

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Christina Small
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name King Liholiho Elementary School
(As it should appear in the official records)

School Mailing Address 3430 Maunaloa Avenue
(If address is P.O. Box, also include street address.)

City Honolulu State HI Zip Code+4 (9 digits total) 96816-2138

County Honolulu County

Telephone (808) 733-4850 Fax (808) 733-4856

Web site/URL http://www.Liholiho.org E-mail Christina.Small@k12.hi.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Ms Christina Kishimoto E-mail Christina.Kishimoto@k12.hi.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Honolulu Tel. (808) 733-4952

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Catherine Payne
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 185 Elementary schools (includes K-8)
 - 40 Middle/Junior high schools
 - 42 High schools
 - 25 K-12 schools
- 292 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	2	1	3
K	28	45	73
1	43	40	83
2	41	38	79
3	41	29	70
4	43	40	83
5	35	28	63
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	233	221	454

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 42 % Asian
 - 0 % Black or African American
 - 11 % Hispanic or Latino
 - 7 % Native Hawaiian or Other Pacific Islander
 - 4 % White
 - 36 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 6%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	31
(4) Total number of students in the school as of October 1, 2018	479
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

6. Specify each non-English language represented in the school (separate languages by commas):
Cantonese, Japanese, Korean, Mandarin, Other, Thai, Vietnamese

English Language Learners (ELL) in the school: 18 %
81 Total number ELL

7. Students eligible for free/reduced-priced meals: 30 %
 Total number students who qualify: 137

8. Students receiving special education services: 6 %

26 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>3</u> Other Health Impaired |
| <u>12</u> Developmental Delay | <u>3</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>4</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 25

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2011

15. In a couple of sentences, provide the school’s mission or vision statement.

Our mission is to make Liholiho School an inspirational place, where our students feel nurtured in a safe, accepting, and challenging learning environment.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

King Liholiho Elementary School (Liholiho Elementary) was established in 1926 as Cummings Elementary School. The name was changed in subsequent years to King Liholiho Elementary Elementary School. The school is one of five elementary schools in Honolulu District's Kalani Complex. It is situated in an older residential community in urban Honolulu. Average school enrollment for pre-K (special needs), kindergarten through grade 5 is 460 students.

The School Community Council (SCC) is the school governance board. It consists of representatives from the community, parents, students, teachers, classified staff, and administration. The SCC crafted the vision and mission to capture the essence of the school. Vision: Liholiho Elementary...A Community of Caring, Competent and Creative Learners." Mission: "Our mission is to make Liholiho school an inspirational place, where our students feel nurtured in a safe, accepting, and challenging learning environment."

Metacognition and establishing a culture of thinking is a primary focus at the school. The school's culture is guided by the General Learner Outcomes (GLOs), which are overarching goals of learning for all students:

Self-Directed Learner - The ability to be responsible for one's own learning.

Community Contributor - The understanding that it is essential for human beings to work together.

Complex Thinker - The ability to demonstrate critical thinking and problem solving.

Quality Producer - The ability to recognize and produce quality performance and products.

Effective Communicator - The ability to communicate effectively.

Effective and Ethical User of Technology - The ability to use a variety of technologies effectively and ethically.

We use the 16 Habits of Mind dimensions to provide context for the General Learner Outcomes (GLOs). The Habits of Mind, developed by Dr. Art Costa, are dispositions toward behaving intelligently. Over the past nine years, Liholiho Elementary has prominently and systematically implemented the Habits of Mind throughout the school. Our efforts to integrate the Habits of Mind has earned us the distinction of being a certified International Habits of Mind Community of Excellence. The SCC evaluations indicate Liholiho Elementary promotes and maintains a positive school climate and culture.

School Demographics

The number of students enrolled in the English Language program has quadrupled in the last five years. The ethnic composition of Liholiho Elementary's student population is diverse with more than seventeen different cultures in the school; each with their own values. A fourth of the total student enrollment are identified as English Language learners.

