



**KEALAKEHE ELEMENTARY SCHOOL
HIDOE/ACS WASC
MID-CYCLE PROGRESS REPORT**

**74-5118 Kealaka'a St
Kailua-Kona, HI 96740**

March 11-13, 2020

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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INTRODUCTION

Kealakehe Elementary was founded some 50 years ago to serve students in grades K-8. As the population grew, the school was split into two schools - a K-5 elementary school and an adjacent 6-8 intermediate school. The two schools work closely in partnership to serve the local community. As the second largest elementary school in the State, KES currently serves its Warrior Ohana of 964 students in preschool through grade five.

According to the most recent census data from 2010, the total population of the North Kona district is 37,875 with a median household income of \$52,683. In 2017, the estimated median house or condo value within the North Kona district was \$485,200. A typical family in North Kona living in a three-bedroom home spends an average of \$2,600 per month (including utilities, taxes and homeowner's insurance). Rental costs are comparable.

The economy of West Hawaii – like the State of Hawaii – is primarily driven by the visitor or tourism industry. With more than 6,000 hotel, resort and condominium rooms to fill, West Hawaii welcomes more than a million visitors annually. The hospitality industry accounts for approximately 10% of all jobs. Many service and retail businesses account for another 40% of employment, directly or indirectly interfacing with this vital industry.

A whole host of new services, including cellular phone providers, physical fitness centers, computer stores, investment firms, and healing arts professionals have grown up in the last decade in response to the burgeoning population growth – currently estimated at 56,000 plus persons in West Hawaii, according to Chamber of Commerce records. This population growth has also fueled the establishment of big box retailers (Costco, Walmart, Home Depot, Target, Lowe's) and Mainland U.S. chain stores in Kailua-Kona.

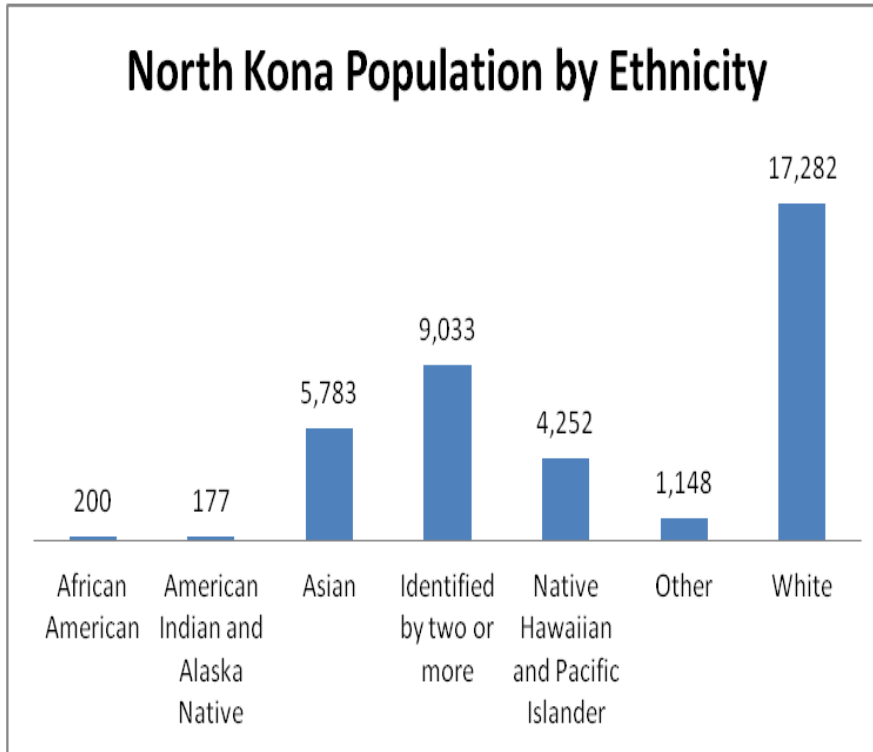
Agriculture, real estate, communications services, healthcare and construction make up other significant – though much smaller – segments of West Hawaii's economy. In agriculture, Kona coffee, macadamia nuts, tropical fruits, plants, flowers and other specialty and diversified food crops are gradually helping expand the agricultural base. Healthcare, in response to both an

aging population of newcomers and interest in alternative therapies, is one of the fastest growing areas of the economy. Residential construction is also experiencing a boom due to the influx of newcomers attracted to living in West Hawaii. The vast majority of the estimated 1,800 Big Island businesses are small, averaging about 11 employees. Just 20 Big Island businesses have more than 200 employees on their payrolls.

Currently, limited manufacturing, processing and similar industries are operating in West Hawaii. At the same time, most County and State workers are located in Hilo on the east side of the Big Island. Research and development enterprises, with both government and private sponsorship, are beginning to contribute in a more substantial way to the West Hawaii economy. These include the astronomical observatories atop Mauna Kea as well as the Natural Energy Laboratory of Hawaii Authority (NELHA) on the Kona Coast where businesses are bringing ocean related products to the marketplace.

The unemployment rate for the Big Island has hovered around six percent. At the same time, the average household income has steadily grown, with about 36 percent of Big Island households reporting incomes from \$25,000 – \$50,000 and another 36 percent in the \$50,000 – \$75,000 range. These figures often reflect individuals doing two jobs, especially in West Hawaii, where the cost of living is substantially above the national average and where tourism industry service job wages may be less than in other fields.

Predictions for West Hawaii include continued population growth, economic growth and business opportunity.



According to the 2010 Census Report

Kealakehe families are distributed among a combination of single family homes, apartments, and five community public housing projects, including Kealakehe Housing, Jack Hall Kona Memorial Housing, Kaloko (Ulu Wini) Housing Project, Lokahi Apartments, and Lailani Apartments.

Kealakehe Elementary does not collect data on its parents' educational levels. However, according to the Hawaii 2015 Census Estimates, 29.3% of community residents are college graduates (Associate's degree or higher), which is 2.2% less than the State average; 29.5% are high school graduates, which is 2.4% higher than the State average; and 8.6% of the population have less than a high school education, which is 0.6% less than the State average.

Our school completed its first full self-study in Spring 2017 and was awarded a six-year accreditation status on May 1, 2017.

School Core Values, Beliefs, Vision and Mission

The stakeholders at Kealakehe share core values and beliefs, as outlined in the KES following Belief Statements:

- Positive relationships and mutual respect among students, teachers, staff, parents, and community are essential.
- All students are valued individuals who are capable of learning.
- Students learn in different ways and are provided with a variety of instructional strategies to support active learning.
- The commitment to continuous growth is imperative for students to become confident, self-directed, and lifelong learners.
- All school decisions focus on optimizing each student's potential.
- All stakeholders share the responsibility for advancing the school's mission. Teamwork is necessary for success.

In April 2014, Dr. Victoria Bernhardt led the Kealakehe Elementary teachers on the continuous school improvement process that focused on the question *"Where Do We Want to Be?"* Collective visioning for the areas of instruction, curriculum, assessment, and environment. Gave rise to specific Vision Agreements, which further describe what our Vision will look like when we are successful fulfilling our Mission. In August 2014, the Vision Agreements were revisited and reaffirmed by all staff. The Vision Agreements, along with the implications from the Comprehensive Needs Assessment conducted that same year, guided the development of the enabling activities in both the SY 2015-16 Academic Plan and the SY 2017-20 Academic Plan.

Kealakehe Elementary School's Vision

Kealakehe's Vision statement was revised in May 2013, as follows: ***Kealakehe Elementary School students are responsible, respectful learners who demonstrate effective communication and complex thinking. Students have the knowledge and skills to lead fulfilling lives in a diverse global community.***

The Administrative Team at KES has begun to collect data from stakeholders with the eventual goal of revising its Mission and Vision statements. Staff have been surveyed and steps are being taken to gradually shift the culture in positive directions. As the culture continues to shift, the collaborative work of reshaping the Mission and Vision statements shall continue. In addition, the Administrative Team has begun discussions with their peers at Kealakehe Intermediate School and Kealakehe High School with the eventual goal of vertically aligning all three schools' Mission and Vision statements.

Kealakehe Elementary School's Mission

Kealakehe's Mission statement was also revised in May 2013, as follows: ***Our mission is to provide a quality education that meets the academic, social, creative, emotional, and physical needs of all students in a safe nurturing environment.***

We acknowledge the importance of meeting the learning needs of the whole child. Given the school's Title I status and current 74% free and reduced meals rate, all KES staff are keenly aware of how the physical, social, and emotional needs of our children and their families impact the students' ability to become high achievers. KES administrators, teachers, and staff understand the critical and multifaceted role the school plays within the community and the subsequent need to further strengthen its programs in diverse and comprehensive ways.

General Learner Outcomes

Established by the state of Hawaii Department of Education, KES student performance of the General Learner Outcomes (GLOs) are woven into the KES vision, referenced throughout the KES campus in signage and exhibited student works, and rated on quarterly report cards. The GLOs are defined by the state as follows:

GLO # 1: Self-Directed Learner - The ability to be responsible for one's own learning

GLO # 2: Community Contributor - The understanding that is essential for human beings to work together

GLO # 3: Complex Thinker - The ability to demonstrate critical thinking and problem solving

GLO # 4: Quality Producer - The ability to recognize and produce quality performance and quality products

GLO # 5: Effective Communicator - The ability to communicate effectively

GLO # 6: Effective and Ethical User of Technology - The ability to use a variety of technologies effectively and ethically

At KES, a focus GLO is designated every month and weekly recognitions of student successes in achieving these outcomes occur in all classrooms. Monthly grade level GLO recognition assemblies are scheduled; families are invited to attend and witness the prestigious awarding of certificates to students who consistently demonstrate the behaviors associated with the GLO of the month. GLO honorees are also acknowledged in the school Warrior newsletter that is published and sent home on a weekly basis.

Na Hopena A'o

On January 29, 2020, the KES staff will have their Na Hopena A'o framework orientation. Ka'anohiokalā Kalama-Macomber, the Ke'ena Ho'ona'auao Hawai'i, will visit KES to introduce the Na Hopena A'o framework, provide introductory materials, and encourage the staff to begin conversations around how to implement the framework within the school community.

Up until this point, KES staff have interacted with this initiative on a limited basis. Our Hawaiiana Kumu have implemented the six statements within the work they do. Further, individual staff members who have interacted with the framework have utilized the statements in their instruction/classrooms. However, a unified schoolwide vision around the Na Hopena A'o framework is yet to be developed.

At the end of the 2019-2020 school year, as we move forward in rewriting our school academic plan, we hope to incorporate the Na Hopena A'o framework into our school's academic plan, in an effort to meet our mission statement of, "provid[ing] a quality education that meets the academic, social, creative, emotional, and physical needs of all students in a safe nurturing environment."

DEMOGRAPHIC DATA

Students

Ethnic and Economic General Characteristics

Kealakehe Elementary School is a diverse school comprised of an array of ethnic groups. Our four most prominent ethnicities are Native Hawaiian, Micronesian (e.g., Marshallese, Pohnpeian, Chuukese), White, and Filipino.

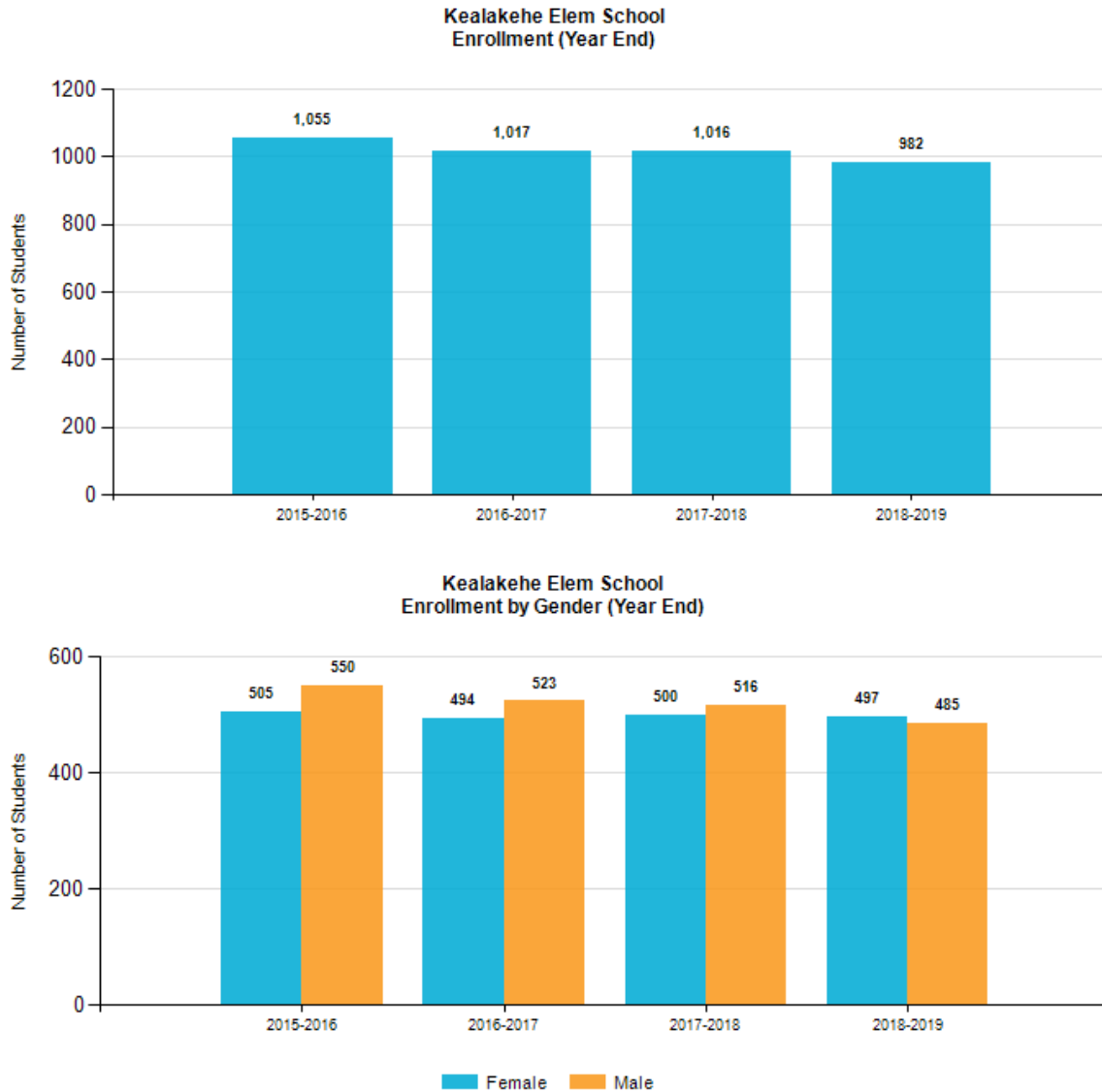
Nineteen primary languages other than English are spoken by 253 English Learners, or 26% of our Warrior 'ohana. Marshallese, Kosraean, and Spanish are the three most prevalent primary languages spoken, by 181 students out of 253.

In addition, KES is a Title I school, with close to three-fourths of students qualifying for free and reduced meals. Many students live in families facing economic hardships due to the cost of living in West Hawaii, which is substantially above the national average.

Enrollment

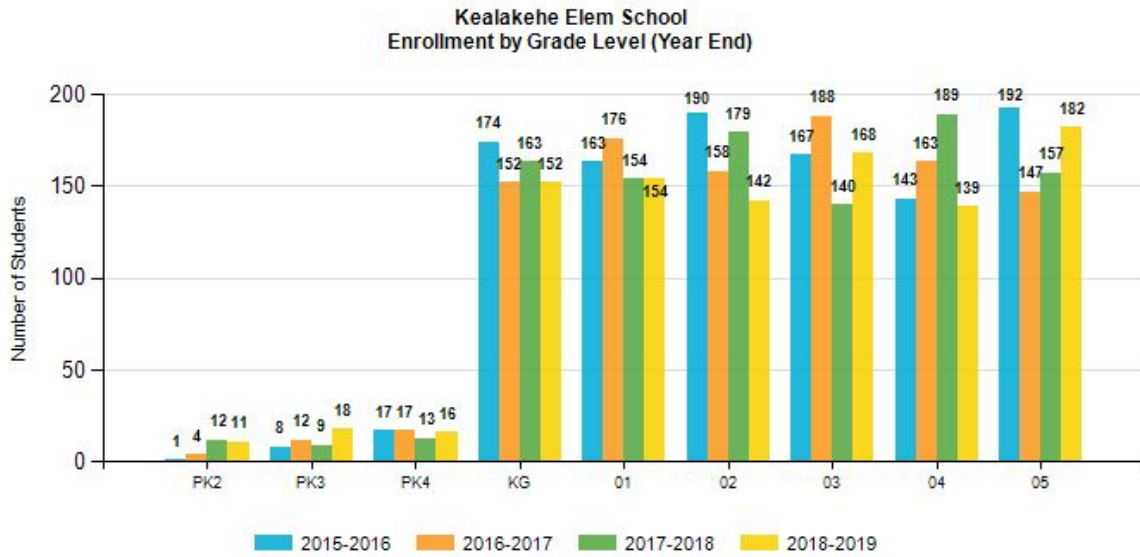
Over the past four years, total enrollment has decreased by 73 students or 6.9% - from 1,055 in SY 2015-16 to 982 last year, as shown in the figure below. This year's enrollment of 964 represents yet another drop of 1.8% from last year.

The second figure below shows that the percentage of females enrolled in school has gradually risen, surpassing the percentage of males last year.

