SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

SOUTH PACIFIC ACADEMY

P. O. Bos 520

Pago Pago, AS 96799

Western District

May 2 – 5, 2022

Visiting Committee Members

Mrs. Lynn V. West, Chairperson
Principal (retired), Anaheim (CA) Union High School District

Dr. Walter H. Ingebritson
Teacher (retired), Tokyo, Japan

Ms. Senerita Si'imalevai
Principal, Faleasao, Manu'a District, Pago Pago, AS

DRAFT VERSION

Preface

STUDENT LEARNING OUTCOMES (SLOs)

Upon graduation from the 12th grade, South Pacific High School students will be prepared to:

1. Communicate effectively by:

    1. Utilizing spoken and written communication with fluency and competence;

    2. Integrating technology as a tool for enhancing learning;

    3. Being comfortable with their own self-expression while respecting others;

    4. Developing self-sufficiency skills and having a positive self-esteem; and

    5. Acquiring, developing and practicing exemplary social skills.

2. Be productive individuals and involved citizens by:

    1. Setting, pursuing and accomplishing realistic and challenging goals for themselves;

    2. Contributing their time, energies and talents to improve the quality of life in our school, communities, nations and the world; and

    3. Demonstrating an awareness of, appreciation and respect for cultural diversities.

3. Think

    1. Interpreting, analyzing and applying various information

    2. Learning, integrating and applying knowledge and skills in real life situations; and

    3. Using knowledge and skills to gather necessary information for a given situation.

4. Be self-directed, collaborative and life-long learners by:

    1. Being responsible for one's own learning;

    2. Setting priorities and establishing achievable goals;

    3. Planning and managing time and resources towards goals; and

    4. Establishing clear and challenging goals and personal plans for learning in pursuit of post-secondary education and/or career choices.

Comment on the school's self-study process with respect to the outcomes of the self-study.

1. **The involvement and collaboration of all staff and other stakeholders to support student achievement**

Nearly all personnel associated with South Pacific Academy are in their first year of work with the school. Many do not have education backgrounds; most were not familiar with accreditation. Collaborative work has begun with staff and stakeholders meeting regularly to review and refine the Schoolwide Action Plan. Information meetings have been held with stakeholders to communicate student academic growth and areas of need. Student Learner Outcomes were reviewed along with WASC criteria and standards.

2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards**

The Student Learner Outcomes (SLOs) were reviewed along with academic programs, WASC criteria, and standards. While clarification of what all students should be able to demonstrate is stated in the SLOs, measurement of SLO acquisition has not taken place to date.

3. **The gathering and analysis of data about students and student achievement**

The school is in the beginning stages of gathering data about students and student achievement. Due to ongoing personnel changes, data from past years could not be found or was not available at the beginning of 2021-22. Minimal analysis of data has been done at this time.

4. **The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC criteria**

Formal assessments of the entire school program do not currently exist. Teacher assessments, both formative and summative, and feedback from the learning community guided decision-making relative to WASC criteria and standards. Limited assessment results in grades four, six, and eight assisted the school in identifying critical learning needs.

5. **The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.**

The school has determined its critical learning needs are in reading, writing, and mathematics, resulting in the current Schoolwide Action Plan (AP). This SAP is regularly reviewed and refined to ensure improvement in student academic growth. An accountability system for monitoring the Schoolwide Action Plan will be next steps as the community gains experience with accreditation criteria and accumulates sufficient data to identify trends.

Chapter I: Progress Report

Stakeholders, including the School Board and school, reviewed previous Schoolwide Action Plans and identified major changes that have occurred since the school's last full self-study visit in 2015.

Leadership and Staff

School leadership has been in a state of flux since 2015 with numerous principal changes almost annually. Faculty members organized a strike in Fall 2021; this resulted in most teachers and staff being dismissed. Consequently, 98% of current teachers and administrators are new to the school in the 2021-22 school year (SY).

The school's organizational framework was changed in Fall 2021. South Pacific Academy was divided into three academies, each with its own dean: Primary and Elementary Academy, Middle School Academy, and High School Academy. These three deans report to the President, who is the overall leader of the school. The goals are to improve communication among the academies and parents, better meet student needs, and create a manageable structure for school operations.

School Renovations

The elementary school and administration buildings were renovated for SY 2021-22. A new restroom was added to serve the elementary school, the gym, and public events. All classrooms and office buildings have air conditioners. The entire campus now has access to Wi-Fi.