Approximately 30-34% of enrolled students are designated disadvantaged, as identified by the free-reduced meal program criteria. Each year, Liholiho receives more than 110 Geographic Exceptions requests to enter Kindergarten. Currently, 55% of enrolled students reside outside of the school boundaries, attending Liholiho Elementary on Geographic Exceptions. Their home schools are scattered across the island of Oahu.

A Multi-Tiered Support System (MTSS) is a priority of the school's improvement plan. There are three tiers in the system. The first tier encompasses programs and instructional delivery for all students. The second tier provides Response to Intervention (RTI) programs and instruction for identified students. The third tier provides specialized services for students.

Establishing positive, supportive relationships between students and teachers is a priority. Students

displaying internalizing and externalizing behaviors, needing additional social/emotional interventions are identified through teacher surveys. The Mind Up Program addresses the social and emotional needs of students. Weekly mindful lessons teach students self regulation strategies to reduce stress.

Grade level teachers meet weekly in teams for articulation and collaboration to address the academic and social/emotional needs of students. The school counselor, student service coordinator, administrator and the school behavioral therapist meet with teachers during collaborative Kid Talk sessions. Summative and formative data is analyzed to identify students needing reading and/or math interventions.

Liholiho Elementary was recognized in 2004 and 2011 as a National Blue Ribbon School. Hawaii's Department of Education awarded the school the STRIVE HI Recognition Award in school years 2013-14, 2014-15 and 2015-16. For many years, the school maintained a stable teaching staff; however, during the past five years, new teachers were hired due to retirements. Thus, professional development, focusing on research-based effective strategies was, and continues to be essential. Professional development days are strategic and provide opportunities to continually build teacher competencies.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Liholiho Elementary embraces the philosophy of educating the Whole Child. The school, PTA, and School Community Council (SCC) strive to provide and support a multitude of opportunities for students to succeed in areas of interest. The school believes the importance of social/emotional well-being impacts academic performance. Habits of Mind is foundational, and establishes a positive school culture, emphasizing empathy, interdependency, and working together. A nurturing positive environment in which students feel comfortable to explore, take risks and stretch their learning, is essential.

Providing students the opportunities to display multiple ways of solving problems across all the academic content areas (Language Arts, Math, Science, and Social Studies) and in social/emotional situations are vital. The integration of effective research-based literacy strategies across curricular areas is a main focus of the school. Students are provided with opportunities to solve open-ended problems to apply learned skills and strategies that are essential to solving complex problems efficiently. Thinking skills are key and enhanced by the utilization of visual graphic organizers.

Rigor is addressed through “Learning Pit” strategies, finding and sharing multiple ways to solve challenging problems, with an emphasis on productive struggle or grit and persistence. The District Math Resource Teacher initially modeled the concept in classrooms with teachers observing. Teachers followed up by observing peers utilizing these strategies. The “Pit” was initially introduced to address student struggles with math problems; however, teachers identified the concept as applicable in all content areas, including social/emotional situations.

Professional development is pivotal to school improvement efforts, especially with teacher turnover due to retirements and changes in student demographics. Systematic implementation of strategies across grade levels and content areas is vital. Teachers acquiring a variety of research-based instructional strategies is, and continues to be the school’s key to increasing student achievement.

1b. Reading/English language arts

Literacy skills are the key foundation skills supporting all content areas; they are essential for comprehending content concepts. Next Generation Science Standards (NGSS) and social studies units were designed to incorporate these skills. The five pillars of reading are phonemic awareness, phonics, vocabulary, fluency and comprehension. The school identified phonics, academic vocabulary and reading comprehension as priority areas.