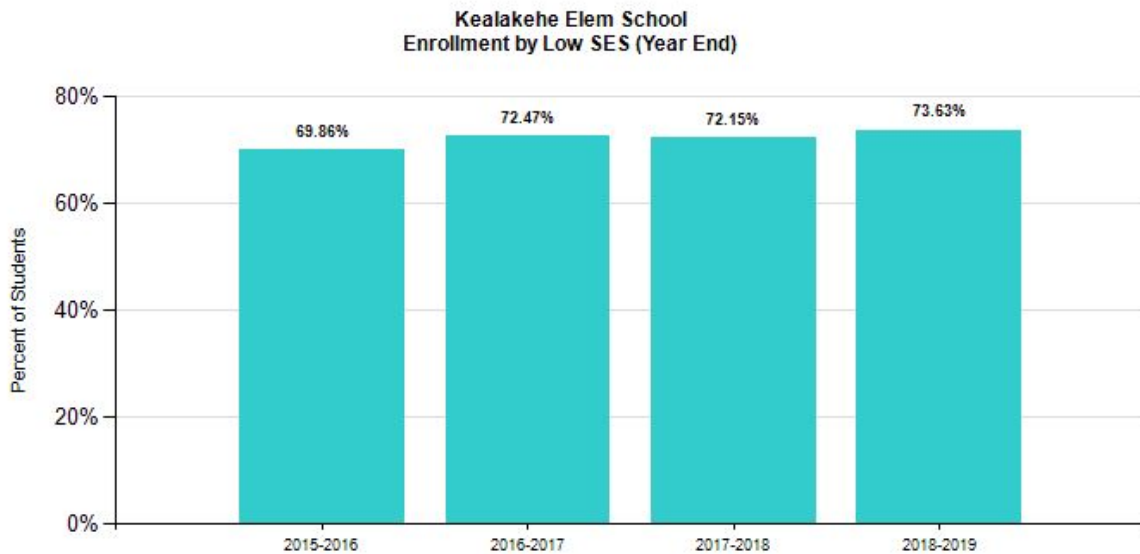


One can see the grade level population of our school in the figure below. Since our last full WASC Visit in 2017, enrollment in grades 1-4 has decreased. Between SY 2016-17 and SY 2018-19, grades 1-4 saw an average decline of 21 students per grade. Enrollment in Kindergarten increased slightly in SY 2017-18, then returned to 152 last year. However, increasing enrollment in PreK will likely cause an upward Kindergarten enrollment trend. Grade 5 has steadily increased over the last three years, from 147 in SY 2016-17 to 182 last

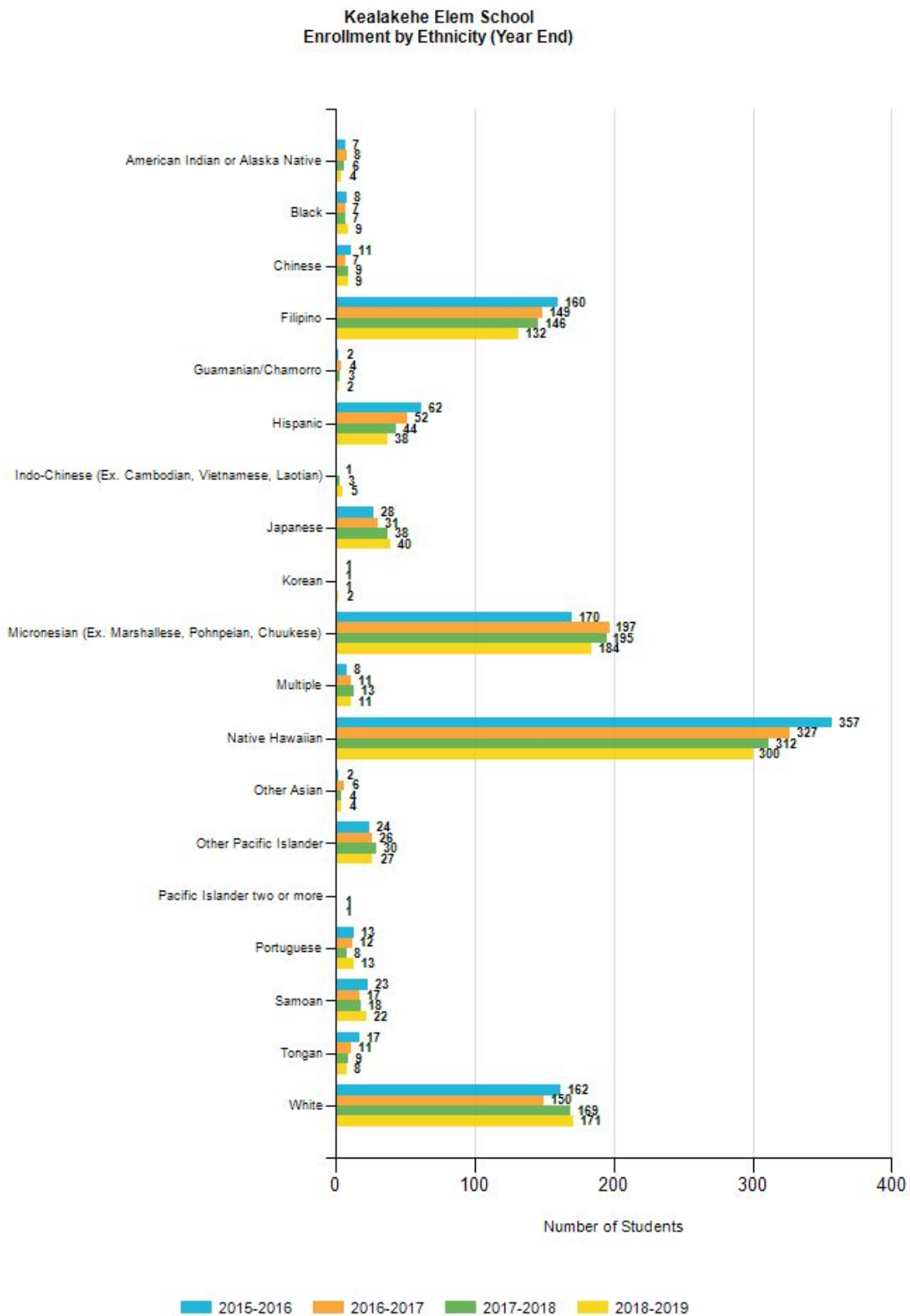
year.



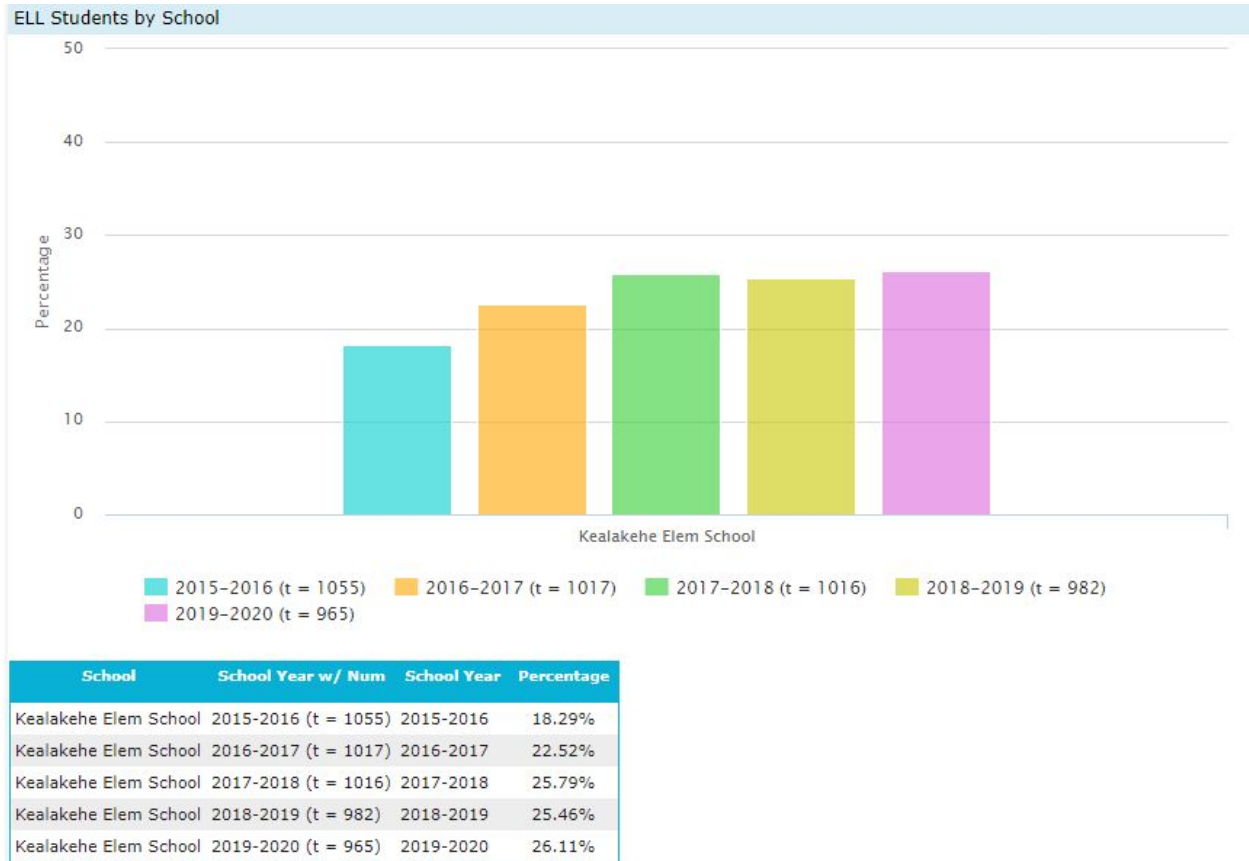
The percentage of students classified as low socio-economic status (SES) is shown in the figure below. Over this four year period, the number of students classified as low socio-economic status has increased from 69.86% to 73.63%.



Over the past four years, as shown in the below figure, the percentages of students by ethnicity have changed. Our four most prominent ethnicities are Native Hawaiian, Micronesian (e.g., Marshallese, Pohnpeian, Chuukese), White, and Filipino. The number of Native Hawaiian students has decreased from 2015 (34%) to 2019 (31%). The number of Filipino students has also decreased from 2015 (15%) to 2019 (13%). The numbers of Micronesian and White students have both fluctuated, yet both have increased from 2015 to 2019. The Micronesian population has increased from 16% to 19% and the White population has increased from 15% to 17%. The Hispanic population has steadily decreased from 2015 (6%) to 2019 (4%).



The figure below shows that currently 26% or one-fourth of our student population are ELL students. This percentage has increased by 8% in the last four years.



Predominant Primary Languages Other than English

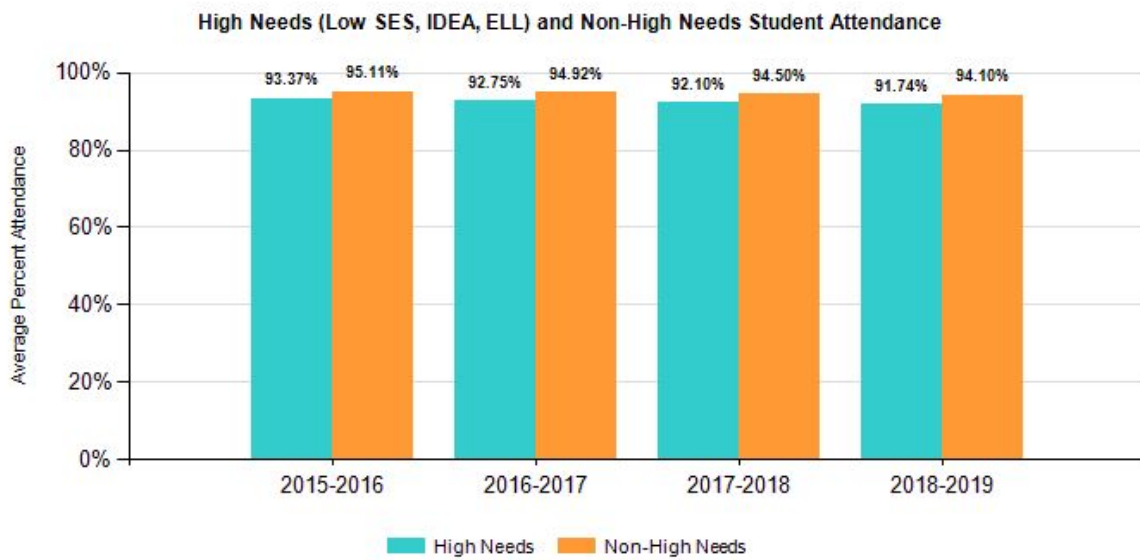
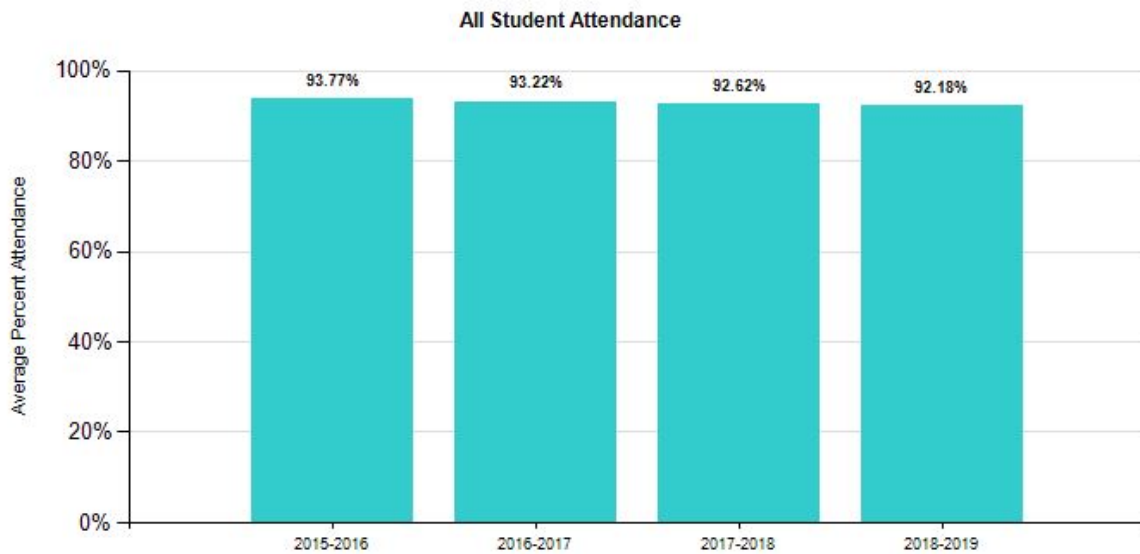
There are 19 primary languages other than English spoken within the Kealakehe Elementary ELL community. These are listed in order of prevalence in the table below. Marshallese and Kosraean are the two most prevalent primary languages spoken by ELLs at KES.

Primary Languages of ELLs

Primary Language	Number of Students
Marshallese	86
Kosraean	59
Spanish	36
Ilocano/Ilokano	16
Chuukese	11
Tagalog	10
Japanese	6
Russian	5
Cebuano	4
Pohnpeian	4
Cantonese	3
Ulithian	3
Samoan	2
Tongan	2
Mandarin	1
Arabic	1
Vietnamese	1
Yapese	1
TOTAL ELLs	253

Attendance/Chronic Absenteeism

Average percentage of days present for students is shown in the figures below. The average daily attendance for our school was estimated to be 92.18 % last year, which is fairly consistent from previous years. High Needs students, classified as ELL, IDEA, or Low SES students, have an average daily attendance of 91.74%, while Non-High-Needs students have an average daily attendance of 94.10%.



The table below compares StriveHI data for chronic absenteeism (i.e., percentage of students missing 15 or more days of school for the year) for KES, Complex Area, and State for the past three years. Whereas the State and Complex have held fairly steady, KES has seen its chronic absenteeism rate increase by 2% each year since the last full WASC Visit.

Chronic Absenteeism Rates

	KES	Complex	State
SY 2016-17	17%	18%	13%
SY 2017-18	19%	18%	13%
SY 2018-19	21%	19%	13%

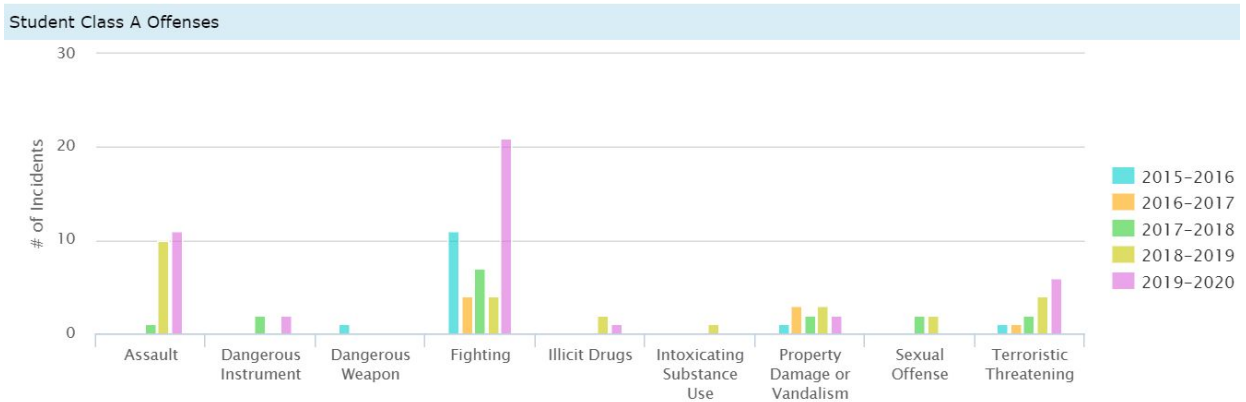
Discipline

The discipline process at KES has undergone several significant changes since our last full WASC visit. Before the start of SY 2019-20, the Administrative team collaborated with the Restorative Practices Coordinator to revise school protocol for handling misbehavior. The purpose was to support classroom teachers in building relationships with their students and implementing social emotional learning and restorative practices whenever possible. The team outlined which offenses warrant a referral to an Administrator (e.g., Class A/B) versus which behaviors might best be handled by a counselor or the teacher. The school's Office Disciplinary Referral (ODR) form was also changed to Office Referral (OR) form to reflect the new approach, as discipline is not always needed.

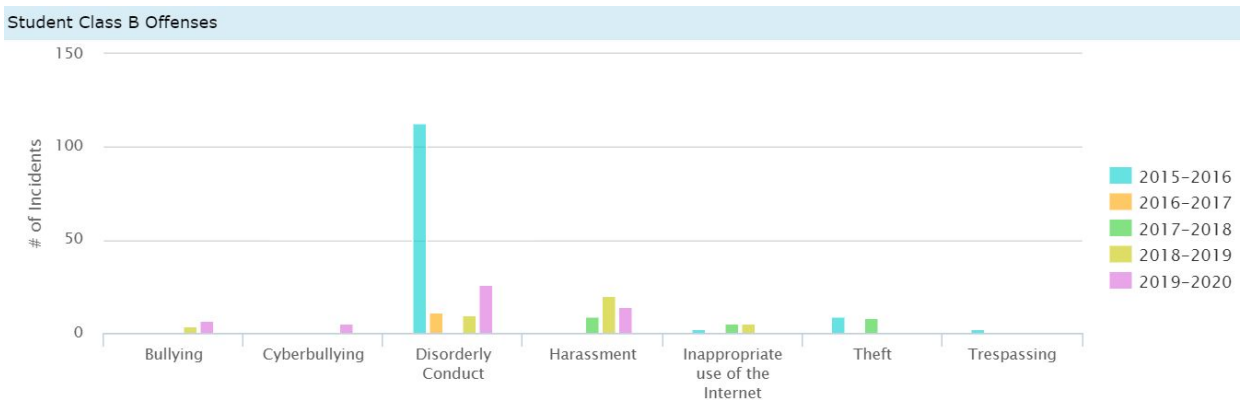
In addition, supports for students in crisis were implemented this year through the Crisis Response System. KES now has a system of codes - black, red, blue, orange - that can be communicated via telephone and walkie-talkies among Office Staff, Administrators, Counselors, Security, Custodians, and select staff. For example, if a student elopes from a classroom, a "Code Orange" is initiated, with student's initials, classroom of origin, and the direction the student was last seen headed. Any available staff on the Crisis Response Team may then respond and pursue the child until found. If a student escalates and becomes violent in the classroom, a "Code Blue" is initiated by the teacher, and the class is evacuated to a

buddy classroom, with the teacher remaining behind until Crisis Responders arrive to lend support.

The figure below shows the number of Class A offenses by type. Although KES has seen a decrease in illicit drugs and property damage offenses, the school has seen an increase in assaults, fighting, and terroristic threatening.

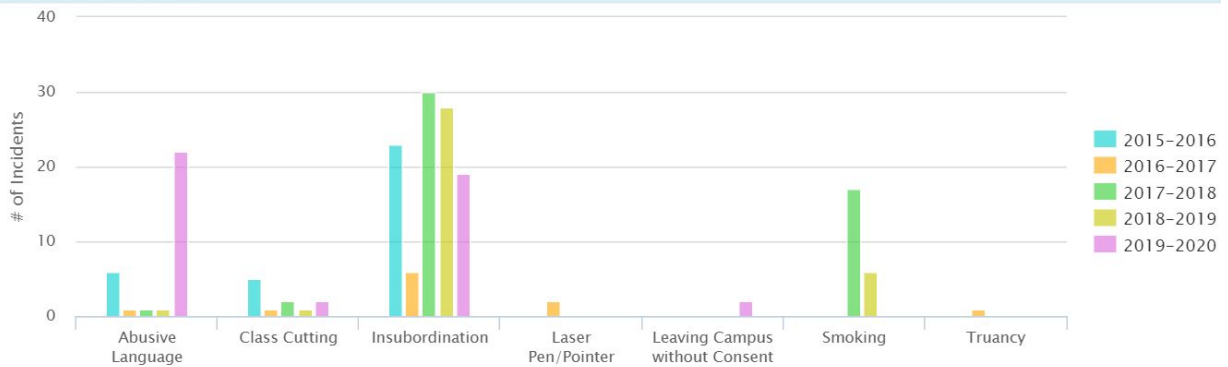


The figure below shows the number of Class B offenses by type. Disorderly conduct remains the most prevalent offense; however, the number of incidents has dropped significantly since its peak in SY 2015-16. This drop may be a result of the schoolwide implementation of restorative practices and social emotional learning.