Curriculum

The McGraw-Hill online curriculum is in use for all academic content areas. Included are such resources as differentiated learning, egradebook, lesson planning, student ebooks, interactive learning, and others. South Pacific Academy has also adopted common core standards for English Language Arts and mathematics and NGCS for science. The school believes this curriculum will meet the needs of students identified as Below Grade Learners. It also brings current technology to teachers and students, thus enhancing the learning environment. However, teachers report various issues that have arisen as they experience first-time use of the materials. Many are supplementing the curriculum with additional online resources.

Chapter II: Student/Community Profile

Located 2,600 miles southwest of Hawaii and 1,800 miles northeast of New Zealand, American Samoa is a Pacific Island territory of the United States of America. American Samoa, the only US territory south of the Equator, is comprised of seven islands and atolls with Tutuila the largest and home to South Pacific Academy. The population is 55,619; over 90% of residents are of Samoan descent with less than ten percent represented by Caucasian, Asian, and other Pacific Islanders ethnicities. The estimated per capita income was $6,311 per household as of January 2018. This figure is below the US poverty level of $8,000 per capita in 2018.

The American Samoan Government (ASG) and the local Federal Government employ 27% of residents while 32% are employed by private sector companies, including the canneries. The unemployment rate is currently 41%. Approximately 70% have high school diplomas, 21% have completed college and beyond, and nine percent have not finished high school.

South Pacific Academy (SPA) is located in the village of Tafuna on Tutuila's west side. The school is a private, not-for-profit, non-sectarian school serving pre-school through grade 12, including students of all ethnic and religious backgrounds. The student body reflects American Samoa's multi-ethnic population. School policies and practices reflect respect for and contributions of individuals of diverse backgrounds and experiences.

Vision Statement

To foster a supportive community, which allows students to acquire a high-quality education in a multicultural setting that provides an academic and social environment, which contributes to a successful learning experience and the development of core human values. To achieve its vision, SPA upholds its commitment to academic excellence, institutional stability and fiscal responsibility.

Mission Statement

To ensure that all students discover and develop their talents and abilities to their highest potential, strive for academic excellence, acquire respect for self and others, develop an understanding and appreciation for the cultural diversity of others, and obtain the knowledge and skills necessary to succeed and contribute as ethical, responsible citizens.

Faculty Academic Data

Nineteen percent of teachers hold Bachelor's degrees, eight percent have Master's degrees, and 19% have Associate's degrees. Fifty-four percent of teachers are high school graduates. Two teachers are working toward Bachelor's degrees at American Samoa Community College (ASCC), and one teacher is pursuing a Master's degree at the University of Hawaii Manoa. Other teachers are enrolled in certification or Associate degree programs at American Samoa Community College (ASCC).

Student Demographics

The Primary and Elementary Academy has a total enrollment of 100 students, 56 females and 44 males. Eighty-six percent are Pacific Islanders while 13% are Asian and one percent Caucasian.

Total enrollment in the Middle School Academy is 51 with 27 female and 24 male students. Seventy-nine percent are Pacific Islanders, ten percent are Caucasian, and 11% are Asian.

The High School Academy has 23 female and 12 male students for a total enrollment of 35. Sixty percent are Pacific Islanders while 40% are Asian.

The major ethnicity among students is Samoan, followed by Chinese. The percentages of Caucasian, Korean, Chinese, Filipino, and Fijian students are higher than among the local population.

The school's total enrollment is 196, including 106 females and 90 males.
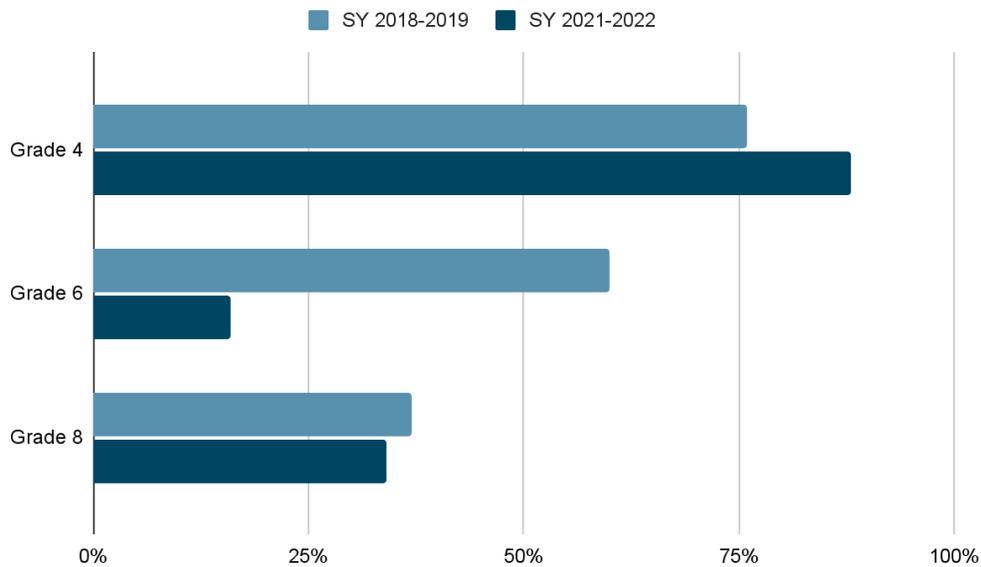
Student Achievement Data

