

HIDOE/WASC Visiting Committee Report
SELF-STUDY VISITING COMMITTEE REPORT

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
HAWAII DEPARTMENT OF EDUCATION**

FOR

August Ahrens Elementary School

**94-1170 Waipahu Street
Waipahu, Hawaii 96797**

Leeward District

February 22- February 25, 2016

Visiting Committee Members

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Superintendent, Williams Unified School District (retired)

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Chapter I: Student/Community Profile

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

- Brief description of the students and community served by the school
- School's analysis of student achievement data
- Other pertinent data (e.g., attendance rates, size of ELL population, teacher credentialing, class size, dropout rates, programs for students)
- Appropriateness of identified student learning needs and their linkage to the General Learner Outcomes

→ Note: Show data in chart format and comment. Include sections of the profile that show student achievement findings and interpretations.

- Comment on significant findings revealed by the profile and/or pertinent items that were not included in the profile.
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August Ahrens Elementary School opened in 1924 in Waipahu, meaning gushing or exploding water, to serve the growing population working for the Oahu Sugar Company. The once rural community has some of the most fertile sugarcane fields in Hawaii. Now it is part of the greater Honolulu region with multiple families living together in crowded conditions. Per capita income is less than the state average.

The school campus is centrally located with almost 14 acres. The facilities are a variety of permanent and portable buildings. The 6 classroom buildings, cafeteria, library and administration building and 2 serving cafeterias are permanent structures. 26 portable classrooms are being upgraded to support technology and air conditioning. 12 classrooms are not air conditioned. Restroom upgrades are scheduled for 2016. There is a new design to the school entrance with parking lot resurfacing and striping for ease of traffic flow. Playgrounds for lower grades received a safety upgrade in 2014. Student enrollment is at 1307 in 14-15.

The Waipahu Complex is part of the Leeward District with 5 elementary schools, an intermediate school, and high school and an adult school. AAES was involved with the School Rise restructuring program through 14-15. In 15-16 the school joined the Turnaround program.

Outside Programs and Partnerships

Advancement Via Individual Determination (AVID) strategies are added to each grade level with binders for organization skill development. Questioning techniques are used by teachers.

Local churches support campus beautification, donate supplies and backpacks.

Internet Safety presentations for grade 5 and 6 students and parents was provided by retired Detective Chris Duque.

College for Every Student provides buses for leadership camps, a dream center in the library, and visits to college campuses.

Future Ready is a technology partnership program providing training and resources to meet the 1:1 student to computer goal in the next 3 years (15-16,16-17,17-18).

Junior Police Officers and Drug Abuse Resistance programs are provided by the Honolulu Police Department.

School Rise/Success for all partnership ended in 14-15. It supported instructional strategies and Common Core State Standards (CCSS) curriculum during the prior years and through the adoption of new materials aligned to CCSS including Wonders, Stepping Stones, and Go Math.

The Waipahu Community Foundation supports the Robotics and Aquaponics programs with grants of \$5000.

The school is meeting the requirements of State and Federal mandates including Title I, Title III, Individuals with Disabilities Education Act (IDEA) and CCSS.

Vision Statement:

“At AAES, we Aspire, Adapt, Excel, and Serve.”

Mission:

The mission of AAES is to produce students who are caring, lifelong learners with college-career -life readiness skills who contribute to the community.

Identity:

At AAES we are committed to providing students with rigorous and relevant academics in a safe, nurturing environment that encourages innovation and creativity.

Beliefs

1. Student Achievement is the primary focus of all decisions impacting the work of the school.
2. All students can learn!
3. Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.
4. Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
5. A safe and physically comfortable environment promotes student learning.
6. Teachers, administrators, staff, parents, and the community share the responsibility for advancing the school’s mission.
7. The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self directed, lifelong learners.

ELRS and General Learners Outcomes (GLOs)

1. Self Directed Learner- the ability to be responsible for one’s own learning
2. Community Contributor- the understanding it is essential for human beings to work together
3. Complex Thinker- the ability to demonstrate complex thinking and problem solving
4. Quality Producer- the ability to recognize and produce quality performance and products

5. Effective Communicator- students can share ideas by listening, reading, writing, and speaking using academic vocabulary
6. Effective and Ethical Users of Technology - students are taught how to use technology for learning in an appropriate manner.

Teachers will work in 15-16 to revisit agreements made in the past to better communicate expectations among school and community.

Community Demographics:

Median household income is higher than the state average. High School and College graduation rates are lower than the state average.

Student Demographics:

Enrollment	11-12	12-13	13-14	14-15
year end	1406	1427	1371	1307
Student ethnicity percentages				
American Indian/Alaska Native	0.1	0.1	0.1	0.2
Asian	79.7	78.3	78.1	76.7
Black	0.2	0.1	0.1	0.2
Hispanic	3.1	4.3	4.9	6.2
Multiple	5.8	6.9	7.7	8.8
Pacific Islander	10.4	9.6	8.5	7.5
White	0.7	0.6	0.6	0.5

There is a 5% difference in the gender population balance with more males in 14-15.

64.7% of students are classified as “Low Socioeconomic” status in 14-15. This population has increased 4% in 4 years with most of the increase in 14-15.

6.7% of students are classified as “Student with Disabilities” in 14-15. This population has remained approximately the same since 2011-12 with the greatest number of students in the “Specific Learning Disability” category.

English Language Learner Population

ELL %	11-12	12-13	13-14	14-15
Total ELL	25%	22	21	23
NEP	24	27	27	14
LEP	73	56	73	62
FEP	3	17	0	25

The non-English speaking population is increasing slowly.

The primary language spoken by English Language Learners (ELL) students are Filipino languages of Ilocano and Tagalog.

Attendance remains constant above the state target of 95%. In 14-15 it was 96.1%. Chronic absenteeism, 15 or more days, is decreasing.

Student discipline is decreasing with only 6 suspension incidents in 14-15.

38.4% of students attended pre-school prior to starting Kindergarten in 14-15. This is about the 4 year average.

Student Learning Data

State Test Results

State Test Results	11-12	12-13	13-14	14-15
Assessment Measure & School Status	HSA NCLB Restructuring	HSA NCLB Restructuring	Bridge Strive HI Continuous Improvement	SBA Strive HI Continuous Improvement
Reading -all % proficient	66	64	62	40
ELL	23	19	15	8
SES	62	60	57	35
SPED	69	67	65	4
Math - all	61	57	58	43
ELL	26	26	28	11

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SES	57	53	55	38
SPED	19	15	12	11

Reading and math scores are stable. ELL is improving. SES students are declining in reading and math.

HSA Science Grade 4

HSA Science Grade 4	11-12	12-13	13-14	14-15
Total % proficient	14	23	32	41
ELL	3	0	0	5
SES	15	20	27	38
SPED	0	0	17	8

SES scores in science are increasing slower than all students. Proficiency rates are increasing about 9% annually.

Strive HI Index

% proficient or higher	12-13 AAES	12-13 State	13-14 AAES	13-14 State	14-15 AAES	15-16 State
Math	59	60	59	59	44	41
Reading	66	72	63	70	40	48
Science	24	34	33	41	42	41
Growth: student improvement compared to students statewide last year						
Math	51	n/a	48	n/a	58	n/a

HIDOE/WASC Visiting Committee Report

Reading	53	n/a	53	n/a	51	n/a
Readiness students absent 15 or more days						
Absenteeism	15%	18	8	11	7	11
Achievement Gap: compares the reading and math proficiency of high needs students and non- high needs students						
Non high needs	75%	83	75	82	57	63
High needs	57	56	55	53	37	34
Current gap rate	24	32	26	35	36	46
Overall rate						
Index points	216/400		185/400		233/400	
School status	Continuous Improvement		Continuous Improvement		Continuous Improvement	

Data from AAES' Strive HI Report for the last three years indicates the achievement gap increasing. The status level remains at "Continuous Improvement". Growth has plateaued. Chronic absenteeism has decreased 50% over the past 3 years.

GLOs were measured using 4 categories: Consistently, Usually, Sometimes, and Rarely. Most students rated the 6 GLOS as "Usually". Ethical user of technology ranked the highest in the 3 year data. Complex Thinker ranked the lowest in the three year survey. Self Directed Learner is the next lowest in the three year study.

There are no student retentions.

All teachers are highly qualified with an average of 17 years experience. 25% of teachers have advanced degrees. One teaching position has been added each year for the past 3 years.

Chapter II: Progress Report (2 pages)

Since the last self-study:

- **Comment on the school's major changes and follow-up process.**
 - **Discuss how the school through its Academic and Financial Plan has incorporated each of the critical areas for follow-up, including the impact on student learning.**
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This is the first self study for the school. The comments reflect a summary of the progress of the Academic Plan for the past 3 years through 14-15.

The Hawaii state strategic plan has 3 major goals and 6 priority strategies.

