

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 Mr. Dennis R. O'Brien
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Ernest Bowen DeSilva Elementary School
(As it should appear in the official records)

School Mailing Address 278 Ainako Avenue
(If address is P.O. Box, also include street address.)

City Hilo State HI Zip Code+4 (9 digits total) 96720-1604

County Hawaii County

Telephone (808) 974-4855 Fax (808) 974-4858

Web site/URL http://www.ebdesilva.org E-mail Dennis.O'brien@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* Dr. Christina Kishimoto E-mail christina.kishimoto@k12.hi.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hawaii Department of Education Tel. (808) 784-6200

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 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	0	0	0
K	40	34	74
1	31	30	61
2	36	38	74
3	28	43	71
4	33	40	73
5	32	31	63
6	38	33	71
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	238	249	487

*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
 - 16 % Asian
 - 1 % Black or African American
 - 19 % Hispanic or Latino
 - 15 % Native Hawaiian or Other Pacific Islander
 - 13 % 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: 7%

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	17
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	32
(4) Total number of students in the school as of October 1, 2018	454
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

6. Specify each non-English language represented in the school (separate languages by commas):

Japanese, Mandarin, Vietnamese

English Language Learners (ELL) in the school: 1 %

6 Total number ELL

7. Students eligible for free/reduced-priced meals: 33 %

Total number students who qualify: 160

8. Students receiving special education services: 5 %

25 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>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>4</u> Other Health Impaired |
| <u>5</u> Developmental Delay | <u>8</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>5</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</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: 15

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	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	27
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 24:1

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	97%	96%	96%	96%	96%
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. 2014

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

The EB deSilva teachers, administrators, parents, students, staff, and community share the responsibility to promote lifelong learning and excellence.

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

The EB deSilva Elementary School alma mater begins “High on the slopes of Mauna Kea and looking across the sea.” EB deSilva Elementary School, home of the “Super Bees,” resides in the area of Hilo known as Ainako where the view of Mauna Kea lies to the west and the beautiful Pacific Ocean is on the east.

Hilo is a town of more than 40,000 residents on the eastern-side of the Big Island of Hawaii. The 485 students who attend the school receive instruction from very dedicated and hard-working teachers and support staff. Classrooms are supported with a Para-Professional Tutor (PPT) to help meet the needs of students. Special education teachers and Educational Assistants (EAs) work closely to create differentiated curriculum for inclusion classrooms.

Lifelong learning and a dedication towards excellence are the cornerstones of EB deSilva Elementary School. Each staff member is dedicated to upholding the school’s mission statement: “EB deSilva teachers, administrators, parents, students, staff, and community share the responsibility to promote lifelong learning and excellence.” Our commitment to the children begins in kindergarten where they are taught to be respectful, strive for academic excellence, and to treat others with kindness. When our students graduate sixth grade and move on to middle school, they leave with a great sense of pride and wonderful memories; but most importantly, they have the confidence to continue to excel and strive to be the best students they can be.

“Hale” is the Hawaiian word for home. The school is a home away from home for the students and faculty alike. Our Hale program links the State of Hawaii’s framework: Nā Hopena A‘o or (HĀ) which focuses on the building of unique skills, behaviors, and culture of our Hawaii home within the school. Since the school is next to a lush forest, the birds in the forest are symbols in the Hale program. All faculty, which includes teachers, custodians, and cafeteria and office staff, along with the students are separated into five haies in cross-grade level teams or “hale.” The red ‘i’iwi (honeycreeper), the yellow palila (finch), the soaring ‘io (hawk), the majestic pueo (owl), and the beautiful nene (goose) are the symbols of each Hale. The goal of each Hale is to bring the campus together and vertically integrate our student body and faculty for events which include canned food collections, attendance and reading competitions, and women’s shelter hygiene drives. This system has improved with building a school community while honoring the students’ voices.

The success of the school also lies with the school’s governance system and parental involvement. Our school’s governance system consists of three teams: the executive committee, general faculty, and grade level teams. The executive committee is made up of one grade level representative and meets once a month to share schoolwide information, share successful grade-level strategies, or to improve schoolwide systems. In the general faculty meeting, administrators balance implementing statewide initiatives with wellness activities. Twice a month, grade level teams are able to do long term planning, improve grade level curriculum consistency, or use schoolwide data to improve instruction. Administrators have provided time and autonomy for teachers to take ownership over the improvement and implementation of the learning that happens in the classrooms.

