MID-CYCLE VISIT
VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

ADMIRAL CHESTER W. NIMITZ

ELEMENTARY SCHOOL

520 Main Street

Honolulu, Hawaii 96818

Central District / Radford Complex

Original Visit: April 11 - 14, 2016

Date of Mid-Cycle Visit: February 27, 2019

Visiting Committee Members

Donna Min Shiroma
Hawaii DOE, Retired

Esther Hughes
Complex Area Teacher, EL
West Hawaii Complex Area

I. Introduction

Admiral Chester William Nimitz Elementary School is located next to Joint Base Pearl Harbor in the Central District. NES is one of seven elementary schools in the Radford Complex. The school strives to meet the educational needs of approximately 720 students in preschool through sixth grade. At the first WASC visit, April 11 - 14, 2016, the school was granted a 6-year accreditation with a 1 day mid-cycle visit.

As reported in the Mid-Cycle Progress Report, the school uses data from STAR Reading Assessments, report card scores which include GLOs, along with the Strive HI data for SBA results for reading and mathematics. As a Complex Area initiative, Nimitz is implementing an RtI system for ELA in this school year 2018-19. Student achievement data is the core of the teachers discussions for individual students, as evidenced by Data Collaboration meetings using STAR data for decisions driving RtI and classroom instruction.

The overall Hawai`i State Assessment (HSA) for Nimitz Elementary School indicates that students in grades 3 - 6 have exceeded state benchmarks in reading and math since the 2015-2016 school year. Within the school, there was 40% turnover rate of teachers in grades 3 to 6 due to retirement, transfer, or leaving the state. This may account for slight decrease in the ELA scores in the SY 2016-2017 and the slight increase in SY 2017-2018 Smarter Balance Test. Student achievement declined on the state Smarter Balance Math Test over the years.

Over the past few years, the SPED population has been rising at Nimitz. Several factors may have contributed to this: out-of-state IEPs, increase in population, increase in the number of school level programs, high rate of transiency.

A number of developments have occured since the last visit. 1:1 technology, implementation of a Positive Behavior Intervention System (PBIS), Data Team Collaboration time, and Response to Intervention (RtI) are some of the developments. In addition, the Nimitz faculty addressed the need for a consistent method of grading for GLOs.

Nimitz has worked to ensure that all classrooms are equipped with 1:1 technology to enhance instruction and engagement in the classroom. The lower grade (K and 1st) classes have access to online resources and applications through the use of iPads and the 2nd through 6th grades have MacBook Air and/or Chromebooks.

A new Positive Behavior Intervention System (PBIS), SOAR, has been created and implemented in the 2018-2019 school year and is focused on Tier 1 behaviors students. This school-wide behavior matrix and referral system recognizes good behavior on campus. Parents and students have spoken highly of SOAR and the students are proud of their accomplishments. The system has yielded 520 positive behavior referrals which have resulted in 60 Spirit Stick redemptions.

Grade Level Data Collaboration Teams meet every 6 weeks for approximately 90 minutes with curriculum coordinators. They review, analyze, and reflect upon the newly implemented RtI system centered around language arts. Nimitz has taken on full implementation of RtI for the current school year. Classroom teachers work with the Tier 1 and 2 students for 30 minutes twice a week. Tier 1 students work primarily independently on their devices utilizing online programs (such as Achieve and KidBiz) or work on ELA focused curriculum. PTTs and PPTs, trained in the Sonday program, work in small groups during that time with the Tier 3 students. Professional development has been provided to the faculty and staff. Baseline data through the use of universal screeners such as STAR is collected and monitored to assess the impact on student achievement.

The Focus on Learning groups were reorganized to address changes in staff and new employees since the 2015 self-study and 2016 visit. NES administration and staff focused on the five identified growth needs from the 2016 visit. They used the Academic Plan as a guide to drive the professional development, collaboration, and articulation for grade level meetings. The mid-cycle report was written collaboratively by the Academic Review Team (ART) and FOL members with input from the entire faculty. The ART has been responsible for carrying out the school's follow up process.

II.   Progress on Critical Areas for Follow-up/Schoolwide Action Plan

1. Need: Continue to develop and emphasize analysis of data to make informed decisions regarding instructional interventions and differentiated instruction through an RtI process.
- Use of the universal screener, STAR Reading; students in the "urgent intervention" group were identified and provided reading intervention
- Implement CCSS Math and provide interventions to increase proficiency
- Implement CCSS ELA and provide interventions to increase proficiency
- Use data teams to monitor progress and analyze data

2. Need: Develop school-wide General Learner Outcomes (GLO) ratings, rubrics and checklists to ensure consistency in student expectations and grading.
- Implement school-wide GLO rubric to ensure consistency
- Develop ratings, rubrics, and checklists

3. Need: Provide professional development for further clarification and implementation of the math and language arts programs taking into account teacher input to determine needs.
- Provide Staff Development workshops and classes to teach effectively (Math/ELA)

4. Need: Continue to expand structured collaboration time to plan curriculum and pacing, evaluate student data, plan interventions and to align instruction vertically and horizontally in order to better address students' needs.
- Provide staff and data team time for articulation in ELA and Math
- Utilize Data Teams to analyze data and determine needs of individual students to make curricular adjustments.
- Provide Math/ELA interventions

5. Need: Increase integration of technology in instruction to support digital literacy development. (Nimitz Technology Integration Plan)
- Encourage teachers and students to utilize technology to support collaboration and digital literacy development
- Provide technology devices to students to support CCSS

III.   Commendations and Recommendations

A. Commendations:
- Nimitz Elementary has provided numerous opportunities for articulation and professional development as evidenced by their mid-cycle report. Teachers meet to reflect on the newly implemented RtI system.
- A PBIS matrix was created and implemented (in the 2018-2019 SY). The positive behavior referral system recognizes good behavior on campus.
- Nimitz Elementary has continued to emphasize analysis of data to make informed decisions regarding student achievement. Process was continuously developed and

improved regarding instructional interventions and differentiated instruction through implementation of an RtI process.

B. Recommendations:
- Follow-up on the use of school-wide GLO ratings, rubrics, and checklists to ensure consistency in student expectations and grading
- Continue collecting and analyzing data to evaluate the effectiveness of programs and practices to make instructional decisions