Goals: Student Success, Staff Success, and Successful Systems of Support

6 Priority Strategies: Common Core Standards, Educator Effectiveness System, Data Teams/Formative Assessment, Comprehensive Student Support, Induction and Mentoring, Academic Review Team

1. Common Core State Standards (Student Success): In 14-15 new textbooks were adopted: “Wonders” for ELA and “Stepping Stones” for K-5 math and “Go Math” for grade 6. Two programs, “Success for All” and “School Rise” provided support until 14-15 when funding stopped. The school has achieved small gains in state reading and math assessments and has the status of “Continuous Improvement” for 3 years.
2. Educator Effectiveness System (Staff Success): The system has been revised during the past 3 years and includes Danielson Observations, Tripod Survey, Student Learning Objectives, Core Professionalism, and Student Growth measures. All teachers were proficient in school year 2014-2015. New teachers and those that were on leave will complete the process in school year 2015-2016. As the system evolves teachers are informed. The teachers select critical areas of need for professional development.
3. Data Teams/Formative Assessment (Successful Systems of Support): This program is the foundation for instructional improvement and improved student achievement. Teachers collaborate for 4 hours every 8 days in grade level groups. They focus on student assessment data, and common instructional strategies. Walk Through observations are conducted regularly by administration and curriculum coordinators. In school years 2013-2014 and 2014-2015 the curricular focus was on math with a new Algebra Readiness Assessment, which was developed in collaboration with other Waipahu Complex schools. Reading was added as a focus in school year 2015-2016 and is the target during the articulation time. Math is the focus during afternoon data team meetings.
4. Comprehensive Student Support System and Response to Intervention (Student Success): The school uses a progress monitoring universal screener, i-Ready, 3 times each year. An intervention block is part of the daily schedule where targeted tiered instruction is provided. All students receive instruction using AVID strategies and the Positive Behavioral Interventions and Supports (4 Bees).
5. Induction and Mentoring (Staff Support): New teachers are assigned a mentor teacher that supports the formal training and the teacher through 2 years.
6. Academic Review Team (Successful Systems of Support): The group monitors the implementation and alignment of the Academic Plan; oversees school goals and the implementation process through 8 Professional Learning Communities. The School Community Council participates in this feedback process. This team monitors the English Language Arts (ELA) data team process, learning targets, Close Reading and GLO #3- Complex Thinker.

Chapter III: Self-Study Process (1–2 pages)

- Include a copy of the school’s General Learner Outcomes.
 - Comment on the school’s self-study process with respect to the expected outcomes of the self-study.
 1. **Inclusiveness:** The involvement and collaboration of all school/community stakeholders to support student achievement.
 2. **Purposefulness:** The clarification of the school’s vision/mission and the General Learner Outcomes.
 3. **Student-focused:** 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 standards, and the HIDOE/WASC criteria.
 5. **Accountability:** The implementation and monitoring of the Academic and Financial Plan that supports 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.
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GLOs/ ESLRs

The GLOs/ESLRs are being revisited in school year 2015-2016 to represent consistency and integration among grade levels and classrooms.

1. Self Directed Learner- the ability to be responsible for one’s own learning
2. Community Contributor-the understanding it is essential for human beings to work together
3. Complex Thinker- the ability to demonstrate complex thinking and problem solving
4. Quality Producer-the ability to recognize and produce quality performance and products
5. Effective Communicator- students can share ideas by listening, reading, writing, and speaking using academic vocabulary
6. Effective and Ethical Users of Technology- students are taught how to use technology for learning in an appropriate manner

Focus On Learning (FOL) Process

The FOL process was implemented in three elements; staff training in FOL process; examination of data and analyzing of programs; and modeled best practices in teaching and learning. The process served as a tool to align the programs with state, complex area and school plan. In school year 2014-2015, 21 hours of extended contract time provided time to dig deep into the process. Consultant Victoria Bernhardt provided tools and training to support the school improvement process. Leadership for the FOL self study was provided by the Technology-Data/WASC Coordinator and Vice-Principal.

In spring 2013 initial training in the FOL process was acquired by key leaders. A coordinator was assigned and focus groups were organized. The faculty learned about the process and 2016 visit.

In spring of 2014 school level data analysis and review of the school vision were completed. Data results and more WASC information was provided to all faculty. A

review of the Academic and Financial Plan was conducted. Home Groups and Focus Groups were assigned.

In fall of 2014 the FOL process was detailed and data shared with all faculty. The Home Group leaders learned about expectations. Faculty prioritized and analyzed the GLOs. The surveys for parents and staff were completed. A parent representative joined the process in December 2014. Google Docs was determined as the best method to use for all staff to access WASC information. The school newsletter and website provided information.

In spring 2015 Classified Staff was integrated into the process. Student government representatives joined the process. The School Community Council members joined faculty sessions as needed to share ideas. Data was gathered and reports were formalized. The school year 2015-2016 Academic Plan was taking shape while the critical review of the previous Academic Plan for school year 2014-2015 was conducted using work from Home Groups and Focus Groups. Data from the critical review and from the Title 1 Comprehensive Needs Assessment was analyzed.

In fall 2015 the staff reviewed the school visions and data. Classified staff worked on WASC during operations meetings. Faculty meetings resulted in continued commitments to the GLOs, College for Every Student, AVID, and the 4 Bees. A new initiative was added, Teaching and Learning Framework, to support improving instructional practice. Professional Learning Communities (PLCs) and the Leadership Team reviewed implementation progress of the Academic Plan. As a result of this work 2 focus areas for the year were determined: Claim 1 in Critical Reading and GLO #3-Complex Thinker.

The staff gained experience in the FOL process and developed working practices within the large number of staff (200) and students (1300).

Implications of student achievement data are listed.

1. State test scores have plateaued in ELA and math and achievement gaps have increased.
2. Reading and math have new textbooks and Data Team support to support improved instruction and student achievement.
3. Differentiation of instruction is an area targeted for continued improvement.

Learning needs have been identified as “Complex Thinker” and “Self Directed Learner”.

Ongoing concerns are listed.

1. Need to increase parent involvement
2. Need to help teachers use new curriculum materials resourcefully
3. Need to improve Intervention Block as aligned to RtI
4. Need to improve differentiation of instruction for diverse student learners to reduce the achievement gap among subgroups

Chapter IV: Quality of the School’s Program

Part A: What Currently Exists (10–20 pages)

Based on the self-study and visiting committee findings, for each criterion in the following categories:

A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

B. Standards-based Student Learning: Curriculum

C. Standards-based Student Learning: Instruction

D. Standards-based Student Learning: Assessment and Accountability

E. School Culture and Support for Student Personal and Academic Growth

- Summarize an analysis of what currently exists and its impact on student learning.

- Highlight areas of strength (*if any*).

- Highlight the key issues (*if any*).

- List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.

→ **Note:** When writing the analytical summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *HIDOE/WASC Accreditation Status Determination Worksheet*).

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

A1. Vision and Mission Criterion

To what extent does the school have a clearly stated vision and 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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Vision, Mission, General Learner Outcomes, Profile, Academic and Financial Plan:

The vision, mission and Academic Plan is current and has evolved as part of the FOL process. The vision and mission have been revised first in school year 2012-2013 and again in school year 2014-2015. It was authorized by the whole staff in school year 2015-2016 and will be reviewed annually.

Development/Refinement of Vision, Mission, General Learner Outcomes, and Academic and Financial Plan:

A systematic review of the academic plan occurs monthly by PLCs, Academic Review Team (ART), Leadership Team, teachers, School Community Council (SCC), and presented to the full staff for review. The GLOs are revisited quarterly using this system. Grade level teams review the vision, mission, GLOs and Academic Plan for integration in teaching and learning. The enabling activities and fiscal support are reviewed as part of this process. The school staff and student population is approximately 1500 and

communication is effective through grade level teams, SCC, parent meet and greet events, curriculum nights, surveys, conferences, website and newsletters. Google docs is accessible by all.

Understanding of Vision, Mission, General Learner Outcomes, and Academic and Financial Plan:

The Leadership Team shares the Academic plan with the whole staff, parents and community. Teachers review these each year and participate in the Academic Planning process. The student planner has sections including the vision, mission, Positive Behavioral Interventions, and GLOs. The GLOs are assessed as part of quarterly report cards. Awards assemblies are held quarterly to reinforce positive behavior and GLOs. The school will continue to investigate the use of technology to communicate the vision and mission.

Regular Review and Revision:

State continuum is used for assessing the work of the Leadership Team and Academic Review Team (ART). The Six Priority Strategies school measure went from a score of 2 to 3 in school year 2014-2015. The FOL process has resulted in a clear annual review process with a current vision and mission. The GLOs are reinforced through the Positive Behavior Interventions and Supports (PBIS) and branded as the “4 Bees” program. The school is considering a review of the GLO grading process for consistency and to increase parent involvement.

Summary

The systematic review of the vision and mission are internalized into the school culture. The work to integrate the GLOs is continuing. The alignment of the vision to the State Plan and school plan supports an increased commitment of staff.

A2. Governance Criterion

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 policies and b) the Hawaii Department of Education rules, regulations, and procedures?

To what extent does the Board of Education delegate implementation and monitoring of these policies to the Hawaii Department of Education?

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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Understanding the Role of the Governing Authority (BOE, DOE State and Complex Area):

All stakeholders have access to websites of the Hawaii Department of Education (HIDOE), Board of Education (BOE) and to the State Strategic Plan. The Academic Plan is shared and reviewed by the SCC and posted on the school website.

Relationship Between Governing Authority and School:

Accountability is expected by all to implement state initiatives, programs and policies. Administrators attend a state summer institute followed by a District institute where state and local plans are clarified. Monthly District administration meetings reinforce updates of priorities and news from state leadership meetings. All employees receive a packet at the start of the school year that outlines requirements. The Complex Area conducts an annual meeting with all instructional staff to share data and priorities.

Faculty, Staff and Governing Authority:

The Complex Areas Superintendent approved the school Academic Plan after ensuring that it is aligned with the complex area and state plans. The AAES plan includes activities derived from the Title 1 Comprehensive Needs Assessment.

Summary

The school has a distributed leadership model to share and monitor implementation of the Academic Plan with priorities of the state initiatives and local initiatives. There is a system of meetings and groups that communicate this work with input and feedback. The ART will continue to increase influence on the Academic Plan development.