Committed parents also contribute to the success of EB deSilva Elementary School. The school’s Parent Teacher Association (PTA) sponsors family nights, fundraises for the school, and provides amazing support to classrooms. This group sponsors family nights at the Imiloa Astronomy Center and holiday craft nights at the school. The PTA fundraisers are used to subsidize bus fares and entry fees for excursions and provide funding for classroom activities, projects, and celebrations. The school’s PTA is also a main supporter to help air condition all the classrooms at the school.

EB deSilva Elementary School is part of the Hilo/Waiakea Complex area, which includes six elementary schools, two middle schools, and two high schools. The school’s faculty is participating in two complex area professional development initiatives by Dr. Duane Baker and Steve Ventura. Dr. Baker has shared with us “Learning Walks” and the importance of instructional reflection. With Steve Ventura, teachers are learning to create success criteria from standards to improve teacher clarity.

EB deSilva Elementary School was humbled and grateful to be selected as a National Blue Ribbon School in 2014. In year 2020, the school will celebrate its 60th anniversary. There is a great sense of gratitude and pride to be nominated a second time as a National Blue Ribbon School in our 60th year of service to our students, family, and community.

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

EB deSilva’s overall approach to educating our students is focused on our Vision: “Educating for Excellence.” Administrators, faculty, and staff are committed to guiding all students to become lifelong learners who strive for excellence in all areas. We not only rigorously teach academic standards, but we commit ourselves to developing children into hard working, empathetic, and well-rounded citizens.

All subject areas begin with the Common Core State Standards (CCSS). From these standards, teachers create each unit’s Learning Intentions so students can understand the purpose for their learning. Success Criteria guide students as they work toward the Learning Intention. These criteria help students take responsibility for their own learning and allow each child to move toward the Learning Intention at their own pace.

Teachers use varied instructional strategies throughout their lessons in order to ensure all students experience success. Differentiated groups are often used in classes to help all students achieve standards in a more personalized setting. Heterogeneous groupings are also used to allow students to learn from each other and solve problems together. Aside from the schoolwide curriculum, such as Wonders and Go Math, teachers include supplemental materials to reach all students. Technology-based programs are also used to ensure that all learning styles are accommodated. Students learn to work together and to help each other in different settings to reach their learning goals.

Throughout the instruction, teachers use a variety of formative and summative assessments to monitor student progress toward goals. Quarterly online Star Assessments are given and data are analyzed to form student groupings. With this data, teachers also determine which skills may need reteaching and which have been mastered. The data are correlated with our state mandated testing, Smarter Balanced Assessment (SBA), to predict student outcomes.

1b. Reading/English language arts

EB deSilva Elementary School’s strength to connect the curriculum with authentic learning activities provides students with skills and possibilities for their future. The Language Arts curriculum at EB deSilva aims to build a community of productive citizens who can not only read and write proficiently, but also utilize literacy skills in authentic real-world situations.

Consistency with curriculum and assessments assists with creating a schoolwide alignment with the Common Core standards. In grades K-5, teachers use the state-adopted Reading Wonders research-based program to address the Common Core Language Arts Standards. In sixth grade, the SpringBoard curriculum links narrative and expository writing skills and strategies with close reading strategies that focus on author styles and strategies.

Technology programs are used to strengthen academic skills. Online programs like Smarty Ants in kindergarten and first grade, are used to reinforce phonics, word recognition, and beginning reading skills. In second grade to sixth grade, online programs like Kid Biz 3000, TeenBiz, and IXL, are used to improve non-fiction reading comprehension and language arts skills. Students also use technology to improve their research skills and to apply those strategies with project-based learning. Classrooms utilize the G Suite of software for creating written materials, researching projects, and slideshow presentations. In the higher grades, students use video software or work with local video production personnel to create video production pieces.

