership/Academic Review Team. Members of ILT/ART oversee monitoring specific goals and reporting the Academic Plan progress.

A4. Leadership and Staff Criterion – Schoolwide Organization for Student Achievement

*To what extent does a qualified staff facilitate the achievement of the General Learner Outcomes, academic standards, and the successful implementation of the Academic Plan through a system of preparation, induction, and ongoing professional development?*

WEIS’s master scheduling process includes a review of each staff member’s qualifications and individual strengths to maximize student achievement. The school supports all teachers by providing planning time at the end of the school year to prepare for the following school year. An orientation meeting before the school year begins is given to new teacher hires. Each teacher is provided with a prep and articulation time for planning. Additionally, members of the ILT team serve as mentors to new teachers.

School policies and procedures are compiled in the WEIS handbook. Staff members communicate with each other via Lotus Notes and Google email. Members of the WEIS staff attended the Adaptive Schools training to learn how to implement Norms of Collaboration and Working Agreements.

WEIS’s administration developed the WEIS Leadership Structure in response to teachers asking for more clarification on the roles and responsibilities of teacher leaders.
Administration and teachers conduct regular walkthroughs throughout the school year to aid in the promotion and monitoring of the school’s PIP. Under the Educator Effectiveness System, school administration works with individual teachers to develop Individual Professional Development Plans and Student Learner Objectives to track student learning toward a standards-based learning goal. Administration also conducts scheduled observations of teachers utilizing the Danielson framework/protocol. Collegially, school staff and administration use their data and results to make changes. They know and prioritize their weaknesses; for example, they note their need for evaluating their own professional development efforts related to their students’ progress. Meanwhile, they continue to implement innovations and encourage improvement, such as peer observation walk-through observations, teacher binders, coaching, mentoring, and training.

A5. **Leadership and Staff Criterion**

*To what extent are leadership and staff involved in ongoing research and professional development that focuses on identified student and teacher learning needs?*

The school leadership and staff have many initiatives to train leadership and staff in methods, instruction, and procedures to address student learning needs. The school follows the state mandated Educator Effectiveness System (EES) for teachers and the Performance Appraisal System (PAS) for classified staff. AVID team members and AVID staff developers lead professional development meetings in WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies. Teachers are typically given two weeks to implement lessons that included strategies learned at the meeting and bring evidence to share with staff members. ELA Teachers offered initial and advanced training in use of Springboard textbook digital platform and provided with 1:1 student computers for implementation of curriculum. Vision Management Plan (behavior) was supported through on-site P.D. program presented by Diana Day, author of the program. Four days per week, middle school teachers have an “articulation non-student period” for team meetings.

Professional development opportunities for teachers include PDE3 courses, professional development sessions during Wednesday extended time, Windward Complex Lab Cohort, and PD on complex waiver days. Leadership provided staff allocations to include academic coach positions to provide the resources, support and training to improve student performance. During walk throughs the students ask questions and collaborate as evidenced by walk-through data and teachers are implementing strategies learned from PDs. When observations indicate improvement areas or deficiencies, teachers desire the observers to suggest specific changes or interventions to try; this indicates the collegial, professional staff community focused on serving all the children and the “whole child”.

Leadership and teachers acknowledge they don’t have adequate evidence of student growth arising from professional development. They want to develop pre- and post-assessment data to measure how professional development specifically impacts student learning.
A6. Resource Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the General Learner Outcomes and academic standards?

Decisions about resource allocations are aligned with the school’s vision, mission, General Learner Outcomes, the academic standards, and the Academic Plan. The school leadership responds readily and thoughtfully to teacher and staff resource allocation requests.

The administration follows legal and financial procedures. The school’s facilities support high-quality learning. They’ve attained a nearly 1 computer to each middle-school student ratio with a well-functioning wireless internet connection structure for classroom computers and student-provided devices. They use Google Apps for Education, Jupiter, and many assessment and individualization online programs. The administration has creatively acquired community support to acquire and maintain instructional materials and equipment, including curricular and co-curricular support materials and personnel.

WEIS utilizes a school wide process to determine student needs by analyzing student learning data. The leadership team aligns the school’s Academic Plan/Financial Plan to the school’s vision and student needs. Examples of allocated resources based on this process include the creation of an RTI Coordinator position and an Instructional Technology Coordinator. Because they see the need, they have staffed the Student Activities Coordinator after a year’s hiatus. They have created and staffed several positions to address needs to support students attaining academic achievement and the General Learner Outcomes.

The administration continually assesses the school’s facilities, maintenance, and purchases to ensure a safe and conducive learning environment.

Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources.

- The Vision and Mission are aligned with the GLOs, the Academic and Financial Plan, and the DOE strategic plan. Using the Vision and Mission posted on the school website, in their planners, and on classroom walls, teachers, students, and the community can align their efforts to their maximum effect.

- The Instructional Leadership Team, the grade level team leaders, academic coaches, administration, and the Complex leadership provide clear and concise policies and procedures to all staff, communication technologies, Powerful Instructional Practices implementation assistance, school-provided and complex-provided mentors.

