U.S. Department of Education
2022 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 <u>Mr. Kevin Dias</u>
                (Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name <u>Hokulani Elementary School</u>
                (As it should appear in the official records)

School Mailing Address <u>2940 Kamakini Street</u>
                (If address is P.O. Box, also include street address.)

City <u>Honolulu</u>   State <u>HI</u>   Zip Code+4 (9 digits total) <u>96816-1726</u>

County <u>Honolulu County</u>

Telephone <u>(808) 733-4789</u>   Fax <u>(808) 733-4792</u>
Web site/URL <u>https://www.hokulani-elementary.com/</u>   E-mail <u>109Hokulanielementary@k12.hi.us</u>

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*_<u>Mr. Keith Hayashi</u>_____E-mail_<u>keith.hayashi@k12.hi.us</u>_____
                (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name <u>Honolulu School District</u>   Tel. <u>(808) 784-6600</u>

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 <u>Mrs. Catherine Payne</u>
                (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, leave blank.

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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.

4. The school has been in existence for five full years, that is, from at least September 2016 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: 2017, 2018, 2019, 2020 or 2021.

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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district   <u>185</u> Elementary schools (includes K-8)
   (per district designation):   <u>42</u> Middle/Junior high schools
                                        <u>44</u> High schools
                                        <u>24</u> K-12 schools

                                        <u>295</u> TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district**.)

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")

   [X] Urban (city or town)
   [ ] Suburban
   [ ] Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	1	1
K	15	12	27
1	22	13	35
2	23	17	40
3	24	29	53
4	20	32	52
5	29	35	64
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	133	139	272

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

4. Racial/ethnic composition of   0.7 % American Indian or Alaska Native
   the school (if unknown, estimate): 44 % Asian
                                       0 % Black or African American
                                       14 % Hispanic or Latino
                                       5 % Native Hawaiian or Other Pacific Islander
                                       9 % White
                                       27.3 % 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 2020 - 2021 school year: 8%

   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 **to** the school after October 1, 2020 until the end of the 2020-2021 school year	2
(2) Number of students who transferred **from** the school after October 1, 2020 until the end of the 2020-2021 school year	25
(3) Total of all transferred students [sum of rows (1) and (2)]	27
(4) Total number of students in the school as of October 1, 2020	319
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

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

   Arabic, Cambodian, Cantonese, Cebuano/Visayan, Chuukese, Czech, Danish, French, Hebrew, Hungarian, Japanese, Korean, Malayalam, Mandarin, Polish, Portuguese, Romanian, Tagalog, Vietnamese.

   English Language Learners (ELL) in the school: 9 %

                                                    24 Total number ELL

7. Students eligible for free/reduced-priced meals: 13 %

           Total number students who qualify: 35

8. Students receiving special education services   5 %
   with an IEP or 504:   13 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. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

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

9. Number of years the principal has been in her/his position at this school: 1

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. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	15
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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   18:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	98%	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 2021.

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 <u>X</u>   No

   If yes, select the year in which your school received the award.   <u>2012</u>

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

Our community is dedicated to building a strong foundation that fosters the love of learning that inspires everyone to reach their highest potential in an ever changing world. Our vision is to be a community that positively impacts the world. Our Mantra: Together we rise.

16. Provide a URL link to or text of the school's nondiscrimination policy.

Annual Notice of Non-Discrimination: https://4.files.edl.io/a6ad/02/23/21/204010-4f965464-06ae-4e1d-a8d6-afb036c082bd.pdf

Continuous Notice of Non-Discrimination: https://4.files.edl.io/395d/02/23/21/205216-53a16b23-6777-4807-a81d-7b7d631374b8.pdf

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

PART III – SCHOOL OVERVIEW

Hokulani Elementary School is situated on 2.2 acres of land located between the University of Hawaiʻi-Mānoa and the lower Mānoa/Kaimuki business district. Hokulani serves approximately 267 students in grades kindergarten through Grade 5. Hokulani was built in 1958 to address the growing population in urban Kaimuki-Waialae. Currently we attract students from neighborhoods outside of our school boundary, with approximately 64% here on geographic exceptions. We are one (1) of ten (10) schools which comprise the Kaimuki Complex.