Formative and summative assessments help teachers with decision-making in Language Arts. The schoolwide universal screener is Renaissance STAR 360 in Language Arts. Quarterly assessments give

teachers a snapshot of the students' academic achievement and gives teachers information to provide instructional support to students who are performing below grade level. In the primary grades, Dynamic Indicators of Basic Learning Skills (DIBELS), fluency reading passages, or word lists are used to help beginning readers improve and helps teachers best meet the needs of learners. During achievement teams, grade levels meet to collaborate on effective reading and writing strategies and to differentiate learning opportunities for developing learners as well as for those students who may need enrichment.

1c. Mathematics

In School Year 2018–2019, in response to a leveling out of our state math assessment scores, our school adopted and implemented the Go Math curriculum school wide. Based on articulation among teachers, it was agreed that a starting point to align our math curriculum was to invest in a rigorous math program that focused on problem solving. This provided teachers and students with a common language and common understandings in mathematics. It gave the school a solid foundation upon which to build our math curriculum, but allowed teachers the freedom to supplement this program in personalized fashions.

Math builds on the spiraling of acquired knowledge and an understanding of concepts and skills necessary to be successful. For this reason, math vocabulary became a starting point for our school to improve in the area of mathematics. The belief was that students who have a strong foundation in the basic vocabulary of math would develop a stronger understanding of math concepts and be able to better apply the skills of mathematics to everyday life. Not only do we feel that our students are building a better mathematical foundation, our teachers are becoming more confident in the curriculum and its positive results. We share a common language and common strategies that our students will build upon each subsequent year.

Another factor in the progress made in math is adjustments to our methodology through professional development. Over the past three years, our school's professional development has focused on research-based practices emphasizing the importance of peer discussions (e.g. pair/share). Most of our teachers have attended Dr. Yeap Ban Har's think! Mathematics seminar, a few have attended multiple seminars, and a few visited Stanford University to attend a Dr. Jo Boaler's youCubed seminar. Our school district is in partnership with Dr. Duane Baker of the BERC Group who has incorporated Learning Walks. All are professional growth opportunities that have given us the most up-to-date best-practices for student success.

Productive strategies have also been kept over time. A conscious effort has been placed on those students who are struggling to meet grade level proficiency. Students are identified through formative and summative assessments. Differentiated instruction in smaller group settings help to target areas of growth. Use of online instruction helps to reinforce learned skills. We use STAR, a diagnostic program for math and language arts, which provides teachers with individual reports of students' areas of strengths and growth. Using the data, teachers group students by standards for focused group instruction.

Early results of our efforts have been very promising. At the end of last year, grades three, four, and five made state math assessment proficiency gains of 10%, 11%, and 18% respectively over the previous year. The staff continues to reflect on the design and implementation of our curriculum, with data-driven teacher articulation at the core of systematic growth. Understanding the strengths of our program will help us to provide students with the best instruction possible. Through the spiraling of language and skills, and a high standard of commitment to success, we hope to create a generation of students who not only understand math concepts but also are able to apply learned concepts and become efficient problem solvers.

1d. Science

EB deSilva recognizes that Science is an integral part of the curriculum, and that Science, Technology, Engineering, and Mathematics (STEM) education offers opportunities for our students to engage in learning, exploring, and creating. The acquisition of knowledge is not the only objective that we have for our students but more importantly, to provide many opportunities for our students to question, explore, create ideas, investigate, and collaborate. We subscribe to the vision of the HIDOE STEM initiatives: "STEM education will prepare our students to understand the local and global challenges of the 21st Century, and inspire them to become lifelong learners who will confront these challenges and seek solutions."

In 2016, a concerted effort was made to develop a schoolwide plan for Science and STEM; to support our teachers with professional development and curricula resources. The planning team set out to make sense of integrating Science with the other areas of the curriculum. We wanted to incorporate the child's innate sense of wonder, the how to do it, and the ability to find a solution. Our initiative provided each grade level with the Next Generation Science Standards (NGSS) models, and multiple resources for utilization in a multidisciplinary curriculum. Our understanding was that Science and STEM provided opportunities for students to participate in the problem solving and critical thinking processes, necessary in developing lifelong learners.