All certified teachers and part-time teachers attend professional development sessions to ensure consistency in school wide implementation of high impact strategies to address the priority areas. For example, lower grade teachers attended the Orton-Gillingham (OG) phonics workshop. All teachers attended formative assessment workshops emphasizing visual progression and co-constructing criteria. The school has worked with a literacy consultant, a former assistant superintendent, consistently over the last fifteen years. The consultant works with teachers on utilizing vocabulary strategies, English Learner literacy strategies, making thinking visible through graphic organizers and the integration of reading strategies. The consultant also infuses the Habits of Mind and thinking skills into each presentation. Professional development has been effective as evidenced by the school’s high Smarter Balanced Assessment (SBA) reading proficiency scores.

i-Ready is a Universal Screener that is administered three times a year (September, December, May) to all K-5 students. The school’s Data Wall lists each student’s assessment data for analysis during the meetings. In the classroom, teachers use summative, formative and classroom assessments, to identify and continuously monitor specific areas of student need. Progress is monitored during weekly Data Team

collaborative grade level meetings. Certified teachers and/or part-time teachers support students with targeted instruction in areas of phonics, oral reading fluency, high-frequency sight words and reading comprehension. After school classes are offered to English Learners (EL) as well as the high potential/low performing students.

Events supporting the school's literacy focus are held during the school year. A Read Aloud Day invited professionals from the community to read a book to students in Pre-K through grade 5, and to discuss the importance of reading in their careers. A variety of professionals participated, including lawyers, engineers, policemen, chefs, pilots, and more. The keynote speaker was the Governor's wife, a former teacher and school administrator, who highlighted the importance of reading as a lifelong skill. The PTA supports the school's literacy focus by sponsoring an annual Read-A-Thon week and Book Fair Night. The literacy committee and grade level teachers created a school wide visual writing progression. Teachers involved students in the co-construction of criteria process. Teachers apply strategies shared at workshops in designing integrated content lessons.

1c. Mathematics

Teachers analyzed Smarter Balanced Assessment (SBA) results and formative data and found that math was consistently lower than reading across all grade levels. All agreed that math was an area for improvement. Thus a plan of action was established in the school's Academic Plan. The school implemented the state's Origo's Stepping Stone math program; however, after the first year of implementation, SBA math scores were lower than previous years. Summative, formative and classroom assessments were utilized by grade level teachers to identify specific areas of need. Analysis of the assessment data indicated the math program lacked sufficient rigor for the students at the school. Teachers shared the program did not provide adequate challenge and real life application that the students needed.

All teachers participated in math professional development opportunities focused on visual learning, co-constructing criteria and problem solving, with an emphasis on productive struggle. As a result, modules were redesigned to incorporate learning targets, success criteria, open-ended problem solving and higher levels of questioning. Learning targets and success criteria have impacted student learning. With clear learning targets, students can set goals for learning. Students demonstrate their learning through a variety of methods. Involving students in co-construction of criteria has enabled students to visualize math targets and monitor their progress in the learning process. With this strategy, we have seen an increase in student engagement. Teachers began implementing the visual progression process in their classrooms. These modifications enabled the teacher to intentionally craft and redesign math lessons. Liholiho Elementary also enlisted the help of the complex area math specialist. With the help from the specialist, teachers incorporated an open-ended problem solving "Learning Pit" approach. Students learn to apply learned skills and strategies to efficiently solve more complex problems.

With the math redesigns, teachers have seen an increase in students' critical thinking, metacognitive problem-solving, and collaborative skills. Integration of the Habits of Mind in the redesign has produced positive response in productive struggle among the students. Students demonstrated significant math proficiency growth SBA as a result of the math instruction changes, documented in the current department's STRIVE-HI accountability report. Third grade students with a high English Learner population showed a 91% proficiency in math!

1d. Science

Teachers collaborated with the complex area science specialist to transition from Hawaii's Content and Performance Science Standards III to the Next Generation Science Standards (NGSS). Together they developed Science, Technology, Engineering, and Math (STEM) units aligned with NGSS. Liholiho Elementary's literacy consultant collaborated with the teachers to integrate Common Core reading standards and literacy strategies. In vertical articulation meetings, teachers discuss content and instructional strategies with peers. Projects are designed to engage students in the engineering design process where they can extend their learning through exploration of the various science concepts.