- Resources and facilities support student learning and meeting the goals in the Academic and Financial Plan. The students’ needs determine resource allocation. WEIS facility construction, technology installations, professional development, and staffing investments support career readiness, safety, instructional variety, technology integration and overall student learning.
Key issues for Organization: Vision and Purpose, Leadership and Staff, and Resources that need to be addressed to ensure quality education for all students.

- The school leadership and staff should actively promote the Data Team’s generating, monitoring, and analyzing data to ensure the Action and Financial Plan efforts’ alignment with student needs.
- The school administration, teachers, parents, and students value the AVID Writing, Inquiry, Collaboration, Organization, and Reading strategies and the instructional variety that the school’s Professional Development brings, but their efforts need clear student-growth measurements. These will show and help improve these strategies’ effectiveness.
- The Instructional Leadership Team and teachers need to develop greater consistency in teaching and communicating the GLOs, AVID 11 Essentials, AVID WICOR strategies, and school wide expectations to all students and parents.

Important evidence from the self-study and the visit that supports these strengths and key issues included the following:

- School Report, pp: 8-80, 111-141
- Conference with Leadership Team
- Conference with Parents
- Conference with Support Staff, Administration, and Non-Certified Staff
- Interviews with Teachers
- Interviews with Students
- Interviews with Non-Certified Staff
- Class Observations
- Facility Observations
- Academic and Financial Plans

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Curriculum Criterion

*To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that support the achievement of the General Learner Outcomes, academic standards, and priorities identified in the Academic and Financial Plan?*

All teachers at Waimanalo Elementary and Intermediate School (WEIS) use curriculum that is CCSS or is Hawai‘i DOE standards-based. This curriculum is aligned through pacing guides. The pacing guides are reviewed annually by teachers and are updated, if need be, related to current educational research. Teachers are provided professional development on current educational research through PDE3, AVID summer institute, mandated DOE training sessions on specific curriculum content and strategies, and professional development provided by teachers at the school. Research based curriculum (Wonders (K-5), Springboard (6-8), Stepping Stones
and Go Math (6-8), all required by Hawai‘i DOE, is based on educational research.

Supplementary research based curriculum used at the school are Lexia, Reading Plus, IXL. The implementation of the curriculum is monitored by SMARTeGoal and walkthroughs by administration and the ILT.

The school implements, within and across grade levels or departments, general Learner Outcomes and academic standards for each subject area, course, and/or program that ensures the same high expectations for all students. The elementary school, grades K-5, quarterly assess the GLOs and reports to parents via report cards the student achievement of the GLOs. There is no current assessment procedure of the GLOs in the middle school, grades 6-8. All math and ELA courses K-8 are aligned to CCSS while all other courses are aligned to the Hawai‘i Content and Performance Standards. All pacing guides include these standards but not necessarily the GLOs. All teachers post and communicate to all students the standards-based learning targets. All writing is aligned K-8 through use of the Lucy Calkins writing program and rubrics and is integrated through Science and Social Studies curriculum. All special education IEPs are aligned to CCSS. The administration and ILT conduct walkthroughs to ensure the standards and GLOs are being implemented across all classrooms.

The school has mapped/paced written curricula in all content areas that are congruent to the academic standards and the General Learner Outcomes but the GLOs are not specifically stated in the pacing guides. Students are expected to demonstrate the GLOs within grade level content. The School Report stated that teachers need to align student expectations, instructional objectives, and GLOs in the pacing guides. The School Report also stated there is concern that students are not meeting all of the standards on the state required summative assessments.

Student work samples are examined through the Data Teams in grades K-5. Formative and summative assessments are used to look at student work. Interventions are then used or reteaching of the standards by teachers for students not meeting the standards. The school uses walkthroughs to determine if standards-based curriculum with the GLOs is being used throughout the school. According to the School Report as well as conversations with the Leadership Team there is no evidence that the middle school has a process in place for examining student work to determine if the standards and GLOs are being met.

All students have access to the Hawai‘i DOE mandated curriculums in math and ELA in grades K-8. Wonders and Springboard for ELA and Stepping Stones and Go Mat for math. All math and ELA curriculum is CCSS based. All students have access to a rigorous writing program K-8 (Lucy Calkins Writing Pathways). Science K-8 is supplemented with science resources as teachers begin to transition to Next Generation Science Standards. Social studies curriculum is Hawai‘i Standards-based using both teacher created materials and textbooks. Elective teachers use Hawai‘i Content and Performance Standards. Special education and ELL students are
included in the general education classrooms to the maximum extent possible. The middle school offers honors classes for students. Middle school students have choices in the elective courses they take. The School Report stated there is little data to show evidence of how teachers differentiate instruction to meet the needs of all students.

Integration of disciplines at WEIS is through the writing process. The Wonders program integrates social studies and science for grades K-5. Literary and science are integrated through the Kamehameha Science program for grades K-3. The middle school uses project based learning to integrate content areas. The School Report stated there a lack of evidence to validate that all teachers are integrating disciplines school wide on a regular basis.