STEM was integrated and aligned with the NGSS standards and our Wonders ELA curriculum. Resources, such as the Mystery Science program, Stem.Hi, Defined STEM, which consist of the necessary components of Science education: Scientific and Engineering Practices, the Disciplinary Core Ideas, and Crosscutting Concepts (three-dimensional learning).

The effect of our initiative was demonstrated in our State's annual Science Assessment Hawaii State Assessment has and NGSS bridge assessment). The fourth graders, the benchmark grade, performed at the mid 80 percentile level, for several years since the school's initiative was implemented. This endeavor was a collective effort on the part of all grade levels in our school through the four years of implementation. We find these results to be indicative of a successful STEM education curriculum at EB deSilva.

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

At EB deSilva, we strive to develop informed, active citizens who think critically to problem-solve, and contribute positively to society. In 2018, Hawaii adopted Hawaii Core Standards in Social Studies. The most significant change is the addition of the Civic Life Standards. While the standards are new, our core beliefs have remained constant. We believe that the Social Sciences are central to building informed citizens who understand their roles and responsibilities in our democratic society and rapidly changing world.

Our social studies curriculum is based on ensuring that our students acquire the skills that are critical to understanding the concepts of civics, history, geography, and economics. In the formative grades, students are learning to make sense of the world around them. Curriculum is centered on community awareness and how individuals follow civic rules and work together to make decisions. In subsequent years, curriculum is focused on the greater world including pre-contact history of Hawaii in grade four, colonial America in grade five, and world history in grade six.

Social studies content is integrated with other content areas in project-based assignments as students plan inquiries, gather information, and evaluate sources to support claims. An example is the third grade culture board project where students choose a culture and use gathered information to create and present a display with maps, historical information, cultural details and even favorite recipes.

In addition to the core curriculum, students in the fourth, fifth and sixth grades take part in many activities that enrich classroom learning. Our fourth grade students take an annual trip to the island of O'ahu. They visit sites including the state judiciary where they experience the judicial process first hand by reenacting the landmark case of Oni vs. Meek, that forever changed land ownership in Hawaii. Similarly, a group of fifth and sixth grade students travel to the East Coast every other year to bring United States history from classroom learning to "real life," by visiting many of our nation's historical sites, as well as, our current governmental processes, at our nation's Capital. Our fifth grade students worked in collaboration with Hilo High School's Performing Arts Learning Center to present the musical play, "13 Colonies," during the 2018-2019 school year. Students performed and worked on all aspects of the production including set design, sound, lighting, and costumes. It was an amazing opportunity to reinforce community building, and for students to work together to accomplish a common goal.

1f. For secondary schools:

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

2. Other Curriculum Areas:

In an effort to meet the needs of the whole child, EB deSilva offers an array of well-balanced curricula integrated into the school week. All grades, K-6, have a 45 minute block of Visual Arts each week. In this resource time, students use a variety of different media to explore art topics. The art teacher creates themed lessons differentiated for each grade level of students.

Performing Arts are addressed in grade 5, as students perform a musical play based on science or social studies topics. Teachers from Hilo High School's Drama Department work with grade 5 teachers to rehearse with students, help them create costumes and backdrops, and teach them to operate lighting and sound equipment. Fifth graders perform for their peers on campus and share a culminating public performance on the stage at Hilo High Auditorium. The success of the grade 5 musical play has encouraged other grades to look for ways to integrate performing arts into their curriculum.

All students are also provided with a 45 minute block of Physical Education (PE) each week. Utilizing either the large upper field or the covered playcourt, students participate in a variety of physical activities. Students learn the fundamentals of sports such as soccer, basketball, running, and tennis through skill centers. Centers allow for greater student participation throughout the class because students are practicing skills in small groups. The PE teacher also integrates health and nutrition topics during class sessions. The importance of overall health and movement are emphasized in order to promote wellness.

EB deSilva has a Hawaiian Studies "kumu" (teacher) who visits all classrooms weekly to teach students about Hawaiian language and culture. Through storytelling, art, dance, music, and games, students learn about our unique island culture. All students participate in our annual Ho'olaule'a where the public is invited to see the collaborative efforts our students, as they perform hula and songs.