A Science Showcase Night was an opportunity for students in kindergarten through fifth grade to showcase their NGSS science fair projects. Five projects were selected by judges to represent the school at the K-12 Honolulu District Science Fair. The showcase also featured the complex area's high school students, including former Liholiho Elementary alumni, presenting their award winning robotic projects. After the showcase, students participated in hands-on science workshops situated in various classrooms.

Technology is integrated through coding classes where students learn to design and program small robots. A maker space was created for students to practice the Habits of Mind dimensions of imagining and creating. This area gives students the freedom to create and design an invention or product of their choice. Students can use materials such as recycled paper and plastic items, as well as legos donated by parents and staff. There are plans to expand the area over the next school year.

In prior years only fourth grade students participated in the Hawaii State Assessment (HSA) science assessment. This school year, fifth grade students will participate in the state's summative NGSS science assessment. This will be the true test of our efforts.

1e. Social studies/history/civic learning and engagement

The Hawaii Department of Education initiated statewide workshops to prepare teachers for the roll out of the new social studies standards (HCSSS). Full implementation of the new standards is planned for the 2021-22 school year. The standards are based on national standards and the College, Career, and civic Life (C3) Social Studies Framework. The new standards focus on broad concepts and critical thinking. The shift is toward inquiry-based learning to prepare students for college, career and civic life. Student voice and ownership are integral components of the standards. Instructional shifts include constructing questions suitable for inquiry, collaboration, integration of content and skills, incorporating disciplinary literacy, and providing opportunities to take action. The shifts provide students' opportunities to apply skills to solve increasingly complex problems facing our society, and are congruent with the school's instructional philosophy and practices.

In partnership with the school's consultant, grade level teachers redesigned their units to incorporate universal concepts and graphic organizers to enhance students' higher order thinking skills. The units included culminating activities. Fifth grade students perform an annual American history play for parents and for the other grade levels at a school-wide assembly. The play addresses the issues and conflicts of becoming an independent country. Culture Day is an event for first grade students where they learn about the food, dress, holidays and customs of four diverse countries. Students partake in presentations and activities (i.e. sample foods, play games, etc.) to compare and contrast the cultures with Hawaiian and American customs. The grade level units were shared with peers at a recent professional development session. As the year progresses, teachers will continue to refine the units and partake in state and school sponsored professional development sessions.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

The special needs PreK teacher utilizes the Hawaii Early Learning and Development Standards (HELDS) that are aligned with the kindergarten standards. The Gold teaching strategies are utilized by the Head Start programs. The PreK program prepares students for eventual inclusion in a general education class. Preschool students are introduced to letter and number recognition, phonics, and language acquisition.

The Pre-K program services five to eight students in a fully-self contained setting. Students residing in the home school area have been identified via a special needs referral process initiated by the Zero to Three Program, physicians and/or parents at age three. Parents, the student service coordinator, administration, support services personnel (i.e. speech, physical therapist, orthopedic therapist, and counselor), kindergarten general education and special needs teachers comprise the team that collaborate to address identified needs outlined in the IEP (Individual Education Program). Meetings are held prior to the student entering kindergarten to ensure a smooth transition, and that the preschool student's needs are addressed. The

combined efforts of the group have been successful with Pre-K students receiving resource services in reading and/or being rescinded from special needs services.

2. Other Curriculum Areas:

Art

Liholiho Elementary integrates art standards into all content areas. The art curriculum is supported by the Artist in the Schools grant, PTA Fine Arts Reflection and the Hawaii Opera Theatre.

Fourth and fifth grade students attend a weekly specialized art class. Students alternate between performing arts and art design. The Hawaii Opera Theatre engages fourth and fifth grade students in choral singing. The Artist in the Schools program is a branch of Hawaii's State Foundation of Culture and Arts organization. Currently, fourth and fifth grade students are working with an artist to design and produce a mural in a highly visible area of the school. The students' design depicts the Habits of Mind dimensions of creating and imaging, striving for accuracy, persistence, interdependence, and empathy.

