**COMPREHENSIVE NEEDS ASSESSMENT (CNA)**



**WHERE IS THE SCHOOL NOW: *What does the data say?***

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| **Demographic Data – Who are we?**  (e.g., Trend Reports, SSIR, Strive HI , LDS reports – attendance; discipline; enrollment; characteristics of the students, staff, and community; etc.). Consider look fors among various populations: students, community, parents, teachers, and administration.  **Reflective Questions to keep in mind:**  How has the enrollment in the school changed over the past three years? What percentage of the school is in the high needs group? How has the high needs students changed over the past three years? Is chronic absenteeism a challenge? Is there a pattern of high absenteeism for specific student population? Intersecting data: What are the differences in student achievement results because of attitudes related to whom students have as teachers? Is there a relationship between attendance and standardized achievement growth? Do students who attend school every day perform better on the state assessment than students who miss school for more than ten or more days? | |
| **Summary of Data/List of Data Sources:**  Enrollme**nt**  SY 2016-17 is 478 (9/6/16) approx 100 GE  SY 2015-16 was 491  SY 2014-15 was 534  SY 2013-14 was 588  Enrollme**nt by Grade Level**  PreSchool - 14 (2 teachers) = 7 per class  Grade K - 83 (5 teachers) = 16/17 per class  Grade 1 - 78 (4 Teachers) = 19/20 per class  Grade 2 - 67 (3 Teachers) = 22/23 per class  Grade 3 - 82 (4 Teachers) = 20/21 per class  Grade 4 - 80 (3 Teachers) = 27/28 per class  Grade 5 - 70 (3 Teachers) = 23/24 per class  IDEA: 55  Active ELL: 53 active and monitored (23 active) SY 2016-17  64 active and monitored SY 2015-16  Enrollme**nt Demographics: 2016-17**  41% Low SES (195 children)  5% ELL  12% IDEA - 15 children with specific learning disability, 11 developmental delay, 11 Speech or Language Disability, 7 Autism Spectrum Disorder, 6 Other Health Disability, 3 Multiple Disabilities, 1 Intellectual Disability  Ethnicity:  62% White  11% Filipino  9% Native Hawaiian  8% Hispanic  11% Other  Attendance:  2016-17 - 95.86% (9/6/16) - average of 28 absences per day  2015-16 - 95.11%  2014-15 - 96.97%  ELL  14 different languages  Spanish - 46%  Ilokano - 16%  Japanese - 8%  STRIVE HI  Demographic group/s to “watch” - ELL is priority followed by  SPED (GAP between these two groups and non-high needs still large)  Closer look at students within these two (ELL and SPED) categories need further identification and analysis of interventions  SSIR (most current report is from SY 2015-16) - School Status and Improvement Report  Teachers Average Years of Experiences = 10.7  Teachers with 5 or more years at Kamalii = 13/33  100% fully licensed  Teachers with advanced degrees = 15/33  Highly Qualified Teachers: 100% 2016-17  100% 2015-16  GLAD trained: 12-13 | |
| **Strengths** | **Challenges** |
| Attracting GE from other areas   * Lots of GEs (about 100) * ELL population is declining (5%) * 100% licensed & highly qualified (HQ) teachers * High Average teaching experience (10.7) * Low teacher: student ratio | * Declining enrollment (down 100 students in past 4 years) * Diversity (income, background) * ELL students’ home language is more diverse   - 14 different language represented   * 41% Low SES [do not qualify Title 1 Funds (eligibility 47.2%);   large population   * Extended vacations taken by students/families impacting data for chronic absenteeism * 17% chronic absenteeism |
| **Summary of Analysis of data:**   * Attendance: Impact of absences upon student achievement needs to be documented   + Process for parent involvement and notification need to be utilized * Enrollment: Trends and reasons for declining enrollment needed   + Cost of living and lack of affordable housing in the Kamali’i geographic area is higher than in neighboring school district   + Programs at other schools including charter school affect Kamali’i * Low SES (financially disadvantaged): Do not qualify Title 1 Funds   + Limited support and resources for this population * Geographic exemptions (GE) comprise approximately 20% of our student population   + Need to research whether the GE have also contributed to the increase in Low SES and ELL | |
| **DEMOGRAPHIC DATA Implications for developing the academic plan**   * Need for on-going professional development for staff to address needs of ELL, low SES students and to provide differentiated instruction * GLAD training for staff to support needs of English Language Learners (ELL)   + Goal: 100% staff GLAD trained * Teachers would like support of low class size so that they can meet the needs of low SES, IDEA, ELL, GT population, RTI tiers 1 and 2 instruction * Formal school letter regarding absences and extended vacation (homework not given when on vacation) families may not withdraw families when on vacation when worded in this manner , possible classroom tracking of absences to encourage school attendance * Increase number of geographic exemptions - publicize process and programs Kamali’i has to offer (webpage, facebook, etc) * School does not qualify for Title One funds (47.2% eligibility vs Kamalii 40.5%)   + - make information available to families - possibly make it part of registration | |