While all students are assigned a Chromebook to utilize in the classroom, grades K-5 students also attend weekly technology/library classes in our Learning Lab. During the 30 minute sessions, students practice technology skills such as keyboarding, coding, and Google apps. Students in grades K-3 are often read stories by the Learning Lab teacher in order to introduce new titles and promote diversity and life lessons. All students are encouraged to borrow books from our large collection of titles both in the Lab and online. The Parent Teacher Association (PTA) has helped to create a welcoming space by purchasing new books and shelves. They have also committed funds for flexible seating and other improvements.

Our teachers are dedicated to integrating character education and Social-Emotional Learning (SEL) throughout all areas of the curriculum. We are utilizing a schoolwide curriculum for SEL called Second Steps. The curriculum allows for strategies and vocabulary to be consistent across all grade levels. Second Steps scaffolds the lessons so that strategies are introduced and reinforced as students move through the grades. Teachers follow a school pacing guide which ensures that all students have the same focus each week. While grade K-4 teachers follow the curriculum in their individual classrooms, grades 5 and 6 bring all students and teachers together to keep the message and lesson consistent with the whole group.

In addition to these classes offered on a weekly basis, EB deSilva offers a variety of other learning opportunities. Some of these include: Student Council, Junior Police Officers (JPOs), Newbery Club, Spelling Bee, and K-Kids (a division of Kiwanis). The PTA also sponsors EdVenture classes after school such as yoga, art, Japanese language, cooking, and dance. There are classes available for both lower and upper elementary students. Classes vary each semester and the Parent-Community Networking Coordinator (PCNC) will seek out instructors based on student, parent, and teacher input.

3. Academic Supports:

3a. Students performing below grade level

Response to Intervention (RTI) is the school's model for providing support to our developing learners. Utilizing our schoolwide or classroom assessments, teachers collaborate in achievement teams twice a month for ninety minutes. During this time, teachers either share successful classroom strategies or create

learning targets. In the classroom, learning targets are used to focus instruction in a Tier I setting.

When students have trouble learning, teachers utilize a Paraprofessional Tutor (PPT) in the classroom to provide small group instruction in a Tier II setting. Either the classroom teacher or PPT works with students in this small group to provide support that helps chunk instruction, curriculum, or model learning in an environment where students can discuss or ask questions.

In school year 2019, first grade students who needed foundational reading skills received instruction in a multi-sensory approach. Foundational skills that include phonemic awareness, phonics, fluency, and word recognition reading skills were provided to these first graders.

Students with special needs or who receive English as a Second Language (ELL) supports receive instruction in an inclusion setting. Based on their goals and objectives, students meet with support personnel in either small group or on a one to one basis to work on the goals necessary. Teachers collaborate with Special Education staff or ELL Coordinator to modify or adapt learning materials that meet the student's goals or objectives. Some students receive out of class instruction to help provide a better place to focus and to minimize distractions. This is our school's Tier III support system.

The levels of support and time for teachers to articulate and collaborate in achievement teams provide students who perform below grade level with a safety net of support.

3b. Students performing above grade level

Much of the differentiation for students who perform above grade level happens within the classroom; however, the school also provides enrichment activities for students. Computer based programs used at the school like Smarty Ants and Kid Biz 3000 provide differentiated skill based instruction at and above the student's level. In grades four through six, students have an opportunity to participate in the school's Newbery Club. Students in the club meet once a week afterschool to read, discuss, and enjoy Newbery books. At the end of the school year, club members participate in an islandwide Newbery Competition against other elementary schools. Students who excel in spelling have another opportunity to challenge themselves in the school's spelling bee. Sixth graders who excel in math are provided a weekly afterschool math class to help them prepare for middle school.

3c. Special education

Although our IDEA student count stands at 28 students, we believe in continuously strengthening our SPED department to best meet the needs of our IDEA students. We employ data driven instruction to ensure that we are grouping our students with the greatest opportunity for success. The process of developing academic support begins with assessments. We determine the students' strengths and needs, create ambitious yet attainable goals in their IEPs, track their progress, use research-based interventions, involve the parents, and along the way, celebrate the students' progress. Teachers communicate with parents when their children are putting forth effort. We use positive language. For example, instead of using the word "deficits," we use "challenges." We demonstrate deliberate optimism in our words and actions.