A3. Leadership and Staff Criterion

Based on student achievement data, 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 and Financial Plan based on the analysis of data to ensure alignment with student needs?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Broad-Based and Collaborative Planning Process:

The planning processes are becoming more effective with the implementation of ART, PLCs, Data Teams and Articulation time every 8 days. The Academic Plan is reviewed quarterly by the ART and PLCs and annually by the SCC. Faculty meetings provide a time to review by all. The parent bulletin and school website provide current information about curriculum, assessments, and FOL process.

Correlation between Student Learning and the Academic and Financial Plan:

Student achievement data is reviewed using a systematic process by the Leadership Team, ART, grade level groups, and PLCs. The data team process includes grade level team meetings every 2 weeks. Assessment data is used to inform instruction and monitor implementation of the CCSS. One PLC reviews student behavioral data. The vertical alignment of the ART and PLCs provides comprehensive communication and is expected to continue to improve.

Correlation Between All Resources and the Academic and Financial Plan:

The school has 67.4% students qualifying for Free and/or Reduced meals. The weighted student formula for fiscal allocation from the state to the school is benefiting the students. Part time employees are used in programs including Response to Intervention (Rtl), ELL, grade 6, tutors, Intervention Block and other outreach activities. Funds were used to purchase new textbook materials including Wonders, Stepping Stones, and Go Math for grade 6. Additional learning materials are purchased including i-Ready and computers.

School Community Council:

The membership meets the requirement for representation and meets monthly to discuss the Academic Plan and other business.

Summary

The staff has systematic regular opportunities to review and construct the Academic Plan, receive training and support as part of the enabling activities, and have access to adequate resources.

A4. Leadership and Staff Criterion

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Employment Policies and Practices:

The State of Hawaii regulates and conducts all employment practices including applications, interviews, credentials, No Child Left Behind (NCLB) requirements and develops a candidate pool which is disseminated to schools. Schools then conducts the final employment process. New employees receive a packet of mandates and a contract. Schools provide mentoring and induction. This system is similar for all classified and part time employees.

Qualifications of Staff:

Teachers must be “Highly Qualified” (HQT) and meet state licensing requirements. If the teacher has yet to complete this requirement a written plan is approved by the principal and evidence of progress to complete plan is documented. Substitute teachers must complete a training course and have a Bachelor’s Degree.

Maximum Use of Expertise:

Teachers list four preferences for grade level assignment for consideration before February's transfer period. New teachers are assigned a mentor and receive Induction training over a period of 3 years. Administration assigns support personnel to align with needs and the plan.

Defining and Understanding Policies and Procedures:

A packet, assembled by the state, is provided to all faculty and is reviewed by administration at faculty meetings during the start of the year. The packet provides information on mandated policies and procedures.

Internal Communication and Planning:

Communication channels for planning, communicating and for resolving differences at the school are thorough and effective. Informal communication is regular between administration, parents, community members and staff to listen to concerns and resolve issues. Five curriculum coordinators support instructional staff. The coordinators often share information with administration. Support service staff meet weekly and grade levels meet monthly to communicate about progress and concerns. Weekly faculty meetings also support a positive environment. The Association Policy Committee (APC) meets monthly to discuss contract concerns. The ART are members of a PLC. The PLC meets monthly to discuss progress on school goals and needs using filters of curriculum and operations.

Staff Actions/Accountability to Support Learning:

The systematic organization of leadership and shared responsibility has led to high levels of responsibility and accountability throughout the school staff. Articulation and RtI programs are driven by the teachers in concert with student needs. The articulation meetings every 8 days with data teams as a process have resulted in a comprehensive study on math for 2 years. The focus this year is on reading and writing while math is discussed during after school meetings twice monthly. Curriculum coordinators lead the meetings with support from administration. A Student Service Coordinator conducts peer review meetings with counselors and support staff each month. Each counselor is the lead person for a PLC emphasizing an element of student support including RtI, AVID, Parent Involvement, and Data Teams.

Evaluation of Existing Processes:

Weekly Wednesday meetings are a time for a review of school processes and programs by the leadership team, administrators, curriculum coordinators and coaches. The ART meets at this time 2 times per quarter. One time per quarter the PLC leaders join this group to provide progress reports on the Academic Plan goals.

Summary

The systematic organization of leadership connects the administration and leadership teams to the operational and instructional staff. The use of the Data Team process

began in 2013 and has anchored a school wide focus on the academic plan. The focus on math for two years has resulted in improved instruction. The new focus on reading and writing is expected to do the same. Data has produced the foundation for identifying a school focus on GLO Complex Thinker and reading. The school continues to improve as a result of open communication and support with responsive administrators.

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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Support of Professional Development:

The system of Articulation Days provides meaningful and targeted professional development where teachers critically review instructional strategies, determine student needs and design improved lessons. Additional Professional Development (PD) is provided in grade levels, PLCs and individually. PD to support implementation of the new instructional materials, Wonders, Stepping Stones, and Go Math is provided. Also training in Rtl, AVID, Educators Effectiveness System (EES) and Guided Language Acquisition Design (GLAD) is provided. The menu of PD is determined by a variety of sources including Hawaii Department Of Education (HIDOE) Strategic Plan (3 goals and 6 priorities), Waipahu Complex Initiatives, student needs and faculty /staff needs. The Academic Plan provides an anchor of finances for these activities. PD is expected to result in improved teaching and learning which are observed in Walk Throughs.

Supervision and Evaluation:

The EES system is used for teacher evaluation and is in year 3 of implementation. The Charlotte Danielson Observation Framework is embedded in this program. This process includes focus on instructional practices and results, student achievement growth, core professionalism and student feedback to reflect on teacher effectiveness. Support for improving instruction is one of the responsibilities of the curriculum coaches. Induction, mentoring and walk through observations are also components of support.

Measurable Effect of Professional Development:

In addition to Rtl and data teams, a universal screening tool, i-Ready, adds information about the impact of PD on student achievement. Data Teams focus on grade level instruction and assessments. Strategies are identified and implemented to improve instruction and achievement. The Student Learning Objective (SLO) provides teachers a target to monitor student progress individually and collectively.

Summary

EES and walkthroughs are in place for 2 years. In school year 2014-2015 AVID questioning strategies were emphasized along with discussion techniques. Tools to collect data on the impact of PD are being developed by the ART. There is a high level

of support for PD.

A6. Resources 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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Allocation Decisions:

The Academic Plan drives the allocation decisions. In school year 2014-2015 new instructional materials were purchased in ELA and Math. Implementation of these resources is aligned to Goal 1- Student Success. Allocations for Rtl, i-Ready, and Achieve 3000 for grades 3-6 also support student success. EES is implemented for all teachers along with PD. New and marginally rated teachers receive additional support. This is aligned to Goal 2- Staff success. The Academic Plan outlines enabling activities aligned to Goal 3- Successful Systems of Support.

Practices:

The state budget allocations to schools are developed on several criteria: enrollment, Weighted Student Formula, special student populations of ELL, transient, and disadvantaged. An audit for AAES was conducted in 2014 for Title 1 programs.

Facilities Conducive to Learning:

The school has adequate facilities and needs more infrastructure and products to improve technology use. There are computer labs and portable stations. Bandwidth needs to be increased to support the new instructional materials and Rtl. Teachers have to carefully schedule use of the technology equipment.

There are more than 20 classrooms needing air conditioning. In 2015, three rooms were improved with air conditioning through donations.

Safe, Functional, Well-Maintained Facilities:

The facilities are clean and well maintained by a great custodial staff. A beautification day is conducted annually to add to the safety of the campus. Some restrooms are scheduled to be renovated in school year 2015-2016. A second drop off zone for students has been in operation for a year. Excellent maintenance practices and safety drills result in a very safe and clean school.

Instructional Materials and Equipment:

The Academic Plan and administrative practices provides for adequate acquisition and maintenance of instructional materials. The Technology Coordinator/Title 1 Coordinator and 3 technology/ equipment staff support the use of technology. Curriculum coordinators support and train teachers in the use of related software.

AAES offers online programs to support the range of student needs. Some of the of the programs offered are: i-Ready, Achieve3000, Imagine Learning, and iXL.

Qualified Personnel:

Teachers are committed to AAES as demonstrated with the average service time a teacher remains at the school being 17 years. There is very little turnover. New teachers are supported by the induction and mentoring coordinator, a Nationally Board Certified teacher. The Curriculum Coordinators advise the administration on PD needs. During the last 2 years the PD time has been increased by 21 hours to support the implementation of the Academic Plan. Articulation days for grade levels every 8 days provides targeted PD including Rtl, data teams, and implementation of the SLO component of the EES. The staff is continuing to work on the vertical alignment of curriculum.

Long-Range Planning and Coordination of Resources:

The State Strategic Plan is the anchor for long term planning and requires the school's Academic Plan to be aligned. The Complex Plan is also a component used in alignment. The school is able to sculpt an identity through Goal 3: Systems of Support. The ART system is designed to monitor the progress on the plan as it relates to the Complex and State plans. This process is designed as a 3 year system.

Summary

The implementation of new curriculum and learning materials is a huge undertaking. The State Plan is integrated into the AAES plan and progress is monitored through the years.

**WASC Category A. Organization:
Strengths and Growth Needs**

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category A: Organization: Areas of Strength

- Articulation days provide excellent Professional Development (PD) and communication opportunities.
- Leadership is implementing state and complex initiatives to improve professional practice (Effective Educators System), student learning with (Response to Intervention), and ELL, and the Academic Review Team (ART).
- There are adequate resources to support instructional improvement.
- The campus is safe and well maintained.
- A benefit of Professional Learning Communities (PLCs) is that teachers feel invested as “Homeowners” rather than “Renters”. Also through PLCs, teachers are able to see the impact of actions and decisions schoolwide.