A part-time instructor teaches creative movement and music to kindergarten and first grade students. Each year, the second grade students attend an Art Explorium. The second and fifth grade students produce plays and showcase their productions for families and the community, as well as school wide assemblies. Themes for the productions have included environmental issues and the social studies curriculum.

Liholiho Elementary students participate in the Honolulu District Speech Festival. Fifteen third to fifth grade students are selected to represent the school. Students select poetry or choral reading for the event. Community judges assess and give positive feedback to each student presenter. All students are recognized for their presentations at a ceremony sponsored by Texaco.

An after-school art class is held for those students who enroll. The colorful artwork is featured at the local mall for the parents and community to view.

Physical Education (P.E.) /Health

All students attend Physical Education class with two certified and award winning physical education (P.E.) teachers. The instructors align their weekly lessons with the Department's health and wellness standards, and integrate literacy through emphasis on P.E. vocabulary. Lessons are differentiated for special needs students. The school's Wellness Program has been recognized by the Department for the past five years.

The PTA has supported the program by providing playground equipment and water filtration stations throughout the school. The PTA also sponsors an annual Wellness Day. Students participate in jogging, relays, movement, and nutrition activities.

Liholiho Elementary is an active participant in the Aina in the School program. The program is designed to teach students about healthy eating through nutrition, and planting and harvesting vegetables.

Foreign Language

Although not considered a foreign language, the Hawaiian language is the second official language of the state. Students receive weekly Hawaiian Studies instruction from a Kumu (teacher). Students learn Hawaiian culture, music, and hula. May Day performances are a reflection of what students learn from the Kumu.

Technology/Library/Media

The school provides 1:1 Chromebooks for all students which are used in and outside of the classrooms. Students have access to reading, math, and science web-based programs in school and at home. A specialized technology teacher offers weekly instruction based on computer standards to all students in a fully equipped computer lab. Students also have access to computers in the library lab, where the librarian

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teaches students how to conduct research. During after school hours, this lab is also used for English Language learners and the high potential/low achieving students.

Character Building/Career/Life skills

The 16 dimensions of the Habits of Mind dimensions are incorporated in lessons across content areas. The dimensions are the identified attributes (i.e. persistence, empathy, interdependency, striving for accuracy) of successful individuals. They are the foundation of the school's character development focus. The dimensions are skills that are transferable to life outside of school, and Liholiho Elementary's use of the Habits of Mind has earned us the honor of being designated a school of excellence by the International Habits of Mind Institute. Teachers, staff and parents attend workshops presented by internationally recognized educator Dr. Art Costa, the founder of the Habits of Mind Institute.

Liholiho Elementary was part of a cohort participating in the complex area's Multi-Tier System of Support (MTSS) training. In this three year program, a cadre consisting of the counselor, student services coordinator, administrator and grade level teachers, focused their learning on supportive student/teacher relationships, preventative, proactive classroom, and restorative practices. The cadre developed a MTSS handbook and Response to Intervention (RtI) flow sheet to clarify the process. The handbook and MTSS content was presented to teachers and staff.

3. Academic Supports:

3a. Students performing below grade level

At the beginning of each school year, a Data Team consisting of the curriculum coordinator, student service coordinator, administration and grade level teachers convene, to analyze student data that we post on the Data Wall. Data includes summative reading and math SBA data and formative data from the i-Ready universal screener. The use of the Department's Longitudinal Data System (LDS) provides further detailed information. The system provides access to drill down to specific

subgroup (i.e. English Learners, gender, special needs, disadvantaged, race) needs. Teachers have identified the majority scoring 10% or lower on test scores as being identified special needs and/or English Learner students. We identify students who are performing below grade level. A plan is developed to ensure a smooth transition inclusive of supports and interventions.

Student progress is monitored throughout the school year during the grade level's weekly articulation/collaboration meetings. The team discusses and shares instructional strategies addressing and impacting a student's needs. Updated formative data (i-Ready) is added to the Data Wall. Intervention services are provided to students identified as well below proficiency and for those low on the approaching proficiency level. Teachers provide small group instruction in their classrooms to address students not meeting proficiency. Intervention teachers push-in or pull-out of the classroom depending on the student's needs.