Beginning of Year English Language Arts Assessment
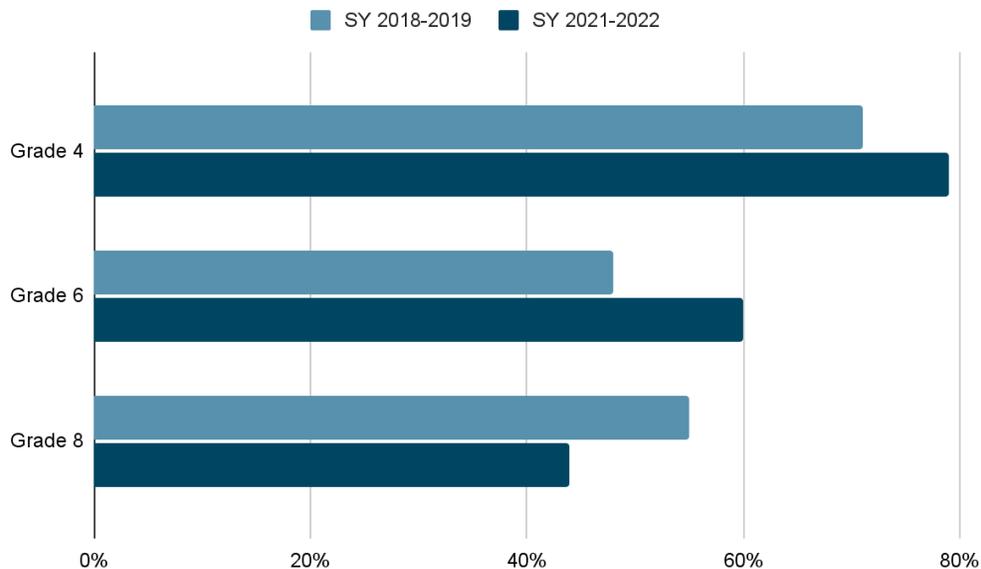
These Beginning of the Year data represent English Language Arts 2018-19 first grade students who are now in fourth grade, 2018-19 third grade students now in sixth grade, and 2018-19 fifth grade students now in eighth grade. Results show fourth and sixth grade students made progress while eighth grade students decreased by nearly 20%.

Beginning of Year Mathematics Assessment

While fourth grade students made progress, these Beginning of Year Mathematics data show decreases in achievement in grades six and eight. The school reports large numbers of students transferring to other schools this year as well as students transferring in from other schools and countries; hence, these are likely not the same students tested in 2018-19. These data show the necessity for the school to focus on mathematics as a learning need. Particularly, students need help on word problems and multi-step mathematical problems.

SPA ASCC Placement Test Results (2021-22)
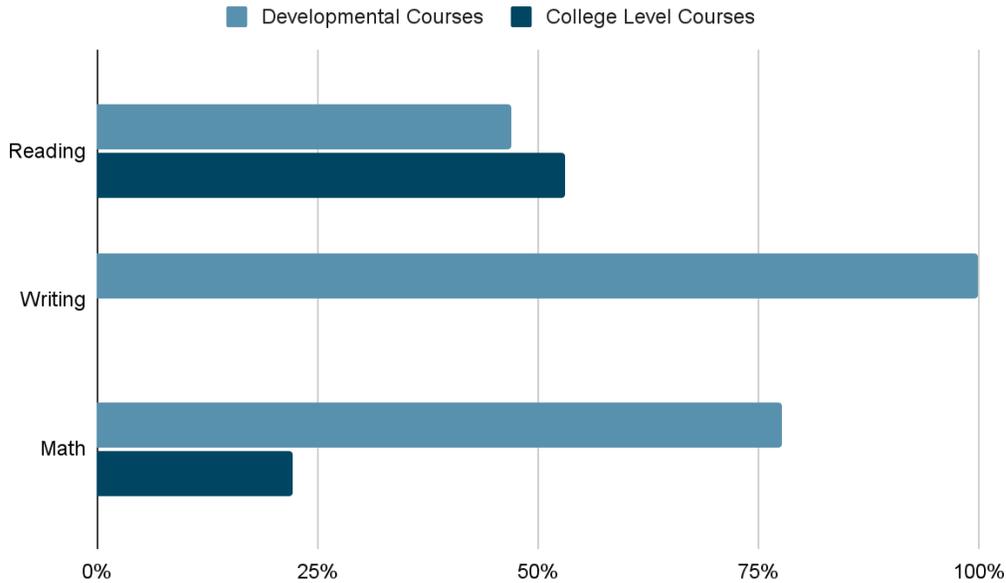
South Pacific Academy High School students took the ASCC placement test in 2021-22 to determine college readiness. The results show that 80% of students do not have the required skills for success in college-level courses. The school has added writing and math to the Schoolwide Action Plan.