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| **Perceptual Data – How do we do business?**  (e.g., SQS, Tripod survey, parent/community surveys, student surveys, staff surveys, interviews, etc.)  **Reflective Questions to keep in mind: \*\* how do we know if surveys are anonymous?**  Are the students who are getting the best grades also reporting satisfaction with the learning environment?\*\* How do students, parents, staff, administration, and/or community perceive the learning environment? Are there differences in how students perceive the learning environment, based on: Whom they have as teachers?\*\* The students’ participation in different programs?\*\* | |
| **Summary of Data and List of Data Sources:**  **Data Sources: Tripod Survey, School Quality Survey, Parent Survey Fall 2016**  [**LINK to SQS Spring 2016**](http://arch.k12.hi.us/PDFs/sqs/2016/Maui/431SQS2016.pdf)    **Tripod Spring 2015**  **7C Overall Score - 73%**  **Care - 85%**  **Challenge - 77%**  **Control - 59%**  **Clarify - 81%**  **Captivate - 64%**  **Confer - 70%**  **Consolidate - 74%**  **Fall Parent Survey 2016: 121 responses covering 137 students or 29% of the student body**  **81% of parents strongly agree or agree that the school provides a safe physical environment for their child.**  **80% of parents strongly agree or agree that the school provides a safe emotional environment for their child.**  **82% of parents strongly agree or agree that their child is treated fairly by their teacher at school.**  **77% of parents strongly agree or agree that they are satisfied with the quality of education their child is receiving.**  **72% of parents strongly agree or agree that the school gives them opportunities to participate in important decisions about their child’s education.**  **Most mentioned strengths in the survey were:**  **-high quality, caring, teachers and staff (59)**  **-sense of community, community activities, welcoming parent involvement (32)**  **-quality of academics/education and supports to reach all learners (31)**  **-many activities/learning opportunities (24)**  **Most mentioned areas for improvement were:**  **-PE and/or PE teacher (10)**  **-more arts and/or art teacher (10)** | |
| Strengths | Challenges |
| SQS Data - Parents well-being dimension is 96%, other dimensions also higher than previous years  SQS 2016   * 97% of 4th/5th grade students participated and 96% of teachers * Students feel safe at school (5.8 Average Rating) * Students feel that the rules are clear (5.9 Average Rating) * Students feel that their teachers give help when it is needed (6.0 rating) * Students feel that teachers want them to learn a lot and that teachers teach new things in school (6.5, 6.0 Rating) * Parents believe that their child has a caring adult to ensure their child’s safety at school (6.1 av rating) * Parents feel strongly about their child’s well-being at school (overall average rating 6.2) * Parents feel that their child’s teacher seeks ways to improve their child’s academic progress (6.0 rating) * Parents feel that teachers are available to discuss their child’s work or behavior (6.2 rating) * Parent feel strongly about the involvement opportunities they have and engagement of their children (overall average rating 5.9) * Teachers feel that they have colleagues at school who care about them (6.2 rating) * Teachers feel that they grounds and facilities at school are safe (5.9 rating) * Teachers feel safe at school (5.7 rating)   Tripod - Fall 2015   * Care - 85%   + “Your success and well-being really matter to me in a serious way.” * Challenge 77%   + “I insist upon rigor - understanding, not just memorization - and your best effort.” * Clarify - 81%   + “I have multiple good explanations when you are confused I will help you understand.”   Fall Parent Survey 2016   * Parent feel that we are providing a safe physical and emotional environment for their child and also feel that their child is treated fairly by teachers at school (80% +) * Parents have many positive comments about our high quality teachers and staff | SQS Data- Teachers well-being, safety, satisfaction and engagement scores is an area of concern  SQS 2016   * Low parent participation in survey (32% of 4th/5th grade parents) * Students are neutral regarding their opinion about whether other students at the school who do not behave are disciplined (rating 4.7) * Students are neutral regarding feeling safe from the mean kids at school (rating 4.8) * There were not any average ratings by parents that were below 5.0 (agree) on the survey * Lowest question was Teachers #18. For teachers/staff, I feel comfortable speaking to my school administrator. (3.7 average rating) * Teachers are providing a neutral rating about whether they are treated fairly at school (4.1) * Teachers are providing a neutral rating about the quality of resources the DOE provides (4.2) * Teachers are providing a neutral rating about whether leadership provides them with effective advice when they have problems on the job (4.2) * Teachers are providing neutral ratings for the overall categories of satisfaction (4.7), Involvement/Engagement (4.6) and Well-Being (4.8).   