Our goal is to raise curious, engaged students who are able to problem-solve and make sound decisions creatively, are reflective, and empathetic. Additionally, their capacity to be self-directed and collaborative will grow the more we engage and empower them in their learning experiences. In doing so, we hope that they are effective problem-solvers and decision-makers who are empathetic, understanding, and respectful.

Striving to live up to our vision and mission with a mindset toward goal attainment and continuous improvement, as evidenced by Hokulani Elementary's consistently high achievement and performance results, are attributed to intentionality. Hokulani's story is about intentional planning, monitoring impact, and identifying contributing factors to success. It is also about valuing the work that we do, owning our strengths and efficacy, and caring for children. Foundationally, we prioritize effective reading instruction in lower elementary, as students learn to read through a balanced literacy approach, engaging students in reading, writing, speaking, and listening. Learning opportunities are integrated in upper grades, as the focus shifts to reading to learn, including discourse in mathematics instruction and real world, inquiry-based approaches in social studies and science activities.

Along with Hokulani's high expectations for student growth and achievement is our continued commitment to providing personalized support for all students. Instruction and intervention takes place individually and in small groups, in addition to whole group instruction and leveling up along the way. Hokulani focuses its efforts in a multi-tiered approach, with effective, evidenced-based practices delivered to all students at the Tier I level. All students are screened academically and socially-emotionally three times per year, receive effective and differentiated academic instruction infused with evidence-based strategies, such as Visible Learning strategies, and engage in a social-emotional learning curriculum as well as guidance lessons delivered in the classroom. At the Tier II level, students are identified and supported with individual and/or small group academic intervention, either with a reading specialist (grades K-2) or with the classroom teacher. Student social emotional learning (SEL) intervention takes place individually with the school counselor or in small groups. Students needing more support are addressed at the Tier III level through supports determined by the school team, led by our Student Services Coordinator (SCC). Our SCC will connect students with additional services at the school level or through district support services.

Hokulani also believes in developing and nurturing the whole child by offering specialized learning experiences. In addition to the four content areas, we offer Physical Education, Spanish, and Hawaiiana. We do this to honor the various strengths of our students and to provide a balanced approach to education. Hokulani also takes great pride in incorporating the arts as a major component of learning. As an art integration school, we leverage grant initiatives with ArtBento and Artists in the Schools (AITS) to embed creative and expressive opportunities for students into core curricular standards. With AITS, students are able to use drama and the arts to build verbal and non-verbal skills, while increasing engagement. Additionally, under typical circumstances when not restricted by the health and safety restrictions in place during the current pandemic, we offer co-curricular opportunities for students based on their interests. Some of the after school programs we have are art, violin, VEX/robotics, choir, yearbook, math club, and speech club. We are hopeful to restore these extracurricular activities in the near future.

While the COVID-19 pandemic has undoubtedly impacted schools across the country, as it has our school community, the faculty and staff at Hokulani have seized the opportunity to hone in on intentional and targeted learning opportunities. While there were a lot of initiatives put on hold due to pandemic health and safety restrictions, such as extracurricular activities, WIN (Whatever I Need) intervention time, etc., focus shifted to individual, small group, and whole class, or cohort instruction and intervention. Following the

shutdown during the last quarter of SY 2019-2020, Hokulani opened SY 2020-2021 with three major models of instruction: remote learning, hybrid/blended, and in-person instruction. Due to the nature of education and the blend of in-person and/or digital teaching and learning, teachers went above and beyond to meet the academic and SEL needs of our students. By the fourth quarter, 95% of our families chose to send their child(ren) to campus for in-person learning. What our school was able to accomplish in regards to academic proficiency during the height of the pandemic is commendable and is reflected in our Standards Based Assessment proficiency scores for the 2020-2021 school year: ELA (82%), Math (81%), and Science (74%) .