3b. Students performing above grade level

Data Team meetings are also used to identify students performing above grade level.

Liholiho Elementary's High Performing Learners (HPL) provides supplemental enrichment sessions. To be eligible for the program, students are nominated by teachers, staff and/or parents. A matrix consisting of a variety of assessments (SBA reading and math scores, i-Ready data, Achieve-KidBiz data, a performance task, a cognitive assessment, and teacher assessment) are utilized to determine student eligibility.

The Achieve-KidBiz and IXL web-based computer programs provide opportunities to stretch learning by enabling students to access higher level lessons. The Stepping Stone program was redesigned to increase rigor and provide students with challenging open-ended problems. HPL students participate in weekly scheduled sessions to design student initiated projects based on the universal concept of structure and power.

Students present their projects, explaining the process they went through to parents and families for feedback.

3c. Special education

Liholiho Elementary ensures federal and state guidelines and procedures are followed in determining a student's eligibility for special education services. The timeline begins as soon as the request is made. A parent meeting is convened with the school team that consists of the student service coordinator (SSC), administrator, special and general education teachers and any necessary support service personnel. Together, the team utilizes assessments to identify the student's needs and to develop an Individualized Education Program (IEP). The student's least restrictive environment is determined by the team and the student may be placed in a fully self contained classroom or resource room.

The special education (SPED) teachers renamed the school's special needs classes as "TEAM" classes. This was initiated to limit the stigma of students leaving to attend special education classes. Weekly "TEAM" meetings with the SPED teachers, administrator, student service coordinator are used to address the needs, concerns and/or share pertinent information about a student. The grades K-2 resource teacher collaborates daily with the general education teachers. The grades 3-5 resource teacher collaborates with the general education teachers to provide instruction in inclusion classes. Recent SBA data indicated more than half of the students in grades four and five serviced in the TEAM program, approached or met proficiency.

3d. ELLs, if a special program or intervention is offered

The number of English Language (EL) students enrolled at Liholiho Elementary has quadrupled in the past five years. Approximately a quarter of the student population, who have been identified as EL. Kindergarten students are assessed using the state's English Learner WIDA assessment to determine the level of student's services. By third grade, a number of students have exited the program.

Liholiho Elementary teachers recently attended an English Learner literacy and vocabulary building workshop that emphasized the use of visual structures (graphic organizers) with EL students. EL Students are provided with push in or push out services during the school day. The EL program also offers supplemental after school classes twice a week and a summer class. The LDS is used to track these students and monitor continued growth.

While third grade EL students perform well on the SBA, with 91% meeting math proficiency, the ELA proficiency was significantly lower. Teachers attributed the discrepancy to the vocabulary needs of the students. Teachers, staff, and the School Community Council have identified the English Language program as a primary focus of Liholiho Elementary's academic plan for school year 2020-21.

This growth parallels the significant increase of the EL population in the Farrington, Kalani and Kaiser (FKK) Complex Area. Support for EL students has concurrently been identified as a priority for the Complex Area's Academic Plan. To address this need, all schools in the FKK Complex Area are participating in the Title III WestEd English Learners initiative. Each school has a team consisting of the EL coordinator, curriculum coordinator, and administrator that will participate in professional development sessions in the 2020-21 school year.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Caring, nurturing, and welcoming classrooms create an inclusive environment where students flourish. Implementation of the Habits of Mind (HOM) attributes and Multi-tiered System of Support (MTSS) provide schoolwide and systematic social/emotional support for students. Quarterly scheduled school-wide assemblies reinforce the HOM by recognizing students that exhibit the HOM attributes.