Teachers revise pacing guides annually. Formative and summative assessments are used to monitor student learning of the curriculum twice a month through the Data Team process at the elementary level. According to the School Report WEIS would benefit from a regular curriculum review to ensure student learning is being met through a challenging, relevant, coherent curriculum.

Articulation takes place through the AVID and Educational Talent Search programs. These programs meet with feeder schools who students move from other elementary schools into the middle school. AVID students and other middle school students visit the feeder high school. The school administration informally compiles data to report back with the staff how the 9th graders are doing at the high school. This data is shared at the beginning of each school year. Quarterly complex ILT meetings share best practices with the schools in the Complex. These practices are shared with WEIS faculty after each visit to discuss next steps. All students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals.

B2. Curriculum Criterion

To what extent do all students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?

Middle school students are provided with multiple activities on and off campus to support college/career postsecondary awareness of opportunities. AVID students visit college campuses and are provided instruction in college readiness skills. Eighth grade students participate in Surfrider Day at Kailua High School. They also attend college field trips. Middle school students choose from a variety of elective classes providing exposure in career/college readiness skills that they are interested in. Middle school students are presented with information to learn about college availability for all students. All K-8 students participate in Career Day where community members speak with and share information with students about specific careers.
Elementary Parent-Teacher conferences are held annually at the end of the first quarter. This is an opportunity to reflect on student progress and collaborate on a plan to improve student learning. Middle School students lead parents, teachers and the student in a conference that provides evidence of class performance coming up with a viable plan to take ownership of grades and success in all courses making changes if needed to be successful. Parents, students, and teachers sign a commitment document indicating they will help the student succeed. Grade level teams address student concerns. Jupiter Grades is an online platform that students, parents, and teachers use in the middle school to communicate and monitor student progress in all classes.

Processes for monitoring and making appropriate changes in students’ personal learning plans are in place. Teachers at WEIS log parent contact, interventions tried, and the length of time the interventions were tied. Intervention blocks are used to implement interventions and/or small group/individual instruction. Special education students are monitored to show progress toward their IEP goals. The school RTI committee evaluates the effectiveness of academic or behavior interventions, whether the interventions are working, if new interventions are needed, or a student needs to be referred for special education services. Middle school students who show proficiency via test scores in math and English are given the opportunity to enroll in honors classes. Middle school students select electives based on student interest.

Incoming sixth graders to the middle school visit the campus before they attend the school to meet their teachers, learn about school expectations, and tour the school. The middle school offers a Middle School Registration Night where parents and students learn about the specific course options. The outgoing ninth graders visit Kailua High School at the end of eighth grade. Open House is held at the beginning of every school year so parents have the opportunity to meet their child’s teachers and learn about classroom expectations. A Right of Passage for all eighth graders at the end of middle school as they transition to high school.

B3. Curriculum Criterion

To what extent have students met the standards with proficiency for that grade spend or all the requirements of graduation upon completion of the elementary/Intermediate program?

Upon completion of elementary, middle, or high school program, students have met the standards with proficiency for that grade span or all requirements of graduation.

All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum through Career Day, AVID, and ETS include discussions of real world applications related to career interests. Middle school students are provided opportunities to practice real world applications through performances, competitions’, and
exhibitions in their elective courses. All middle school students participate in the school science fair. According to the School Report report the extent to which all students K-8 have access to real world learning applications is inconsistent and the elementary students need to be provided more real world learning opportunities.

Academic supports are in place to ensure all students are meeting the requirements to transition from elementary school to middle school and middle school to high school. Middle school students have access to homework help and tutoring through the afterschool UPLINK program. Some teachers offer before school, recess, lunch, and afterschool help for students. Elementary teachers work with small groups of students during scheduled Intervention blocks. All teachers meet in grade level teams once or twice per month to discuss struggling students and interventions needed, and then implement the interventions. All students have access to online differentiated literacy programs including Lexia, grades K-5, and Reading Plus, grades 6-8. All students have access to IXL a math online program.

Areas of Strength for Standards-based Student Learning: Curriculum

- Teachers are provided multiple professional development opportunities (state, complex, school, and individual) related to current educational research-based standards-based curriculum.
- Walkthroughs are conducted by administration and ILT to monitor implementation of the standards-based curriculum.
- The General Learner Outcomes, AVID strategies, and Student Learning Targets are posted in all classrooms for students to reference.
- Standards-based Pacing Guides are used across all grade levels.
- Middle School students have access to college/career readiness opportunities
- An RTI process is in place to monitor all student learning of the standards-based curriculum.

Key Issues for Standards-based Student Learning: Curriculum that need to be addressed to ensure quality education for all students.

- The General Learner Outcomes need to be consistently taught and evaluated by all teachers across the school.
- Professional development along with additional time is needed to ensure all students have access to integrated project-based and real-world curriculum.
- The school needs a Data Team process to support differentiated instruction to meet the needs of all students in achievement of the standards-based curriculum.
• Teachers need additional opportunities for guided peer observations.