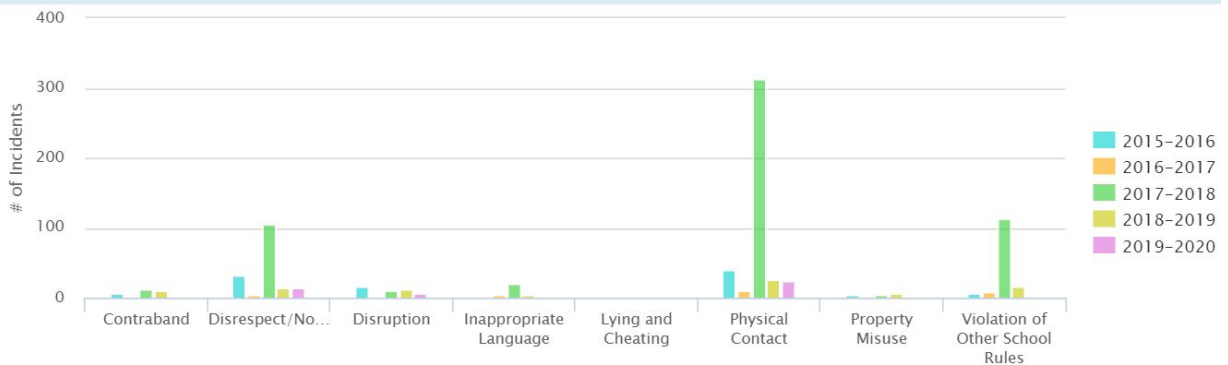
The figure below shows the number of Class C offenses by type. Although KES has seen a decrease in smoking offenses and insubordination, the school is experiencing a significant increase in abusive language this year.

Student Class C Offenses

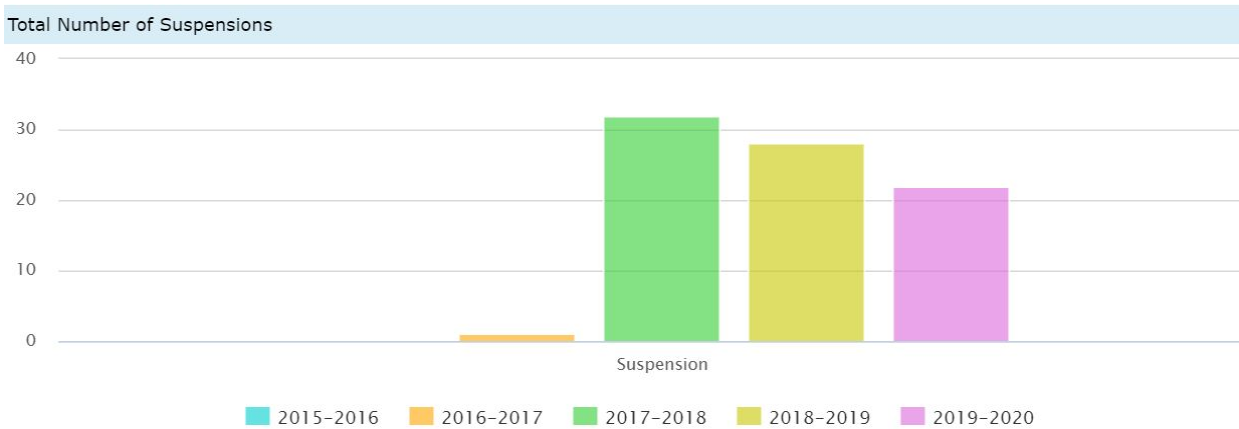


The figure below shows the number of Class D offenses by type. During SY 2017-18, KES experienced spikes in physical contact, violation of other school rules, and disrespect related incidents. However, all types of Class D incidents have since declined.

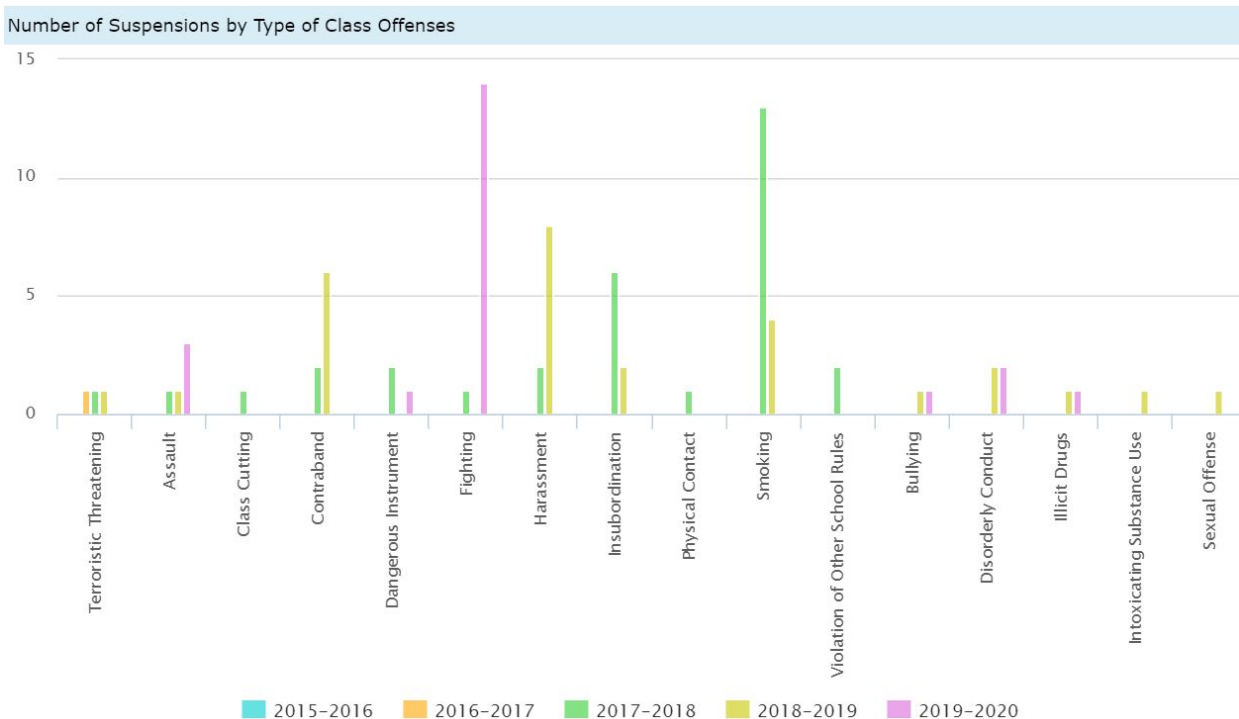
Student Class D Offenses



The figure below shows the total number of suspensions for the past several years. This total is decreasing as restorative practices are implemented at KES. These practices include a shift toward more educational and restorative consequences and alternatives to out-of-school suspensions for Class A offenses when appropriate.



The figure below shows the number of suspensions by type of class offense for the past several years. This year, fighting is the most prevalent offense behind suspensions.



Student Participation in Co-Curricular Activities and Extra-Curricular Activities

- **Resource Classes**

Once per week, students in grades K-5 enjoy 90 minutes of resource classes while their teachers participate in Professional Learning Communities (PLCs). The current resource offerings are Art, Hawaiian Studies, and Physical Education (PE). In the past, students rotated to different classrooms for the classes, causing some behavioral challenges during transitions and lost instructional time. This school year, a new structure was implemented in which students remain in their homerooms and the resource teachers rotate to classes with their supplies, with the exception of PE. The 90-minute block is divided into three 27-28-minute class sessions with four-minutes allotted for transitions. KES Alaka'i, part-time staff responsible for recess supervision, also lend support during resources by escorting classes to and from PE and staying with classes during transitions.

- **Makerspace**

Makerspace was implemented at KES in SY 2017-18. The purpose of Makerspace is to give students the freedom to create projects of their own choosing. No guidelines are given as to what they can make. However, each student must make a plan (e.g., sketch their idea) and write a purpose statement explaining why they are doing the project. Makerspace utilizes a variety of recyclable materials donated by staff, parents, and the community. Our basic tools include a hot glue gun, cardboard scissors, scissors, tape, glue, and acrylic paint. Student creations have included posters, boats, scenes, vending machines, shoes, robots, dolls, banks, and more. Makerspace is held during each of the grade level lunch recesses. Due to scheduling, participating grades are 3, 4, and 5. Student participation varies from day to day. However, we average about 20 students per day from all grades.

- **Ukulele**

KES offers students in grades 3-5 the opportunity to learn ukulele during weekly grade level lessons as an alternative to lunch recess. The school's veteran Hawaiian Studies Kumu teaches the classes using a growing collection of instruments owned by the school. Aspiring musicians

of all levels are encouraged to participate each year. Currently, about 60 students are in the program. The Kealakehe Ukulele Ensemble traditionally performs at school assemblies, school-sponsored family events, and in the annual Kona Christmas Parade. Plans are in the works to venture beyond Kona to perform at other Big Island schools and community events.

- **Robotics**

KES has a twice-weekly extracurricular Robotics Club for students in grades 3-5. Students meet after school on Tuesdays and Fridays from 2:00pm - 4:00pm. The purpose of the program is to help students learn how to build Vex IQ robots. Students also learn block programming using Scratch to enable the robots to perform certain functions. Returning members in grades 4-5 with at least one year's experience are also invited to join the Robotics Team, which competes at the Vex IQ Challenge with other Hawaii schools. On January 11, 2020, the Kealakehe Warriors Robotics Team won two awards at the annual competition on The Big Island - the Teamwork Champion Award and the Design Award. The Kealakehe Warriors advance to the Vex IQ State Competition on February 15 at the Kamehameha Schools Kapalama Campus on Oahu.

- **Track and Field**

Track and Field is offered as an extracurricular sport at KES. The current season runs from December 12, 2019 - February 20, 2020. Two track meets, on February 8 and February 22, will be held at Konawaena High School. The practice schedule consists of two practices per week, on Tuesdays and Thursdays from 2:30-3:30pm. This time ensures that all students and coaching staff are able to gather their necessities and make it to practice in a timely fashion. The KES Track team has five coaches including classroom teachers and one kinesiology teacher, all with varying experience within athletics. Thirty student athletes currently attend practices regularly, along with many parent volunteers who enjoy watching the practices, cheering their kids on, and planning for the meets. The students are in grades 2-5 and range in age from 7-11 years.

- **After-School Programs**

In addition to extra-curricular activities, KES partners with several organizations to offer an array of after-school programs to support our 'ohana. This year, there are three programs being offered to extend students' learning opportunities after the last bell: A+, Boys and Girls Club, and the La'i'Opua Enrichment Program, a free, grant-funded program implemented in January 2020.

Staff

KES has 75 certificated staff and 19 classified staff. Certificated staff include three full-time counselors and one School-Based Behavioral Health Specialist (SBBH). Ninety-six percent of teachers have met the Highly Qualified Teacher (HQT) requirements. Four percent of teachers are emergency hires, with three percent (i.e., two teachers) teaching outside of credential areas. These two teachers are Special Education Certified teachers who are currently serving in General Education positions.

Currently, no KES teachers are National Board Certified. However, 21% have advanced degrees. Ten percent of our staff have completed Induction and Mentoring training, including one of our Vice Principals. We have one second grade SpEd teacher who has completed Teacher Leadership Academy and our Restorative Practices Coordinator who is enrolled in this year's cohort. One of our three Vice Principals is currently enrolled in the HICISL program. In support of the school's Restorative Practices initiatives, 26 staff have been trained as Circle Keepers, including two of the four Administrators. The Principal has served the school for 19.5 years.

Parents/Family and Community

Available demographic data for the North Kona and KES community was provided in the Introduction to this report. KES does not track the educational levels of its families.

Highlights and Impact of Organizations and Partnerships**PTO**

In recent years, the school's PTO membership has increased as it has become actively involved in a long list of programs and projects. The most ambitious project has involved fundraising for the past three years for the installation of two new, much needed playground structures, with groundbreaking scheduled for Spring Break 2020. The current play structures are too small, old, and inadequate for the large number of students in grades K-5 who need safe play structures before school and during recess. The campus is an open campus; families are welcome to use the play structures after school and on weekends.

In addition, the PTO raised monies to fund two beautiful murals done in 2019 by local artists on two portable buildings adjacent to D Field. The bright colors and designs add spark to this area of the campus. Students enjoy them during daily recess and during the "Billion Mile Walk" every Wednesday morning.

Other ongoing campus beautification projects have included the installation and repainting of wood picnic tables throughout the campus, which students and parents continue to enjoy. The PTO has donated balls, hula hoops and other recess equipment, gardening supplies, and has generously funded various giveaways to teachers and students as needed. The cafeteria houses a new vending machine with bottled water, thanks to the PTO, providing students and staff with a healthy option. This is also connected to a recycling program to further support fundraising efforts.

The PTO also sponsors T-shirt and merchandise sales to boost school spirit, as well as an annual fundraising drive with prizes and parties. Several school wide celebrations are also hosted by the PTO, including a pep rally assembly, Earth Day event, and waterslide and bouncy house party.

School/Business Partnerships

A local business, Akamai Paints, sponsored several West Hawaii artists in another campus beautification project last year, called "Stalls of Aloha." The artists painted inspirational phrases and images on the grade 5 restroom stalls to enliven the restroom environment and convey positive messages to the students. The fifth graders loved the transformation and the school hopes to eventually enliven the grades 3-4 restroom stalls in similar fashion.

One of the artists returned to recreate the Kumula’au tree on the side of the Library to symbolize our recent “Roots of Empathy” anti-bullying project.

This year, the Oahu-based Dawson Group partnered with KES to install sensory pathways throughout our campus. Our Kinesiology teacher planned and designed the pathways and the Dawson team flew over from Honolulu for a day to paint them. Students, staff, and families have been enjoying the colorful interactive pathways ever since. Dawson Company has expressed interest in collaborating on future projects with KES, such as moving our Kona Village hale to our garden for the Hawaiian Studies program and adopting our Robotics Team for future competitions.

Another successful partnership is firmly in place with PATH Hawaii, which offers a free, three-day (45 minutes per class) bicycle safety skills and handling program to our grade 4 students every year. “Bike Ed” is conducted on campus by trained instructors who are able to teach beginners as well as non-riders. Bikes and helmets are provided by PATH during instruction. For many students, this is their first time on a bicycle, as well as their first introduction to the rules of the road for cyclists.

Several health and wellness partnerships are also in place at KES to support our families. In addition to the annual Stop Flu At School clinic for students in grades K-5 and sponsored by the Hawaii Department of Health, the Kona Lions Club conducts an annual free hearing screening on campus of students in grades K-2 with parental consent. In addition, KES partnered with Project Vision and Vision to Learn last year to offer students in grades K-5 free vision screening on campus, with free eyeglasses to those students in need. This grant-funded organization plans to return for our next vision screening in Fall 2020. For many of our families, these free on-campus health services are a tremendous support. In addition, school counselors and the SBBH work closely with West Hawaii Community Health Center to connect KES families to available medical and mental health services.

STUDENT PERFORMANCE DATA

Strive HI Index

Key indicators on the annual Strive HI school report reflect progress over the last three years for KES in two areas. Under the key indicator, “How are student subgroups performing?” the percentage of students learning English on track to English language proficiency has increased steadily from 27% in SY 2016-17 to 32% in SY 2017-18 to 45% last year. In addition, the percentage of third graders reading at grade level has also increased from 50% in SY 2016-17 to 55% in SY 2017-18 to 57% last year.

Student performance on state assessments continues to be a challenge for KES in all three content areas (Language Arts, Math, and Science). The percent of students scoring proficient in Language Arts has averaged **28%** over the last three years, 14 points below the Complex Area average of 42% and 25 points below the State average of 53%. The percent of students scoring proficient in Math has averaged **29%** over the last three years, eight points below the Complex Area average of 37% and 19 points below the State average of 48%. The percent of students scoring proficient in Science has averaged **36%** over the last three years, 13 points below the Complex Area average of 49% and 22 points below the State average of 58%.

The achievement gap between high needs students (English learners, Low SES, and students receiving Special Education services) and non-high needs students has increased, as reflected by scores on state assessments in both Language Arts and Math. In Language Arts, the achievement gap has increased from 22 points in SY 2016-17 to **40 points** last year. In Math, the achievement gap has increased from 15 points three years ago to **35 points** last year.

Chronic absenteeism, or the number of students missing 15 or more days of school per year, is typically higher at KES than the State average of 13%. Over the last three years, the school has seen this measure rise from 17% to **21%**. This year, KES is implementing a new attendance rewards program and a revised chronic absenteeism tracking system. The goal is to motivate students to come to school and do a better job at communicating and working with families in problem solving issues that may prevent students from attending school. The program is coordinated by the Restorative Practices Coordinator and two newly hired part-time clerical staff, who work closely with teachers, counselors, and the school social worker to keep the lines of communication open with families and lend support.

As of last year, **63%** of KES students “feel positively” about their school climate, according to the Tripod Student Perception Survey. This reflects a decrease of one point from SY 2017-18, when Strive HI revised this indicator. In SY 2016-17, the indicator measured student responses on the Safety dimension of the School Quality Survey. As KES moves forward with its Restorative Practices initiatives and the training of all staff, the community hopes to see an increase in positive perceptions about school climate and culture.

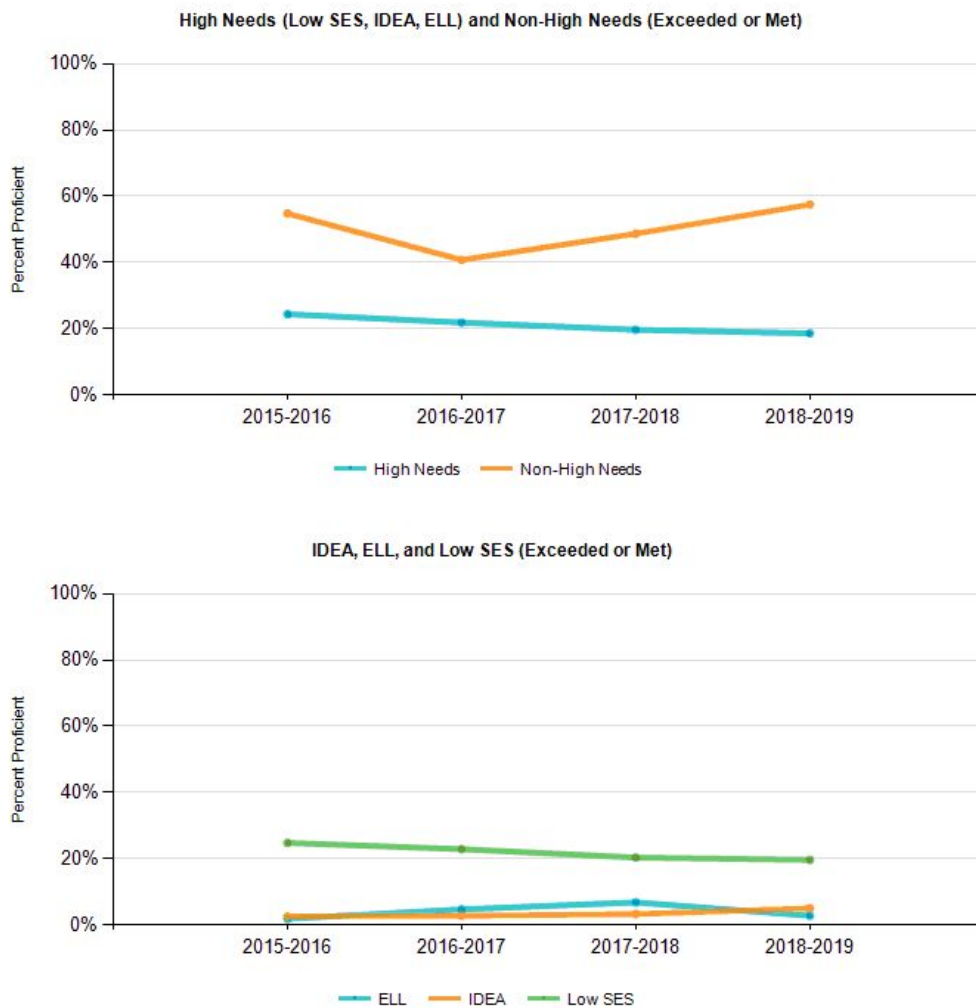
KES is a Targeted Support and Improvement (TSI) school. English Learners, Disadvantaged/Low SES, and Disabled/IDEA subgroups have not shown growth in state standardized assessments (SBA) in English Language Arts and Math over the last three years.