South Pacific Academy has a dearth of information on student achievement. No schoolwide achievement data are available due to personnel turnover which has occurred annually since 2015. The school will use SY 2021-22 as a baseline year for data gathering leading to three-year trends in upcoming years.

Chapter III: Quality of the School's Program

CATEGORY A. ORGANIZATION FOR STUDENT LEARNING

A1. School Purpose Criterion

To what extent has the school established a clear vision and mission (purpose) that reflect the beliefs and philosophy of the institution?

To what extent is the purpose defined further by adopted schoolwide learner outcomes that form the basis of the educational program for every student?

The School's Vision and Mission statements are organized around the learning environment and reflect its beliefs and philosophy; however, the school is aware that the statements have not been revised in many years. The Leadership Team plans to review, revise, and update these statements and the SLOs to reflect the current student population more accurately. The statements are lengthy and awkward and need to be easier to understand. The SLOs need to be measurable. The school is aware that all stakeholders should be involved in this process. Processes, including social media, newsletters, and handbooks, are in place for communicating school information to stakeholders. The Visiting Committee believes the school will regularly review/revise its vision, mission, and SLOs as it embeds the WASC process into routine school operations.

A2. Governance Criterion

To what extent does the governing authority adopt policies which are consistent with the school's mission and vision (purpose) and support the achievement of the schoolwide learner outcomes?

To what extent does the governing authority delegate implementation of these policies to the professional staff?

To what extent does the governing authority monitor results?

While policies and procedures for governing authority duties are in place, SPA leadership understands that training for Board members needs improved systemization. The Visiting Committee recommends the School Board participate in WASC training to better support the school in the Focus on Learning process and continuous academic improvement. The School Board will be involved in the school's upcoming review, revision, and update of the vision and mission statements and SLOs. The school community understands the relationship and responsibilities between the School Board and school staff. The School Board and SPA leadership manage school operations and available resources. Conflict resolution procedures are outlined in the school's handbooks. Evaluations are carried out by the academy deans and school president.

A3. School Leadership Criterion

To what extent does the school leadership make decisions to facilitate actions that focus the energies of the school on students' achievement of the schoolwide learner outcomes?

To what extent does the school leadership empower the staff and encourage commitment, participation and shared accountability for student learning?

The Visiting Committee believes one of the school's most significant changes was the leadership's organizational restructuring. As of SY 2021-22, three academies have been formed: Primary and Elementary, Middle School, and High School. Three deans were named to head the academies with the President as overall school head. This has resulted in shared accountability and collaboration among staff and has facilitated leadership's focus on supporting student learning.

Employee and Parent-Student Handbooks are available and are reviewed annually. Stakeholders are encouraged to provide input into handbook revisions. The School Board reviews handbooks for approval. An Orientation is held at the beginning of the school year to communicate and deliver information to the community.

A4.   Staff Criterion

To what extent are the school leadership and staff qualified for their assigned responsibilities?

To what extent are the school leadership and staff committed to the school's purpose?

To what extent do the school leadership and staff engage in ongoing professional development that promotes student learning?

Employing qualified staff has been an ongoing issue on island. This has been the case at SPA particularly because of the dismissal of the 2020-21 staff after the teacher strike. The school reports more than half of teachers do not have bachelor's degrees. Thus, teachers are encouraged to take courses at ASCC and the University of Hawaii to enhance their teaching skills to better serve students. Staff members are also given opportunities to attend available workshops on and off island. Deans are responsible for matching teacher skills with student needs in their respective academies. They mentor new staff to support student learning.