For Parent Conferences--- give parents a ticket to take SQS and earn a green ticket for completing survey. Have coffee or refreshments in the library. Survey available at [bit.ly/2dc3glS](http://bit.ly/2dc3gIS)  Tripod - Fall 2015   * Captivate - 64%   + “I make lessons intellectually relevant and stimulating because they are important.” * Control - 59%   + “Our class is orderly, on task and respectful, with learning as our first priority”   Fall Parent Survey 2016   * 72% of parents feel that they are given opportunities to participate in important decisions about their child’s education. * Parents feel that we need to add to/ improve PE and arts opportunities for our students. |
| **Summary of Analysis of Perceptual Data:**   * Parents feel strongly about how the school provides for the well-being of their child * Teachers feel neutral about their own well-being, safety, satisfaction and engagement, which is a concern * According to the SQS, teachers do not feel comfortable speaking the the school administrator * Students feel cared for, challenged, and are given clarity when they don’t understand concepts * Students do not feel that teachers have “control” in the classroom * Parents would like to be given more opportunities to participate in important decisions about their child’s education * Parents would like to see more opportunities for PE and Arts | |
| **PERCEPTUAL DATA Implications for developing the academic plan:**   * Dialogue about how to foster a positive environment among staff, trainings, morale and team building among all staff (certificated, admin, classified all included) * Active steps we can take to establish a positive support system for staff * Perceptual data (SQS, Tripod, etc) needs to be discussed with staff and action plans developed for how to raise scores in areas of concern rather than just receiving the data year after year with no action * We need to develop a plan for increasing parent participation in SQS * We need to improve communication about how we are providing PE/Art opportunities for students and add to programs * We need to provide parents more opportunities to participate in decisions about their students’ education | |

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| **Student Learning Data – How are the students doing?**  (e.g., Strive HI Reports, HSA Reports, ACT, WIDA, Universal Screeners, School Wide Assessments, Program Assessments, report card grades, etc.)  **Reflective Questions to keep in mind:**  Which achievement, growth or gap index received less than 5% of the points? Is it the same indicator for each grade level tested? What indicator is identified as the major area of need? In which grade level(s)?  How did the high needs students perform on the state assessment? Looking at the trend over the past years, is there growth in proficiency attainment for each of the high needs group? Are some groups of students doing better than others? Are the grade levels or departments making greater progress? Intercepting data: How have students in the ethnicity groups scored on the state assessment? Is there a difference in student achievement results by program participation? By co-curricular programs? What are the differences in student learning results based on who the students are and how they are taught to learn? What are the difference in the result we are getting, based on whom we have as students and how they are taught? How would they prefer to learn? Are we utilizing program models that will ensure students’ long-term academic achievement? | |
| **List of Data Sources:**  **SBA 2015-2016:**  *Reading*: Grade 3 - 63%, Grade 4 - 66%, Grade 5 - 64% (Historical 2014-2015 Reading: Grade 3 - 54%, Grade 4 - 53%, Grade 5 - 68%)  *Math*: Grade 3 - 75%, Grade 4 - 62%, Grade 5 - 54% (Historical 2014-2015 Math: Grade 3 - 50%, Grade 4 - 54%, Grade 5 - 61%)  Reading Growth: 2015-16 - 67 MGP, 2014-15- 60 MGP (50 MGP = 1 year worth of growth)  Math Growth: 2015-2016 - 60 MGP, 2014-15 - 65 MGP (50 MGP = 1 year worth of growth)  **HSA Science 2015-2016**  Grade 4: 86% Historical: 79% (2014-2015), 65% (2013-2014), 54% (2012-2013)  **HSA-ALT 2015-2016**  Students tested (4) - Reading: 25%, Math: 33%  Math from 43% SY 2013-14 to 65% SY 2014-15  Reading from 51% SY 2013-14 to 60% SY 2014-15  **WIDA**  SY 2015-2016, 23 Students Took the ACCESS test  21/23 had a gain over 0.5 (expected growth)  **STAR SY 2015-2016 GROWTH**  Reading: Grade 2: +151 SS, +1.1 GE, Grade 3: +154 SS, +15 PR, Grade 4: +107 SS, +1.0 GE, Grade 5 + 78 SS, + .7 GE  Math: Grade 1: +142 SS, +1.2 GE, Grade 2: +142 SS, +1.4 GE, Grade 3: +108 SS, +1.4 GE, Grade 4: +88 SS, +1.5 GE, Grade 5: +58 SS, +1.1 GE  **Dibels**  Kindergarten:  Beginning of the year: 64% Intensive, 19% Strategic, 18% Core  End of the year: 32% Intensive, 23% Strategic, 