Importance evidence from the Self-Study and visit that supports these strengths and key issues included the following:

• School Report, pp. 81-97
• Conference with Leadership Team
• Conference with Curriculum Focus Group
• Conference with Student Focus Group
• Conference with Assessment and Accountability Focus Group
• Interview with Teacher
• Interview with Students
• Classroom Observations
• Documents:
  o School Professional Development Binder
  o Individual Teacher Binders – professional development plans/evidence of completion
  o Teacher Evidence Binders – Pacing Guides for ELA, Math, and Science
  o Students’ Portfolio – grades 3, 4, 5
  o Walkthrough Forms including specific feedback to teachers from ILT & Administration

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Instruction Criterion

To what extent are all students involved in challenging learning experiences to achieve the academic standards and the General Learner Outcomes?

Students are intellectually engaged through a variety of rigorous learning opportunities including AVID/WICOR based strategies and projects. Students are actively engaged in AVID strategies that encourage complex thinking. According to the Fall 2015 Tripod Student Survey, 68% of middle school students and 81% of elementary students report that they are Challenged by their teacher – “I insist upon rigor-understanding, not just memorization, and your best effort”. 58% of middle school students and 73% of elementary students felt Captivated by their teacher – “I make lesson intellectually relevant and stimulating because they are important”. Classrooms that effectively utilize Philosophy for Children (p4c) strategies, engage students in student centered discussions. Students are introduced to the Good Thinker’s Toolkit which encourages students to think critically and ask questions.

It is the school’s expectation that classroom teachers identify and clearly communicate learning targets so that students know beforehand the standards/expected performance levels for each area
of study. Observational data through Walkthroughs indicates that posted learning targets were aligned with the current lesson in approximately 70% of the visits. In addition, observational data indicted approximately 77% of students could accurately communicate the learning target for the lesson received and 54% of students could accurately explain why the lesson was of importance.

Differentiated instruction is recognized area of need by the school. Evidence indicates that differentiated instruction is attempted and some teachers provide a wide variety of challenging learning experiences to differentiate instruction for their students. The RTI team has developed a system to document and keep track of student progress in google drive. Instructional staff members differentiate instruction by creating action plans based on student performance on assessments. Teachers monitor student progress, document interventions tried, and adjust action plans. They also provide small group/one-on-one instruction for specialized re-teaching or guided practice of skills or subject matter. The current instructional reading and math programs in both elementary and middle school include material, ideas and strategies for differentiation.

There is a blend of teacher-centered instruction and student-centered learning in classrooms. In April 2016, utilizing the ILT School Guided Visit process, 12% of classrooms were student led the entire time of the visit and 47% of classrooms were a combination of teacher/student led. The school would like to increase opportunities for student-centered classrooms led by teacher facilitators.

C2. Instruction Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them achieve at high levels?

Teachers use a variety of strategies and resources, including technology and experiences beyond the classroom that engage students and promote higher ordered thinking skills. Strategies used by teachers to engage learners in the classroom include small group work, use of stations, use of text-based questions, use of graphic organizers in varied writing activities, inquiry-based activities, use of varied level of questioning, p4c sessions, sharing opinions in pairs, teacher and student collaboration, collaborative conversations, and using talking chips. Each year, students apply learning of science skills and concepts through the creation of science fair projects and displays. Each student is provided the opportunity to either participate in a class project or complete group or individual displays.

Some students are provided age-appropriate opportunities to encounter real world experiences. Students in grades 4 through 8 attend cafeteria duty on a daily rotation thus experiencing lunch serve responsibilities. There is a school garden that is open to students in the middle school garden elective class and for students in elementary classes. This models skills needed in agricultural career fields. Some students are involved in community service events. This includes the collection of canned goods during the Thanksgiving Food drive and collecting
donations for the American Heart Association and participating in the Jump Rope for Heart event. Middle School student in the AVID program are provided the opportunity to attend the Career Fair held at the Hawaii Convention Center. Students are able to visit with people representing companies from a variety of career fields. The school has an annual Career Day which exposes students to various career options available for consideration. Shadowing and apprenticeship opportunities are not currently available for students.

Technology is available to every grade level either through sessions in the computer labs or through use of the mobile labs, as well as access to the resources in the school/public library. All classrooms utilize projectors or smartboards, all teachers have laptops, grade levels K through 2 have and utilize desk top computers or laptops, grade levels 2 through 5 have a student mobile lab for a 1:1 laptop per student ratio, and in grade levels 6 through 8 all core subjects and yearbook have mobile labs. Media, Robotics, and Yearbook are elective courses that utilize up to date technology such as cell phones, video cameras, and computers. Major components of the curriculum are delivered, produced, and created by students using these technologies.