Student Achievement

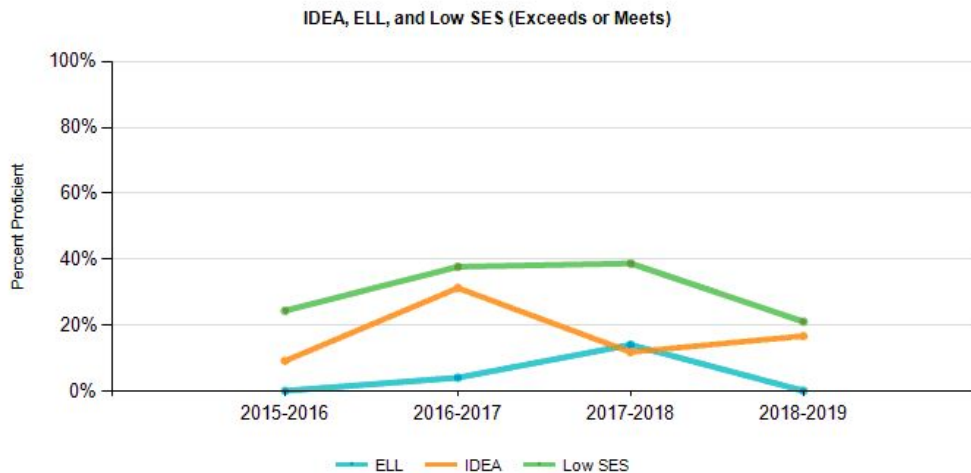
ELA Smarter Balanced Assessment (SBA), Math SBA, and Science HSA

The figures below show the percentage of high needs (Low SES, IDEA, and/or ELL) students who scored in the proficient levels (exceeded or met standard) on the ELA Smarter Balanced Assessment (SBA). Over the past four years, the percentage of high needs students scoring proficient has remained consistent with 18.47% high needs students proficient in 2018-2019, 19.57% high needs students proficient in 2017-2018, and 21.75% high needs students proficient in 2016-2017.

Kealakehe Elem School English Language Arts Percent Proficient (Exceeded or Met Standard) by High Needs (Low SES, IDEA, ELL) and Non-High Needs

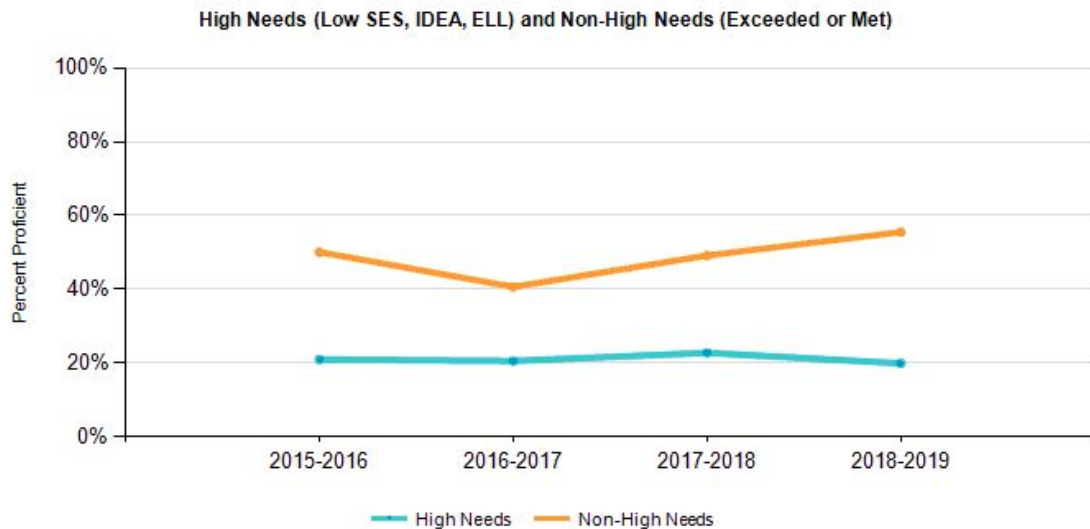


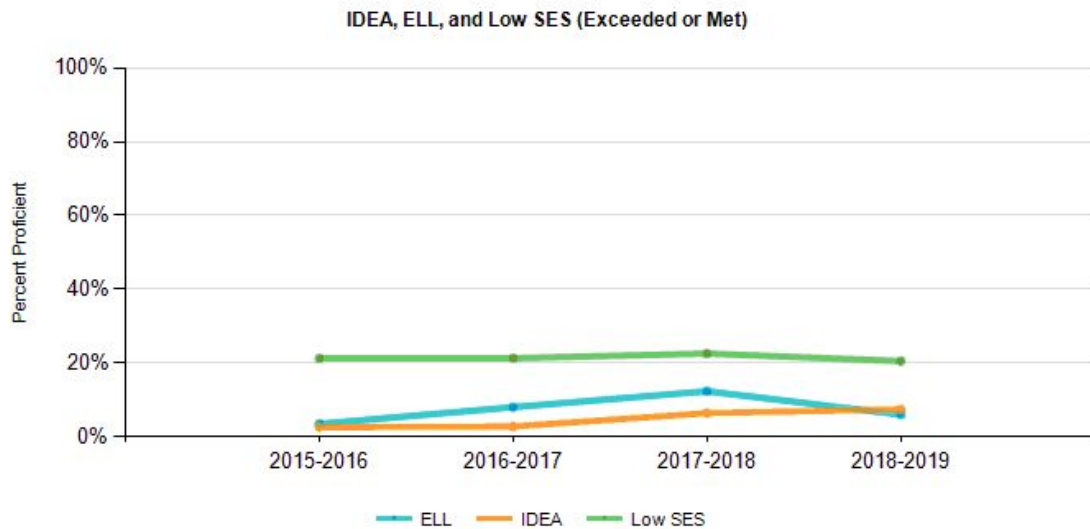
The figure below shows the percentage of high needs (Low SES, IDEA, and/or ELL) students who scored in the proficient levels (exceeded or met standard) on the Smarter Balanced Assessment (SBA). Over the past four years, the percentage of Low SES students scoring proficient has remained fairly consistent, with 21.12% of students scoring proficient in 2015-2016 and 20.40% of students scoring proficient last year. The percentage of IDEA students scoring proficient increased from 2.44% in 2015-2016 to 7.32% last year. The percentage of ELL students scoring proficient increased initially from 3.33% in 2015-2016 to 12.20% in 2017-2018, then fell last year to 5.83%.



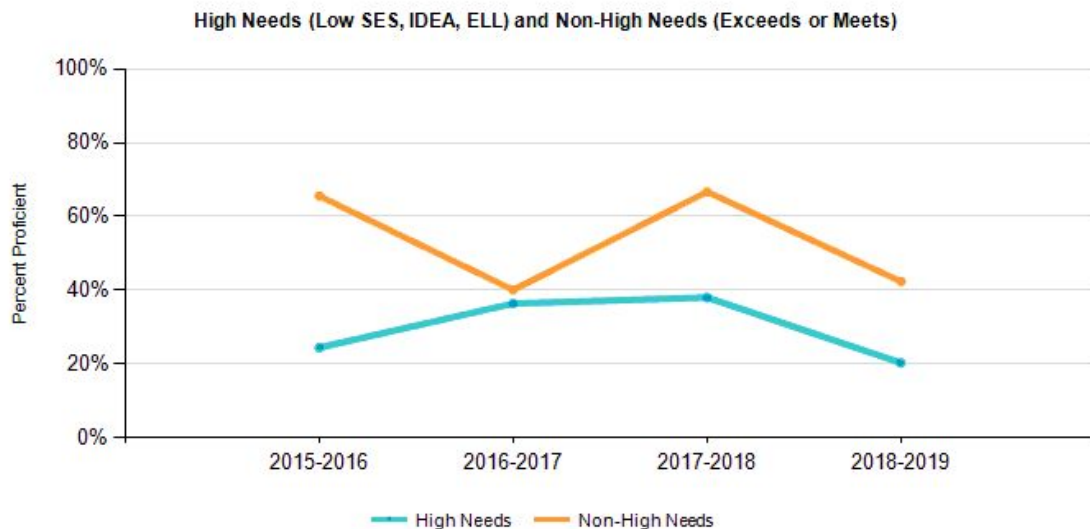
The below figures show the percentage of high needs (Low SES, IDEA, and/or ELL) students who scored in the proficient levels (exceeded or met standard) on the Mathematics Smarter Balanced Assessment (SBA).

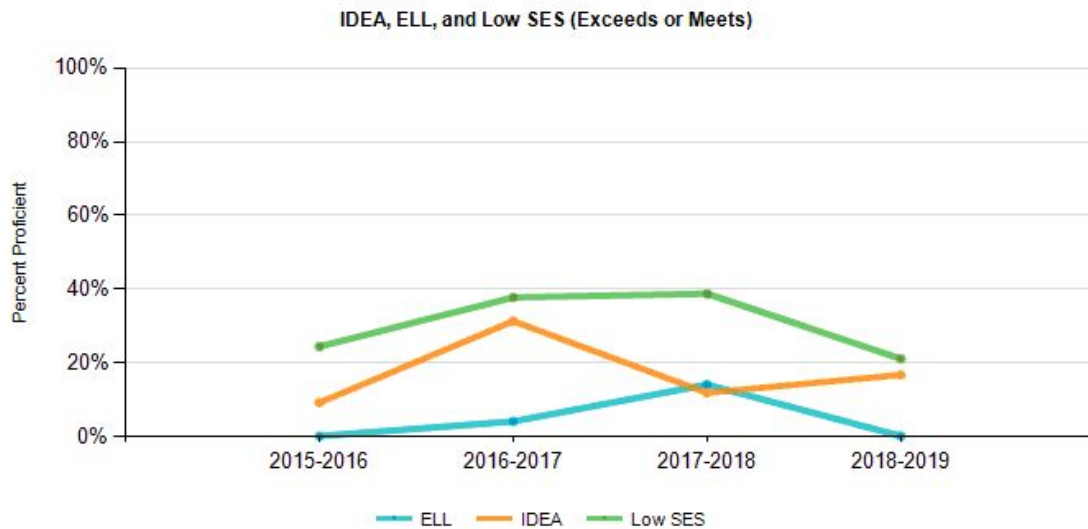
Kealakehe Elem School Math Percent Proficient (Exceeded or Met Standard) by High Needs (Low SES, IDEA, ELL) and Non-High Needs





The figures below show the percentage of high needs (Low SES, IDEA, and/or ELL) students who scored in the proficient levels (exceeded or met standard) on the Science Hawaii State Assessment (HSA). Over the past four years, the percentage of Non-High needs students proficient has fluctuated, with 65.52% of students scoring proficient in 2015-2016 and 42.31% of students scoring proficient in 2018-2019. Over the same period, the percentage of high needs students scoring proficient increased over the first two years to a high of 37.96% in 2017-2018, and then fell to 20.18% in 2018-2019.





Schoolwide Assessments: i-Ready Reading

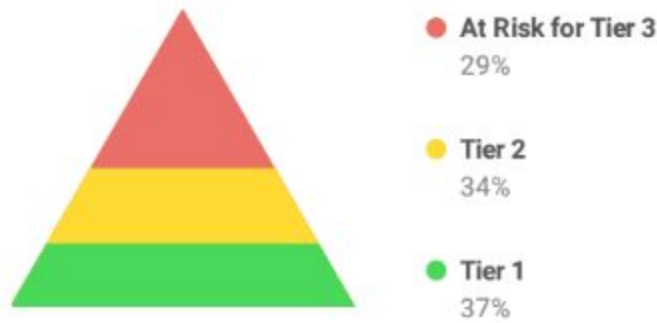
Final diagnostic (year-end) results for the past three years are shown in the figures below. Both Overall Placement data and Placement Summary data by Grade are provided. i-Ready was first implemented as a pilot program in SY 2016-17. One class per grade level participated in the pilot, along with all classes in grade 4. For this reason, only about 60% of the school's population (593/987) took the final diagnostic in SY 2016-17. The following year, i-Ready implementation went schoolwide.

- Final Diagnostic Results: SY 2016-17

Students Assessed/Total: **593/987**

Criterion Referenced

Overall Placement



Placement Summary by Grade: SY 2016-17

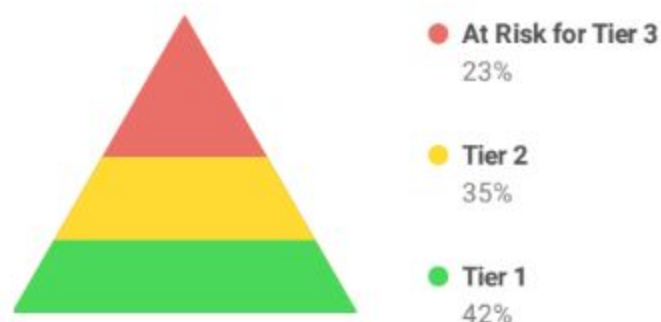
Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	<div> <div>65%</div> <div>35%</div> </div>	51/152
Grade 1	<div> <div>48%</div> <div>48%</div> <div>5%</div> </div>	61/176
Grade 2	<div> <div>55%</div> <div>32%</div> <div>13%</div> </div>	38/158
Grade 3	<div> <div>54%</div> <div>19%</div> <div>27%</div> </div>	183/191
Grade 4	<div> <div>11%</div> <div>47%</div> <div>42%</div> </div>	124/163
Grade 5	<div> <div>18%</div> <div>35%</div> <div>47%</div> </div>	136/147

- Final Diagnostic Results: SY 2017-18

Students Assessed/Total: 975/988

Criterion Referenced

Overall Placement



Placement Summary by Grade: SY 2017-18

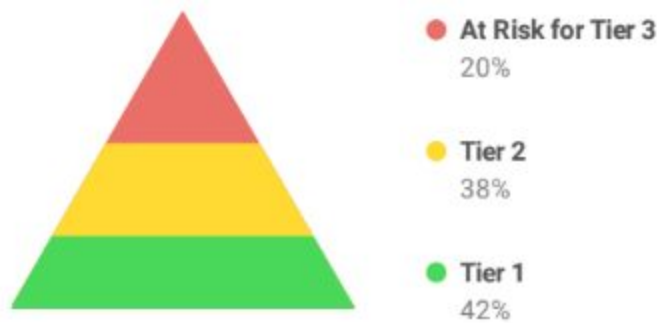
Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	<div> <div>69%</div> <div>31%</div> </div>	162/164
Grade 1	<div> <div>50%</div> <div>48%</div> <div>2%</div> </div>	151/154
Grade 2	<div> <div>40%</div> <div>38%</div> <div>22%</div> </div>	176/178
Grade 3	<div> <div>48%</div> <div>23%</div> <div>29%</div> </div>	141/141
Grade 4	<div> <div>27%</div> <div>42%</div> <div>31%</div> </div>	185/190
Grade 5	<div> <div>21%</div> <div>26%</div> <div>54%</div> </div>	160/161

- Final Diagnostic Results: SY 2018-19

Students Assessed/Total: 952/960

Criterion Referenced

Overall Placement



Placement Summary by Grade: SY 2018-19

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	<div> <div>67%</div> <div>33%</div> </div>	153/154
Grade 1	<div> <div>46%</div> <div>50%</div> <div>4%</div> </div>	155/155
Grade 2	<div> <div>39%</div> <div>45%</div> <div>16%</div> </div>	150/153
Grade 3	<div> <div>51%</div> <div>22%</div> <div>27%</div> </div>	172/173
Grade 4	<div> <div>21%</div> <div>52%</div> <div>26%</div> </div>	141/141
Grade 5	<div> <div>26%</div> <div>31%</div> <div>43%</div> </div>	181/184

Schoolwide Assessments: i-Ready Math

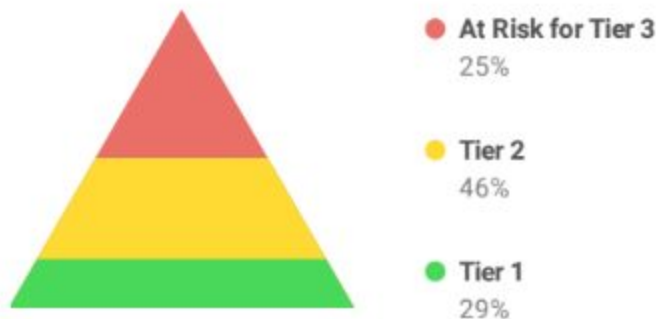
Final diagnostic (year-end) results for the past three years are shown in the figures below. Both Overall Placement data and Placement Summary data by Grade are provided. i-Ready was first implemented as a pilot program in SY 2016-17. One class per grade level participated in the pilot, along with all classes in grade 4. For this reason, only about 60% of the school's population (593/987) took the final diagnostic in SY 2016-17. The following year, implementation went schoolwide.

- **Final Diagnostic Results: SY 2016-17**

Students Assessed/Total: 533/989

Criterion Referenced

Overall Placement



Placement Summary by Grade: SY 2016-17

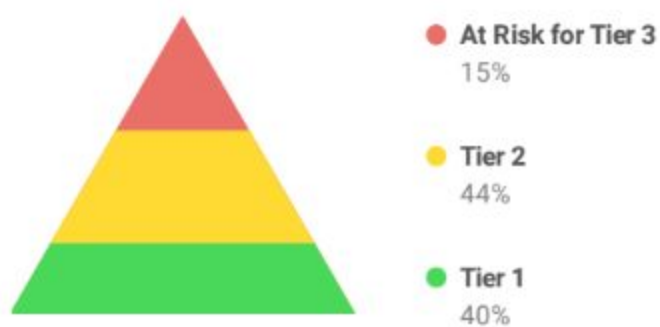
Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	<div> <div>41%</div> <div>59%</div> </div>	58/152
Grade 1	<div> <div>36%</div> <div>60%</div> <div>4%</div> </div>	55/176
Grade 2	<div> <div>36%</div> <div>50%</div> <div>14%</div> </div>	42/158
Grade 3	<div> <div>29%</div> <div>43%</div> <div>28%</div> </div>	116/191
Grade 4	<div> <div>23%</div> <div>39%</div> <div>39%</div> </div>	132/163
Grade 5	<div> <div>25%</div> <div>43%</div> <div>32%</div> </div>	130/149

- Final Diagnostic Results: SY 2017-18**

Students Assessed/Total: **971/984**

Criterion Referenced

Overall Placement



Placement Summary by Grade: SY 2017-18

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	<div> <div>56%</div> <div>44%</div> </div>	162/164
Grade 1	<div> <div>37%</div> <div>62%</div> <div>1%</div> </div>	151/154
Grade 2	<div> <div>35%</div> <div>50%</div> <div>15%</div> </div>	176/178
Grade 3	<div> <div>32%</div> <div>46%</div> <div>21%</div> </div>	140/140
Grade 4	<div> <div>46%</div> <div>29%</div> <div>24%</div> </div>	185/190
Grade 5	<div> <div>34%</div> <div>37%</div> <div>29%</div> </div>	157/158

● **Final Diagnostic Results: SY 2018-19**

Students Assessed/Total: **943/950**

Criterion Referenced

Overall Placement



Placement Summary by Grade: SY 2018-19

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K		152/153
Grade 1		154/154
Grade 2		141/142
Grade 3		174/176
Grade 4		141/141
Grade 5		181/184

Additional Student Achievement Data**IDEA Students**

The table below shows the number of IDEA students in each grade level over the last four years at KES. These numbers rise and fall across grade levels as students advance, new students are identified, and/or as students leave the school. The number of inclusion classrooms per grade level in grades K-5 is adjusted accordingly to accommodate case loads. Our total IDEA student population increased by 19% last year, after holding fairly steady for three years prior.