Small group instruction, integration of technology, and a variety of activities provide teachers tools to differentiate instruction to address the mixture of learning styles. Kindergarten students enter school as “technology natives.” SMART Boards and 1:1 Chromebooks provide students with access to web-based programs to support reading, math, science and other interests, in and outside of school. A Makerspace innovation center was created in a section of the library to support students’ creativity and to enable students to engage in the engineering design process. Teachers have begun to create these centers in their classrooms. Use of conversation, observation, and products (COP) allows students to demonstrate their learning in non-traditional ways. Having choice and voice in their learning motivates and engages students.

Supplemental grade level activities help students develop non-academic skills. Kindergarten students learn about gardening, and participate in music and creative movement classes. Second grade students participate in the Wellness and Art Explorium programs. Fourth grade students participate in camp and a Bike Education program. Students in fifth grade travel to Camp Erdman for three days, where they participate in team building activities and exploration of the environment.

An array of special interest classes, programs, and field trips that allow students to explore are supported by the school, PTA, and community organizations. On a weekly basis, students participate in physical education, computer, library, Hawaiian, and mindful coping skills programs. Opportunities to showcase and highlight students include the Honolulu District Speech Festival and school assemblies with a talent show segment. Student Council develops student leaders who participate in leadership development meetings and organize school wide events and projects (i.e. community project, spirit week, Valentine pencil grams, assemblies). Service learning and volunteer opportunities are available through group programs, like Junior Police Officer, Peer Mediation, Junior Office Assistants, Library Bookworms, and Student Council. Upper grade students can join a performance-based Hawaiian Club where they learn chants and dances. Students attend Honolulu Theatre for Youth and/or high school performing arts productions. After School programs include robotics/lego, soccer, golf, art, and Japanese classes.

2. Engaging Families and Community:

Parent and community organizations are vital to our school programs. The School Community Council (SCC) is the school’s governing and policy organization. It consists of representatives from parent, community, student, teacher, administration, and classified role groups. The group meets quarterly to address and monitor the Academic/Financial Plan and discuss other policy matters. The SCC Chairman is currently the Dean of the College of Education at the University of Hawaii at Manoa. He is knowledgeable in the educational needs of students, the school and the Department.

The school has a well organized and active PTA organization. The PTA meets monthly to coordinate events that engage families and support the school. The organization sponsors a series of meetings, including Welcome Back to School, Open House, and a series of General Membership Meetings. The PTA also plans and executes fundraising events that support identified school needs (i.e. Wellness Program-filtered water systems, cooling systems, student service groups, playground needs, counseling programs, etc.). The PTA created a website, linked to the school’s website, to facilitate communication and encourage parent/guardian participation and engagement.

The SCC and the PTA hold joint meetings twice a year. The initial meeting is held to share each organization’s goals for the upcoming school year. The final meeting is held at the end of the school year to

present a closing report about the organization's successes and challenges.

Volunteers are fundamental to Liholiho Elementary's programs. Eight retired Punahou School teachers work with students in our science, wellness, and gardening programs; and support teachers with interventions such as small group instruction. A senior citizen group, ranging in age from 55 to 94 years, volunteers weekly to assist teachers and the office. Parents and grandparents volunteer for classroom activities and field trips.

Liholiho Elementary could not offer students supplemental programs without the support of various community organizations. The Kokua Foundation's Aina in the Schools organization supports the school's Wellness Program with nutrition and gardening programs. The Junior Achievement Program provides students with lessons in economics. The Rotary Club provides a dictionary for each third grade student. The local Lions Club provides vision screenings for lower grade students. Members also volunteer for a book fair, which is part of the PTA's Literacy Night.

3. Creating Professional Culture:

An established Professional Learning Community (PLC), based on Habits of Mind foundation (i.e. interdependency), is inclusive of all teachers, part-time literacy teachers, and educational assistants. District resource teachers, on occasion, are included in the sessions. The SCC and PTA representatives participate in PLC sessions to address school needs. Time is designated for horizontal and vertical articulation and collaboration. Grade level teachers are provided 135 minutes for the weekly articulation meetings with the curriculum coordinator. During these sessions, teachers analyze data, and address grade level and student needs. Weekly meetings also provide time for veteran teachers to mentor new teachers. The curriculum coordinator, counselor, student service coordinator, administrator, and the district's school-based behavioral specialist attend Kid Talk meetings, to identify and address the social/emotional and/or academic needs of students.