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- Respect is evident throughout the school culture. Everyone is valued and welcomed.
- ART processes are in year 2 and adapting the data team process for instructional improvement.
- There is a high percentage of highly qualified teachers and loyal faculty members.
- Student achievement data is reviewed using a systematic process by the Leadership Team, ART, grade level groups and PLCs. The Data Team process includes grade level teams meeting every two weeks. Assessment data is used to inform instruction and monitor implementation of CCSS. The vertical alignment of the ART and PLCs provides comprehensive communication. This process anchors the Academic Plan and started in 2013.
- The Complex Area will complete a system wide accreditation process in 17-18. Each school will participate in the FOL Process in this endeavor.

Category A: Organization: Areas of Growth

- The school desires to develop a measurement tool to monitor the impact of professional development on student achievement.
- The GLOs need vertical alignment with clear definitions and integrated into learning.
- Bandwidth needs to expand to support the 1:1 students to computer ratio expected in three years with the Future Ready Program.

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 supports the achievement of the General Learner Outcomes, academic standards, and priorities identified in the Academic and Financial Plan?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Educational Research and Thinking:

The core ELA and math curriculums and materials were selected by the state based on research. Science resource teachers integrate technology and engineering learning activities into lessons. Professional Development is provided in a variety of contexts: PDE3 courses, workshops, conferences, online programs, Guided Language Acquisition Design (GLAD), AVID, Pat Pavelka for Differentiation, and School Rise (ended in school year 2014-2015). Training has been provided by the state on implementing the Wonders and Stepping Stones curriculum. Wonders has leveled texts to support differentiation of learning. Stepping Stones incorporates different modalities and requires higher level thinking and reasoning. A variety of computer programs are available for student use to reinforce the CCSS. Resource classes provide learning

opportunities in PE, music, Science Technology Engineering Art and Math (STEAM). The new curriculum in ELA and math is rigorous and Rtl intervention block is structured to support success for all students. Tutoring, Achieve 3000, i-Ready and IXL also provide differentiated learning opportunities.

Training opportunities in CCSS implementation and instructional methods are offered after school and are optional. Teachers share informally about the professional development experience.

Academic Standards for Each Subject Area:

The implementation of Wonders and Stepping Stones/Go Math curriculum is in year 2. Data teams create and refine assessments based on analysis of data and discuss strategies to support reading instruction. Pacing and supplemental materials are revisited and addressed per grade level. Alignment of assessments to the CCSS in both ELA and Math is embedded in the Data Team process. Science and Social Studies instruction is based on the Hawaii Content and Performance Standards (HCPS III). The PBIS program reinforces learning as community contributors and citizenship. Additional learning activities are designed for ELL students based on WIDA assessment data.

Congruence:

The Data Team process supports the congruence of what is taught and what is learned with a focus on math (school years 2013-2014 and 2014-2015) and reading (school years 2014-2015 and 2015-2016). During Articulation time data analysis of curriculum based assessments is discussed to improve instruction. Through Data Teams, the teachers create both individual goals and grade level goals aligned in the formative instructional plan. The teacher work collaboratively to determine instructional strategies that will address the targeted standards. GLO outcomes are measured by portfolios, GLO tablets, and student checkbooks.

Student Work — Engagement in Learning:

Curriculum coordinators guide teachers in the examination of student work and observe student engagement in CCSS and GLO lessons. Focused strategies within the Rtl groupings are based on needs documented during the data team meetings. The Rtl Coach provides training and support to Part Time Teachers (PTTs)/Paraprofessional Tutors (PPTs) who work with tier 3 students. The school began creating writing “Anchor Papers” for grades K-6 in 14-15 and quarterly brief writes for grades 3-6 in 15-16. The school plans to continue refining the process in ELA for grade levels and vertically throughout all grades. The SLO process is part of this same Articulation time process.

Accessibility of All Students to Curriculum:

All students have access to the core curriculum through the Wonders, Stepping Stones and Go Math programs. Leveled texts, flexible grouping, different modalities, and differentiated instruction are all components of implementation of these programs. Additional differentiated instructional strategies are provided during the intervention block for each grade level. A variety of computer programs support the CCSS and differentiation. They include Achieve3000, i-Ready, and IXL. Data teams continually

assess individual and group achievement to guide improvement of instruction and learning. Resource teachers and classes extend learning in other subjects. College for Every Student is designed to promote college awareness and service learning. The Youth Leadership Academy and Gifted and Talented programs provide enrichment activities.

Integration Among Disciplines:

There is some integration among disciplines at the school. The Wonders and STEAM programs offer opportunities for ELA integration into science and social studies. Additional resources for integration include Safari Montage, BrainPop and Achieve3000. Articulation time is used to plan integrated instructional activities. Resource day activities, field trips and Jump Rope for Heart are real world experiences using integrated learning activities.

Curricular Development, Evaluation, and Revisions:

The curriculum review system includes teachers, curriculum coordinators/coaches, administrators, students, parents and the Academic Review Team. ART monitors effectiveness of curriculum.

More focus needs to be placed on student achievement in relation to curriculum/instruction implementation. Articulation days are collaborative in style and used to review curriculum, improve instruction and assessments. Data teams meet as part of this process to focus on the degree in which instruction is supporting success for all students.

Policies — Rigorous, Relevant, Coherent Curriculum:

The effectiveness of the curriculum is evaluated through the PLCs and ART. Alignment of the mission, vision and GLOs to the curriculum is the responsibility of the ART. Curriculum Coordinators and Facilitator Coaches provide pacing guides for each grade level in ELA and math. Rtl Coach provides training and support to the PTTs and PPTs to ensure focused support on skills needed for the tier 3 students.

Articulation and Follow-up Studies:

Waipahu Intermediate School is the next school for grade 6 students. They visit in the spring of their sixth grade year to tour and begin registration. Teachers and counselors from AAES and WIS discuss student transitions during the fourth quarter each year. The Student Cumulative Folder and/or Confidential Folder is used to share information with Waipahu Intermediate. The Algebra Readiness assessment was designed by a consortium of Complex area teachers. Pre and post test data is shared in the Complex and with each elementary school. There is an end of course Algebra 1 exam that is used as a success indicator for the programs and individuals. AAES students represent a high number of students completing college preparatory math courses through grade 12. Students visit college campuses each year.

Summary

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The curriculum is aligned to the CCSS and GLOs in ELA and math. Pacing guides need to be expanded to include use of supplemental resources. Data Teams focused on math in school years 2013-2014 and 2014-2015. The focus shifted to ELA in school year 2015-2016 with math focus as part of after school discussions. The Rtl program allows for differentiation of instruction and access to the core curriculum by all students. ELA will have mixed ability group instruction in 4-6 grades with implementation of K-6 by school year 2016-2017. Integration will expand when additional resources are available in Science and Social Studies. Articulation with Waipahu Intermediate School is strongest in math.

The new instructional materials have resulted with significant changes to program offerings. Rtl is working as a support for students in reading and math. This is the second year using these materials and teachers are evaluating and revising instruction and assessments. Integration design is a target for a future year.

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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Variety of Programs — Full Range of Choices:

There is a 3 part process to support college and career education. AVID is school wide with use of organizational binders and planners. Upper grade AVID instructional strategies of "Critical Reading" and questioning are used. The "4 Bees" program and Character Days support education in positive values and workplace behaviors. The CFES program provides grade 5 and 6 students a Career Day. Grade 5 students go to a Leadership Camp where the research college and careers. Monday is "College Shirt" day for teachers to showcase awareness. College visits will be aligned and coordinated K-6.

Student-Parent-Staff Collaboration: Collaboration between student, parents and staff is increasing with CCSS parent nights and grade level "Meet and Greet" events. Communication channels are provided through the school website, planners, conference, homework, report cards, IEPs, 504 Plans, and BSP plans. A universal screener, i-Ready, is used three times each year for both math and reading.

Monitoring/Changing Student Plans:

The components of a personal learning plan include universal screener scores, data team results, Wonders assessments and local assessments. This data is used to assign groups for Student Learning Objective Targets, Rtl and reading classes in K-6. ELL students are assessed using the "World-class Instructional Design and Assessment" program. The "Imagine Learning Program" is used as a supplement to the core curriculum. A Core Team, including a parent, meets to create a Behavioral Support

Plan (BSP) as needed. IEPs and 504 Plans are monitored as required with quarterly peer reviews. Teachers can also submit a Request for Assistance form for students who need additional academic or behavioral support.

Transitions:

The school is effective in meeting student needs in transitioning and has special programs for entering Kindergarten students and exiting sixth grade students. In June the school provides a 2 week Ramp Up program for incoming grade K students. Parent orientation is provided at the beginning of the year. These young students are organized into small groups for a few weeks (A/B schedule) to ease the transition. During the last week of school K-5 students have “Walk overs” to meet future teachers and see classrooms. Feedback is collected and used to improve this process. Gifted and Talented (GT) testing is conducted for students in grades 3-6. Students are invited to join the Youth Leadership Academy. Special Education follows requirements for transitions. English Language Learners (ELL) students are assessed annually for appropriate placement in Rtl. Student in grade 6 have a promotion ceremony and can apply for AVID at WIS. AVID and CFES promote college awareness and service learning. This program is evaluated formally each year. College campus visits are provided each year. AVID, PBIS, CFES are programs to support career education. Collaboration activities for students, staff, parents include “Meet and Greet”, student led parent teacher conferences, planners, AVID binders, IEPs, 504 plans, SLO, WIDA assessments, and i-ready. Strategies for parent involvement are effective. Parents are informed of academic progress, school wide programs, and opportunities for involvement via planners, phone calls, emails, and letters.

