

ACS WASC/HAWAII DOE FOL SCHOOLWIDE CRITERIA**A. ORGANIZATION****A1. Vision, Mission, and General Learner Outcomes**

The school has a clearly stated vision and mission (purpose) based on student needs, current educational research, and the belief that all students can achieve at high academic levels.

Guided by the HIDOE State Strategic Plan and supported by tri-level leadership (state, complex area, school), the school's vision and mission are defined further by academic standards, General Learner Outcomes (GLOs), and the school's Academic Plan.

A2. Governance

The school's program and operations are in alignment with a) the Hawaii Board of Education's policies and b) the Hawaii Department of Education's rules, regulations, and procedures. The Board of Education delegates implementation and monitoring of these policies to the Hawaii Department of Education.

A3. Leadership and Staff — Data-Informed Decision-Making

Based on multiple sources of data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the General Learner Outcomes and academic standards. The school leadership and staff annually monitor and refine the Academic Plan based on the analysis of data to ensure alignment with student needs.

A4. Leadership and Staff — Schoolwide Organization for Student Achievement

A qualified staff facilitates achievement of the General Learner Outcomes, academic standards, and the successful implementation of the Academic Plan through a system of preparation, induction, and building of professional capacity.

A5. Leadership and Staff — Research and Professional Development

Leadership and staff are involved in ongoing research and professional development that focuses on identified student and teacher learning needs.

A6. Resources

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

B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM**B1. Curriculum — Student Participation in a Standards-based Curriculum**

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the General Learner Outcomes, academic standards, and priorities identified in the Academic Plan.

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C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Instruction — Student Access to Learning

Differentiated, high-quality instruction provides access, challenge, and support for all students to achieve the academic standards and the General Learner Outcomes

C2. Instruction — Rigorous and Relevant Instruction

All teachers provide students with a variety of activities and assignments that are engaging (e.g., technology-enhanced and experiences beyond the textbook) and call for higher order thinking skills.

D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Assessment and Accountability — Reporting and Accountability Processes

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/complex/school performance data to all stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the Academic Plan.

D2. Assessment and Accountability — Classroom Assessment Strategies

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching process and support the educational progress of every student.

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

D1. Parent and Community Engagement

The school leadership employs a wide range of strategies to encourage parental and community engagement, especially with the teaching/learning process.

D2. School Culture

The school a) is a safe, clean, and orderly place that nurtures learning; b) has a culture that is characterized by trust, professionalism, high expectations for all students; and c) maintains focus on continuous school improvement.

D3. Student Support — Personalization

All students receive appropriate support along with a personal learning plan (as appropriate to the needs of the child) to help ensure academic success.

D4. Student Support — Accessibility

Students have access to a system of personalized supports, activities, and opportunities at the school and within the community.