Hawaii's Department of Education provides all schools 21 hours for professional development (PD) aligned to school improvement efforts. Liholiho Elementary's approach is to identify needs, and provide PD based on effective research-based strategies to further develop instructional proficiency. PD is essential to meeting the academic and social/emotional needs of the students. Liholiho Elementary belongs to the Kalani Complex which consists of four elementary schools, one middle school and one high school. The complex initiated PD based on John Hattie's work that identifies high impact areas affecting student achievement. The workshops enable teachers to work collaboratively across complex schools.

The Honolulu District's Induction and Mentoring initiative provides new teachers entering Hawaii's school system with district resource mentors for three years. The mentor observes and meets weekly with the new teacher to provide assistance, support and instructional resources. Collaborative triad meetings are held with the administrator, probationary teacher and mentor teacher to discuss the new teacher's strengths and professional needs.

4. School Leadership:

The principal believes her role is as the facilitator and decisions are made jointly. Teachers and staff are empowered to share in making decisions that affect the school. Comprehensive needs assessments are completed to identify areas the school needs to address. Teacher leaders are designated chairpersons who work with committees (grade level chairpersons, curriculum coordinator, and administrator) to develop goals, and a plan of action that are documented in the Academic Plan. They also ensure that the goals are aligned with the Hawaii Department of Education's Strategic Plan. Grade level chairpersons collaborate with teachers at meetings to address specific grade level issues and concerns.

The leadership team includes the school counselor, student service coordinator and the administrator. Meetings are held weekly to discuss issues and concerns. Additional personnel, such as the school's health aide, curriculum coordinator, clerical, and/or custodial supervisors participate to provide guidance as related to their areas of expertise.

The SCC has long been established as the school's governance and policy body. They are responsible for the development and monitoring of Liholiho Elementary's annual Academic/Financial plan. The SCC ensures the plan is aligned with the school's vision and mission, and addresses the areas identified in the comprehensive needs assessment. The SCC utilizes a shared decision-making process and provides guidance regarding issues pertinent to the school.

The PTA provides vital funding to support teachers and school programs. They collaborate with the administrator and teacher representatives to assess and coordinate efforts during regularly scheduled monthly meetings.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Liholiho Elementary has been previously recognized with the National Blue Ribbon School distinction in 2004 and 2011. The recent nomination prompted analysis and reflection by the staff to identify the “one” practice which was instrumental to the school’s success. The school’s primary focus throughout prior years, has been to strengthen instructional delivery across curricular areas through the integration of higher order metacognitive thinking strategies.

We established, as a consistent practice, instructional strategies that integrate literacy skills with high impact thinking. Establishment of a nurturing school culture generating teamwork and collaboration among teachers and support staff was important. Teachers are pivotal to the continuous increase in student achievement; thus, continuous development of their instructional skills was identified as vital. Former Tahoma Assistant Superintendent Nancy Skerrit has been a consultant for Liholiho Elementary for 15 years, and has facilitated professional development sessions that emphasize thinking skills and behaviors based on the Habits of Mind attributes. Administrative stability also provided consistency in guiding a philosophical foundation and curricular approach. The Administrator has been at the school for the past twenty-five years and is engaged in providing a curriculum emphasizing the thinking process.

During the last seven years, teacher turnover due to retirements became a major challenge. The school’s Western Association of Schools and Colleges (WASC) accreditation report identified this as a high need area. Thus, for the past five years, Liholiho Elementary focused on repeating professional development workshops that addressed high impact effective reading and thinking strategies. We have built capacity, and enlist the help of our veteran teachers to share information with and support new teachers during their transition. The most recent SBA scores show an increase in reading and math scores validating the school’s professional development direction.