B3. Curriculum Criterion

To what extent have students met the standards with proficiency for that grade span or all the requirements of graduation upon completion of the elementary, middle, or high school program?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Real World Applications — Curriculum:

Library use and field trips are available to all students. Kindergarten students have Learning Labs including drama, sand-lab, blocks and computer time. Grade 6 students use checkbooks to earn “money” for rewards. Music ensemble, robotics, sports provide after school activities. Guest speakers provide real world information related to the CCSS.

Meeting Graduation Requirements (or end of grade span requirements):

The Rtl Program supports all students in their efforts to be promoted to the next grade. Groups of students with special needs including SPED and ELL receive Rtl services. Parents learn about progress through report cards, conferencing, and state standardized test results. The intervention block is staffed by teachers, Paraprofessional Tutors (PPT), and Part Time Teachers (PTT). ELL students have access to an Extended School Year program and tutoring services. PBIS provides incentives for positive behaviors and attendance leading to academic success.

Summary

The variety of academic and personal support at AAES is comprehensive and results in all students meeting promotion requirements. The programs will continue to be reviewed for effectiveness in meeting student needs and successful achievement of the standards.

WASC Category B. Standards-based Student Learning: Curriculum Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

Alignment of the CCSS, the new textbooks and instruction is in year 2.

The Data Team process is in year 3 and has a focus of reading. The Data Team success with math for 2 years has resulted in continued work after school to keep the growth in student achievement as a priority.

All grade levels use an Intervention Block within the classroom for differentiated instruction.

There are a variety of Career readiness programs, character building programs, and parent involvement programs.

Academic support programs are designed to meet the needs of every student. Student support services are available for all students.

No students are retained.

The school has highly effective transition programs. In July the school provides a 2 week Ramp Up program for incoming grade K students. During the last week of school students in K-5 have Walk Overs to meet future teachers and see classrooms. Grade 6 students have orientation.

AVID is implemented schoolwide with the use of organizational binders and planners.

Strategies to increase parent involvement at school are highly effective. Parent education activities have standing room only.

Students have a variety of opportunities to explore and develop interests and work together in co-curricular and extracurricular activities.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

Integration design of Social Studies and Science with ELA and math is a target for a future year.

The school desires to establish anchor papers for and across grade levels in ELA and to refine the calibration of scoring and grading for reliability.

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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Results of Student Observations and Examining Work:

The Articulation days and Data Teams began in school year 2012-2013 with a focus on math. Common formative and summative assessments were used as well as the Algebra Readiness Assessment. The Student Learning Objective process along with assessment data provided the basis for improving instruction. Problem solving was identified as a major focus for improvement. In 2015-2016 the Data Team focus is on reading. Walk through observations are conducted by the Leadership Team to document the use of questioning, learning targets, and feedback. Level 1 and 2 are expected in primary grades. Level 3 is expected for upper grades. These strategies are expected to increase student engagement and discussion. SchoolRise was part of the improvement process through school year 2014-2015 to establish a staircase curriculum with benchmarks. I-Ready is the universal screener and is used 3 times each year. Weekly and quarterly assessments measure standards. Achieve 3000 has a formative assessment component which is expected to increase in use in school year 2015-2016 to support student comprehension skills. SLOs are based on school wide learning objectives. Teachers have an SLO period to review student work, select strategies and assess student needs. The 4 Bees program supports positive behavior and has led to great student success in meeting the Community Contributor GLO. The school year 2015-2016 GLO focus is Complex Thinker.

Differentiation of Instruction:

Emerging practices of differentiation exist for SPED and ELL populations. These include one-on-one adult support, fully contained classrooms, modified instruction and assessments, and small learning groups. The WIDA assessment for ELL students is administered in the second semester. The staff is beginning to use differentiated strategies more frequently. Reading groups are organized homogeneously based on proficiency levels for K-3. In school year 2015-2016 grades 4, 5 and 6 are using a heterogeneous model. Differentiation in math is guided by assessments. I-ready and KidBiz/Achieve3000 are computer programs to support differentiated learning based on individual needs. I-Ready is used 3 times per year to place student in intervention blocks. Articulation days are conducted on an 8 day cycle to evaluate student achievement and instructional practices. The new instructional materials provide a menu of different components for use in differentiation.

Student Understanding of Performance Levels:

The display of learning targets, "I Can" statements and standards is being established.

Rubrics are from the curriculum and teacher created. They are used for students to learn what is expected, the criteria for evaluation, and performance levels. Teachers interpret the standards differently and use rubrics independently. There is a need to build knowledge of teachers and students of the difference of each score: ME, MP, DP, and WB.

Students' Perceptions:

Writing assignments about learning experiences and feelings are one method used to collect information. The TRIPOD Survey measures perceptions of caring, control, clarify, challenge, captivate, confer and consolidate. The School Quality Survey is for grade 4 and 5 students.

Summary

The school is making progress implementing programs and developing practices that meet the needs of all students and challenge them academically. Differentiated instruction used throughout the day is in early stages. Standards based learning targets and rubrics are being developed. The measurement of student perceptions about their learning is an area for future consideration. Teachers need a skill set to differentiate instruction as the school transitions to heterogeneous groups. Student performance expectations are evolving with the use of rubrics, technology and GLOs.

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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Knowledge:

All teachers are using the new instructional materials and i-Ready program. The use of background knowledge is used by some teachers. The CCFC and administration assist teachers in monitoring student progress, instructional strategies, and interventions. Technology is organized in carts and 4 labs. Students will each have a device and an e-portfolio. A digital citizenship curriculum is required as part of the Future Ready program.

Teachers as Facilitators of Learning:

Whole class and small group instruction is facilitated for all students. Articulation time provides time to focus on ELA, math and instructional strategies. The intervention block provides 3 periods weekly for ELA and one for math. Grade 6 has 2 periods for math and 2 periods for ELA. AVID binders and planners support student organization of supplies, homework and communication to parents. Grade 6 classes may use high levels of questioning. Differentiated strategies include Book Club, literature circles, Math Talk, Getting Along Together, and cooperative learning. Instruction is delivered in

different learning modalities. Student demonstrate learning in projects, presentations, assessments, discussions, drama, etc. Students reflect on their work and progress. The SLO process targets learning for all students with measures of success.

Variety of Strategies:

Teachers use a variety of strategies to support students' access and application of knowledge acquired and communicate understanding.

AVID strategies of 3 column note taking, WICOR, higher order questioning and Philosophical Chairs are used in upper grade instruction. Grade 6 uses Math Talk. Differentiation strategies of whole group, small group, and one-on one instruction are used in all classes. Students use technology for research projects and enrichment. Professional development for teachers in Guided Language Acquisition Design strategies is provided. The new curriculum provides activities for groups and hands-on experiences.

Teachers assist students with tools and opportunities to research, discover, and create knowledge.

Graphic organizers and cooperative learning activities are used in all classes. Research projects, hands-on learning, inquiry based learning , and field trips extend learning activities. Programs including Youth Leadership Academy, robotics, STEAM, sports, music ensemble, tutoring homework help, math and writing review and community events provide additional opportunities for students to create knowledge. Use of graphic organizers support students in forming thoughts and ideas. Research based scientific inquiry is supported through regular instruction.

Teachers involve students in opportunities that demonstrate thinking, reasoning, and problem solving in group and individual activities, projects, discussions, and inquiries.

Students are given many opportunities to demonstrate critical thinking skills. Graphic organizers are used to formulate and organize thoughts and ideas. Students are involved in oral presentations, projects, collaborative conversations, problem solving, research based and scientific inquiry.

Student work demonstrates the integration and utilization of technology to achieve the academic standards and the General Learner Outcomes.

Various technology is used to implement curriculum, research based projects and publish writing. A Community Fair showcases student work at the end of the year. Powerpoint is used for lessons. i-Ready is used as a universal screener for placement and foundational program for students needs and growth. Opportunities to demonstrate the GLO: Self-Directed Learner, Community Contributor, Complex Thinker, Quality producer, Effective Communicator and Effective and Ethical User of Technology are provided and performance is on the report card.

Student work demonstrates the use of materials and resources beyond the textbook, including library/multimedia/online resources and services that connect students to the real world.

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The classroom setting is focused on intervention and curriculum transitions. A Curriculum Fair in spring provides a place for students to display their projects including research, technology and art. Field trips connect student to the real world, careers, science, social studies. these trips include Challenger Center, Aquarium, Zoo, Plantation Village, Sea Life Park, Camp Erdman, Honolulu theater for youth, Art museum, YMCA SPLASH Program and bike education. Enhanced science learning is provided in the Aquaponics program where the students take care of plants, animals and equipment. They share their learning peer to peer. The Spelling Bee and Science Bowl are for upper grade students where one student represents his/her class and school in Complex and State competitions. The final Science bowl competition is for grade 6 students to win an opportunity as one of 4 classes to compete during a parent night. Grade 4-6 students serve in Cafeteria Duty and Office Duty. Veggie U is a life science program for grade 4 students.

Real World Experiences:

There are limited opportunities to share real world experiences. Grade 6 students visit the Challenger Center and Art Museum. The “Serve” component of the school vision is implemented with the Jump Rope for Heart competition, campus beautification day and career day. College campus and career visits are supported through fundraising efforts. Honor Society and Student Council members are expected to complete community service.

Summary

Teacher and grade levels use different methods to gather information about instructional delivery learning strategies. The school wide continuity and consistency is an area for future improvement consideration. Reading and math are the major areas of focus. Some teachers indicate more time for planning is needed. Students have a variety of opportunities for research and the creation of knowledge. They use technology to support academics and the GLOs.

**WASC Category C. Standards-based Student Learning: Instruction
Strengths and Growth Needs**

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

Differentiated instruction is offered regularly through the use of technology and in small group settings with support.

Teachers know the Common Core State Standards (CCSS).

There are a variety of ways for students to connect with the world outside of school through community service projects, field trips, clubs and media experiences.