In special education, we do our best to take the time to allow students to connect their prior knowledge with the new concepts that are being taught. By making connections, it becomes easier for students to retain the information. When an intervention strategy is not working, we remain flexible and change our approach to meet the student's needs. Incorporating technology, such as iPads and computers, also helps with individualizing instruction.

We believe that it takes a village to raise a child. It takes children with special needs to raise the consciousness of the village. Successful inclusion requires teamwork among the general education teachers, special education teachers, administrators, parents, staff, and related service providers. We all work together for the sake of our students. At EB deSilva Elementary School there is a strong mutual trust between teachers and administrators, as well as between teachers and parents.

Several years ago, we established a culture of inclusion. Our school counselor visits each class to teach a lesson about being inclusive and being kind to peers who may be different. We also have a number of teachers who are dual-certified in special education and general education. We remind all of our students that people are gifted in different ways. Since inclusion was started at our school, the majority of IDEA students are serviced within the inclusion setting. There are many benefits to inclusion. For example, IDEA students are no longer pulled out of the class and away from their peers. This helps the child in respect to maintaining a sense of community and belonging. Inclusion is also beneficial for our non-IDEA students in that they become more sensitive to the needs of their IDEA peers. In many instances, a caring group of peers can have a highly positive impact on their IDEA peers.

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

At EB deSilva, our ELL (English Language Learners) population comes from different cultures and backgrounds, with various academic abilities. The WIDA English Language Development Standards is used in conjunction with the State Content Standards.

The school is responsible for identifying all students potentially needing ELL services. An assessment is done using the state-approved English language proficiency assessment and the WIDA screener. Identified ELLs are serviced both in the classroom or pulled out, depending on an individual's needs and language proficiency. Tutoring is done in the mainstream classroom in content areas such as English Language Arts, Math, Science and Social Studies. During pullouts, we address the academic deficiencies using modified lesson plans and computer programs. We are very fortunate to utilize the Imagine Learning and Literacy (ILL) program. It speaks to our ELLs in their native language and then continues in English. The ILL program also does a beginning, a midyear and end of year benchmark to ensure that the students are making progress. As importantly, the students are positively engaged and enthusiastic about this program.

The goal of our ELL program is to reduce academic achievement gaps between native English speakers and ELL students. We want to assure our ELLs have equal access to all educational opportunities and encourage them to participate in extracurricular activities offered by the school. It has been our experience that students who participate in these extracurricular activities develop their voice and learn to better communicate with others. At the end of the school year, there is an awards banquet for all ELLs and their families. Students are presented with certificates and leis as their family proudly looks on.

We are very proud of the environment that our school community creates, making every child feel like they belong. Our commitment to success is very strong. Our ELLs will grow to see everyone as an equal. Many ELL students have become outstanding citizens in our community, and we hope that their experiences at deSilva have helped contribute to their overall success.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Our students are our priority. A simple and obvious statement, which centers our focus as a beacon for our daily actions and decision making. Engaged and enthusiastic students are active participants in all aspects of student life. They are students who are excited to be in school and who not only feel that they are part of a family but also are inclusive in their actions to welcome others as well. Engaging students at EB deSilva begins and ends with the relationships formed between our faculty, staff, and students. Students who feel that they are genuinely cared for will be an active part of our school community. We pride ourselves on the ability to create an environment in which every student at the school has someone to whom they can go. Our collective focus on positive daily interactions promotes a safe and nurturing environment. We also understand that students have varying strengths and needs. To accommodate student diversity, we create numerous outlets for student input in and out of the classroom. Students are given opportunities to reflect on their progress in the classroom while teachers are open to finding a variety of ways to assess student learning and incorporate student feedback.

Outside of the classroom, students seek to improve campus life by suggesting and developing improvements to school systems, forming clubs based on student interest, and participating in the School Community Council. All of these activities collectively help to make meaningful contributions to EB deSilva Elementary. In addition to positive relationships and student voice, one of the ways we work to maintain student engagement is through our reinforcement of Social and Emotional skills. At EB deSilva, Social-Emotional Learning (SEL) is more than a curriculum. It is a set of core values and a mindset that is reinforced and integrated through every curriculum and student interaction. We strive for our students to act with Integrity, have Empathy, strive for Excellence and exhibit Hard Work. Through consistent modeling we instill these core values in our students, which helps develop lifelong learning skills. These core values serve as a foundation for future success and personal growth of our students.