45% Core  Growth: -32% Intensive, +4% Strategic, +27%  1st Grade::  Beginning of the year: 22% Intensive, 24% Strategic, 54% Core  End of the Year: 16% Intensive, 30% Strategic, 55% Core  Growth: -6% Intensive, +6% Strategic, +1%  2nd Grade:  Beginning of the year: 37% Intensive, 33% Strategic, 30% Core  End of the Year: 25% Intensive, 40% Strategic, 35% Core  Growth: -12% Intensive, +7% Strategic, +5%  3rd Grade  Beginning of the year: 26% Intensive, 32% Strategic, 42% Core  End of the Year: 27% Intensive, 18% Strategic, 56% Core  Growth: +1% Intensive, -14% Strategic, +14%  4th Grade  **Beginning of the year: 25% Intensive, 21% Strategic, 53% Core**  **End of the Year: 27% Intensive, 25% Strategic, 48% Core**  Growth: +2% Intensive, \_+4% Strategic, -5c%  5th Grade:  **Beginning of the year: 29% Intensive, 34% Strategic, 37% Core**  **End of the Year: 46% Intensive, 28% Strategic, 26% Core**  OVERALL Grades k-5 Dibels  Beginning of the year: 34% Intensive, 28% Strategic, 38% Core  End of the Year: 29% Intensive, 27% Strategic, 44% Core | |
| **Strengths** | **Challenges** |
| * Students are showing growth in SBA ELA (all grades) and Math (3rd, 4th, 5th is flat) when same population subcategory of students is compared from previous grade level to current grade level * HSA Science proficiency levels continue to increase yearly * HSA Alt assessment proficiency is increasing yearly * 91% of students taking the ACCESS test exceeded expected growth | * How to improve 5th grade math scores to continue to show growth from year to year * Difficult to see growth for students in some data due to comparing grade level year to year rather than student population subcategory growth year to year * High absenteeism * Dibels scores do not show same level of growth as other test data * Students Math performance is hampered by lack of experience in engaging in performance task and DOK 3 and 4 questions |
| **Summary of Analysis of Student Learning Data:**   * Students are showing growth in all grade levels when population is compared itself rather than grade level (4th to 5th grade students) according to SBA and STAR tests. We are currently growing our students more than one year’s worth of growth in both subject areas in Star tests. Grade 5’s progress in STAR and SBA math is slightly lower than grades 3 and 4. * Science proficiency is continuing to show very large gains. * Chronic absenteeism remains high and continues to grow. | |
| **STUDENT LEARNING Implications for developing the academic plan:**   * Strategy to improve attendance needed. * Strategy to improve 5th grade scores in math needed. Supplemental math materials needed to support student’s critical thinking in mathematics/problem solving. * RTI push-in services for longer intervals during math/reading periods to be able to support many small groups concurrently. * Replace Dibels for upper grades for better comprehension measure * Find a source/materials for additional practice of performance tasks and DOK ¾ math questions | |

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| **School Processes Data – How effective are our processes?**  (e.g., School Leadership, Governance, Organization, Communication, Programs, Culture & Environment, Monitoring & Accountability, Standards Based Education, Assessment, the Decision Making Process, School Improvement Process, Professional Development Plan, Programs, RTI, etc.  **Reflective Questions to keep in mind:**  What are the instructional strategies used by the teachers in reading? In math?  What are the instructional strategies used by the teachers when a student doesn’t learn?  Over the past two-three years, have there been any significant changes in the programs?  Is there school-wide implementation of CCSS?  Is there instructional coherence? How are decisions made?  Is decision-making inclusive? Are decisions data-driven?  Is the school plan based on thorough analysis and incorporation of prioritized findings from a comprehensive needs assessment?  Does the plan consist of strategies, activities, people responsible, due dates, timelines and resources needed to be addressed to implement and achieve the vision and goals and to eliminate the contributing causes of the gaps or enhancing successful practices?  Is the school safe, clean, healthy, orderly place that nurtures learning?  Is the culture characterized by trust, care, professionalism, and high expectations for all students?  What information triggers a request for services outside of the classrooms? For ELL? For SPED?  What programs are operating in the school this year?  How effective is our RTI system? Have we fully developed all three Tiers in the RTI system? | |
| **List of Data Sources:**  Team Notes (ART, GLC, data team)  2014-2015 Academic Plan  2015-2016 Academic Plan  [RtI 2015-2016 Q4 Program Data](https://docs.google.com/document/d/1KL5w8KY0NwogiQMpuyA4DPggcZ-zuFYhHGM4m4GxXqY/edit) (link) | |
| **Strengths** | **Challenges** |