Hokulani's intentional efforts to strive to live up to our vision and mission have been consistent, not only during the pandemic. It is this consistency and adaptability to the ever changing nature of education and the diverse needs of students that has contributed to Hokulani being named a Blue Ribbon school twice. This recognition has strengthened our reputation as a successful school, and has helped make us a school of choice, bringing students into our community from across the state. Students consistently share that we provide rigorous academic instruction in a caring and nurturing environment, and parents support our expectations and celebrate our various accomplishments. Together we rise.

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:

We have learned that integrated instruction and inquiry makes learning accessible and effective for all learners. We use all content areas to navigate life, so rather than keeping content areas isolated, students read and write throughout the day as they study literature, mathematics, science, and social studies. An example of this practice is when fifth grade teachers have students examine a current event, unearthing the social implications and scientific phenomena. Students have created numerous products including a field journal, watercolor painting, public service announcements, slide deck presentations, and infographics. We also integrate art, both fine and performing, as a way for students to express their learning and understanding. An example of this is a drama residency in which students learn about forest conservation and act out their interpretation of a piece of literature or an image.

Understanding that there are many ways to learn and many ways to express learning, we encourage students to explore. This includes inquiry methods that teach students metacognitive practices including articulating what they are learning. Many of the teachers incorporate community circles as methods to discuss an academic concept (understanding character development) or to resolve social situations (misunderstanding on the playground). Students practice articulating their perspective, listening to that of others, and incorporating new information. As authors, our kindergarten students have shared their work with a peer, received and given feedback, and learned to incorporate the feedback into their revised piece. This encourages students to know that feedback helps to extend one's learning. Our role as educators is to teach students various ways to think critically, be empathetic, and to understand that there are outcomes and outgrowths from our choices, decisions, and actions. We also teach students that there are many paths to the same destination and to explore various options to know what's best.

1b. Reading/English language arts curriculum content, instruction, and assessment:

Currently, grades kindergarten through third use Reading Wonders as their main curricular tool. Teachers decided that this allows for consistency of instruction and provides a strong foundation for all students. They visit the textbook to build skills and use the anthology so that students can apply their learning. Over the years teachers have determined when to frontload vocabulary and when to have students practice other skills to deepen comprehension. Fourth and fifth grade teams use Reading Wonders when specific skills need to be taught. Otherwise, they use current events articles, science text, novel study, and short stories so that students can practice their fluency and comprehension skills with both informational text and fiction.

As students progress through the grade levels, they discover that there is less direct instruction and a gradual release of responsibility for their learning. In the beginning of the year, all students are assessed so that teachers know the range of differentiated instructional needs. Instruction ranges from whole group to small group, flexing to adapt to the patterns and trends of learning. Small groups could be as large as four students to as small as 1:1 (teacher:student). Even prior to COVID-19, teachers were cognizant to make sure that groups were small enough for students to be effectively retaught and large enough to include a breadth of perspectives. Instructional methods shift as the class moves through the unit. Most often the opening of the unit is through whole group instruction. As the class gets to the middle of the unit, there will be more small group instruction so that specific learning needs are met. Nearing the end of the unit, and in preparation for the summative assessment, teachers will return to whole group instruction, reminding students of the learning targets and where they are on the content progression. Sharing, reviewing, and redirecting students to the learning targets throughout instruction, helps to make learning relevant and instruction intentional.

All students complete diagnostic assessments in iReady at the beginning of the year, midyear, and end of the year. Baseline data is used for teachers and students to set learning targets. Because the lessons adapt to each student's need, 45 minutes of independent practice time is required for all students. iReady builds skills and

assesses students across five domains: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Additionally, kindergarten and first grade teachers use Reading A-Z (RAZ) as an additional assessment tool to monitor student progress and growth on a weekly basis. There are teachers in grades two, three, and four who are also able to use RAZ to assess students who enter the grade level and who are not at grade level. Kindergarten through fifth grade teachers collaborate to construct rubrics and success criteria, determining: What counts? What matters? What's important? Common formative assessments and common rubrics are developed horizontally and shared vertically. The practice of alignment is to ensure that there is a progression of skills and standards as every minute of instruction matters.