IDEA Students Per Grade Level Per Year

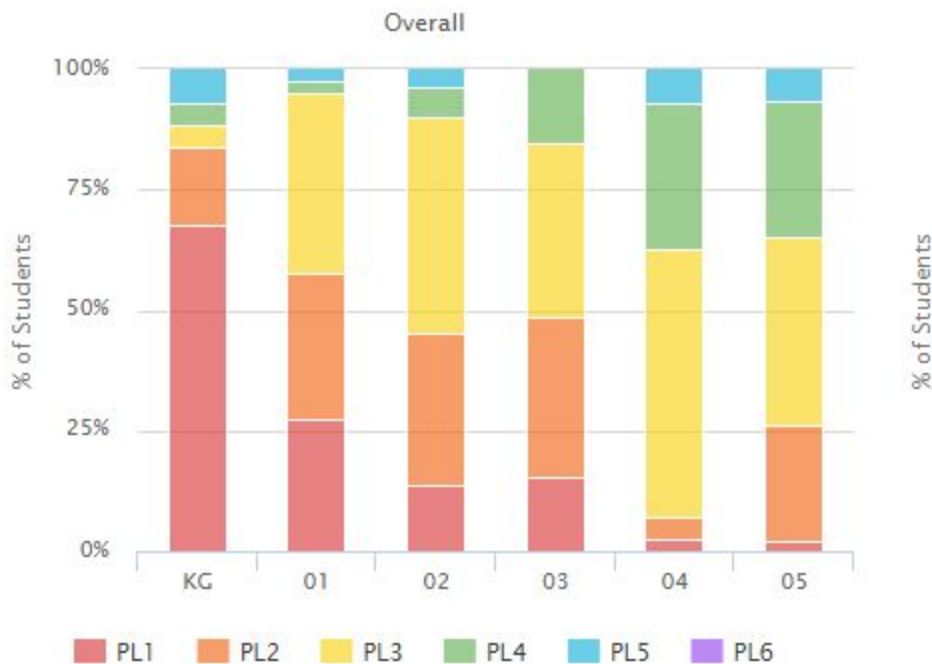
Grade	SY 2015-16	SY 2016-17	SY 2017-18	SY 2018-19
Pre-K Age 2		1	10	11
Pre-K Age 3	8	10	8	16
Pre-K Age 3	17	16	13	14
Kindergarten	12	5	11	8
1st	9	15	8	12

2nd	13	12	17	17
3rd	12	18	8	17
4th	11	16	17	12
5th	21	13	12	16
Total	103	106	104	123

English Learners

The figure below shows the percent of EL students in various proficiency levels by grade level, as measured on the WIDA ACCESS in SY 2018-19. The students in level one are over 60% in Kindergarten and decreases in each grade level. The graph also shows that a large percentage of students in grades 1-5 are in level three. The school's goal is to move students out of level 3 and into levels 4 and 5, then exit the program.

ACCESS % by Proficiency Level and Grade (Composite and Language Domains)



Primary School Adjustment Program

The Primary School Adjustment Project (PSAP) is part of Kealakehe Elementary School's comprehensive guidance and counseling program. PSAP supplements the educational

experience and personal development of children in grades K-3. Its mission aims to prevent classroom behavior problems through early intervention. Our PSAP staff member provides weekly one-on-one 30-minute support sessions outside the classroom for students in need of additional appropriate behavior modeling. These sessions, coupled with parent collaboration, aim toward positively impacting student classroom behaviors, social skills, and self-confidence. Students typically remain in the program for 12-16 weeks.

PSAP Three-Year Summary

SY 2016-17

Grade Level	# Students Serviced	# Exits (%)
K	25	25 (100%)
1st	22	21 (95%)*
2nd	7	7 (100%)
3rd	0	NA
TOTAL	54	53 (98%)

* One 1st grade student moved before formal exit with 12 sessions. Repeats: 1st: 4; 2nd: 4

SY 2017-18

Grade Level	# Students Serviced	# Exits (%)
K	25	24 (96%)*
1st	18	18 (100%)
2nd	9	9 (100%)
3rd	0	NA
TOTAL	52	51 (98%)

* One Kindergarten student moved before formal exit with 7 sessions. Repeats: 1st: 7; 2nd: 6

SY 2018-19

Grade Level	# Students Serviced	# Exits (%)
K	24	24 (100%)

1st	26	25 (96%)*
2nd	4	4 (100%)
3rd	4	4 (100%)
TOTAL	58	57 (98%)

* One 1st grade student moved before formal exit with 12 sessions. Repeats: 1st: 9; 2nd: 3; 3rd: 3

Gifted and Talented Program

KES has had a Gifted and Talented (GT) program in grades 3-5 for over 18 years. For the past 13 years, Kealakehe Complex Principals have implemented a common GT identification protocol to ensure consistency in testing protocols from school to school. There are three aspects complex schools look at during the identification process: cognition, creativity, and academic performance.

Cognition is measured through the Naglieri Nonverbal Abilities Test (NNAT), which evaluates problem-solving and visual-spatial reasoning skills with minimal use of language and written directions to avoid discrimination based on primary language, socioeconomic status, and educational history.

Creativity is evaluated through the Figural Torrance Test of Creative Thinking: Thinking Creatively with Pictures, which uses three picture-based exercises to assess five mental characteristics: fluency, elaboration, originality, resistance to premature closure, and abstractness of titles.

Academic giftedness is assessed based on performance on common standards-based assessments and/or standardized tests, such as iReady Reading, iReady Math, and Smarter Balanced Assessments in English Language Arts and Math.

Kealakehe annually screens all students in grade 2 for eligibility for its Gifted and Talented program. In addition, any parent or teacher can subsequently nominate a student in grades 3-5 for assessment. Enrollment history for the past three years is shown in the Table below.

Gifted and Talented Program Enrollment by Grade Level and Year

	SY 2016-17	SY 2017-18	SY 2018-19
Grade 5	2	8	10
Grade 4	3	8	2
Grade 3	7	1	0
Total	12	17	12

Source: KES

The school's part-time GT teacher facilitates a vast array of instructional activities for identified GT students by grade level (grades 3-5), four days per week, during students' one-hour Intervention block. Activities may include literature circles, science exploration, field trips, project-based learning, coding, visits with guest speakers, and community service. In addition, GT students may enter annual competitions, such as the Newbery Quiz Bowl, National History Day competition, Peace Day Art Competition, and Scholastic Young Writers Competition. They also assist with the school's annual Career Day, an inspiring event that exposes students in grades 3-5 to various career fields with the support of professionals from the community.

The two tables below show the percentage of GT students who met or exceeded proficiency on state assessments in Language Arts, Math and Science for the last two years.

Percentage GT Students Who Met/Exceeded Proficiency on State Assessments**SY 2017-18**

	SBA ELA	SBA Math	HSA Science
Grade 5	88%	75%	NA
Grade 4	88%	100%	100%
Grade 3	100%	100%	NA

Percentage GT Students Who Met/Exceeded Proficiency on State Assessments**SY 2018-19**

	SBA ELA	SBA Math	HSA Science
Grade 5	100%	90%	NA
Grade 4	100%	100%	100%
Grade 3*	NA	NA	NA

* No Grade 3 students were identified as GT in SY 2018-19

Migrant Education

KES has a Migrant Education program staffed by one PTT working 17 hours per week. The table below shows a program summary for the last three years with at-risk factors.

Migrant Education Program - School/LOA At-Risk Factors Summary

SY	Total Migrant Ed Students	# Priority 1 Students	# Priority 2 Students	# Priority 3 Students	Availability of Other Resources
2016-17	62	23	21	0	FEW
2017-18	40	3	36	0	FEW
2018-19	125	*	*	*	MODERATE

* # of PFS students = 71

General Learner Outcomes

The tables below provide student outcome data for two select GLOs - Self Directed Learner and Community Contributor. The data for both GLOs show that more students rank “Usually” among quarterly data collection periods each year. From Q1 to Q4 each year, the number of students ranking “Sometimes” and “Rarely” generally decreases, as student rankings increase for “Usually” and “Consistently.” By Q4, the combined percentage of students ranking

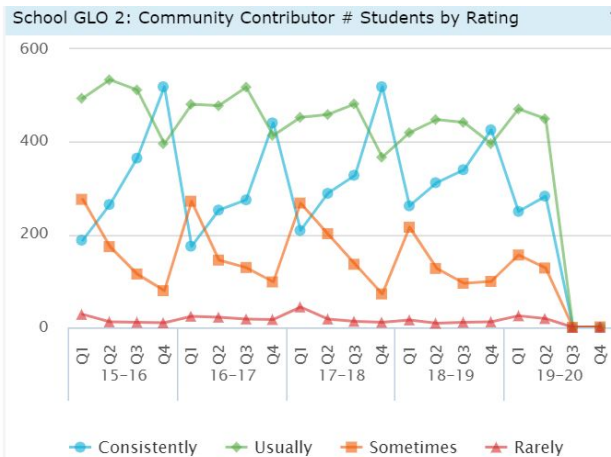
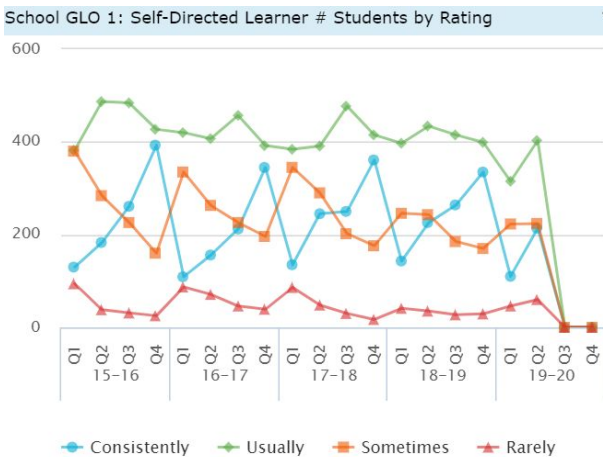
“Usually” or “Consistently” for GLO1 (Self Directed Learner) increased from 76% in SY 2016-17 to 79% in SY2018-19. For GLO2 (Community Contributor), the Q4 combined percentage of students ranking “Usually” or “Consistently” held steady at 88% from SY 2016-17 to SY2018-19.

GLO 1 Self -Directed Learner	Consistently	Usually	Sometimes	Rarely
SY 2016-17 Q1	109	420	335	87
Q2	156	407	263	71
Q3	212	457	226	46
Q4	345	392	196	39
SY 2017-18 Q1	135	384	345	86
Q2	245	391	290	48
Q3	250	477	202	30
Q4	361	415	176	17
SY 2018-19 Q1	142	397	246	41
Q2	226	434	243	35
Q3	264	415	185	27
Q4	335	399	170	29

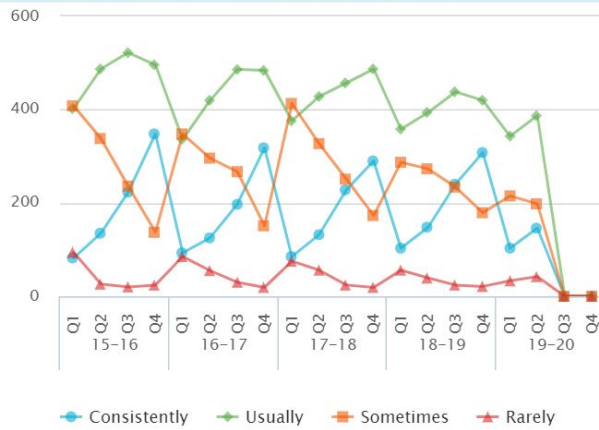
GLO 2 Community Contributor	Consistently	Usually	Sometimes	Rarely
SY 2016-2017 Q1	175	481	272	24
Q2	253	478	145	22
Q3	275	518	129	18
Q4	441	414	98	17

SY 2017-2018 Q1	209	453	268	44
Q2	289	459	202	18
Q3	328	482	136	13
Q4	519	367	72	11
SY 2018-2019 Q1	261	420	216	16
Q2	312	448	127	9
Q3	340	442	95	11
Q4	426	396	99	12

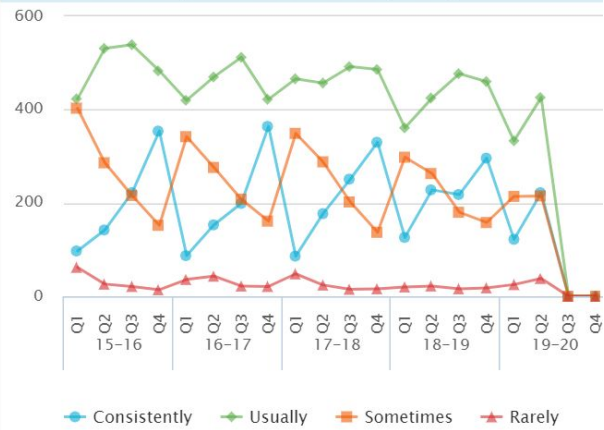
The figures below represent GLO data for the past four years in a more visual format. Each graph displays the quarterly progression by year for one of the six GLOs. The goal is for most students to move to green or blue by Q4 each year, as shown.



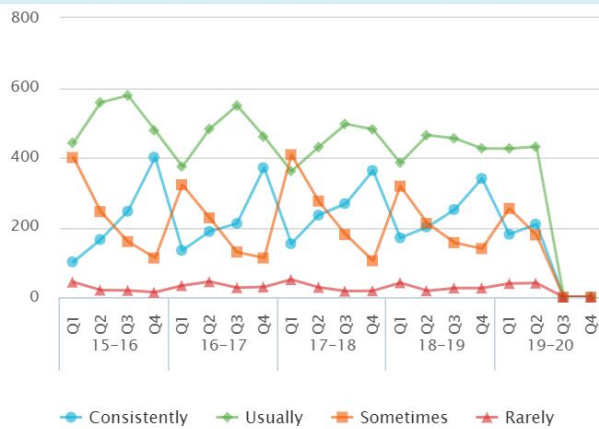
School GLO 3: Complex Thinker # Students by Rating



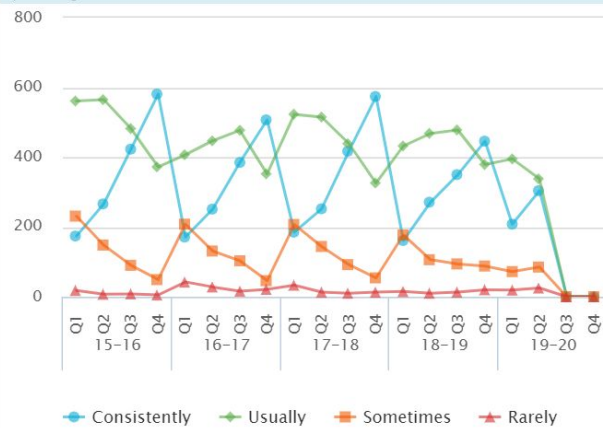
School GLO 4: Quality Producer # Students by Rating



School GLO 5: Effective Communicator # Students by Rating



School GLO 6: Effective and Ethical User of Technology # Students by Rating



PERCEPTION DATA

School Quality Survey

The School Quality Survey (SQS) Summary Tables below summarize perception data collected in Spring 2016 and Spring 2017 for Students (S), Parents (P), and Teachers (T) at KES. The SQS measures responses on a seven-point scale (e.g., 7=Completely Agree; 6=Strongly Agree; 5=Agree; 4=Neutral; 3=Disagree; 2=Strongly Disagree; 1= Completely Disagree) across four dimensions: Safety, Well-Being, Satisfaction, and Involvement/Engagement.

The data reflects that all three groups (students, parents, and teachers) felt *safer*, more *satisfied* with school, and more *involved* in 2017 than in 2016, based on their average ratings. In regard to well-being perceptions, the data hardly shifted, with only slight increases for students and teachers.

SQS Summary Table Spring 2016

				% Response	% Response	% Response
Dimension	Group		Average (7-1)	Positive (> 4.0)	Neutral (= 4.0)	Negative (< 4.0)
A. Safety	S	4th, 5th grades	5.2	69.8%	19.3%	10.7%
	P		4.8	65.4%	24.3%	10.2%
	T		4.5	58.8%	21%	20.1%
B. Well-Being	S	4th, 5th grades	5.3	72.6%	15.1%	12.1%
	P		5.6	85.5%	11.9%	2.4%
	T		4.5	62.5%	7.5%	30%
C. Satisfaction	S	4th, 5th grades	6.0	87.9%	7.6%	4.3%
	P		5.0	68.3%	23.7%	7.9%
	T		3.9	44%	15%	41%
D. Involvement/ Engagement	S	4th, 5th grades	5.5	78%	13.4%	8.5%
	P		5.2	75.1%	17.2%	7.5%
	T		4.4	56%	15%	29%

SQS Summary Table Spring 2017

				% Response	% Response	% Response
Dimension	Group		Average (7-1)	Positive (> 4.0)	Neutral (= 4.0)	Negative (< 4.0)
A. Safety	S	4th, 5th grades	5.3	69.3%	19.9%	10.6%
	P		5.2	73%	18.5%	8.3%
	T		4.8	70%	13.1%	16.7%

B. Well-Being	S	4th, 5th grades	5.5	72.9%	19.8%	7.2%
	P		5.6	85.8%	11.8%	2.2%
	T		4.6	57.2%	22.9%	19.8%
C. Satisfaction	S	4th, 5th grades	6.1	87.4%	9.9%	2.5%
	P		5.4	80.2%	12.9%	6.8%
	T		4.1	46.6%	24.2%	29%
D. Involvement/ Engagement	S	4th, 5th grades	5.6	78.2%	15.8%	5.8%
	P		5.5	78.6%	13.7%	7.6%
	T		4.5	61.3%	20.2%	18.4%

Tripod Survey

Tripod School Summary data for the last three years is shown in the table below. Percentages for each of the 7Cs are given, along with an overall average. Upper elementary KES students in grades 3-5 who took the survey averaged an overall 70% satisfaction rating on the 7Cs. During the past three years, the highest survey component has consistently been *Care*, with an 84% average. KES students strongly believe their teachers show concern for their emotional and academic well-being. This is very encouraging, as the school continues to focus on relationship building with its restorative practices initiatives. The lowest component has consistently been *Classroom Management*, with a 47% average over the last three years. This indicates that upper elementary students perceive that their teachers struggle with fostering orderly, respectful, and on-task behavior. As KES continues to identify and implement best practices and strategies in Social Emotional Learning and restorative practices, school staff hope to see improved student perception data in this area.

Tripod Survey School Summary Data

Year	Care	Confer	Captivate	Clarify	Consolidate	Challenge	Classroom Mgt	7Cs	# Resp
------	------	--------	-----------	---------	-------------	-----------	---------------	-----	--------

Fall 2016	83%	65%	64%	80%	72%	74%	44%	69%	534
Fall 2017	85%	66%	68%	84%	76%	75%	48%	72%	466
Fall 2018	83%	58%	68%	80%	73%	70%	48%	68%	450

Effective SY 2019-20, the Tripod Survey has been replaced by the Panorama Survey. The Panorama Survey was first given to KES students in grades 3-5 in Fall 2019 and captured students' perceptions of their classroom and school environments. Summaries of both classroom and school survey results are shown in the two summary tables below. An analysis of the Panorama data has not yet been done with staff as results were just released prior to the preparation of this report.

Summary

Topic Description	Results	Comparison
Classroom Climate Perceptions of the overall social and learning climate of the classroom.	72%	71% Honokaa-Kealakehe-Kohala-Konawaena 75% Hawaii Department of Education
Classroom Engagement How attentive and invested students are in class.	64%	65% Honokaa-Kealakehe-Kohala-Konawaena 68% Hawaii Department of Education
Classroom Rigorous Expectations How much students feel that a specific teacher holds them to high expectations around effort, understanding, persistence, and performance in class.	72%	75% Honokaa-Kealakehe-Kohala-Konawaena 79% Hawaii Department of Education
Classroom Teacher-Student Relationships How strong the social connection is between teachers and students within and beyond the classroom.	78%	77% Honokaa-Kealakehe-Kohala-Konawaena 80% Hawaii Department of Education
Pedagogical Effectiveness Perceptions of the quality of teaching and amount of learning students experience from a particular teacher.	79%	79% Honokaa-Kealakehe-Kohala-Konawaena 83% Hawaii Department of Education

509 responses

Summary

Topic Description	Results	Comparison
School Belonging How much students feel that they are valued members of the school community.	58%	67% Honokaa-Kealakehe-Kohala-Konawaena 71% Hawaii Department of Education
School Quality Survey - Safety Dimension	60%	63% Honokaa-Kealakehe-Kohala-Konawaena 69% Hawaii Department of Education
School Safety Perceptions of student physical and psychological safety at school.	46%	51% Honokaa-Kealakehe-Kohala-Konawaena 60% Hawaii Department of Education
Valuing of School How much students feel that school is interesting, important, and useful.	69%	70% Honokaa-Kealakehe-Kohala-Konawaena 73% Hawaii Department of Education

350 responses

PROFESSIONAL DEVELOPMENT

The tables below list in chronological order the various professional development activities that have occurred over the past three years, including content, dates, duration, and participation.