A5.   School Environment Criterion

To what extent does the school have a safe, healthy, nurturing environment that reflects the school's purpose?

To what extent is the school environment characterized by a respect for differences, trust, caring, professionalism, support, and high expectations for each student?

South Pacific Academy maintains a safe, clean, healthy, nurturing environment reflective of the school's purpose. Facility upgrades, including building renovations, a new restroom, air conditioning in all classrooms, and Wi-Fi on campus have significantly improved the school's environment for learning. The Visiting Committee observed mutual respect and caring among stakeholders in spite of the school's reported need to focus on improved communication.

South Pacific Academy offers Korean and Samoan classes that support the SLOs and honor cultural differences. Elective courses also support student career paths. The school has plans to increase elective classes for students in SY2022-23. Weekly Monday assemblies are used to recognize student academic and athletic achievements. Back to School Night provides opportunities for staff to share goals and curricula with parents.

A6. Reporting Student Progress Criterion

To what extent do the school leadership and staff regularly assess student progress toward accomplishing the schoolwide learner outcomes?

To what extent do the school leadership and staff report student progress to the rest of the school community?

Student progress is routinely assessed and reported to the school community. Report cards are sent home each quarter. Parent Teacher Conferences are held during first and third quarters. Teachers send newsletters regarding student progress to parents on a regular basis. Pre- and post-assessments are conducted to evaluate SLOs and standards achievement. The results of these assessments are used to determine critical learning needs and the resulting action plans. A new Student Information System will be installed for SY 2022-23 to accumulate data in a timely manner and track student progress in real time. Parents will have systematic, ongoing access to achievement information.

A7. School Improvement Process Criterion

To what extent does the school leadership facilitate school improvement which is driven by plans of action that will enhance quality learning for all students?

To what extent does the school leadership have school community support and involvement?

To what extent does the school leadership effectively guide the work of the school?

To what extent does the school leadership provide for accountability through monitoring of the schoolwide action plan?

South Pacific Academy is in the beginning stages of using the WASC process to coordinate school improvement efforts. Further training will enhance the use of the WASC process to drive data gathering, analysis, and decision-making. Stakeholders are committed to a collaborative approach to student achievement. More open communication among leadership, faculty, staff, and parents will rebuild trust and improve those relationships. The school's action plans are designed to enhance quality learning. All students need to be included in the action plans. Resources and technology are available and sufficient o support the school improvement process.

Areas of Strength for Organization for Student Learning (if any) that need to be addressed to ensure quality education for all students:

1. Multiple means of communication are available to keep parents informed of student progress.

2. A new Student Information System will be installed to improve communication of student progress to stakeholders.

Key Issues for Organization for Student Learning (if any) that need to be addressed to ensure quality education for all students:

1. The school needs to review, revise, and update its vision, mission, and SLOs to reflect the current student population.

2. WASC training for School Board members will assist the Board in supporting the Focus on Learning process.

3. A long-range plan for professional development will improve teacher skills and student achievement.

4. The WASC process should be embedded in school operations to assure ongoing academic success.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

Vision, Mission Statements	Student Parent Handbopok
SLOs	PTO Meeting Minutes
School Board interview	Employee Handbook
Focus Group A interview	Leadership Team interviews
Newsletters	President interviews
Evidence folder	

CATEGORY B. CURRICULUM, INSTRUCTION, AND ASSESSMENT

B1.   What Students Learn Criterion

To what extent does the school provide a challenging, coherent and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the schoolwide learner outcomes through successful completion of any course of study offered?