**Areas of strength for Standards-based Student learning: Instruction.**

- All students and teachers have access to and use technology devices (smartboards, projectors, laptops, student mobile lab, computer labs, etc.) and online tools and resources to research, discover, create and share knowledge, thus supporting the attainment of the academic standards and GLOs for 21st century learning.
- **The Principal exercises effective instructional leadership facilitating on-going school improvement, promoting unity of purpose, projecting a vision for the future, and advocating for the school in the community.**

**Key issues for Standards-based Student Learning: Instruction that needs to be addressed to ensure quality education for all students.**

- The school needs to develop a shared common understanding and consistent implementation of differentiated instruction. Effective differentiated instructional strategies used in all classroom increases learning opportunities for students and academic achievement.
- Teachers need to incorporate explicit teaching and demonstration of General Learner Outcomes during instruction to foster positive behaviors while learning.
- **The school needs to increase opportunities and experiences for students that connect classroom learning with real world applications.**
Importance evidence from the self-study and the visit that supports these strengths and key issues included the following:

- Conference with Focus Group on Standards-based Student Learning – Instruction
- Conference with Leadership Group
- Conference with Students
- Conference with Parents
- Classroom Observations
- Interview with Principal
- Pacing Guides
- Student work
- Walk-through data
- Student, teacher, and parent surveys
- Teacher Evidence Binders

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Assessment and Accountability Criterion

To what extent does the school leadership and instructional staff use professionally acceptable assessment processes to collect, disaggregate, analyze, and report student performance data to stakeholders of the school community?

Waimanalo School’s leadership and instructional staff utilize a continuous assessment process to collect, disaggregate, analyze, and report student performance data to parents and community. State assessment processes, such as the Hawai‘i Smarter Balanced Assessment (SBA) for students in grades 3 through 8 and the Hawai‘i State Assessment for Science for grades 4 and 8, are analyzed in data team, RTI, and grade level meetings to find commonality in student strengths and areas of concern to inform adjustment to instruction practices. Results of the SBA (ELA/Literacy, Math, and Science) are shared with the School Community Council and with parents through printed parent reports that also include information on how parents can help improve their child’s ELA/Literacy, Math, and Science skills at home.

The STAR Universal Screener, along with formal writing assessments, is administered school wide throughout the year to determine baseline data and to measure student growth.

In the classroom, student’s current performance levels are assessed using Reading Plus, Lexia, and STAR data. Curriculum-embedded assessment for Wonder, Stepping Stones, GO Math!, and Springboard are also implemented. Grades are determined through analysis of data obtained
through these programs.

Consistency across and within grade levels is attained through constant collaboration among teachers. Elementary teachers meet to determine which standards to grade for each quarter. Additionally, standardized writing rubrics from the Lucy Calkins’ Pathways to Writing program are utilized throughout all grade levels. Teachers of each grade level participated in inter-rater reliability scoring sessions. However, the school reports a need for more practice with scoring student writing.

School leadership and faculty analyze assessment data from a variety of sources through the Comprehensive Needs Assessment (CNA) process that is used to identify students’ needs and to develop school wide goals along with enabling activities for the school’s Academic Plan. Additional staff positions (Academic Coach, RTI Coordinator, Instructional Technology Coordinator, and an AVID Coordinator) were created as a result. Analysis of data also helps the school ILT/ART determine a Powerful Instructional Practice (PIP) designed to address student needs.

Analysis of various assessments, such as STAR, Reading Plus and SBA results, prompted the school to focus on student writing. Thus, the Lucy Calkins’ program was purchased and professional development on teaching opinion/argumentative writing was implemented. Results of STAR, IXL, and SBA scores have led to an emphasis in building mathematical connections and reasoning.

WEIS uses RTI team meetings to analyze academic scores, behavioral/referral data, and individual daily monitoring documentation to determine the progress of students toward meeting academic standards and General Learner Outcomes. RTI data is also used to measure effectiveness of programs. Due to a high number of failing grades in middle school, WEIS recognizes a need to use data more effectively in identifying areas of concerns and in measuring the effectiveness of interventions.

**D2. Assessment and Accountability Criterion**

*To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?*

*To what extent do students and teachers use these findings to modify the learning/teaching process and support the educational progress of every student?*

Waimanalo School’s teachers employ a variety of appropriate formative assessments strategies to evaluate student learning and drive instruction. Instructional pacing guides indicate an array of formative assessments such as Do Nows and Exit Slips that are used to gauge students’ understanding and proficiency prior, during, and at the end of a lesson. Examples of program based assessment instruments include Wonders Weekly Unit Assessments, Stepping Stones module tests, Springboard Assessments, Go Math! Assessments, and Lucy Calkins’ Writing Pathways writing prompts that are administered at scheduled interval throughout the school year to all students.
Elementary teachers schedule data team meetings to analyze common formative assessment data. Based on assessment results, teachers categorize learners according to their needs and plan enrichment activities or interventions accordingly.

A significant number of students who are not adequately meeting grade level standards indicate a need to examine modification to how data is analyzed and used to modify instructional practices.

WEIS teachers dedicate class time to conference with students both individually and in small groups to communicate progress, strengths, and needs. These conferences provide a valuable venue for teachers to provide specific constructive feedback to students. The school also recognizes the value of posting of student work with specific feedback as a powerful learning tool. Walkthrough data indicates targeted teacher feedback is posted in 55% of the classrooms. A goal of the school is to increase the number of classrooms with posted feedback.