Professional Development SY 2016-17

Professional Development	Date 2016-17	Duration	Participation
PD with Diana Browing Wright	9/20	1 day	3 teachers
WIDA Access Training	9/23	1 day	2 VPs 1 EL Coordinator
Leadership Symposium	9/27	1 day	8 teachers 1 Coach
LEGO Workshop	10/03	1 day	20 teachers
Schools of the Future Conference	10/21 - 10/22	2 days	3 teachers 1 VP
PD EAs, Interventionists, Alakai, PPT, PTT	11/1 - 11/2	2 days	
NGSS	11/04	1 day	3 teachers
Hawaii State PE County Workshop	11/16	1 day	3 teachers
NTC Mentor Training	12/5 - 12/6	2 days	2 teachers
ELL PD Dan Kelin	12/05	1 day	all staff
ASCD Global Institute Educational Excellence Through Equity	12/14	1 day	15 teachers, 2 Coaches
PD sessions for Educational assistants PPT, PTT	1/6	1 day	
ELL training "What's the Difference About Teaching Reading to ELLs	1/25 - 1/27	3 days	3 teachers
i-Ready Training	1/25	1 day	6 teachers
Stepping Stones Training	2/2	1 day	1 Coach
TLA (Teacher Leadership Academy)	2/2	1 day	1 teacher
PD PPT, PTT	2/2	1 day	
GLAD	2/17	1 day	10 teachers
Mentor Training	3/2 - 3/3	2 days	2 teachers
Stepping Stones Training	3/13	1 day	1 Coach
Imagine Learning Training	3/14	1 day	1 EL Coordinator
GLAD Training	3/17	1 day	11 teachers
Mentor Training	4/6 - 4/7	2 days	3 teachers

Professional Development SY 2017-18

Professional Development	Date 2017-18	Duration	Participation
Restorative Justice Training	8/22, 8/24, 8/25	3 days	6 teachers, 2 Counselors, 1 Admin
Stepping Stones Leadership Cohort Training	8/22	1 day	1 Academic Coach, 1 ELL Coordinator
Wonders Overview Training	09/08	1 day	11 teachers, 2 EL Coordinator
TS Gold	09/08	1 day	3 teachers
TS Gold	9/22	1 day	2 teachers
Step Up to Writing Workshop	9/25	1 day	6 teachers
Mentor Training	10/19, 10/20	2 days	2 teachers
Social Emotional Conference	10/23	1 day	1 Admin, 2 Counselors, 6 teachers
Schools of the Future	10/26	1 day	10 teachers
Mental Health First Aid	11/02	1 day	Grades 1-3 teachers
Mental Health First Aid	11/03	1 day	Grades 3-4 teachers
MindUP Training	11/13	1 day	10 teachers
Induction & Mentoring Training	11/17	1 day	9 teachers, 1 RTI Coordinator
Adaptive Schools Training	12/11 & 12/12	2 days	2 teachers
Induction & Mentoring Training	12/14	1 day	4 teachers
GLAD Training	1/11	2 days	12 teachers
Mental Health First Aid Training	1/22	1 day	
Mental Health First Aid Training	1/23	1 day	
Training Health Education	1/29	1 day	2 teachers
GLAD Training	1/29-2/1	4 days	12 teachers
Adaptive Schools Training	2/22 - 2/23	2 days	2 teachers
Play Therapy Conference	2/22 - 2/23	2 days	1 Counselor
Induction & Mentoring Forum	2/26	1 day	11 teachers
SEL Summit	3/5	1 day	3 Counselors, 7 teachers
Induction & Mentoring Training	3/8 & 3/9	2 days	4 teachers
IDEA Training	5/10	1 day	1 Admin, 1 SSC, 3 teachers
Restorative Practices Training	5/17-5/18 & 5/24	3 days	3 Counselors, 2 teachers
MindUP Training	5/17	1 day	11 teachers
MindUP Training	5/18	1 day	13 teachers
MindUP Training	5/19	1 day	7 teachers, 1 Librarian

Professional Development SY 2018-19

Project GLAD Follow up Session 1	09/05/2018	1 day	16 Teachers
iReady PD day 1	09/10/2018	1 day	21 Teachers
iReady PD day 2	09/10/2018	1 day	21 Teachers
Accessibility & Accommodation PD	09/17/2018	1 day	1 Test Coordinator, 3 teachers
SBA Training	09/18/2018	1 day	1 Test Coordinator, 2 Coaches, 1 VP
Pacific Aviation Museum STEM Educator Training	09/19/2018-09/20/2018	2 days	3 teachers
Adaptive School Foundation Seminar	09/24/2018-09/25/2018 10/23/2018-10/24/2018	4 days	2 VP 3 Coaches 1 Test Coord, 1 EL Coordinator, 1 EL teacher
GLAD follow up	10/05/2018	1 day	14 teachers, 1 ELL Coordinator
NCT Mentor Training	10/25/2018-10/26/2018	2 days	3 Coaches, 2 teachers, 2 VPs
PD session for resource teachers	10/30/18	1 day	Resource Teachers, Alakai, Interventionist, Educational Assistants, PTT, PPT
Mind Up Training	10/31/2018	1 day	27 teachers
Mind Up Training	11/2/2018	1 day	5 teachers
Mind Up Training	11/03/2018	1 day	8 teacher 1 Test Coordinator
Mind Up Training	11/05/2018	1 day	8 teacher 2 Coaches
Schools of the Future Conference	11/08/2018 - 11/09/2018	2 day	1 Tech, 9 teachers
Visible Learning Foundation Day Institute	11/15/2018 - 11/16/2018	2 days	8 teacher, 1 Coach, 1 VP, 1 Principal
Project GLAD	11/19/2018 - 11/20/2018	2 days	8 teachers, 2 Coaches
OCDE Follow up 3 GLAD	11/26/2018	1 day	15 teachers
504 Mini Conference	12/03/2018	1 day	3 Counselors, 1 SSC
Project GLAD	12/03/2018 - 12/06/2018	4 days	8 teachers, 2 Coaches
SEL conference Follow up	01/17/2019	1 day	3 Counselors, 5 teachers, 1 VP
Interim Assessment training	01/30/2019	1 day	1 teacher, 1 Test Coordinator
NCT Mentor Training	01/30/2019 - 01/31/2019	2 days	3 Coaches, 3 teachers, 1 VP
Standards PD with McCarley	02/04/2019	1 day	2 teachers, 2 Coaches
HSCA Conference	02/08/2019	1 day	3 Counselors
Standards PD with McCarley	02/11/2019	1 day	5 teachers, 2 Coaches
Lucy Calkins PD on Writing	02/15/2019	1 day	12 teachers, 3 Coaches, 1 Test Coord
Visible Learning Follow-up	03/06/2019 - 03/07/2019	2 days	8 teachers, 1 Coach
QBS training	03/12/2019 - 03/13/2019	2 days	1 VP, 2 EAs
Circle Keepers Training	03/14/2019 - 03/15/2019	2 day	1 VP, 3 Counselors
QBS refresher training	04/02/2019	1 day	1 VP, 4 teachers
GLAD follow up #6	04/05/2019	1 day	14 teachers, 1 EL Coordinator

RESOURCES AND MANAGEMENT

School Finances

Kealakehe has received funding from multiple sources, including Weighted Student Formula (WSF) funding, Title I funding, and additional Focus School funding, as shown in the table below.

Financial Support Sources

School Year	WSF Funding	Title I Funding	Additional (Focus School) Funding
2016-17	\$4,876,203	\$333,631	\$179,144
2017-18	\$5,178,721	\$459,355	NA
2018-19	\$5,330,757	\$434,900	NA

School Facilities

Maintaining a safe learning environment for students and staff is of import to all concerned. Safety and Security information is updated each year and distributed to each classroom via hard copy in folders, as well as posted electronically. In addition to passing its annual inspection by the Hawaii Fire Department, fire, lockdown, earthquake, shelter-in-place, and evacuation drills are regularly and randomly conducted. Emergency situations may occur at any time during the school day; practice drills are scheduled accordingly.

KES sits at the 700 foot elevation on the slopes of Hualalai. The main entrance to the open campus is located by the flagpole, adjacent to the cafeteria, the air-conditioned library, health room, and administrative offices. Paved walkways, steps, and handicapped accessible ramps meander through the landscaped campus, which includes two field playgrounds with brightly colored play structures and a basketball court.

As the state's second-largest elementary school, the Kealakehe campus is comprised of four two-story classroom buildings containing 34 classrooms and 26 portable classrooms. In May 2016, the majority of grade level classrooms were reassigned to create a more coherent and

effective campus layout and use of limited physical space. Grade level teams are now in closer proximity, facility use is improved, and student transitions are more efficient.

All 70 classrooms and offices are equipped with a telephone/intercom system which includes an emergency call button. Administrative, counseling, custodial, and security staff have walkie talkies for emergency communications in alignment with the school's Crisis Response Plan, implemented in Fall 2019. The plan includes three emergency codes (e.g., blue, orange, red, black) and addresses appropriate responses to suspected abuse, elopement, aggressive behavior, near death/fatal incident, suicide ideation/attempt, and inappropriate sexual behavior.

In addition, a Security Assessment was performed at KES by on October 26, 2018 by the Director of Safety, Security, and Emergency Preparedness Branch (SSEPB). The resulting Security Assessment Report detailing their findings and recommendations was submitted to the Principal.

The serve-only cafeteria offers breakfast and lunch to the majority of KES students. There is no working kitchen; meals are prepared and transported from the Kealakehe Intermediate cafeteria kitchen. The cafeteria with its built-in stage also serves as a venue for school assemblies and community events.

A custodial team of five full-time employees clean and maintain our campus, which includes the design and care of our landscaping. In addition, four room cleaners work after school for three and a half hours each and assist the custodians with the weekday cleaning of all classrooms.

II: Significant Changes and Developments

To identify “significant” changes and developments that have had a major impact on the school, the WASC Task Force led the staff in a brainstorming activity during a staff meeting on October 23, 2019. Grade level teams generated lists using Post-It notes and chart paper; these lists were then consolidated into a master list with categories, as follows:

STAFFING

- At Promise Counselor (SY 2018-19)
- Third VP (SY 2019-20)
- Fewer Alaka’i (Support at Recess/in Classes)
- Change from Content Area Coaches to GL Coaches
- Second SCC
- EL Teacher Support for All GLs
- F/T Test Coordinator
- Student Support Teams (Teams with Admin, Counselor, EL Teacher, Academic Coach designated for GL pairs - K/1; 2/3 ; 4/5)
- EAs now shared
- Five (5) preschool classrooms / addition of “Head Start” room
- Restorative Practices Coordinator (SY 2019-20)
- TA SASA
- Two new office clerks (entire office staff is brand new)
- Attendance clerks (2)
- New custodial staff
- Shortage of interventionists
 - Interventionists in classroom for only one hour
- No large turnover in grades 3-5 (SY 2019-20)
- Large turnover in grades K-2 (SY 2019-20)

COLLABORATION

- Data Teams now PLCs
- Designated monthly grade level time in PLCs
- Team meetings for preschool staff
- Cadre structure (groupings)

SUPPORT PROGRAMS

- Attendance Program
- Comprehensive Kinesiology Program
- More PTO Involvement (Pohai)

- Food Corps (Garden)
- Robotics Club
- Audio Visual Club
- EOY Water Party
- Boys and Girls Club
- Vertical transition day (end of school year; each grade level visits the next)

ACADEMIC SUPPORT

- RtI Changes in the Support Structure
- New Math Curriculum (Stepping Stones)
- EL Program Change
- Increased Use of Imagine Learning
- iReady
- Dibels (Amplify)
- Lucy Calkins Writing and Phonics
- Phonics instruction (K-2)
- Progress Monitoring
- NGSS (science standards updated, new materials)
- Data wall
- ILT changes to the PIP
 - Learning Targets
 - Teacher Clarity
- Mystery Science
- Increased use of GLAD strategies
- Dropped That Quiz

COMMUNICATION

- Focus on Family Communication (EES)
- Class DOJO = school-wide expectation
- Crisis Response Plan

FAMILY ENGAGEMENT

- “Back to School” Night
- Increased number of family involvement nights, and new format/themes
- Ulu Wini outreach (Feed and Read)

TECHNOLOGY

- Google schoolwide
- Communication folder on Google Docs

- 1:1 student laptops schoolwide
- Video announcements
- Sound bars

SEL/RELATIONSHIPS

- MindUP for All Students
- Time Spent on Improving GL Teacher Relations
- Warrior Way slips
- Staff Member of the Week
- Quiet room in office
- Morning circles (Warrior Connect)
- Restorative space for staff (P4)

PROFESSIONAL DEVELOPMENT

- Special education inclusion/co-teaching P.D. (district)
- Circle keeper P.D. (district + private consultant)
- Mental Health First Aid
- Stepping Stones
- Wonders

OTHER

- Campus Beautification
- More Art Around Campus
- Fans in the cafeteria have been fixed
- Less parking
- Some classrooms got fans/AC (but not all)
- Shift of classrooms
- Cold water fountains
- More funds allocated for teacher purchase orders

During subsequent Cadre meetings, WASC Task Force members facilitated a small group process to prioritize the list and narrow it down to the changes and developments that have been most significant, especially as they relate to the four critical areas for follow up identified by WASC Visiting Committee in March 2017. Significant, consolidated changes were identified, as follows:

- Student Support Teams
- Restructured PLCs
- Schoolwide Google implementation
- EL teachers for all grade levels

- Lucy Calkins Writing/Phonics
- ILT Changes
- i-Ready and DIBELS
- GLAD training
- Restorative practices and SEL
- Teacher clarity and PLC+ framework

In addition to asking staff for their input on changes, the WASC Coordinator and Restorative Practices Coordinator asked the students. They facilitated three focus groups (one per grade level) with a student from each classroom in grades 3-5. Teachers selected students whom they felt would be willing to contribute input. These focus groups each met in circle, using a talking piece to respectively take turns and actively listen to one another, in alignment with circle keeping norms practiced schoolwide. The students took turns answering two basic questions:

1. What has changed in the last few years at our school to support your learning?
2. What has changed in the last few years at our school to support or improve student behaviors?

Additional prompts were given, as needed, to probe for student input on specific areas. Several common perceptions surfaced across the focus groups.

In regards to question # 1, students across all groups seem to feel that computer-based programs, such as i-Ready support their learning. They also seem to recognize the value in working with their teacher one-on-one using DIBELS to progress monitor their reading growth. Lastly, they prefer the new math curriculum (Stepping Stones) and feel that teachers are making learning more fun and engaging by using hands-on activities and supplemental web-based programs.

In regards to question # 2 - changes that have supported behaviors, students in the three focus groups had varying perceptions. The third grade focus group seemed to greatly appreciate having quiet signals, three school counselors, and morning check-ins. They also spoke enthusiastically about the school garden and its calming influence.

The fourth graders acknowledged that teachers seemed to feel the urgency to help students with behavioral challenges. They explained that teachers were implementing calm corners, mindful moments, Warrior Way slips, and the MindUP curriculum to help students calm down and self-regulate.

Grade 5 students seemed less positive overall, expressing concerns over boy-girl relationships/dating, inappropriate cell phone usage, lack of student accountability, and

challenging behaviors by some students on the recess field. To uplift the group, the facilitators asked a final prompt, *“What’s one thing you like that is working in the classroom?”*

Notes from all three focus groups follow in the chart below.

GRADE 3	
What has changed at our school to support your learning?	
<ul style="list-style-type: none"> - “Not talking when someone else is talking.” - “Listening with your ears.” - “DIBELS - It helps me get to remember the words, because sometimes I forget words after a story.” - “Harder work - More math and stuff, to make you learn more.” - “Prodigy, because it helps us in math, and our learning, like how we didn’t really learn that much in kindergarten, but we are starting to learn more in third grade, second grade, first.” 	
Is there anything different about how you do math or science?	
<ul style="list-style-type: none"> - “Mystery Science - Doug.” <ul style="list-style-type: none"> - <i>What is about Mystery Science that you like?</i> - “I like it because it tells us about things we don’t know about. Like how they make erasers. They pick up gum from the streets to make erasers!” - “Mystery Science is still the same, but now we don’t do the papers with the articles anymore. We basically do the activities if there are any of them. Like, hands on stuff.” 	
What has changed, at school, in the last few years, to help everybody with behaviors? Are we doing anything differently at school?	
<ul style="list-style-type: none"> - “Something that has been changing behavior in school is the new quiet sign. It is where you are raising your hand (a signal).” - “Having a new counselor, Ms. Kim, cause there are more counselors to help more kids because we have a lot of kids in school that are misbehaving. Now all of them have only two classes to work with.” - “Check-ins: It makes people calm down more.” - “The check-ins and also the singing bowl that Ms. Hope does, and also ours so that we can all calm down. And the check-in is so that we can always share what we all did. What I like about the singing bowl is that it sings a song and no one can hear it unless they focus.” 	
Are there any activities that we enjoy after school or out of your classroom?	
<ul style="list-style-type: none"> - “Boys and Girls Club or A+.” - “A+, track team (the NEW afterschool one), Boys and Girls club” - “Garden - It helps us focus on nature and how beautiful it is. Also, garden teaches us about different insects and plants like banana trees. Students behave quietly and they don’t disturb any insects or pull any plants out of the ground. Also, garden is peaceful.” 	

- "Even though you miss garden, you can still learn about garden, because you can be calm, quiet..."

GRADE 4

What has changed at Kealakehe to support your learning? What is different, to maybe make learning better/fun?

- "We have more teachers that can tell you how to do it in more funner ways. Like, ways so that kids can understand it more."
- "We have more things to help students learn, like computers."
- "Freckle is helping our class during math."
- "I'm gonna agree with Leila, with teachers teaching in more fun and engaging ways."
- "I agree with computers. I like iReady reading."
 - *What about the iReady math?*
 - "Yes, kind of."
- "I think the subject that's helping people learn is Reflex. It does math, it's games, but you have to do math to play."
- "In my opinion, I like DIBELS, because it helps our teachers know what to do. She will use circle to see if we should do homework or not."
 - *Is it helping you become more confident writers?*
 - "Yeah!"

What has changed in the last few years to support or improve student behaviors? Are we doing anything differently or better to make student behaviors improve?

- "I notice that teachers, if students are having a rough behavior, they make them write apology notes."
- "I agree."
- "If someone has a bad behavior, teachers might take them out to calm them down, or take an opportunity to take a break."
- "I agree with Sienna, because whenever we have a problem, a teacher is like, 'Oh, we have to solve this right now'. They are more now than they did before."
- "I agree with what other people have said so far."
- "My teacher, whenever someone is disrespectful or rude, he yells at them a lot. I don't like when he yells, 'cause it's so loud."
- "One thing I like is that when people are having a bad day, they can go to the calm corner. It's a space with stuff to do, like draw or color."
 - "We have a calm down desk."
 - "We have a peace corner."

Does anyone have an opinion on MindUp?

- "We used to do Mind Up. Whenever the boys are up and running around, wild, my teacher turns on a video and says we have to do MindUp."
- "In our classroom we used to do MindUp, and instead of staying inside, we would go to the

<p>picnic benches to listen to what was around us.”</p> <ul style="list-style-type: none"> - “My teacher has us do mindful moments after recess, after lunch recess, when people are rowdy or annoying, we do it in our room, and he taps the bell. Students keep calm, don’t talk, lights off, sometimes close your eyes, and sometimes, if he allows you, you can sleep.”
Have Warrior Way Slips helped change behavior?
<ul style="list-style-type: none"> - “I get slips sometimes when we are playing basketball, and playing not as rough.” - “Warrior Ways Slips, I’ve seen a change in people, because once they came out, people are more responsible and stuff.” - “Some kids used to be bad, but now that Warrior Way Slips have come out, they listen more, and they have been picking up more rubbish and stuff.” - “I think it’s awesome, because of the Warrior Way Store, because they feel like if they do good stuff, they can get prizes.”
Does anyone have an opinion on the garden?
<ul style="list-style-type: none"> - “I think it’s helping. Sometimes we go down there before recess, and it helps kids calm down.” - “Oh, the pathways! The sensory pathways helps my classmates when they need to calm down. They are using them sometimes.”