1c. Mathematics curriculum content, instruction, and assessment:

During the 2019/2020 school year, Hokulani conducted an evaluation of the mathematics program by utilizing a program evaluation tool, reviewing mathematics curriculum offerings, and assessing potential programs against complexity criteria (procedural, application, and conceptual complexity). Upon completing the evaluation, Hokulani made the shift from Stepping Stones to Ready Math for the 2020/2021 school year. The Hokulani team determined that Ready Math would better align to proficiency readiness levels currently identified using the iReady universal screener and individualized lessons and activities. Hokulani teachers use Ready Math to deliver Common Core instruction in grades K-5 to develop real world problem solvers. Teachers make intentional efforts to develop mathematical reasoning and problem solving habits through a combination of online and hard copy resources. In addition to the common core curriculum, teachers utilize a variety of programs to provide differentiation and practice, including IXL, XtraMath, Prodigy, and Reflex.

Mathematics instruction is provided through daily instructional blocks, as well as weekly allotted practice, differentiation, and practice blocks. The mathematics block of instructional time features whole class instruction and progresses into small group and independent work time. Teachers will also utilize the instruction block to provide 1:1 intervention. All grade levels focus on Common Core Mathematical Practices during instruction and have spent time on vertical articulation around these practices as part of the complex's PRIME (Planning Responsive, Inclusive Mathematics Education) initiative. In addition to foundation and concept development in the strand areas of numbers and operations, algebra and algebraic thinking, measurement and data, and geometry, teachers collectively emphasize mathematics vocabulary, building verbal skills, reading comprehension, and modeling as part of their instructional practices. Hokulani teachers have also focused on engaging students in discourse, particularly around mathematics instruction. Engaging students in discourse has been an area that teachers have had to make significant adjustments due to the health and safety guidelines that significantly impact student interaction in the classroom.

Just as in Reading/English Language Arts, students are diagnostically assessed using the iReady universal screening tool at the beginning of the year, mid year, and end of the year. Teachers use the diagnostic data to set learning targets, inform differentiation levels, and identify areas for intervention. During grade level articulation, teachers collaborate on common formative and summative assessments. Formative assessments may take the form of observation, curriculum resources, supplemental handouts, as well as data reports and comprehension checks from supplemental programs, such as IXL. As part of their data teams and participation in comprehensive needs assessments, teachers identify specific mathematics strands that are areas of focus among the different grade levels.

1d. Science curriculum content, instruction, and assessment:

Hokulani uses the Next Generation Science Standards (NGSS) to anchor learning. Teachers created units of study utilizing a range of resources, including videos from Mystery Science, Brainpop, and Generation Genius to stimulate inquiry. For example, kindergarten students learn about weather phenomena and developed simple machines to capture or measure wind. We intentionally planted shrubs, bushes, trees, and vines to attract varying butterflies and moths which students monitor to learn about the life cycle and environment. Third graders learned about adaptation and biomes of birds through an art integration project. Students sculpted the birds they studied and designed what they learned to be the biome/habitat of their bird. Fifth grade students explore the stream in our backyard, to learn about invasive species and the impact on our environment and native or indigenous plants and animals. This learning leads to discussions about

conservation and human impact on our environment.

Units start with whole group instruction to lay the foundation of the scientific or engineering practice, disciplinary idea, and crosscutting concept. Students then break up into small groups in order to deepen their learning. While there is a common topic that anchors the learning, students are encouraged to follow their wonderings, which allows for individual growth. For example, when first graders learn about adaptation, they learn about the various types of bird beaks to determine the most functional depending on the environment and purpose. Learning targets are revisited throughout the lesson to keep learning intentional and purposeful.