| * All classrooms are using CCSS aligned curriculum (Wonders, Stepping Stones) per data team notes, common assessment * Teachers have or will receive GLAD training and are implementing * Teachers who received AVID training are providing in-service training and implementing all school writes each quarter. * All new teachers have a school level mentor to help them with curriculum and teaching strategies * Teachers who go to PD share strategies and content with staff on what they learned * Diana Browning Wright training on behavior management * Parent Involvement is high at our school as evidenced by our PTA involvement and parent volunteers (unknown impact upon academic achievement) * Class sizes remain small at 23 students or below per class in grades K-5 (except grade 4) * Technology integration is high at our school. Each classroom has desktop computers, laptop computers, and ipads. In addition our school subscribes to many online programs to enhance learning including Discovery Ed, Raz Kids, IXL, Achieve 3000, and more. * Grades 2-5 have 1:1 chromebooks * District allocated social worker assists with both family contact as well as student behavioral interventions * ELL services and programs improvement for past 3 years is attributed to:   + full time ELL teacher (since SY 2014-15) vs part-time teacher (past practice),   + staff training (GLAD, WIDA) and implementation of strategies,   + additional tutoring for ELL students after school for one hour on three days each week. * Students are all taking universal screening tests 5 times per year (baseline, one time at the end of each quarter) * Bottom 5% of non-SPED students are being identified for Tier 3 RtI pull-out instruction 1.5 - 2 hours per week. * Consistent time for data teams to meet * GLCs identified and have meetings 1x per month * ART team structures are consistent from past year and meet at least 1x per quarter * 6 staff members (3 yr cohort) are attending Diana Browning Wright behavioral intervention training and sharing information with staff (funds 1 by WSF, 2 by SPED, 3 district, 1 admin & 1 SSC) * Identification of and services for “gifted and talented” students for 2 years (SY 2014-15 and 2015-16) * STEM lab created and utilized by all grade levels (SY 2015-16) through the use of the STEM kits (MEDB grant SY 2014-15) * “Specials” classes fine art (music & dance), garden, library * Rotation “block” (computer, Hawaiian Studies, character ed) allows for grade level mtgs (EES conferences, data team, student conferences) within the contractual school day | * Data collection tool needs to be developed to look for common practices and gather authentic data regarding implementation of Wonders and Stepping Stones CCSS curriculum * Our school needs common **grading** practices and policies * Inclusion - More work needs to happen on how we are including all students in the regular education setting in certain high need areas * The quality of parent involvement is unknown * Homework - varies greatly between teachers and grade levels * Article VI positions fluctuates based on SPED enrollment * Despite small class sizes most grades are not providing tier 2 interventions * Class sizes are large in grade 4 which is a testing grade (currently 27 students) * Leadership structure -   + Involving more people in leadership roles   + How/who decisions are made   + Clear roles, responsibilities, and decision-making of individuals and teams   + Consistent transmission of information; ensuring everyone gets the information; new staff getting information   + Resolution of concerns & Follow-through with decisions   + Staff feeling that even if they give input it is not valued * Schoolwide behavior expectations established and agreement that all will follow * Discipline Procedures -School level procedures need to be revisited, clarified and agreed upon for all to follow it. Procedures for extreme cases that are sent to the office need to be established collaboratively. * Attendance Program continuing to be refined including follow-up with family (home visits, conferences, referrals to court) and mailing notification to family * Many of the same staff members consent to be leaders on committees resulting in high load/responsibilities on same individuals * Not all SPED teachers are attending data teams * Problem-solving throughout the school   + we are good at identifying problems based on intuition and feelings but need to work data-driven decision-making * Our SPED program is not aligned with what is happening in the regular education programs and communication is often difficult between service providers |
| **Summary of Analysis of Strengths & Challenges:**   * CCSS aligned programs are being used in all classrooms but the extent to which they are being used is unknown. A tool/plan is needed to measure this. * Training is being shared based on district training being provided such as GLAD, AVID, and DBW. * RTI tier 3 and Gifted and Talented services are being provided consistently and data is being collected to monitor programs. * Leadership structure including roles and responsibilities are unclear * Technology use and programming is strong at our school * ART, Data teams, and GLC meeting schedules are consistent * Communication and articulation with SPED/regular ed needs improvement * Attendance and discipline policies and programs need to be refined and improved | |