GRADE 5
What has changed at our school, in the last few years, to support your learning?
<ul style="list-style-type: none"> - “We changed math books.” Thumbs up. - “They changed the math book, but the division is harder. I get help from my teacher.” - “iReady - It helps people increase on their math and reading because our teachers make us go on it 25 minutes every day.” - “Science is easy for me, and it’s helping me learn about stuff that’s correct. We are doing experiments, reading articles.” <ul style="list-style-type: none"> - “We do the same, too.”
Anything after school?
<ul style="list-style-type: none"> - “AV Club and Track” <ul style="list-style-type: none"> - “AV club is fun, and when you go there, you make videos for the announcements.”
Anybody have an opinion on DIBELS?
<ul style="list-style-type: none"> - “My teacher calls one of us, and like three years ago, we would always say what happened in the story, but now we just read it, and we can go back to our seats.”
What has changed in the last few years, at our school, to support or improve student behaviors? Are behaviors improving or not, and if so, what are we doing to make that happen?

- "We have the Warrior Way Store."
- "The boys are making the girls act worse."
 - *Do you know what that's about?*
 - "Dating."
 - *Do you feel like you're getting help with that from counselors/teachers?*
 - Shakes head no.
- "Some people with their phones. Like, there is bad stuff on there. For some kids."
- "In our class, when we do science, everyone that has phones, we take it out, and we use the phones as a tool in science (calculators and flashlights)."
- "When you come back from recess, some boys pull the door to close it so that the other door doesn't close. We just walk away, but then a teacher comes, and they blame it on someone else, and get in trouble."
- "Guidance lessons are less."
 - "We get an hour. Each month."
- *If you got more support, what would that look like?*
 - "The teachers could give the students that are acting badly recess in the library, so they wouldn't get everybody else in trouble during recess."

What's one thing you like that is working in the classroom?

- "If we pass two Achieve3000 lessons, we get 30 minutes of free time on Friday."
- "At the end of the day, every day, we get 10 minutes of free time. If you get a checkmark (off-task), you don't get free time."
- "We are doing more science projects this year, and we are allowed to work on them alone or in groups."
- "If you finish your writing assignment, you get free time."
- "My teacher lets us eat outside if we are hungry. She has snacks for us if we don't have one."
- "If we finish all of our work for the week, on Friday after lunch, we get free time, and get to watch a movie."
- "At the end of every quarter, we have a fun day when we go out on the field before recess and play games, and then we come in, we watch a movie, then we eat pizza, and then we go home."

III: Engagement of Stakeholders in Ongoing School Improvement

The current three-year 2017-2020 Academic Plan was developed with the participation of all teaching staff, and incorporated recommendations outlined in the WASC Visiting Committee Report dated May 1, 2017. The process starts with the Academic Review Team (ART), the school's primary leadership team which meets weekly after school. Currently, this team is comprised of six General Education Grade Level Chairs, the Special Education Grade Level Chair, three Academic Coaches, the EL Coordinator, the Restorative Practices Coordinator, the Principal and three Vice Principals. The ART reviews and compiles revisions and presents the revised Academic Plan to the teaching staff for approval during a weekly staff meeting after school. Once approved by the staff, the Principal then presents the Academic Plan to the School Community Council (SCC) for final approval.

Implementation and monitoring of the Academic Plan is coordinated and progress monitored by the ART. Five Academic Cadres are responsible for ensuring that the work of the enabling activities outlined in the Academic Plan is done. The five Cadres have been reorganized and renamed since our last full WASC Visit to align with WASC Criteria, as follows:

- Organization
- Instruction/ILT
- Curriculum
- Assessment
- School Culture/Restorative Practices

At the start of each school year, all teachers and Educational Assistants indicate their preferences for Cadre membership, then the Principal assigns a cross-section of PreK-5 Teachers, Non-Classroom Teachers, Special Education Non-Inclusion Teachers, and Educational Assistants to each Cadre. Cadres meet two or three times per quarter during Wednesday after-school Staff Meeting times and are facilitated by designated members of the ART. Every enabling activity listed within the Academic Plan is either assigned to a Cadre or to Administration for implementation. Quarterly progress monitoring is done via a Google spreadsheet which is shared with the ART and staff.

A WASC Task Force was selected by the Principal and WASC Coordinator to support the WASC Coordinator during SY 2019-20 with data collection, perception survey design, data analysis, and collaboration with staff. The Task Force was comprised of all three Academic Coaches, the EL Coordinator, the Restorative Practices Coordinator, the Testing Coordinator, and the Vice Principal/WASC Coordinator. Together, this team collaboratively planned and facilitated the following activities:

- Staff meeting presentation with review of WASC accreditation process, including expectations for mid-cycle review.
- Staff brainstorming session to list all changes and developments since our last full WASC self-study (see Section II, pages 53-56)
- Google survey to collect staff perception data on program effectiveness (see Section IV, pages 60-72)
- Student focus groups in grades 3-5 to collect perception data regarding changes in learning and behaviors
- Series of small group collaborative sessions within the school's existing Cadre framework to analyze the significant changes and growth at our school since the last full WASC Visit in 2017.

IV: Progress on the Implementation of the Academic Plan

Following the school's last full WASC Self-Study and Visit in 2017, the 2017-2020 Academic Plan was revised to include enabling activities to address the four Critical Areas for Follow Up identified by WASC. These enabling activities are described in Section V.

As described in Section II, many changes and developments have been implemented at KES in an effort to meet student needs and foster improved collaboration and communication among staff. The significant changes, all of which aim to impact student learning, were identified as follows:

- Student Support Teams
- Restructured PLCs
- Schoolwide Google implementation
- EL teachers for all grade levels
- Lucy Calkins Writing/Phonics
- ILT Changes
- i-Ready and DIBELS
- GLAD training
- Restorative practices and SEL
- Teacher clarity and PLC+ framework

The following section reviews the four Critical Areas for Follow Up (WASC) and the significant changes and developments, along with descriptions of their impacts on the school and/or specific curricular programs. Also included are results from a Fall 2019 staff survey which collected effectiveness perception data regarding new programs and initiatives relating to the critical areas. This survey was used due to the nature of the critical areas. For each critical area, staff were given the option to add their thoughts. They were also asked to rate how impactful they felt each corresponding change or development was in increasing student success. A response scale of 1 to 4 was used, with 1 representing "minimal impact" and 4 representing "impactful."

- **Schoolwide Critical Area for Follow Up (WASC) # 1:** *The school will define areas of responsibility, develop inclusive practices for making decisions, and establish effective communication among all staff to promote a cohesive school culture.*

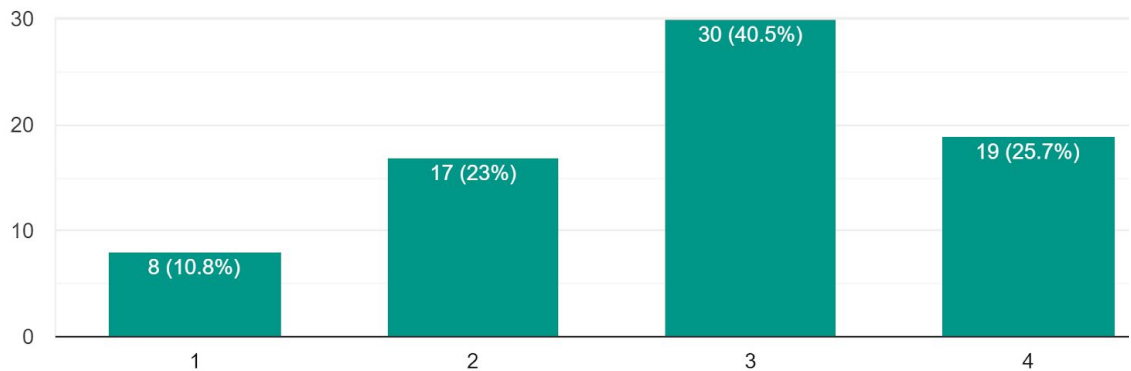
Student Support Teams

These are grade band specific teams comprised of a Vice Principal, Academic Coach, Counselor, EL teacher, and grade level teachers. Grade bands are K-1, 2-3, and 4-5. These teams were implemented at the start of SY 2019-20 with the intention of enhancing communication to help support both teachers and students. This new system allows all members of the team to be informed, knowledgeable, and proactive to foster student achievement.

The figure below shows staff responses to the Student Support Teams survey question. **Results indicate that 66.2% of the staff rated this a 3 or 4.**

Student Support Teams

74 responses



Restructured PLCs

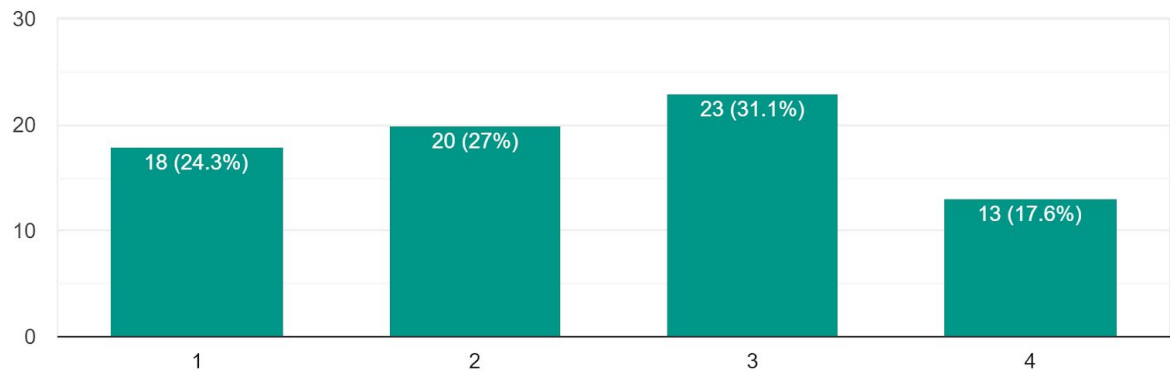
KES has changed the framework of its weekly grade level collaborative meetings. We have adopted the PLC + framework, designed by Douglas Fischer and a team of educators. The school's previous data team structure/process was proving to be ineffective in increasing

student achievement. Many staff members were not knowledgeable of any structure; the work done during these meetings seemed compliance oriented and inconsistent across grade levels. The PLC + structure is designed to increase teacher efficacy and develop truly collaborative and collegial teams. The framework also incorporates a process to analyze data to increase student achievement and teacher pedagogy.

The figure below shows staff responses to the Restructured PLCs survey question. **Results indicate that 48.7% of the staff rated this a 3 or 4.**

Restructured PLCs

74 responses



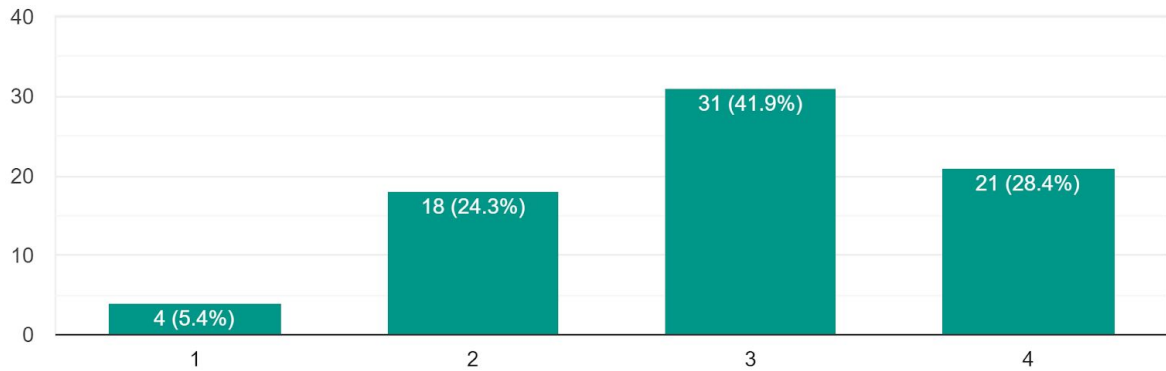
Schoolwide Google

During SY 2019-2020, our communication systems of Lotus Notes and school-based Google account were merged into a single Department of Education Google system which facilitated communication and enabled us to more easily consolidate and share information and data. Schoolwide communication is located in a single folder for easy access in Google Drive.

The figure below shows staff responses to the Schoolwide Google survey question. **Results indicate that 70.3% of the staff rated this a 3 or 4.**

Schoolwide Google Implementation

74 responses



- **Schoolwide Critical Area for Follow Up (WASC) # 2. *The school will make agreements regarding functions, responsibilities, and protocols of the various instructional initiatives including but not limited to Leadership teams, Data teams, and Rtl and effectively communicate them to the entire staff.***

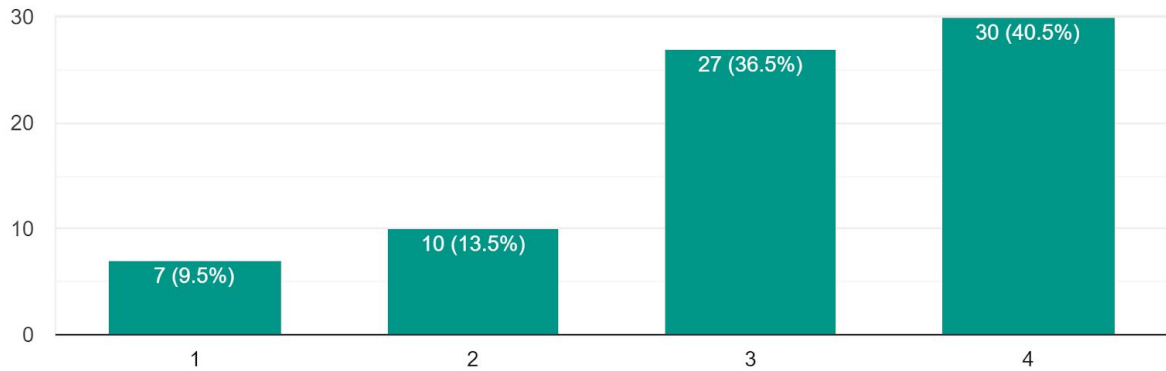
EL Teachers for All Grade Levels

Our school has a EL team of three EL teachers and one EL Coordinator. Each grade level has an assigned EL teacher that works with the EL students in that grade. Each EL teacher works with two grade levels (K/1, 2/3, 4/5). The EL teachers provide pull-out services for our students with WIDA levels 1 and 2 and pull-out services for all our EL students. The EL teachers develop lesson plans according to the WIDA EL standards and the Can Do descriptors in the four ESL domains: listening, speaking, reading and writing. Each EL teacher works with the teachers to effectively communicate the needs of the EL students.

The figure below shows staff responses to the EL Teachers for All Grade Levels survey question. **Results indicate that 77% of the staff rated this a 3 or 4.**

EL Teachers for All Grade Levels

74 responses



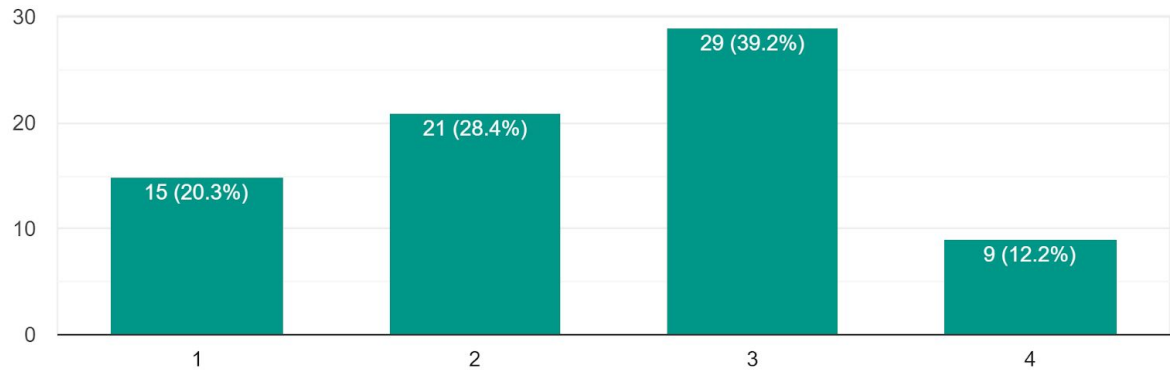
Lucy Calkins Writing Units of Study

After analyzing schoolwide data, and viewing student writing work samples across all genres, it was evident that the current writing embedded in Wonders was not sufficient to meet the rigor embedded in the CCSS. Grade level conversations around writing showed lack of consistency in writing instruction and scoring. In early spring of 2019, a team of teachers inquired about attending a Lucy Calkins Writing Workshop. After attending the training, this team of teachers began piloting the program. The pilot program produced students who were excited about writing and *asking* to write. Resulting student work samples showed a significant increase in the volume of writing as well as the quality of the writing.

The figure below shows staff responses to the Lucy Calkins Writing Units of Study survey question. **Results indicate that 51.4% of the staff rated this a 3 or 4.**

Lucy Calkins Units of Study

74 responses



Lucy Calkins Writing / Phonics

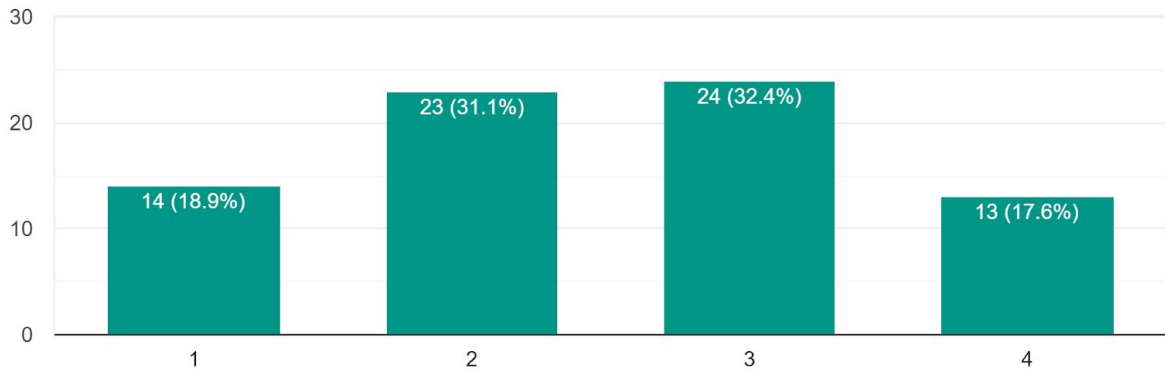
After analyzing school wide data it was evident that the current phonics instruction embedded in Wonders was not sufficient to meet the rigor embedded in the CCSS. Grade level conversations elevated a concern that school data indicated an extensive need for phonics instruction for all students well below their enrolled grade level expectations. While attending Lucy Calkins' Writing Workshop training, coaches examined the phonics units of study materials on display, noting that the format was designed to transfer the skills into both reading and writing. After reviewing the sample lessons, it was noted that they were developed in alignment with the developmental progression of decades of research. The lessons included authentic engaging activities to support instruction that was not grounded in worksheets or being taught in isolation. During instruction, students are taught to use what they know to be problem-solvers, word scientists, super-power readers, and writers.

The figure below shows staff responses to the Lucy Calkins Writing Phonics survey question.

Results indicate that 50% of the staff rated this a 3 or 4.