Students are given many opportunities to demonstrate critical thinking skills including graphic organizers, oral presentations, projects, collaborative conversation, problem solving, and research based inquiry.

The RtI program and Intervention Block successfully supports Tier 2 and Tier 3 students in the academic programs.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

Students need to be better informed of expected performance levels.

The school needs to establish flexible systems to differentiate content, process and product to monitor implementation to assess impact on student achievement.

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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Professionally Acceptable Assessment Process:

The ART is successfully operating to support and monitor school change. The PLCs are designed to provide vertical links and impact student achievement in areas of Reading, Writing, Math, STEAM, Data Teams/Formative Instruction, CSSS/Rtl, Student Achievement Support and Extended Supports. PLCs design SMART goals to increase student achievement and monitor these goals quarterly.

Alignment to the 6 Priority Strategies of the Strategic Plan is a work in progress. The PLC evaluation continuum was used and the beginning school year 2013-2014 score was “1” and improved to a “3” by the end of school year 2014-2015! The Data Team continuum score at the beginning of school year 2013-2014 was a “1” and improved to a “3” in school year 2014-2015. Grade levels use common assessments and discuss student success at the Articulation meetings. Assessment data is posted on Google Drive for all grades. The six step Data Team process is used consistently and has a focus for reading. SLOs are designed by grade levels based on Data Team information. A series of interim assessments are used along with SMART goals to review data and determine improved achievement. Students are grouped for Rtl as a result of this process. The Wonders program provides weekly assessments that generate data for use in development of learning targets. A quarterly Classroom Assessment Summary is compiled for reading. This supports identifying student ability groups. Rtl is successful with pre and post assessments used to measure achievement of individual goals.

Basis for Determination of Performance Levels:

A range of student work samples and other assessments demonstrate student achievement of the academic standards and GLOs. Assessment data is collected, analyzed, and used to make decisions and changes in the curricular and instructional approaches.: Work samples with scores of ME, MP, DP, and WB are reviewed during Data Team meetings. Teachers discuss formative instructional strategies to build common practices. Individual pre and post assessment data are reviewed to guide instruction and clearly identify student needs. The goal is for all students to meet proficiency targets. This school year, AAES administered the Smarter Balanced Interim (SBI) and teachers hand scored the assessment for each student in grades 3-6 for English Language Arts and Mathematics. The data from the SBI was used by teachers to discuss instructional strategies and determine areas of student need.

Summary

Professionally acceptable assessment processes are used to collect, disaggregate, analyze and report student learning. Grade levels and ART review this data. State assessment data is provided to parents each year and is on the state website. ART and PLCs, with SMART goals, are operating successfully and will work to align the 6 priority strategies to the goals to tighten the system for improved student achievement. All grade levels have commonly created and agreed upon assessments that are administered prior to Data Team meetings. This data is studied and learning targets are identified during the Data Team. Rtl is used school wide. I-Ready and assessment data are used to identify students for ability groups in reading and math.

D2. Assessment and Accountability Criterion

To what extent do teachers apply a variety of formative and summative assessments, including student self-assessments, to evaluate student learning?

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Appropriate Assessment Strategies:

Teachers and students are becoming familiar with the rubrics and their use. In addition teachers use student portfolios, assessments, projects, Dibels, discussions as multiple measures of achievement.

Demonstration of Student Achievement:

The new materials of Wonders, Stepping Stones and Go Math provide assessment materials aligned to the CCSS. Teachers are working to align these assessments to the GLOs. I-Ready is used. Teachers have individual assessments to measure achievement of the GLOS. There is a lack of consistency of assessments in areas other than reading and math.

Curriculum-Embedded Assessments:

The learning gap in ELA between the expectations of the new materials and student performance is identified. The new curriculum has difficult questions that require background knowledge which some students are lacking. The staircase design of grammar, comprehension and writing skills, aligned to CCSS, in grade levels will strengthen the core learning with continued implementation. The grade 6 Go Math assessments sometimes do not match the level of classroom practice in word problems. The Stepping Stones assessments sometimes are not aligned to the skills taught in the lessons. Some benchmark tests are above grade level. School year 2014-2015 was the first year of implementing Stepping Stones, Wonders and Smarter Balanced Assessments. Additional data collected in following years will be helpful to better understand the effectiveness of instruction and the materials. The initial indication is that the rigor of instruction must be increased. ELL students receive targeted instruction in

the classroom, in small group settings and through a computer based program, Imagine Learning. I-Ready collects data; disaggregates it; and produces reports on individual progress. Additional reports can be produced for classroom and school wide statistics. I-Ready math diagnostic assessment has been used since school year 2012-2013. I-Ready diagnostic for math was first used in school year 2014-2015. I Ready helps to measure specific skills in reading and math to design targeted instruction. There are no common assessments for writing and social studies. The state assesses science in grade 4. There has been some curriculum designed locally to align science and social studies instruction to the CCSS. The integration of AVID levels of questioning and collaborative discussion techniques to support use of academic language is occurring in some classes in some grades.

Student Feedback:

The School Quality Survey (SQS) and Tripod surveys provide feedback for overall culture and climate. The SCC has 2 student voting members from the Student Council. Weekly Class Councils provide opportunities to implement and discuss the GLOs. Student discussions in classes guided by teacher questioning provides another method of feedback. Some students have portfolios that collect academic and GLO progress data. Three way conferences for grade 6 students, teachers and parents use portfolios as a demonstration of progress on academic and individual goals. Teachers have many creative practices to collect feedback.

Differentiating the Teaching/Learning Process:

The new curriculum provides assessments for Reading and Math. These are used and data is collected. The Data Team process and grade level articulation supports modifications to instruction and interventions. SLOs are used to guide instruction with common strategies and track student achievement towards the focus standards. Teacher designed assessments, Algebra Readiness Assessment and DIBELS fluency tests add to the data studied and used to differentiate instruction. Modification is ongoing so that all students have access to success. The Classroom Assessment Summary (CAS) is used to report ELA data, including i-Ready data, for use in differentiating instruction. Teachers study this data for their group and design targeted instruction. Intervention blocks support the small group instruction. Walk through observations are conducted quarterly. Evidence is used to plan professional development activities.

Monitoring of Student Growth:

The school has a comprehensive system in place to monitor progress of all students. Individual teachers and grade levels have a clear understanding of student progress. Report card data and GLO data is not collected schoolwide for analyzation. The new CCSS curriculum, (Stepping Stones, Go Math and Wonders) is in the second year of implementation. Baseline data is being collected for use to measure effectiveness in the future. Student growth is reported in the Data Team process and on report cards. Annual parent conferences provide an opportunity for deeper conversations of student achievement. ART supports the achievement process. PLCs are organized to vertically

align staff in areas to support student achievement. They plan and monitor their efforts quarterly. PLCs are in Reading, Math, STEAM, Data Teams/Formative Instruction, CSSS/ Rtl, Student Achievement Support, and Extended Supports.

Summary

Formative and summative assessments are used regularly. A variety of assessments are used and data is collected. Articulation time and Data Teams guide the study of data to improve instruction and learning. Rubrics are used to clarify expectations of student performance. The staff is looking forward to school year 2016-2017 to fully utilize the data available and expand the professional practices. Student achievement is increasing.

D3. Assessment and Accountability Criteria

To what extent does the school with the support of the complex area and school community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the General Learner Outcomes?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Assessment and Monitoring Process:

School year 2015-2016 is the first year of using the new curriculum and embedded assessments. The Articulation time and Data Team process is the foundation for studying this work and deriving meaningful conclusions for use in future years. In an effort to increase student involvement in self assessment some grade levels are developing common rubrics for major projects. Some teachers provide parents with assessment data of i-Ready, math and Wonders. The EES system includes the Student Learning Objective (SLO) process and the School System Improvement Objective (SSIO). This is year 3 of implementation. SPED staff has an effective system to monitor student progress. This data is shared sometimes with regular education teachers.

Reporting Student Progress:

Quarterly report cards provide information about academic achievement and achievement of the GLOs. Parents receive the first report card during the annual parent conference. Data is shared regularly with grade levels, PLCs, the ART and leadership teams. ELL staff sends initial placement notices and annual progress notices. Staff is informed of annual progress on Title III Annual Measurable Achievement Objectives (AMAOs). Also the state provides a letter to ELL parents regarding progress on AMAOs. ELL Tier 3 students use the "Imagine Learning" program during the intervention block. Some teachers share i-ready and class assessments results with parents. Parents were informed about the Smarter Balance Assessment at a meeting in February 2015. The staff indicate they need to design additional methods to inform parents and stakeholders on student assessments and the results.

Summary

The ART, Leadership Team and SCC monitor progress of student achievement, Data

Teams, PLCs and work of grade levels accomplished during Articulation Time. This continuous improvement cycle is the foundation for success for all students. The cycle is in place and the new curriculum is the latest ingredient. The process for consistent sharing of assessment data among grade level teachers is an area for consideration. ELL and SPED staff provide regular information to parents about student progress.

D4. Assessment and Accountability Criteria

To what extent is the the school's program, regular evaluation and improvement, and the allocation and usage of resources guided by the assessment of student achievement in relation to the academic standards and the General Learner Outcomes?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Modifications Based on Assessment Results:

The assessment results drives the allocation of resources to support student achievement. Support staff includes 20 Response to Intervention Part time Teachers (PTTs) and ELL PTTs to support tiered interventions. They work in small group instructional settings providing explicit instruction and personal attention. Teachers participate in PD to refine the Rtl process. The Intervention Block program has required additional PTTs. Student reading groups are reorganized each quarter based on assessments. The primary grades will organize in ability groups until the end of school year 2015-2016. The upper grades do not use ability grouping for Intervention Block. The SPED department is realigning to change to an inclusive model. Additional EAs were employed to support inclusion and intervention. The development of common formative assessments on math problem solving is continuing despite the end of the SchoolRise support in school year 2014-2015. Teacher-student ratio is low with grade 6 the highest at 28:1.