2. Engaging Families and Community:

Parents and community members share a responsibility to promote lifelong learning and excellence at EB deSilva Elementary. Engaging and well attended family and community activities have helped to build an inclusive culture at the school.

The school is fortunate to have an enthusiastic Parent Community Network Coordinator (PCNC). The PCNC organizes parent events, special school activities and coordinates school volunteers. The school's PCNC is a liaison to link community professionals with the school. For example, our PCNC has brought staff from Na Leo, a public access digital media group, to do video production with students. Grade five classrooms have been partnered with the Hilo High School Performing Arts Learning Center to perform a musical on campus and at the Hilo High School auditorium. She has worked with second grade teachers and the Hilo Medical Center to educate students about the importance of child booster and car seat usage in vehicles.

The school's PCNC also serves as the K-Kids Liaison. K-Kids is the elementary division of the Kiwanis Service Club. The K-Kids Club promotes community service projects and civic service in the school and Hilo community. Along with the Hilo High Key Club and a school staff member, our PCNC meets twice a month with club members to plan service projects.

Making the first years of elementary school positive and memorable is also very important at EB deSilva. We are fortunate to have a hard working and loving Primary School Adjustment Project (PSAP) Coordinator. She meets with students in kindergarten through third grade to help them adjust to the rituals and routines of school, and under the guidance of the School Counselor, provides support to students.

The PCNC and PSAP Coordinator also work together to organize family nights that bring students and families to the school during the evenings. Activities on these nights include holiday craft night, an annual

Trunk or Treat Halloween event, and a Science Night hosted by the Hawaii Science and Technology Museum (HTSM). Family nights are well attended and fill the school with laughter and a really good time.

Another highlight for families is the EdVenture Program. Sponsored by the school's Parent Teacher Association (PTA), this afterschool program provides students an opportunity to learn art, dance, martial arts, creative movement, or music in a 45 minute to an hour weekly class. At the end of the semester, students perform for families at the EdVenture Showcase. Both PCNC and PSAP Coordinator work together to register students, find classes for students, and manage the logistics to ensure a successful program at the school.

Our school website, social media, news bulletins, internal productions and "Remind" text messages are all utilized to communicate student achievements, and inform and encourage parent involvement. We continuously promote an open-door policy, with person-to-person interactions remaining the preferred method of communication to build stronger relationships between parents, students, school administration, faculty and staff.

3. Creating Professional Culture:

Over the past several school years, we value and continue to promote a collaborative environment for our teachers. Teacher representatives participate in our Parent Teacher Association (PTA), School Community Council (SCC), Student Achievement Teams, and Executive Committee, thereby having a voice in all school improvement initiatives. This has facilitated transparency and a culture of shared ownership in all aspects of school operations. No major initiative is started without teacher input and opportunities to provide feedback prior to implementation. Based on recent School Quality Survey (SQS) data, our teachers report feeling safe and included at this school. Use of the Panorama Student Survey helps teachers to reflect on their practices and make necessary changes.

Our school spares no expense in providing high quality professional development (PD) opportunities for our teachers. For example, teachers who learn of available PD opportunities, whether locally, statewide, or on the mainland, are encouraged to participate. Administration is then responsible for securing the necessary funding. Teachers who attend PD opportunities are then expected to share their learning with the larger faculty. In this manner, we strive to build capacity into our PD approach. Over the past two school years, we have contracted the BERC group and Dr. Baker with the intent of initiating the Learning Walk Program. Within this framework, our teachers visit nearby elementary schools to conduct Learning Walks through several classrooms. A debriefing session is led by Dr. Baker after each room has been visited and again upon return to our campus. The main purpose of the Learning Walks is to provide our teachers with an opportunity to reflect upon their own classroom practices and routines. We have also opened our school up to host Dr. Baker's Learning Walks for Hilo area elementary and intermediate schools.