| **SCHOOL PROCESSES Implications for developing the academic plan:**   * More work is needed to align homework and grading policies * Data collection tools need to be developed to look for common practices and gather authentic data regarding implementation of Wonders and Stepping Stones CCSS curriculum * Leadership structure including roles and responsibilities need to be clarified and communicated to all staff * Communication and articulation between SPED/regular ed needs improvement * Attendance and discipline policies and programs need to be refined and improved | |

**HOW DID WE GET TO WHERE WE ARE*?***

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| **Hypothesis of Contributing Causes: Why IS it working/Not working?** |
| Hypotheses for what is working:   * Science proficiency has increased due to emphasis by grade 4 teachers, STEM lab (consistent science instruction) and science Cyndi volunteer, science RtI (2015-2016) * A clear RtI system continues to be implemented and refined to make sure our bottom 5% of students is identified and given extra instructional support with an exit rate from the bottom 5% of 60%+ each quarter * All students are being assessed using universal screening tools 5x per year. * We have highly involved parents who expect strong communication from teachers and teachers are rising to that demand * CCSS common curriculum, pacing, assessments are now being used for 3rd year contributing to high growth and vertical articulation * People who are attending PD are sharing with the staff during Wednesday meetings   Hypotheses for what is not working:   * Decreasing enrollment may be attributed to cost of living and young families not moving into the area. This is consistent with other schools in the area. Average age of population in district does not include young families. * Inconsistency, lack of fidelity, or lack of data with regards to CCSS curriculum results in uneven experiences within grade levels and vertically in math and ELA. * We do not have a walkthrough tool or way of measuring common practices in classroom * Lack of a structure for discipline at the school may be contributing to students’ neutral responses about safety and discipline * Personal experiences may be contributing to neutral and negative perceptions about being treated fairly and feeling comfortable speaking to school administrator * If math scores are stagnant it could be due not having a sacred 60 minute math block and lack of supplemental resources * Interruptions in core blocks could be making an impact on student achievement scores, especially in math * Conversations with individual teachers about test scores are not happening to get support in increasing them * Lack of consistent awareness in attendance tracking and plan for truancy consequences - students and teachers should be more involved with attendance * SPED dept structure made it difficult for communication and articulation |
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**WHERE DOES THE SCHOOL WANT TO BE: *What is the school’s mission and vision?***

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| **Mission/Purpose/Vision/Goals**  **Reflective Questions to keep in mind.**  Does the Strategic and Academic/School-wide Plan align with the vision and goals of the school? Do the school administrator and /or school leadership team effectively orchestrate the school to achieve its vision, mission, and goals? Is there a common understanding of the mission, purpose, vision, and goals of the school? | |
| Mission -  We are professional educators and lifelong learners who plant the seeds of knowledge, strength and courage in our students. We collaborate, problem solve, and demonstrate innovative expertise in our instructional methods to empower our students to compete globally in an ever-changing technological world. We at Kamalii Elementary are “Committed to Excellence!” | Vision/Goals  Where Do We Want To Go?  (See below) |
| **Analysis of Mission, Purpose, Vision and Goals:**  **Mission/Purpose:**  We engaged in the process of revisiting our mission and vision here at Kamalii last school year. Our previous vision was the slogan “Committed to Excellence” and our vision was an acronym using our mascot (Pueo). We tried to incorporate these principles in our mission and vision process. We are using the Victoria Bernhardt model for continuous school improvement in order to revisit our mission and vision. The first part in this process was creating our core values and beliefs regarding curriculum, instruction, assessment, and environment. We then used these values and beliefs to craft and vote on our mission statement. We have crafted our vision for this mission statement using the same four categories: curriculum, instruction, assessment, and environment.  