South Pacific Academy relies on the online McGraw Hill learning program as its comprehensive curriculum. The common core national standards as well as the NGCS standards drive the school's articulation of standards for English Language Arts (ELA), mathematics, and the sciences. The online programs from McGraw Hill as well as Google Suite are fully digitized and provide the necessary resources for delivery of curriculum. Nevertheless, staff referred to various aspects of the program that were limited or lacking. Concepts and skills taught are congruent with performance indicators and objectives and with Student Learner Outcomes. A variety of instructional strategies such as technology integration enable this congruence and delivery of curriculum. Student work samples provide evidence of its effective implementation. South Pacific Academy has implemented the Collaborative Team Teaching (CTT) strategy to embrace an inclusive classroom model of instruction. From discussions with staff the Visiting Team understood that collaboration at this point in time remains somewhat informal due to the unusual stresses of this school year. Students with special needs are integrated into regular classrooms with the help of teacher aides. The McGraw Hill program provides intervention and differentiation instruction resources. The high school and middle schools are adding extra support classes for math. The Middle school has added an extra hour to student schedules for ELA support. Performance indicators included in lessons correlate with SLOs. The school seeks to integrate awareness of real-world learning into the curriculum via wider community assistance, such as The National Park Service and parent sharing of occupation opportunities. Teachers seek cross curricular activities and resources for lessons. Staff meetings provide the opportunity to assess the strengths and weaknesses of the curriculum in order to make improvements. The Visiting Committee understood the leadership and staff are aware of the need to embed a formalized process for further opportunities to assess and modify instruction. Professional Development and Teacher Training times enable teachers to co-plan and collaborate. Curriculum nights, Parent Teacher Organization (PTO) meetings, Parent Teacher Conferences (PTCs), and Outreach programs allow parental conversations with administration and staff to evaluate the effectiveness of policies.

B2.   How Students Learn Criterion

To what extent does the professional staff use research-based knowledge about teaching and learning?

To what extent does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and schoolwide learner outcomes?

Professional growth takes the form of beginning of year training, when local and off-island specialists conduct workshops. Staff expressed a desire for more timely and relevant trainings. Throughout the year, discussion during staff meetings enables the sharing of knowledge on

teaching. The administration encourages field trips, guest speakers, and hands-on activities to learn technology skills. Weekly lesson plans include a variety of assessments and hands-on projects. Teachers share classroom activities and teaching strategies within and across departments. Workshops, trainings, retreats, and conferences are available. Teachers keep portfolios of student work and SLO achievement to make instructional decisions. Both a computer lab and computers in each room provide access to instruction and learning via technology. A media class offers basic computing skills. The school uses an array of formative and summative assessments. Activities such as Market Day and Science Week reflect real-life situations for learning. Rubrics and instructional guidelines convey teacher expectations of students. Teachers solicit student feedback in class and via surveys. Teachers deliver lessons via whole class, small group, and individual work. With limited textbook resources, teachers use online resources and printed materials.

B3.   How Assessment Is Used Criterion

To what extent is teacher and student use of assessment frequent and integrated into the teaching/learning process?

To what extent are the assessment results the basis for measurement of each student's progress toward the schoolwide learner outcomes and academic standards?

To what extent are the assessment results the basis for regular evaluation, modification, and improvement of curriculum and instructional approaches?

To what extent are the assessment results the basis for the allocation of resources?

Teachers are encouraged to use a variety of assessment tools daily to accommodate different learning styles. The school would therefore benefit from additional tools for measurement of achievement. Teachers are required to maintain and update SLO portfolios and display projects demonstrating them. Teachers set requirements needed to affirm that students have reached standards of achievement. Teachers align assessments to lesson objectives. Staff and administration brainstorm new ways to improve performance based on data and results collected, though an ongoing structure to do so on a regular basis needs to be embedded as a process of continual improvement. Teachers monitor student progress through continual observation, questioning, and student feedback.

Areas of Strength for Curriculum, Instruction, and Assessment (if any) that need to be addressed to ensure quality education for all students:
1. Teachers execute numerous teaching strategies.
2. Teachers provide online resources to supplement the McGraw Hill curriculum.
3. The Deans work collaboratively in mentoring first-year teachers.

Key Issues for Curriculum, Instruction, and Assessment (if any) that need to be addressed to ensure quality education for all students:

1. The school needs to decide which data to gather then analyze that data to determine critical learner needs and action plans.

2. Professional development to train new and experienced teachers in curriculum alignment and lesson planning will improve academic achievement.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

McGraw Hill curriculum

Common Core standards

Mathematics and science standards

Online academic resources

Leadership Team interviews

Evidence folder

Google Suite/Docs

Zoom technology

Lesson plans

Focus Group B interview

President interviews

C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

C1. Student Connectedness Criterion

To what extent are students connected to a system of support services, activities, and opportunities at the school and within the community that meet the challenges of the curricular/co-curricular program in order to achieve the schoolwide learner outcomes?