We intend to continue to work with Dr. Baker and have also contracted Steve Ventura to continue PD on John Hattie's work on Visible Learning. Steve Ventura was contracted to work with teachers on Teacher Efficacy, Teacher Clarity, and the value of feedback to our students. This opportunity allowed for collaboration between EB deSilva and five other Hilo area elementary schools. This format provided our teachers with a seldom available opportunity to articulate within and between other schools in our area. Based on positive feedback, we will be welcoming Mr. Ventura to open the 2020-2021 school year to recalibrate best practices, including Teacher Clarity and Collective Efficacy.

4. School Leadership:

The leadership philosophy of this school has a direct impact on our governance system. Administration's personal philosophy is based on the "Servant Leader" concept. Per this belief, the governance of this school can be compared to that of an "inverse triangle" – placing the principal at the bottom rung of the inverted triangle – with students, teachers, support staff and parents at the top. The principal keeps a poster paper of the inverse triangle on display in his office to serve as a reminder to all that this is not a top-down organization. Our doctrine is one in which each teacher has direct and equal input. The principal is at the bottom of the triangle and is responsible to serve and support all constituents. It is the principal's

responsibility to “walk the talk.” Administration has been implementing this practice for over 15 years.

The school governance system extends to incorporate and listen to each teacher, support staff member, student and parent and as a direct result individuals feel a strong sense of ownership in the continued success of this unique little school. It is our belief that no one person is as effective as a collective school community in working towards continuous school improvement. At this school, each of us is a leader. We need to have our teachers know that they are an invaluable and essential component towards school improvement. For example, each of our teachers participates in one or more of our main school committees. Members of these committees are the driving force behind all school improvement efforts. Teachers share the responsibility for development of our annual Financial and Academic Plans. Wise use of available resources, per teacher input, has enabled our small school to accomplish a great deal on behalf of our students and school community.

Our administration has long held an “Open Door” policy by which our door is always open to assist students, staff, parents, and community members. We view this as a practical and necessary aspect of administration’s role in leading this school. We are never so busy as to turn a guest away. Teachers and students do not need to wait in line until the principal is available – we attempt to be as accessible as possible. Teachers understand that when a child is referred to administration for an infraction, the case will be handled quickly. This practice shows that administration is highly supportive of teachers’ efforts in the classroom.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

There is a litany of strategies that are responsible for the success of any school. Some of our strategies have been introduced in earlier sections of this application. If we must select one strategy, that would be our array of Social-Emotional activities for both students and staff. The core beliefs of the Social-Emotional program are carried out in all curricular settings. With the focus on these values, we have noted a decrease in office referrals and an increase in our daily student attendance. These values reiterate our school wide mantra of deliberate optimism and treating others with kindness.

Another very important aspect of our Social-Emotional support is the role modeling of appropriate person-to-person interactions by our faculty and support staff. Using a program as a standalone curriculum is not enough and our staff's daily actions have a much longer lasting and positive impact on our students.

We attribute part of our school's success to the holistic care we give our teachers. Providing ample teacher time and coordinating staff wellness activities, such as staff murals, themed meetings, and friendly get togethers help to support and maintain teacher morale. We are very cognizant of how important time is to our teachers. For this reason, we meet in vertical formation once per month and provide weekly non-instructional time for teachers to conduct professional development within the work day. This policy subscribes to the belief that the better care we take of our teachers, the better care they will take of our children.

The Hale program, described in the beginning of the application, supports our social-emotional work. It provides the structure: all faculty and support team members assigned to one of the houses, and a vertical integration of K-6 students. Students and faculty enjoy the Hale events equally. This arrangement allows students to interact with their peers in other grade levels, and teachers who they may have in the near future. Students feel a sense of belonging when they proudly wear their shirt that displays their respective Hale's Hawaiian bird mascot; and when they engage in friendly quarterly competitions such as a canned food drive, hygiene goods collections, and the construction of Christmas trees for an elderly home. Periodic attendance competitions between each Hale have brought our daily attendance into the high ninety percent. Our goal is to create an environment in which the children articulate with staff members, develop friendships, and feel a sense of belonging to the school.