**Areas of strength for Standards-based Student learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.**

- The WEIS Leadership Team uses a data analysis process to identify schoolwide needs when crafting their Academic Plan. The school uses assessment data when making decisions about school programs, professional development, and resource allocation.
- Teachers use a variety of on-going assessment data to determine appropriate student placement, to measure student growth, to drive instructional practices, and to provide support interventions.

**Key issues for Standards-based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.**

- The teaching staff at WEIS needs to increase the amount and quality of descriptive written feedback to students regarding their progress in achieving learning targets, academic standards, and General Learner Outcomes.
- WEIS Leadership needs to align assessments, academic standards, and GLOs to make the data more meaningful in identifying specific strengths and needs among the students.
- WEIS’s middle school teachers need to develop consistency in teaching and grading General Learner Outcomes for all grade levels. GLOs are graded at the elementary grade levels but not at the middle school level that has led to inconsistent expectations of students.
- The school needs to improve the implementation of the Data Team process for all grade levels. Regular time for Data Teams to meet needs to be scheduled, and the Data Team process needs to be implemented with fidelity.
Important evidence from the self-study and the visit that supports these strengths and key issues included the following:

- School Report p. 111-120
- Conference with Focus Group on Standards-based Student Learning: Assessment and Accountability
- Conference with Leadership Group
- Conference with Students
- Conference with Instruction Focus Group
- Conference with Student Focus Group
- Interview with Teacher
- Classroom Observations
- Teacher Evidence Binder

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does school leadership employs a wide range of strategies to encourage parental and community engagement, especially with the teaching/learning process?

The school maintains communication with parents through a variety of methods. The methods include but are not limited to student planners that serve as a communication tool between teachers and families, flyers that are sent home, the school’s website, and the school’s newsletter. In a parent survey, 94.2% of parents indicated, “The school gave them opportunities to participate in important decisions about their child’s education.” Parent-Teacher Conferences (PTC) are scheduled after the first quarter and the school is also working to increase parent and community involvement through monthly events that are planned by the staff and ad-hoc committees. These events include the science fair, math, reading, and poetry night, Heike, movie nights, and sing-a-long nights. The WEIS School Community Council (SCC) meets monthly on campus. Meetings are publicized through the school website and on the marquee. SCC members encourage parents and community members to attend in an attempt to increase parental involvement. The school website also informs parents and the community of upcoming school events.

The school utilizes a variety of community resources to support students. Supports include: Soccer for Success/REACH, Hui Malama O Ke Kai, Waimanalo Agricultural Association, Windward YMCA, and annual vision checks by the Rotarians. The school’s administration attends community events and builds connections with community members in an effort to
garner public support and increase involvement. Approximately 140 students in grades K through 3 participate in Reading is Fundamental (RIF). They receive a book during each visit to increase reading opportunities at home. WEIS children benefit from these partnerships and programs, but the school lacks a system to measure their effectiveness in regards to student support. The school also supports students and their families through elementary and middle school open house events where teachers can communicate the academic progress of students. It allows families to be more informed about the progress of their child. The school also informs the parents of various online programs through its website and the middle school teachers utilize Jupiter Grades to communicate student progress. WEIS is an AVID school and teachers utilize the strategies in the classroom.

E2. School Culture Criterion

To what extent is the school a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and c) maintains focus on continuous school improvement?

The Vice Principal meets on a regular basis with the Safety Committee to review and revise the online handbook. Each teacher has a safety binder and the school conducts fire, lockdown, and evacuation drills on a regular basis and participates in an annual fire inspection. The student planners provide information about policies and procedures related to a safe, clean, and orderly environment and the classroom teachers review the content at the beginning of the year. The school handbook explains procedures for requesting and maintaining building equipment and students learn about being responsible and safe users of technology. The school implements Diana Day Vision Management Program in regards to discipline and is dedicated to ensuring all of its students understand the behavioral expectations.

The school staff participates in professional development on collaborative practices that promotes an environment of caring, respectful, responsible, lifelong learners. They also participate in the UPLINK passport system, which encourages appropriate student behavior. The TARO program provides clear criteria for students to participate in off-campus activities and the school is piloting a “WEIS Bucks” PBIS incentive program. According the 2016 SQS data, 86.9% of the elementary students felt the school has clear rules to ensure safety while 75.4% of the middle school students indicated the school rules were clear. The school is building a culture of mutual respect between teachers and students and the PBIS system recognizes responsible and respectful behavior.

E3. Student Support Criterion

To what extent do all students receive appropriate support along with a personal learning plan (as appropriate to the needs of the child) to help ensure academic success?

Students at WEIS are provided support in the areas of academic assistance, health, career, and personal counseling. The school’s RTI system provides interventions to Tier III, identified students and is supported by the newly created RTI Coordinator position. Students are tracked
on Google Docs and FBAs, BSPs, and support from SBBHs are created or provided as necessary. Special Education teachers create and monitor IEPs and home visits are conducted as needed. EAs, speech therapists support students based upon their needs. The school tries to employ inclusive processes for its ELL, SPED, and alternative learning programs. The ELL coordinator facilitates professional development on reviewing information, procedures, and instructional strategies. Students are able to seek support from individual teachers and the library staff after school.