Our mission is founded on the idea that we are committed to excellence. Within this idea, we want to acknowledge that we are all lifelong learners at our school. As educators we seek to improve and we want to seek the same in our students. We are working to create learners to are on the path to college and career readiness through technological experiences as well as innovative experiences. We work to make sure our students are collaborative and persevere when solving problems. This mission is seen in our commitment to the Common Core State Standards and the purchase of new curriculum aligned to these rigorous standards. Students are provided with educational experiences that allow them to solve problems and show their knowledge in multiple ways, collaborate with peers, and utilize technology. Technology is seen throughout our school in all classrooms. Each classroom utilizes desktop computers, laptop computers, ipads, and projectors. Students participate special area classes such as computer classes, Hawaiiana, music classes, and in order to provide enriching opportunities for all.  Vision/Goals: Our goals can be seen through our vision. Commitment to excellence is seen throughout our school daily. Teachers are providing standards based instruction, rubric based grading systems, and collecting data on student achievement. When students are struggling they are given a variety of supports based on their need including RtI supports within the classroom as well as in pull-out groups, tutoring, and with various service providers (ELL, SPED, etc). We aim to have instruction that is differentiated within classrooms to reach all learners. | |
| **MISSION AND VISION Implications for developing the academic plan:**   * A common understanding by all staff members/teachers regarding what excellence means is needed. This relates to challenges raised about common grading and expectations (process data). * Data collection about processes such as implementation of Stepping Stones and Wonders, tier 2 RTI, and attendance is needed so that we are making data driven decisions. | |

**HOW DOES THE SCHOOL PLAN TO GET TO WHERE THEY WANT TO BE: *What will be the focus of academic plan?***

Review and determine commonalities across the implications and to narrow the focus of your academic plan.

**LOOK FOR IMPLICATION COMMONALITIES**

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| **demographics** | **student, staff, parent questionnaires** | **student learning** | **process data** |
| * Need for on-going professional development for staff to address needs of ELL, low SES students and to provide differentiated instruction * GLAD training for staff to support needs of English Language Learners (ELL) * support of low class size * Make Title 1 information make information available to families - possibly make it part of registration * Increase number of geographic exemptions * **Formal school letter regarding absences and extended vacation** | * Dialogue about how to foster a positive environment among staff, trainings, morale and team building among all staff (certificated, admin, classified all included) * Active steps we can take to establish a positive support system for staff * Perceptual data (SQS, Tripod, etc) needs to be discussed with staff and action plans developed for how to raise scores in areas of concern rather than just receiving the data year after year with no action * We need to develop a plan for increasing parent participation in SQS * We need to improve communication about how we are providing PE/Art opportunities for students and add to programs * We need to provide parents more opportunities to participate in decisions about their students’ education | * **Strategy to improve attendance needed.** * Strategy to improve 5th grade scores in math needed. Supplemental math materials needed to support student’s critical thinking in mathematics/problem solving. * RTI push-in services for longer intervals during math/reading periods to be able to support many small groups concurrently. * Replace Dibels for upper grades for better comprehension measure * Find a source/materials for additional practice of performance tasks and DOK ¾ math questions | * More work is needed to align homework and grading policies * Data collection tools need to be developed to look for common practices and gather authentic data regarding implementation of Wonders and Stepping Stones CCSS curriculum * Leadership structure including roles and responsibilities need to be clarified and communicated to all staff * Communication and articulation between SPED/regular ed needs improvement * **Attendance and discipline policies and programs need to be refined and improved** |
| **What are the common and/major strands across the implications listed above? The BIG ideas?**   * **Continue to refine and improve differentiated support to support diverse learners (ELL, SPED, Struggling Students, GT), specifically in the area of mathematics** * **Create/refine a clear attendance monitoring and follow-up system to improve chronic absenteeism** * **More work on the processes/ data collection to get common/school-wide practices (grading, policies, homework, CCSS implementation) in place and concrete follow-through plans** | | | |