Summary

Teachers use data to improve instruction and achievement. Continued work is needed to refine differentiated instruction based on data within mixed ability groups. Additional time for professional conversations is needed to focus on consistency of practices in grade levels and vertically in all grades. The refinement of the Rtl practices is improving. The SLOs have been effectively organized by teachers based on data.

School wide data indicated 40% of students are at grade level in reading and/or math in SBA. Early interventions are being considered to increase student achievement. Current practice is four 45 minute intervention times for reading and one optional time for math each week.

WASC Category D. Standards-based Student Learning: Assessment and Accountability Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

The organization and structure of Rtl and the Intervention Block systems is successful with pre and post assessments used to measure achievement.

Data Teams (8 day cycle and 6 step process) and PLCs (quarterly meetings) successfully design strategies to support the improvement of student achievement through goal setting, modification of instruction, tracking of student learning and use of common assessments. Data Teams are in the third year of practice. The ART monitors this work. Student achievement is increasing.

Articulation time is productive for grade levels to focus on student needs and instructional improvement. Instruction is modified as a result of this process.

Class size is low with the highest teacher student ratio in grade 6 of 28:1.

All grade levels have commonly created and agreed upon assessments used prior to Data Team meetings.

A quarterly classroom assessment summary is compiled for reading.

Walk through observations are conducted frequently each quarter. Evidence is used to plan professional development activities.

Assessments are aligned to standards and streamlined including the new curriculum materials.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

Staff has indicated the need for increased consistency in performance expectations including the GLOs within and across grade levels.

Data from AAES' Strive HI report for the last three years indicates the achievement gap is increasing.

The SBA targets for classroom proficiency need to be aligned with the proficiency targets of the school.

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

E1. Parent and Community Engagement Criterion

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

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INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Parent Engagement:

Student planners, monthly bulletins and annual parent conferences are regular methods of communication with parents. Parent nights are organized by grade levels. Less than 50% of parents participate in activities. Many activities are conducted in late afternoons and could be in conflict with parent schedules. Most parent communication is one way, from the school to the parents, and is concerning announcements. Information may not always have an impact on learning. Parents are welcome on campus. The Parent Community Network Center (PCNC) Coordinator coordinates volunteer opportunities. There are more than 12 activities that are conducted to involve parents.

Community Resources:

School wide recruitment and allocation of community resources is the responsibility of the principal. Grade level staff organize and allocate additional community resources to offset student costs for supplies, field trips, and events. There are more than 20 partnerships in this effort. The Marshall Realty Foundation provides a grant for after school programs. The Waipahu Community Foundation donates a \$5000 grant for the robotics program. The Rotary Club donates a dictionary for grade 3 students.

Parent/Community and Student Achievement:

Quarterly report cards and the annual parent conference are 2 methods of communication about student achievement. The student planner is used to share information and announcements. Each student has an AVID binder with student work that can be shared with parents. Grade level expectations, achievement and needs are presented at Meet and Greet nights. Additional communication with parents is conducted as needed by teachers. CSSS supports students who are not performing at grade level and/or have behavior problems. Core teams meet as needed for individuals.

Summary

There are an abundant number of parent involvement activities and the school desires for greater participation. Traditional communication including report cards and conferencing are practiced in all grade levels. The Parent Involvement PLC is continuing to research improving parent participation. Communicating with parents about academic progress by individual teachers is an improvement area for consideration.

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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Safe, Clean, and Orderly Environment:

The campus is clean, orderly and secure. The custodial staff is on call and works to maintain this standard. Custodial and cafeteria staff receive professional development in policies and procedures. Operational meetings are conducted weekly on Monday mornings to organize work based on concerns and desired improvements. These meetings are led by a vice-principal. Repair requests are entered into the state computer system and assigned to outside contractors. Safety drills are conducted and documented as required. The school security team is valuable and comprised of 2 regular staff and 3 part time staff. This team supports the Junior Police Officer program, assists in getting messages to classrooms and provides additional supervision as needed. The full time Health Aide works with the public health nurse to meet the needs of students with chronic medical conditions. This nurse provides professional development to staff on allergies, epilepsy, and diabetes. The PHN also coordinates the flu immunization program. The Lions Club and local dentists provide dental and vision screenings. Grades 5 and 6 receive training in CPR. Some teachers and EAs are trained in Crisis Prevention Intervention (CPI) to support behavior incidents. The Future Ready Pathways program is a new program for AAES that provides 1:1 computer services beginning with grade 6 in 15-16. A digital citizenship program is a component of this program. Internet safety education is provided to students in grades 4-6. Grade 5 students receive DARE education. Both of these programs include education on bullying and cyberbullying. Grade 6 students are informed of state disciplinary codes and counselors follow up to clarify these expectations as needed.

Expectations for Behavior:

The 4 Bees (Bee respectful; Bee caring; Bee responsible; Bee honest) are the foundation of the Positive Behavioral Interventions and Supports program. The GLOS and Getting Along Together (GAT) are also part of the PBIS. Students score the highest in the GLO area of community contributor.

High Expectations for Students:

The Youth Leadership Academy (YLA) GT program , SPED, and ELL programs support individual needs. Each class has clear expectations and students are accountable for meeting these. An Honor Society was organized in school year 2015-2016. Gifted students and leadership students are part of the YLA. These students are expected to be role models and meet academic requirements. Some of these students will be invited to join the Honor Society. ELL students have access to “Imagine Learning” and part time teachers working in small groups to gain proficiency. All teachers are in the process of training in Guided Acquisition Language Design (GLAD) with 50% completing it. Transition to full inclusion for SPED students is new in school year 2015-2016. Some students are still served in small group or resource classes based on the IEP. Professional development on differentiated instruction was provided by 2 specialists. in September 2015. Additional training is provided by school staff.

Culture of Trust, Respect, and Professionalism:

Parents, students, community members and others are welcomed on campus and

included in the decision making processes. Trust, respect and professionalism are primary values of AAES as reflected in the school culture evidenced by PBIS, Student Council/Class Councils, SCC, PCNC, and Leeward Community Council.

Summary

The school has policies, regulations, and resources to support a positive and safe school culture. The environment is clean and orderly. Behavior expectations are supported through the PBIS, GAT, GLOs, and 4 Bees. Individual needs are met through YLA, SPED, Rtl and classroom teachers. Celebrations of student achievement are conducted in a variety of activities with a core reward system. The levels of professionalism demonstrate that each individual in AAES is valued. The refinement of the Rtl program will increase the success for all students.

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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Adequate Personalized Support:

The Academic Plan provides financial support for student support services in academics, health and wellness. CCSS instructional materials in ELA and math provide challenging learning opportunities. Resource classes in STEAM, computers, PE and Music add to enrich education for all students. There are at least 29 additional support systems and programs, many of which were already outlined earlier in this report. Students with special needs are supported through the CSSS and ELL, SPED, 504, and counseling services. Some programs are designed only for primary grades and only for upper grades. Students at AAES have multiple opportunities to receive a well rounded education that prepares them to be a community contributor and lifelong learner ready to enter the post secondary world of college and/or careers.

Direct Connections:

3 full time counselors, 1 Student Services Coordinator (SSC), 1 school based Behavioral Health Specialist (SBBH), 2 social workers and 1 health aide are supported through the Academic Plan. In addition 2 speech pathologists, an occupational therapist, and a physical therapist are based at AAES and serve the District students. The District Alternative Center is also housed at AAES. After school programs include YMCA, 21st Century, ELL and tutoring. Special assemblies and parent nights also provide connections to support the educational program. Resource classes SPED, ELL, Rtl, Intervention Block, YLA are examples of extended connections to learning. Core Teams support at risk children along with the Department of Health.

Strategies Used for Student Growth/Development:

SPED students are provided a modified curriculum using Wonders and Wonder Works. Differentiated instruction is aligned to these resources and supports learning in reading,

writing and language. Data Teams and SLOs guide reviews of individual and group process to challenge learning of all students. The i-Ready reading and math assessments provide individual profiles of achievement. Field trips provide additional education in character building and career education.

Summary

AAES has adequate programs and services to meet the needs of all students. Individualized learning plans are created for at risk students to support access to success. The interventions provided are comprehensive and targeted to support success for all students. The school continues to research additional opportunities to support all students in a rigorous educational experience.

E4. Student Support Criterion

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Support Services and Learning:

The Academic Review Team meets quarterly to assess work on the 6 priority strategies, goals, the PLCs, and to identify the focus for the year. This group also plans professional development activities and provides resources. IEPs, 504 Plans and BSPs are reviewed annually with stakeholder teams. The quarterly peer review process supports specific student needs. Counselors provide individual and group counseling, mediation and conflict resolution activities for students and character education. Teachers refer students for counseling services. Counselors provide classroom presentations as needed.

Equal Access to Curriculum and Support:

All students have access to a challenging, relevant and standards based curriculum. Articulation time is used to analyze data and plan for differentiated instruction to meet needs of all students. Students use online programs including Achieve3000, i-Ready, Thinking Math, IXL, and Dimension U. These programs extend learning and challenge each student. The Resource classes and after school activities are designed with something of interest for everyone. Small class sizes allow for the development of meaningful student and teacher relationships where teachers get to know each student.

Co-Curricular Activities:

The menu of extracurricular activities is extensive with activities designed for learning the GLOs. Community contributor, Complex Thinker and use of technology are highlighted in buddy classes, tutoring, clubs and sports events. The Marshall Grant combined with the 21st Century grant will extend learning well beyond the school daily schedule. The May Fest is a parent/community day where students showcase their work demonstrating what they have learned. Collaboration is evident in all of these programs and activities.