South Pacific Academy's Health and Physical Education program promotes healthy lifestyles and confidence of students to work and play with others. The HOSA Club also promotes health within the school communities. Career Day provides firsthand information about career paths. A one semester College Prep class prepares students for completing college applications and provides counseling guidance. The McGraw Hill program includes a variety of teaching accommodations and differentiation resources, as do various user-friendly online platforms. Spaced Practice links lesson particulars for content mastery. McGraw Hill Assignment Tracking monitors student work and provides a space for open communications to ensure support after school hours. Student Chromebooks promote access to ebooks, lesson-related videos, and interactive materials. Teacher aides support both teachers and students in continuous academic achievement. Training for teacher aides would make a positive difference in academic outcomes. Cocurricular activities include debate (island-wide), participation in a monthly Story Writing Competition, Mock Trials, and Cultural Presentations. The school participates in the island-wide Science Fair, History Day Competition, Math Competition, and various sports activities. Student Council representatives propose programs based on student requests and needs and mentor lower-level students.

C2. Parent/Community Involvement Criterion

To what extent does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?

The SPA Parent Teacher Organization meets monthly to share services provided or needed; their major fundraiser is an annual Halloween event. Parents expressed a need for open communication with the school to regain trust. They also want to increase parent participation in meetings and activities. Parents are concerned about the quality of their students' learning and meeting national standards. Various community organizations, agencies, and individuals contribute to island-wide competitions. The local power authority has a partnership with SPA through the Adopt-a-School program.

Areas of Strength for Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students:

1. South Pacific Academy has a wide array of extracurricular activities to assist students in real-life experiences.
2. Students have access to a variety of technology resources both during and after school hours.
3. Community organizations support and augment student achievement.

Key Issues for Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students:

1. Training for teacher aides would assist both teachers and students in achieving academic success.

2. Additional support for special needs students and students with language barriers would improve their overall learning.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

Evidence folder	Island-wide competitions
School/Community partnerships	PTO
Teacher aides	Focus Group C interview
Leadership Team interviews	President interviews

D. RESOURCE MANAGEMENT AND DEVELOPMENT

D1. Resources Criterion

To what extent are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's purpose and student achievement of the schoolwide learner outcomes?

Resources are available and sufficient for the school's purpose and student SLOs achievement. Teachers and students inform the leadership of needs, which are then evaluated and approved by the School Board. Resource allocations are related to the school's vision, mission, and SLOs achievement. Annual budgets are audited to ensure appropriate use of funds. Tuition and grants provide resource support for student learning. The PTO is an effective financial resource for the school. At times teachers provide resources from their own pockets. Community agencies support school activities. The Department of Public Health annually inspects school facilities to ensure campus safety and a clean, healthy environment. School facilities are safe, functional, and well-maintained to support student learning. The school participates in the Adopt-a-School program. The system for acquiring instructional materials could be more efficient and timelier.

D2. Resource Planning Criterion

To what extent do the governing authority and the school execute responsible resource planning for the future?

While resources for the school's operations are sufficient, the school needs to develop and implement a long-range plan for resource management, including routine review of the plan to make sure its vision, mission, SLOs, and academic standards are met. All stakeholders should contribute to the formation and review of the long-range resource plan. Also, the school needs to establish a systematic process for managing inventory to ensure instructional materials are appropriate to meet student needs.

The School Board and Leadership take responsibility for informing appropriate agencies of the school's financial needs.

Areas of Strength for Resource Management and Development (if any) that need to be addressed to ensure quality education for all students:

1. The SPA community is committed and passionate about providing the best possible education for students.
2. School facilities are adequate, safe, and well-maintained to meet the vision, mission, SLOs, and academic standards.
3. Technology to support in-person and online learning is in place.

Key Issues for Resource Management and Development (if any) that need to be addressed to ensure quality education for all students:

1. The SPA community needs to develop and implement a long-range resource plan to ensure future ongoing resources in support of the vision, mission, SLOs, and academic standards.

2. The school needs to establish a systematic inventory process to keep track of resources.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

Tuition and Grants	Leadership Team interviews
PTO fundraising	President interviews
Facility upgrades	Evidence folder
Technology resources	Focus Group D interview

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

Schoolwide Areas of Strength

1. Reorganizing the SPA organizational structure has resulted in increased efficiency, more equitable distribution of responsibilities, and opportunities for collaboration among administration, faculty, and staff.
2. Facility upgrades have enhanced the learning environment to improve safety and optimize student achievement.
3. The hiring of Teacher Aides provides support for teachers and students to better meet student needs.
4. School leadership identifies and responds to schoolwide needs to build a strong infrastructure for future growth and development.
5. Faculty and staff communicate a commitment to excellence, dedication to student learning, and a caring attitude toward others.
6. Schoolwide access to technology via equipment and Wi-Fi has been essential to successful implementation of the McGraw Hill curriculum, enhancing student learning.
7. The South Pacific Academy administration, faculty, and staff demonstrate resiliency, adaptability, and the delivery of quality education in spite of numerous difficulties, especially during the Covid lockdown.