E4. Student Support Criterion

To what extent do students have access to a system of personalized support, activities, and opportunities at the school and within the community?

WEIS is a grade K through 8 AVID school that utilizes the program’s teaching strategies. The school’s focus is on implementation of these strategies. Middle school students have the opportunity to apply to be in an AVID class as well as honors classes. The school is working towards becoming an AVID Demonstration School so that teachers will have the knowledge and credentials to train other teachers. The middle school students also have access to elective courses and all students have accessibility to the CCSS math and ELA curriculum. Community resources such as Hui Malama help to provide personalized supports for students and promotes the General Learner Outcomes. Students have the opportunity to explore college and career as well as UPLINK and p4c.

Areas of strength for School Culture and Support for Student Personal and Academic Growth

- The Administrative Team attends community events to build connections and promote WEIS to community members in an effort to garner public support. Fostering strong relationships with community members increases support and can uncover resources for schoolwide initiatives.
- Parents consider WEIS to be a safe place and feel the school is responsive in addressing student safety concerns. The school regularly conducts required safety drills and parents are alerted through the school’s automated system.
- Parents and students feel the WEIS Staff is caring and goes above and beyond to support the needs of the children. Parents feel teachers take the time to communicate and explain the progress of their child as well as the learning processes taking place. The entire staff works cohesively in supporting the academic and emotional needs of the students.
- WEIS Teachers utilize AVID strategies in the classroom to support student instruction. The school is working towards becoming an AVID Demonstration School so teachers can train other teachers.
WEIS students are encouraged to make strong and ethical choices through the WEIS Bucks and UPLINK Programs. Both programs reinforce positive behaviors, which is especially important for the school’s at-risk students.

Key issues for School Culture and Support for Student Personal and Academic Growth that need to be addressed to ensure quality education for all students.

- The WEIS Administrative Team needs to continue to improve parent and community involvement. The school might consider allocating the resources necessary to re-establish the PCNC position to promote increased family and community involvement and partnering with the school. Increased family and community engagement will keep these key stakeholders informed on the progress of WEIS and will allow them to have a greater voice in the school’s decision-making process.
- The administration and faculty should connect students with consistent experiential opportunities across the grade levels. Exposing students to real-world experiences and providing them with Project-Based Learning (PBL) opportunities will help to prepare them for 21st Century careers and alignment to the GLOs.

Important evidence from the self-study and the visit that supports these strengths and key issues included the following:

- School Report pp. 121-141
- Conference with Leadership Group
- Conference with Students
- Conference with Focus Group on Standards-based Student Learning: Assessment and Accountability
- Conference with Instruction Focus Group
- Conference with Student Focus Group
- Conference with Quality Student Support for Student Personal and Academic Growth
- Interview with CAS Representative
- Classroom Observations
- Teacher Evidence Binder

Part B: Schoolwide Strengths and Critical Areas for Follow-up

Comments: The school and all stakeholders are commended for the thoroughness in the preparation of the self-study. The Principal and staff assisted the Visiting Committee in the collection and verification data that was needed in order to analyze the existing status of the school. The Principal and leadership team provided direction, training and other resources to the school.
School-wide Areas of Strength

1. The Instructional Leadership Team, the grade level team leaders, academic coaches, administration, and the Complex leadership provide clear and concise policies and procedures to all staff, communication technologies, Powerful Instructional Practices implementation assistance, school-provided and complex-provided mentors.

2. Resources and facilities support student learning and meeting the goals in the Academic and Financial Plan. The students’ needs determine resource allocation. WEIS facility construction, technology installations, professional development, and staffing investments support career readiness, safety, instructional variety, technology integration and overall student learning.

3. Teachers are provided multiple professional development opportunities (state, complex, school, and individual) related to current educational research-based standards-based curriculum.

4. Walkthroughs are conducted by administration and ILT to monitor implementation of the standards-based curriculum.

5. An RTI process is in place to monitor all student learning of the standards-based curriculum.

6. The Principal exercises effective instructional leadership facilitating on-going school improvement, promoting unity of purpose, projecting a vision for the future, and advocating for the school in the community.

7. The Administrative Team attends community events to build connections and promote WEIS to community members in an effort to garner public support. Fostering strong relationships with community members increases support and can uncover resources for schoolwide initiatives.

8. Parents and students feel the WEIS Staff is caring and goes above and beyond to support the needs of the children. Parents feel teachers take the time to communicate and explain the progress of their child as well as the learning processes taking place. The entire staff works cohesively in supporting the academic and emotional needs of the students.

School-wide Critical Areas for Follow-up

1. The Instructional Leadership Team and teachers need to develop greater consistency in teaching and communicating the GLOs, AVID 11 Essentials, AVID WICOR strategies, and school wide expectations to all students and parents.
2. The General Learner Outcomes need to be consistently taught and evaluated by all teachers across the school.