Student growth and achievement is measured through a range of assessments. Assessment and feedback incorporates problem solving, reasoning, evidence, and explanation. Data is collected through student work products, observations, or conversations. Success criteria are shared with the students so that they know what the purpose of the learning is and what are the learning expectations.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

Social Studies, History, and Civics is anchored in the Hawaii Core Standards in Social Studies (HCSSS) and the C3 Framework (College, Career, and Civic Life). Hokulani teachers seek to incorporate project based, real world learning experiences, including artistic expression in the Social Sciences.

Third graders develop mini-societies, including a social identity, societal roles, and currency. Their summative assessment is Market Day, where they sell their products for classroom currency. From the beginning of the year, organizational and systems thinking are practiced daily and dovetail into this event. As students fulfill classroom roles, they learn how expectations and fulfilling responsibility help sustain a functioning society.

Fourth graders are immersed in traditional Hawaiian culture, taught by a practitioner of Hawaiian culture and arts. Their learning culminates in Hoʻike, where students demonstrate their learning through music, dance, and skits. Hoʻike is defined as an individual performance that demonstrates one's learning and proficiency in Hawaiian culture. Students are taught Hawaiian values, such as: leadership, respect, forgiveness, sharing, responsibility, and family. Students are assessed on their final performance. However, formative assessments are done during practice sessions, when feedback and guidance are provided. Students are also given a written summative assessment and complete personal reflections.

Civic engagement is one of the hallmarks of fifth grade. State or National elections provide opportunities to learn about balance of power and election processes. Students participate in Kids Vote Hawaii, which is a State program, allowing students to experience decision-making and voting. Researching, understanding perspectives, taking stances, and citing evidence are cross-cutting learning targets. Recently, students focused on two significant current events: The fuel-contaminated water situation at Red Hill on Oahu, Hawaii, and the COVID-19 pandemic. Rubrics are modified to adapt to the unit and are horizontally aligned. Although we have many ways for students to demonstrate their understanding of their grade-level standards, we continue to refine success criteria as students achieve more.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Student growth in achievement is balanced through the inclusion and integration of visual and performing arts, physical education, Spanish, technology, and social emotional learning.

Social emotional awareness was heightened during the pandemic, and we know that academics is impacted when a student is not in a workable state. All teachers welcome students to school and assess their readiness for learning. Additionally, components of the Choose Love curriculum are coupled with teacher-created lessons to strengthen students' emotional well being. Teachable moments help to reinforce the components of Courage, Gratitude, Forgiveness, and Compassion in action. By using a shared curriculum, we build common language around social and emotional well being and decision making. Students will encourage peers to take a brave breath before tackling something they are apprehensive about. Instilling a strong sense of gratitude also helps students remain positive and hopeful. Our Counselor also provides Tier II support for students who are experiencing additional challenges and need 1:1 or small group support. Tier III support is provided through a Behavioral Health Specialist who works with students 1:1, in pairs, or triads.

Art integration allows students to demonstrate their learning through a range of genres. This encourages creativity, individual expression, and academic freedom. Resident artists work with students and teachers teaching drawing, painting, sculpture, and drama. The residencies integrate art with science or social studies. Students develop their literacy skills through practicing visual literacy, enhancing their use of language and communication skills, while interacting with and interpreting pieces or fine art. Skills used to interpret works of art (what I see, what I notice, what I wonder, and creator's message) can be transferred to interpreting literary pieces and provides another entryway to learning.

Overall health is addressed through movement and physical education (PE). Using physical education standards, movement is taught sequentially from kindergarten through fifth grade, with more complex movement occurring later. Students are encouraged to achieve their personal best in movement, coordination, and body strengthening. In addition to PE, a movement residency is provided which encourages students to use movement to express their thoughts and feelings. Fifth graders complete the Fitnessgram assessment to understand their development in the area of strength, endurance, cardio functioning, and flexibility over the school year. Additionally, a new playground has been installed so that all students can enhance their own physical prowess during non-instructional time.