Schoolwide Critical Areas for Follow-Up

The Visiting Committee concurs with the school's identified areas outlined in the Schoolwide Action Plan. These are summarized below:

The VC recommends:
1. The school improve student achievement in reading and writing for all students.
2. The school increase the proficiency and performance of all students in mathematics.
3. The school maintain open lines of communication and rebuild trust among all stakeholders.

In addition, the Visiting Committee has identified areas that need to be strengthened:

The Visiting Committee recommends:
4. School Board members participate in WASC training to better support SPA in the Focus on Learning process.
5. School stakeholders review, revise, and update the Vision, Mission, and Student Learner Outcomes to reflect the current student population more accurately.
6. The school identify multiple measures of meaningful student achievement data then analyze that data to determine schoolwide critical learner needs, which then become the basis for creating the Schoolwide Action Plan.
7. Stakeholders purposefully embed the WASC process into the school's decision-making and daily operating procedures to meet student needs and improve academic success.
8. The school construct a long-range plan for needs-based professional development to enhance teacher skills and support student achievement.
9. The school community develop and implement a long-range resource plan to ensure that ongoing resources support student needs and continuous improvement.

Chapter V: Ongoing School Improvement

- **Include a brief summary of the schoolwide action plan.**

    South Pacific Academy revised its Action Plans as the result of a collaborative effort to analyze the findings of available performance data. The main work of improvement will focus on English Language Arts, mathematics, communication, and technology integration.

    Goal 1: Growth targets for English Language Arts have been set for 12th, 10th, and 7th grade students. Teachers and administrators will be equipped with necessary skills to improve student writing and reading comprehension skills. The school will develop online reading enrichment programs and interventions for Below Grade Level students.

    Goal 2: Growth targets to increase proficiency and performance of all students in mathematics have been set, fostered by developing the skills of math teachers to make data-driven decisions for monitoring student progress and refining goals. Additional online programs as well as interventions for Below Grade Level students will be developed.

    Goal 3: Shared understandings among stakeholders based on their input will be developed to enable better communication. Planned orientation sessions will provide the school community with ongoing support for developing deeper understanding to create safe and supportive school and classroom environments.

    Additionally, SPA will focus on better utilization of technology, ways to develop self-confidence and self-esteem for all students, and promoting an atmosphere of constructive criticism to improve stakeholder relations with school leadership.

- **Comment on the following school improvement issues:**
    - **Do the action plan sections address the critical areas for follow-up?**

    The action plans address the school's identified critical learning needs. While the action plans appropriately focus on improving student reading, writing, and math skills, they should be expanded to include all students.

    - **Will the action plan steps enhance student learning?**

    Training in instructional strategies, rubrics, and data-driven decision making will enhance student learning. Providing enrichment programs, orientation sessions, and involving stakeholders will indirectly improve student learning.

    - **Is the action plan a "user-friendly" schoolwide action plan that has integrated all major school initiatives *(e.g., technology plan, staff development plan)*?**

    The activities, resources, and assessments selected to carry forth the action plan are user-friendly and doable; however, the growth targets are complicated and will be difficult to

determine. The Visiting Committee suggests the school revise and simplify the growth targets.

- **Is the action plan feasible within existing resources?**

The action plans are feasible with available resources. The leadership has the ability to procure school needs. The school has made careful use of Covid grants to support student achievement. Teachers are creative about seeking online resources to add to the curriculum.

- **Is there sufficient commitment to the action plan, schoolwide and systemwide?**

The entire school community is committed to providing the best possible education for students. They continually seek new and better ways to deliver curriculum and meet student needs.

- **Existing factors that support school improvement**

The Visiting Committee observed the SPA community to be the most important factor in supporting school improvement. They are dedicated and have the desire to do their best for their students and families. Facilities improvements, such as building renovations and air conditioning, have been made. Technology is available to all, and an online curriculum has been purchased and implemented.

- **Impediments to school improvement that the school will need to overcome**

The school, including the School Board, needs to engage in WASC training to fully understand WASC criteria and expectations. The WASC process should be embedded in school operations. Data gathering and analysis processes need to be systematized. Communication among stakeholders needs to be improved to eliminate divisiveness and rebuild trust.

- **Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.**

The school's follow-up process is in the planning stage with a multi-pronged approach to professional development and the installation of a new Student Information System. Plans are being made for embedding the WASC process into daily operations. The school will review, revise, and update the vision and mission statements and the student learner outcomes.