Student Involvement in Curricular/Co-Curricular Activities:

The school has systems, eCSSS and eSIS, to collect attendance, grades and record these additional services and supports. Each co-curricular activity maintains participation records including Tech Club, Music Ensemble, Library Club, Band, Peer Mediation and Student Council.

Student Perceptions:

The Student Service Coordinator (SSC) has weekly meetings with counselors and administration to address specific individual student needs keeping the student perspective at the forefront of the discussions. The SSC meets monthly for peer reviews with general education teachers, SPED teachers, administrators and service providers as needed. The recent SQS survey of grade 5 students indicated that students desire more opportunities to communicate about their perceptions of the effectiveness of support services. The Future Ready Learning Assessment completed by grade 4 and 5 students gathered information about Courageous Leadership, Student Agency, Empowered Teachers, Access to Supportive Resources and Inspiring Spaces. The Tripod Survey was completed by grade 3-6 students and results were discussed by the faculty with a focus of school improvement. Student Council is comprised of representatives from grades 4-6 classes. This group discusses activities and concerns including Spirit Week, PBIS Assemblies, Dr. Seuss Week, DARE Program, May Fest and campus beautification. Grade 6 students participate in the monthly SCC meetings and have a vote.

Summary

The school is highly effective in providing services to support success for all students. All students have access to the core curriculum. Survey data is valued and used during discussions of improving programs and services. Collaboration of stakeholders is organized and regular. The clarification of the vision and the importance of the GLOs are results of the FOL process. Data Teams provide a foundation for ongoing analysis of student achievement. The staff implements and monitors progress on the Academic Plan. The plan clearly sets expectations for high quality learning.

WASC Category E. School Culture and Support for Student Personal and Academic Growth Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

PBIS Gotcha Program is school wide and effective.

The school is effective in providing services to support success for all students. Student Support Services are comprehensive with over 29 programs.

Co-curricular activities are extensive and integrate learning.

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The PERFECT Attendance Program supports the value of being in school every day.

All students have access to the curriculum through their regular education and special education classes. Transition to full inclusion for SPED students was completed in 15-16.

An Honor Society supports student success.

Students have multiple opportunities to receive a well rounded education that prepares them to be a community contributor and life long learner ready to enter the post secondary world of college and /or careers,

AAES is safe and has a well maintained campus.

Parent education activities are comprehensive and involve parents in various ways.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

The RtI Program will be refined to integrate RtI - B (behavior) with a focus on increasing communication about academic performance to parents.

The school plans to establish a College Career Readiness PLC. The PLC organization of groups will evolve to align with the Academic Plan in 16-17.

Part B: School-wide Strengths and Critical Areas for Follow-up (2 pages)

Synthesize school-wide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

- Synthesize schoolwide critical areas for follow-up and list numerically. *Be sure that these can be documented by other sections of the report.*
 - Confirm areas already identified by the school in the Academic and Financial Plan
 - Confirm areas to be strengthened within the already identified areas
 - Identify any additional areas identified to be added to the Academic and Financial Plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the Academic and Financial Plan.*
-

Comments

The school has strengths in Organization, Vision and Purpose, Governance, Leadership and Staff and Resources, Curriculum, Assessment and Accountability, School Culture and Support for Student Personal Growth. The school has a vision to focus on improving academic achievement for all students and to close the achievement gaps for sub groups by maximizing use of resources and implementing a rigorous Academic Plan.

School-wide Areas of Strength

Articulation days provide excellent Professional Development (PD) and communication opportunities.

There is a wealth of resources to support student success.

The campus is safe, orderly, secure with an environment that promotes student learning and respect for all.

A benefit of PLCs is that teachers feel invested as “Homeowners” rather than “Renters”. Also through PLCs teachers are able to see the impact of actions and decisions schoolwide.

Respect is evident throughout the school culture. Everyone is valued and welcomed.

The ART processes are in year 2 and adapting the data team process for instructional improvement.

Student achievement data is reviewed using a systematic process by the Leadership Team, ART, grade level groups and PLCs. The Data Team process includes grade level teams meeting every two weeks. Assessment data is used to inform instruction and monitor implementation of CCSS. The vertical alignment of the ART and PLCs provides comprehensive communication. This process anchors the Academic Plan and started in 2013.

The Complex Area plans a system-wide accreditation study in 17-18. Each school will be part of the FOL process in this endeavor.

The Data Team process is effective and continues to improve.

Academic support programs are designed to meet the needs of every student. Student Support Services are available to all students.

Students have a variety of opportunities to explore and develop interests and work together in co-curricular and extracurricular activities.

Students have a variety of ways to connect with the world outside of school through community service projects, field trips, clubs and media experiences.

The RtI program and Intervention Block successfully supports Tier 2 and Tier 3 students in the academic programs.

Class size is low with the highest teacher student ratio in grade 6 of 28:1.

Data Teams (8 day cycle and 6 step process) and the PLCs (quarterly meetings) successfully design strategies to support the improvement of student achievement through goal setting, modification of instruction, tracking of student learning and use of common assessments.

Assessments are aligned to standards and streamlined including the new curriculum materials.

A PBIS Gotcha Program, Honor Society, Perfect attendance are samples of school-wide motivational programs.

Parent education activities are comprehensive and involve parents in various ways.

Students have multiple opportunities to receive a well rounded education that prepares them to be a community contributor, and life long learner ready to enter the post secondary world of college and/or careers.

Schoolwide Critical Areas for Follow-up

Bandwidth needs to expand to support the 1:1 student to computer ratio expected in three years with the Future Ready Program.

Teachers need to utilize practices and strategies gained from professional development in differentiating instruction as the transition to full inclusion and heterogeneous classrooms are implemented. The school desires to improve differentiation of instruction for diverse learners to reduce achievement gaps among subgroups.

Integration of Social Studies and Science with ELA and math is a target for the future.

Data from AAES' Strive HI report for the last three years indicates the achievement gap is increasing.

Improvement in evaluating and monitoring student achievement of the GLOs is needed with clear and consistent performance expectations school wide.

The school plans to establish a College and Career Readiness PLC in 16-17. A reorganization of the PLC groups will be aligned to the Academic Plan.

The school desires to establish anchor papers for and across grade levels in ELA and to

refine the calibration of scoring and grading for reliability.

Chapter V: Ongoing School Improvement (1–2 pages)

- **Include a brief summary of the Academic and Financial Plan.**
- **Comment on the following school improvement issues:**

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- Adequacy of the Academic and Financial Plan in addressing the identified critical areas for follow-up
 - Do the Academic and Financial Plan goals address the critical areas for follow-up?
 - Will the Academic and Financial Plan enhance student learning?
 - Is the Academic and Financial Plan a “user-friendly” plan that has integrated all major school initiatives?
 - Is the Academic and Financial Plan feasible within existing resources?
 - Is there sufficient commitment to the Academic and Financial Plan?
 - Existing factors that will support school improvement.
 - Impediments to improvement that the school will need to overcome.
 - Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the Academic and Financial Plan.
-

The Academic Plan is organized using the state strategic plan as the foundation. The 3 goals of Student Success, Staff Success, and Successful Systems of Support are included. The 6 Priority Strategies are areas of focus and identified. The Common Core State Standards, Comprehensive Student Support System and Data Teams/Formative Instruction are aligned to the Student Success goal. Induction, mentoring and the EES system are aligned to Staff Success. ART is aligned to successful systems.

The school is working on the school year 2016-2017 Academic Plan. The FOL process supported the PLC annual review the plan. Goals are being formed through this review process. Assessment results from the SBA and final curriculum assessment data continues to be collected and analyzed. This data will inform the work to close the achievement gaps for all students. ART and leadership teams may need to develop a revision process allowing consideration of the spring data.

The ART team guides the development of the Academic Plan. The FOL process supported the work of this team to become the central group through which leadership supports school goals as evidenced by each PLC.

The AAES self study report contains the Academic Plan. The needs of the students were assessed and data was studied to develop the plan. The plan is reviewed and written each year. Stakeholders include ART, Leadership Team, PLCs, Grade Level Teams, Data Teams, SSC and Student Council.

The plan is clearly written and detailed to support effective achievement of stated goals. The FOL process and Data Team process will support the ART and PLCs to continue to modify the plan.

Data Teams will continue, for year 4 in 16-17, to support the improvement process. Articulation time will continue to be scheduled every 8 days as part of the teaching and learning improvement process.

All teachers will continue to implement CCSS using aligned materials.

The plan will enhance student learning and is easy to understand. The measurable outcomes are aligned to the goals and enabling activities.

This plan is feasible to achieve within existing resources.

The WASC Initial Visit report suggested 4 areas for focus.

1. Challenge- communication and exchange of information
2. Parent Involvement
3. Align all aspects of school work to the vision, mission, and GLOs. (ART, PLCs, CSSS, SCC, Data Teams, Grade level teams)
4. More specific data aligned to reduce quantity and increase quality

All of these areas have been included in the plan since 2014 and are embedded in the school culture.

The school staff and community are committed to the Academic Plan and WASC process to support school improvement.

There are no overwhelming impediments to prevent improvement efforts contained in the plan.

The Academic Plan will serve as the anchor of measurement and a springboard for future improvements. This follow up process is valued by the school.

The Visiting Committee is confident that AAES will make the necessary revisions to the Academic Plan that resulted from the FOL self study process. The VC is confident that the staff will accomplish the enabling activities and show substantial progress toward plan goals. The VC believes that AAES has a qualified and committed staff; supportive organized structure, safe and secure facilities; adequate financial resources and professional resources external to the school.