Students learn different languages at Hokulani: Spanish and coding. Spanish is taught to all students as a way for them to broaden their worldview and understand how language and culture shape perspectives beyond Hawaii. Beginners learn basic conversational Spanish while native speakers are provided an opportunity to use their home language at school. Coding is another language taught. Prior to the pandemic, first graders and up had opportunities to learn coding by programming a SpheroBot, Altino car, or through VEX robotics. All first and second graders started with basic coding. Students who are very interested were able to continue through VEX Robotics through our afterschool program.

3. **Academic Supports**

3a. **Students performing below grade level:**

The iReady diagnostic is the universal screening tool used in kindergarten through grade five. The assessment is completed three times a year: beginning, middle and end. The beginning and mid-year scores are used for instructional planning throughout the year. The end-of-year assessment is used to update school wide plans for the coming year and for grade level teams to revise their curriculum maps and pacing guides.

Differentiation occurs during Tier I instruction with classroom teachers. We know that Tier I instruction has to be solid for the whole school to move. Prior to the pandemic and the directive to keep students in cohort bubbles, each grade level developed an intervention schedule for students to receive specific instruction on below-grade areas in reading and mathematics. Whatever-I-Need (WIN) occurred three to four times per week for 20 to 40 minutes each time. Grade level teachers placed students in intervention groups based on data from a common assessment tool. A data cycle ranged from five to eight weeks depending on the learning target. Every certificated person on campus was assigned an intervention group with many of the non-classroom teachers and principal working with a group from two or three grade levels. At the end of the data cycle, students were reassessed and moved to another intervention or enrichment group depending on their progress.

During the SY 2020-2021, teachers provided differentiation in a range of ways. Kindergarten students met with their teacher in triads once a week for 20 minutes. When they weren't with their teacher, students were practicing their reading or writing skills independently. First grade teachers met with each student weekly for 20 minutes. They feel that this was a contributing factor for students to exit the grade level with higher than usual reading levels. In grades two through five, the shift to paired or triad group sessions also occurred, providing specific support to students in reading or reading application in mathematics. As COVID-19 mandates shift, our practices to resume WIN will also shift. Teachers and students both indicated that WIN helps students achieve more.

Tier II support is provided by a reading specialist, SpEd teacher, or ELL teacher. Intervention is specific to learner needs and occurs weekly with the reading specialist and ELL teacher or according to the individual education plan for SpEd students. This is in addition to instructional support provided by the classroom teacher.

3b. Students performing above grade level:

Similarly to students who perform below grade level, students who are above grade level have enrichment opportunities through differentiated instruction, WIN, or co-curricular activities. iReady data is also used to determine their starting intervention group. This flexes depending on student progress throughout the year.

While all students are provided instruction on core learning standards, students performing above grade level might demonstrate their learning using different or additional genres. For example, during a unit in which Reader's Theater is the instructional method, a higher performing student is encouraged to adapt the literary text, expand roles, or provide an alternative ending. Our fourth grade social studies Hoʻike is another example with a broad range of enrichment opportunities including writing narratives, costume and set design, in addition to individual or small group performances. Every student participates in the ensemble sections, but only students who are ready for that level of involvement and participation are involved in a more complex manner.

Projects are designed to provide baseline success criteria for all students and stretch targets for students performing above grade level. For example, our second grade students investigate their home culture, interviewing family members, collecting artifacts, and going through the editing process of sharing what is relevant to the topic. Students are encouraged to be creative and thoughtful when sharing their learning. Another example is the writing collection first graders produce at the end of the year. Students select their pieces and create illustrations that capture the gist of their piece.

3c. Special education:

Inclusion is our primary environment for students with Individual Educational Plans (IEP). Because our classroom teachers utilize small group instruction regularly, students with IEPs are able to remain with their non-disabled peers for the majority of the time with the support of IEP accommodations. Support to students are pushed into the classroom with intervention being provided by an education assistant or the Special Education teacher. When students need a smaller setting for assessments, either classroom or State assessment, a resource room is available. If a student with an IEP is struggling unproductively, re-teaching happens in a resource room. We know that some struggle is healthy, but not to the point where learning shuts-down. We have learned that students achieve more when they are with their non-disabled peers as their confidence increases.