Lucy Calkins Writing / Phonics

74 responses



Schoolwide Critical Area for Follow Up (WASC) # 3: *Critical and high priority school wide data will be analyzed and reported to staff in order to draw conclusions and modify components of the school program to positively impact student achievement. (e.g. student attendance patterns, grading, student achievement in curricular areas, or student behavior patterns)*

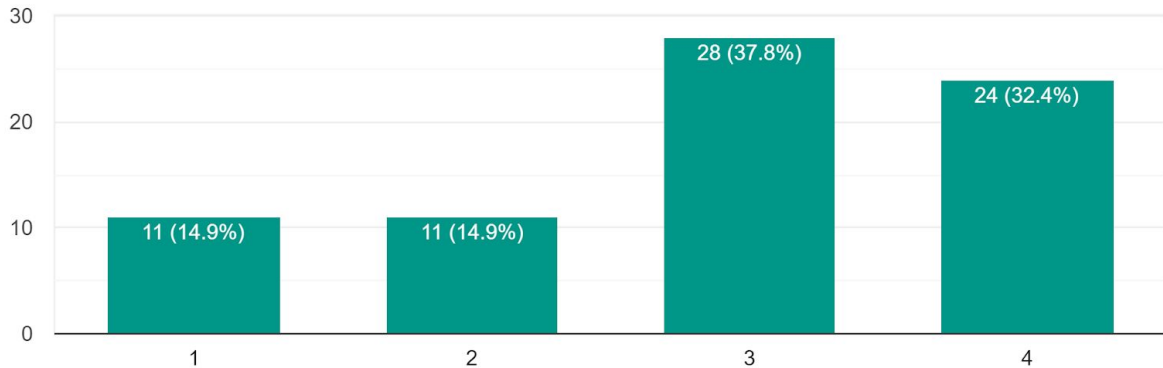
The school analyzed the data from the WIDA access, Dibels and iReady and found that our EL students were not progressing at the same rate as their General Education peers. The staff met to review the schoolwide data and concluded that certified teachers would positively impact our EL students achievement levels. They also concluded that students in all grade levels needed small group support, via both push-in and pull-out services. Our Financial Plan includes Enabling Activity # 40, stated as follows:

40. Continue to develop and implement an ELL Program that includes instruction, support, progress monitoring, and supervision of personnel.

The figure below shows staff responses to the EL Teachers for All Grade Levels survey question. **Results indicate that 70.2% of the staff rated this a 3 or 4.**

EL Teachers for All Grade Levels

74 responses



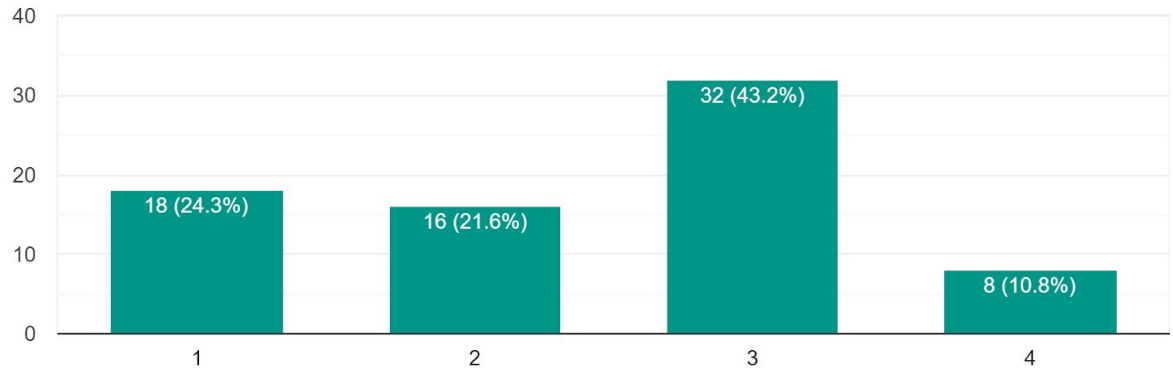
Instructional Leadership Team (ILT) Changes

All schools in the West Hawaii Complex are required to have an Instructional Leadership Team (ILT) by the Complex Area Superintendent. The primary goal of the ILT is to identify and implement a powerful instructional practice that will result in increased student achievement. In SY 2016-17, the ILT at KES identified the need to establish a writing cycle over a three-year period. However, in SY 2017-18, after re-examining schoolwide data, the ILT focused on learning targets as the powerful instructional practice. In SY 2018-19, the focus remained on learning targets, with the addition of the identification of success criteria in the area of writing. It has been difficult to maintain progress with implementing the powerful instructional practice for two reasons. The membership of the ILT changed each year and support for ILTs at the Complex level has been inconsistent.

The figure below shows staff responses to the ILT Changes survey question. **Results indicate that 54% of the staff rated this a 3 or 4.**

ILT Changes

74 responses



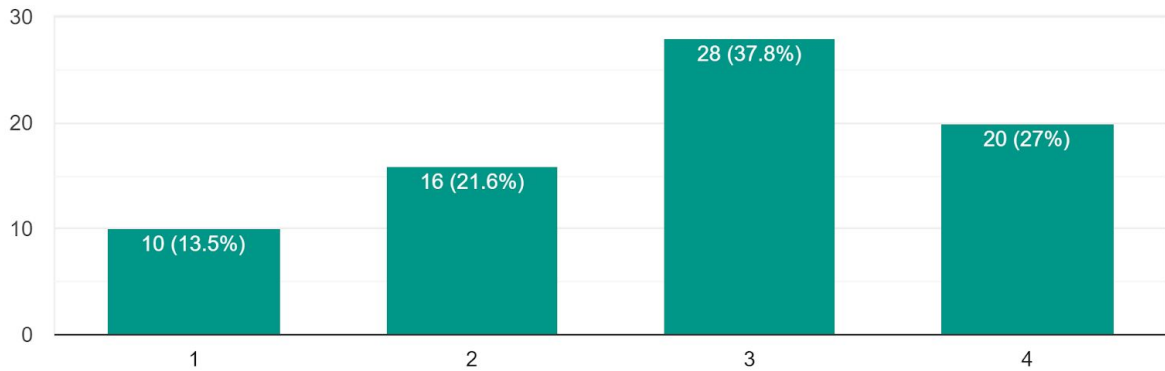
iReady and DIBELS

In SY 2017-2018, KES adopted both iReady and Dibels as academic screeners. The iReady program serves as our academic screener and as an online instructional tool utilized for RTI. The Dibels reading assessment was adopted in SY 2017-2018 to replace the DRA assessment. The Dibels tool allows teachers to track reading fluency as well as assess and progress monitor discrete reading skills essential in creating proficient readers.

The figure below shows staff responses to the iReady and DIBELS survey question. **Results indicate that 64.8% of the staff rated this a 3 or 4.**

iReady and DIBELS

74 responses



Schoolwide Critical Area for Follow Up (WASC) # 4: *The school will collaboratively develop and implement a Professional Development Plan with a focus on its high priority areas.*

Our Financial Plan includes Enabling Activity # 32, stated as follows:

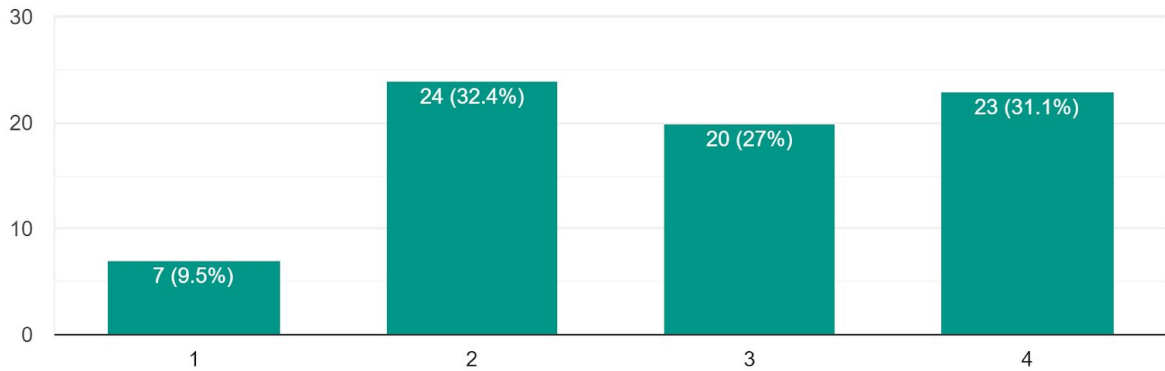
32. Continuous PD: GLAD - implement strategies school wide, with a focus on addressing the needs of ELLs.

All our teachers have been trained in GLAD strategies. Our first year teachers have been offered a half-day workshop to introduce them to GLAD strategies. Many of our teachers have also had follow-up training in GLAD strategies.

The figure below shows 31.1% of our teachers believe GLAD training is impactful in increasing student success. **Results indicate that 58.1% of the staff rated this a 3 or 4.**

GLAD Training

74 responses



Year 1 Follow-up (non-credit) Series Outcomes

- Increase depth of knowledge and implementation of Year 1 OCDE Project GLAD® Strategies and WIDA resources.
- Further develop the OCDE Project GLAD® network that includes online sharing of standards-based resources to support English learners with accessing reading and writing standards across the content areas.
- Document student achievement and educator successes related to the OCDE Project GLAD® Instructional Model.
- Increase leadership capacity and teacher collaboration built through OCDE Project GLAD® site-based leads.

Restorative Practices

Restorative practices have been practiced/are practiced by many *indigenous populations* throughout the world (although they are not called “restorative practices”). They are living practices that are still well and alive today, such as Ho’oponopono. The practices are rooted in community, connection, belonging, and interdependency. The practices have been gifted to various communities and practitioners in recent decades. The criminal justice system started to adopt the practices. This has led to the recent emergence (within the criminal justice

system) of *restorative justice*. The purpose is to involve both victim AND offender in the process of repairing harm, and provide high support throughout the process for both parties. Restorative approaches, such as victim-offender conferences, have been explored. The data for such programs has been promising. Educators then pondered if RJ could be used *preventatively*. A need for a community building emphasis, centered around *a positive school climate and culture*, was recognized. Restorative practices help us to develop a culture and climate that is worthy of *restoring back to* when trouble / harm occurs.

Based on the 2018-19 school year data for absenteeism, discipline referrals, and academic achievement, the KES faculty and staff identified a need to develop systems and structures to address the achievement gap, specifically for disenfranchised students (EL Students, Low SES Students, Pacific Islander Students, and IDEA Students). Quantitative data (staff survey) identified restorative practices as a means for collaborating around equity to support the KES community. To establish this new school design, a Restorative Practices Coordinator (RPC) position was created for the 2019-20 school year.

During the 2019-20 school year, the RPC has worked to increase training opportunities, and expand capacity. Some of the trainings that have been brought to our KES community are Circle Keeper training, Repair of Harm training, Restorative Practices Implementation training, Trauma-Informed Practice training, *MindUP* SEL Curriculum training, and Na Hopena A'o training (state culturally responsive teaching initiative). Further, the RPC has worked to support teachers that are not trained by keeping circle in their classrooms. By building relationships with students and their teachers, we are able to be more responsive to students' needs. For the same reasons, the RPC has increased opportunities for staff to be in circle. Staff are given weekly opportunities to build relationships and connect in circle.

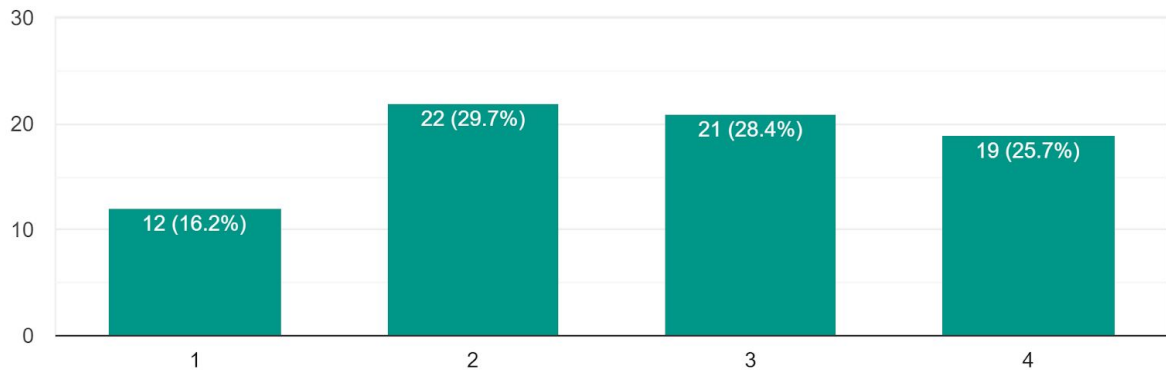
Moving forward, the KES staff aims to increase opportunities to become a more restorative school. As we build capacity, we look at utilizing restorative practices in PLC spaces, with families, and with the community. We continue to support the development of our RPC and staff with a veteran coach, Hanaa Arafat.

The figure below shows staff responses to the Restorative Practices and SEL survey question.

Results indicate that 54.1% of the staff rated this a 3 or 4.

Restorative Practices and SEL

74 responses



Teacher Clarity and PLC+ Framework

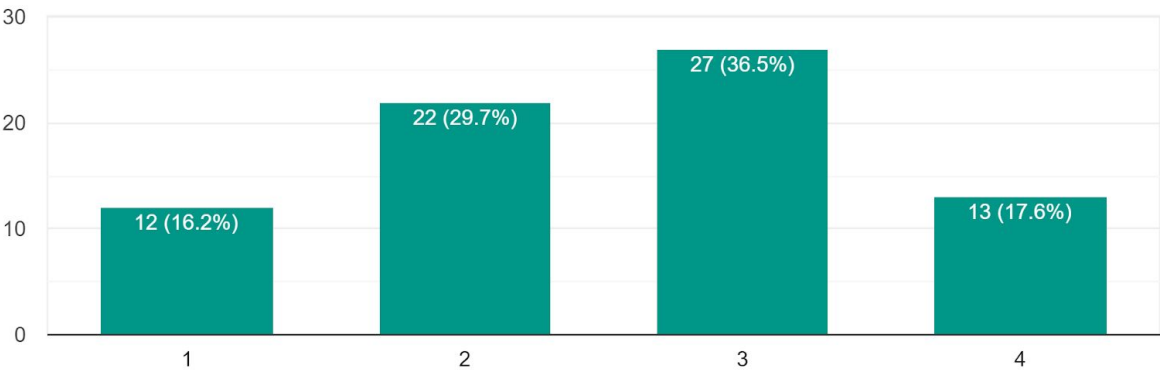
The school has been focusing on teacher clarity and the collaborative PLC+ framework.

Teacher clarity has led the school to hone in on developing learning targets and success criteria to be utilized by students and teachers. In connection to this work, KES had adopted the PLC+ framework to restructure its professional learning communities with the goal of enhancing pedagogical knowledge, content knowledge, and student learning.

The figure below shows staff responses to the Teacher Clarity and PLC+ Framework survey question. **Results indicate that 54.1% of the staff rated this a 3 or 4.**

Teacher Clarity and PLC+ Framework

74 responses



V: Academic Plan Refinements

Following our last full WASC Self-Study and Visit in Spring 2017, enhancements were made to our three- year2017-2020 Academic Plan to reflect the Critical Areas for Follow Up. Enabling activities were developed and assigned to either Administration and ART or Cadres for implementation. The Critical Areas for Follow Up (WASC) are listed below, with the corresponding enabling activities being implemented in the current 2017-2020 Academic Plan.

In January, 2020, the ART met to reflect on these enabling activities and how the school might take steps to create a more effective Academic Plan for SY 2020 - 2030 in the months ahead. The team sat “in circle,” with members taking turns offering their thoughts and ideas about each of the four Critical Areas for Follow Up and the corresponding enabling activities. We discussed successes and challenges, and considered ideas for change. A summary of the team’s comments and suggestions for enhancing the enabling activities appears under each Critical Area for Follow Up below.

1. The school will define areas of responsibility, develop inclusive processes for making decisions, and establish effective communication among all staff to promote a cohesive school culture.

The school’s leadership team (ART) and Administration are accountable for one enabling activity added to the Academic Plan to address this area:

- increasing time teachers and staff have to share and collaborate with one another on differentiation and best practices to meet student needs.

Summary of ART Circle:

The ART feels there is a disconnect or mismatch between the multilayered Critical Area for Focus and the single enabling activity that was created to address. Moving forward, the team would like to break the Critical Area for Focus apart and thoughtfully design enabling activities to address the different parts (e.g., defining areas of responsibility; developing decision-making processes; establishing effective communication). Members of the ART feel strongly that the enabling activities must reflect the continued need for transparency around the work different staff members do and decision-making processes at school. The team feels

the new PLC+ and Student Support Team structures offer opportunities for growth in this area, provided teacher voice is honored and ample collaboration time is allotted. In addition, the team feels it's vital to define what "cohesive school culture" means to KES community and ensure that all stakeholders share a unified vision and mission. Our work in circles should continue to offer our community an effective vehicle for relationship building, communication and problem-solving.

2. The school will make agreements regarding the functions, responsibilities, and protocols of the various instructional initiatives including but not limited to Leadership teams, Data teams, and Rtl and effectively communicate them to the entire staff.

ART and Administration are accountable for several enabling activities added to address this area, including:

- revising the schoolwide discipline system
- clarifying functions, expectations, and protocols for leadership, data teams, and Rtl systems
- further developing the EL Program
- clarifying areas of responsibility and decision-making
- researching and developing peer coaching and microteaching system

Summary of ART Circle:

The ART noted that identifying functions, responsibilities, and protocols involves decision-making; thus an inclusive process is needed to reach agreement. Moving forward in our new Academic Plan, the "various instructional initiatives" need to be specifically stated, each with their own enabling activities having measurable (SMART) goals and well-defined measuring tools. At KES, these initiatives include DIBELS, i-Ready, Lucy Calkins Writing and Phonics, MindUP, PLC+, and Rtl. The different "leadership teams" (e.g., ART, ILT) also need to be clarified for all stakeholders, and enabling activities with specific goals assigned to each.

3. Critical and high priority school wide data will be analyzed and reported to staff in order to draw conclusions and modify components of the school program to positively impact student achievement. (e.g. student attendance patterns, grading, student achievement in

curricular areas, or student behavior patterns).

The Assessment Cadre, ART, and Administration are collectively accountable for two enabling activities added to address this area:

- Critical and high priority data will be analyzed by the Assessment Cadre and the ART and reported to staff.
- The faculty/staff will draw conclusions from the schoolwide data and modify components of the SY 2017-20 Academic Plan, as needed.

Summary of ART Circle:

In addition to clearly defining “critical and high priority schoolwide data” for all stakeholders, the ART feels strongly that we need to widen the scope of the data we look at, with an emphasis on the whole child and gathering evidence, not just numbers. The team acknowledges the continued need to better utilize the data we collect, and to dedicate more time looking at student work and doing goal-setting. However, the work cannot fall on the shoulders of one Cadre alone; ART members would like to see more sharing of data between different groups. The new Academic Plan should include enabling activities that foster a systematic vertical flow of data and information about student growth, with regular and effective progress monitoring at predetermined checkpoints. Although we have used data to modify the attendance program, the reading assessment process, and behavior supports, the team sees an opportunity to enhance the Academic Plan to ensure that all programs are more closely monitored and modified as needed.

4. The school will collaboratively develop and implement a Professional Development Plan with a focus on its high priority areas.

ART and Administration have been accountable for identifying the professional development (PD) needs of the staff, based on the school’s high priority areas. PD offerings have thus been focused on the following:

- Stepping Stones (Math curriculum)
- Using i-Ready (universal screener) data to effectively inform whole and small group instruction

- Wonders (Language Arts curriculum) including integration with Science, Social Studies and Health
- GLAD strategies, with a focus on addressing the needs of ELs

Summary of ART Circle:

Although the ART believes that differentiated PD is critical to ensure the success of our programs, team members insist that we are offering an overwhelming amount, causing teachers to be out of their classrooms too much and unable to process all they are learning. The team also believes the new Academic Plan should include a well-defined and inclusive *process* for creating a long-term plan. This process should ensure a thoughtful selection of PD opportunities - in response to teacher feedback (e.g., a year-end PD survey) and students' needs - which align with our high priority areas and vision. The "why" behind each PD opportunity should be clearly articulated to foster engagement and commitment. In closing, several team members suggested that there needs to be more support and follow through after each PD to ensure effective implementation and accountability.

Based upon the findings in the recent Mid-Cycle Progress Report and Visit, the ART will begin work on the next SY 2020 - 2030 Academic Plan this Spring. The school intends to hone its focus on its high priority areas of improving differentiated Tier 1 instruction, with an emphasis on literacy, writing, and social emotional learning under the umbrella of restorative practices to meet the needs of all children.