3. Professional development along with additional time is needed to ensure all students have access to integrated project-based and real-world curriculum.

4. The school needs to increase opportunities and experiences for students that connect classroom learning with real-world applications.

5. The school needs to develop a shared common understanding and consistent implementation of differentiated instruction. Effective differentiated instructional strategies used in all classroom increases learning opportunities for students and academic achievement.

6. The school needs to improve the implementation of the Data Team process for all grade levels. Regular time for Data Teams to meet needs to be scheduled, and the Data Team process needs to be implemented with fidelity.

7. The WEIS Administrative Team needs to continue to improve parent and community involvement. The school might consider allocating the resources necessary to re-establish the PCNC position to promote increased family and community involvement and partnering with the school. Increased family and community engagement will keep these key stakeholders informed on the progress of WEIS and will allow them to have a greater voice in the school’s decision-making process.
Chapter V: Ongoing School Improvement

- Brief summary of the Academic and Financial Plan

The school placed the Academic and Financial Plan for the 2016-2017 school year in the appendix of the self-study report. The Academic and Financial Plan is aligned with the Hawaii Department of Education’s Strategic Plan. It contains two goals and a Title I Addendum as follows: 1) Goal 1 Student Success: All DOE students demonstrate they are on a path towards success in college, career and citizenship; 2) Goal 2 Staff Success; and 3) Title I Addendum – Crosswalk of School Academic Plan and 10 Title I School-wide Components. Each goal contains a series of strategies to achieve the goal, desired outcome for the strategy, enabling activities, leads responsible for reporting, target population(s), source of funds, and evidence of progress. The Academic Review Team is responsible for the over-all implementation of the plan. The plan does not describe how it will be evaluated.

- Comments on the following school improvement areas:

1. Adequacy of the Academic and Financial Plan in addressing the identified critical areas for follow-up

The Academic and Financial Plan is doable and based on solid rationale. The Visiting Committee finds that the plans proposed by the school are appropriately directed toward improvement of the school’s performance with respect to the concepts contained in the criteria categories. The themes of the plan generally correlate to the growth areas identified by the Schoolwide Focus Groups.

2. Existing factors that will support school improvement

The school exhibits a commitment to continuous improvement as it implements the Academic and Financial Plan, which directs the change agenda. The organizational culture, which is characterized by collaboration and self-reflection in school improvement efforts, should support and provide the foundation necessary to improving the quality of the school program.

3. Impediments to improvement that the school will need to overcome

The school is going through many different transitions from implementation of the state’s strategic plan, implementing Common Core Standards and assessment, a new state assessment system, and addressing state mandates. The school will need to consider how to balance time, energy and resources to sustain the implementation efforts as other changes are occurring in the school.
4. Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the Academic and Financial Plan

Overall the school community is committed to a follow-up process and the implementation of the plan. The Academic Review Team will be the group responsible for the follow-up and facilitate implementation of the entire plan. The follow-up process will need to be fully developed including ongoing review and revisions of existing plans when needed, facilitation of the process, evaluation, collection of data and progress reports.
327  Waimanalo Elementary & Intermediate
Trend Report:
Educational and Fiscal Accountability
School Report for School Year 2015-2016

A Guide to Understanding Trend Reports explains the educational and fiscal measures and lists schools in each of the complexes for the school year 2015-16. The Guide is available online at http://arch.k12.hi.us.

### Background

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<tr>
<th>Student Enrollment</th>
<th>Total</th>
<th>SPED</th>
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<th>Free &amp; Reduced-Cost Lunch Program</th>
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### Academic Achievement

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<th># Statewide Assessment Program</th>
<th>ELA % Meeting Standard by Grade Level</th>
<th>Math % Meeting Standard by Grade Level</th>
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<tbody>
<tr>
<td>School Year</td>
<td>3 4 5 6 7 8 10 11</td>
<td>3 4 5 6 7 8 10 11</td>
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<tr>
<td>2013-2014</td>
<td>64.1 52.2 40.8 31.3 30.0 34.4</td>
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<th># Statewide Assessment Program</th>
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*Results suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA) 
**School is participating in the Community Eligibility Provision

Waimanalo Elementary & Intermediate Trend Report
### Safety and Well-Being

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<thead>
<tr>
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<th>Average Daily Attendance %</th>
<th>Offenses by Type of Incident (number of suspensions per 1,000 students)</th>
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<th>Workers' Compensation Claims</th>
<th>Student and Teacher Perceptions on School Safety and Well-Being</th>
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<td>Yes/No</td>
<td>Total # of claims</td>
<td>% of claims resulting in loss-time</td>
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<tr>
<td>2015-2016</td>
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### Civic Responsibility

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<td># of students participating</td>
<td># of students participating</td>
<td>% of students participating</td>
<td>% of Enrollment</td>
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<tr>
<td>2013-2014</td>
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<td>408</td>
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### Fiscal Accountability

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<th>School Year</th>
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