We recognize that the learning environment has to adapt and be suited for each student. For students with emotional disabilities, we address the emotional needs first in order to support their social and academic learning targets. This might mean that they check in with the Special Education teacher first, before heading to their homeroom. It also means that when we have students with disabilities that challenge their activities of daily living, they might spend most of their time in a resource room with highly specialized instruction.

Socially, students with special needs are fully integrated into the daily activities on campus. In addition to

the academic learning that takes place in the classroom, our students with special needs participate in SEL activities and curriculum, recess play, physical education, art integration and more. By primarily being a part of their homeroom, rather than the SpEd resource room, we are ensuring that students with special needs feel a part of the Hokulani community as a whole.

3d. English Language Learners, if a special program or intervention is offered:

An inclusion model is also used to engage our English Language Learners (ELL). Our ELL students spend the majority of their time with their non ELL peers and receive specialized instruction from our EL Coordinator/Teacher. An intervention schedule is developed by the EL teacher in order to scaffold learning. Frequency is based on student need, with more time being provided to less fluent learners. Extended Learning Opportunities (ELO) are offered during Winter, Spring, and Summer Intersession. During ELO, skills in reading, writing, speaking, and listening are reinforced. We also offer after-school tutoring for students, specifically to practice foundational reading skills of phonics, fluency, and vocabulary building. Supplemental learning tools are provided such as Imagine Learning Education program which helps students build fundamental reading skills only mastered through repetition. Application of learning happens in the general education classroom while additional skill building is provided through the EL program.

Additionally we have been fortunate to welcome students from numerous countries which means that new students are often greeted in their home language. Peers become additional resources in the class. Being welcomed and having a sense of belonging helps students be open to learning to promote a smooth transition. We know that it is important for students to make social connections early and this is often facilitated through shared language and experiences. Also, students are not discouraged from using their home language when working with peers or during non-instructional time. Google translate is another tool students may use as they continue to build English language fluency.

Finally, all of the teachers have received training in Universal Design for Learning (UDL) which shifts the mindset of lesson design from compliance to that which is relevant, authentic, and meaningful. UDL also shifts the responsibility of learning from the teacher to the student.

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

Students who are experiencing homelessness are provided support coordinated through our McKinney Vento Act office and facilitated by our Counselor. Support is provided for transportation needs and field trips. Field trip support ranges from covering bus expenses, admission costs, and even home lunch. Over the past four years, Hokulani has received a grant from Aloha United Way that covers field trip expenses for students who qualify for free or reduced lunch. The awards have been distributed through "gift certificates" in order to maintain confidentiality of students. Hokulani funds a few "gift certificates" for students who do not qualify for this level of support, again to keep the identity of qualifying students confidential.

In addition to the financial support provided, all students participate in an SEL diagnostic screening survey at the beginning of the year, middle of the year, and end of the year. This new effort allows us to potentially identify students that need social or emotional intervention, including our students who may be navigating situations of homelessness, poverty, or other in-the-home struggles. Such supports would be provided both by the teacher and counselor, with additional referrals and supports sought through our homeless liaison or SSC.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

We strive to welcome students to school by building positive and effective relationships, and by communicating expectations. Learning opportunities are respectful and accessible, engaging students in intentional, meaningful, and purposeful learning. In SY 2020-2021, we used five different school models as we welcomed students back through waves. All teachers learned to prioritize learning, were intentional with lesson planning, and strategic with assessments. Whether students are learning about an author's message or a scientific phenomenon, the big understanding is generalized so that students can transfer knowledge to multiple contexts. For example, when second graders unpack a fable, they are asked to reflect on their own personal connection which could parallel the main character's challenge or not. This can be extended to a social situation in the classroom or on the playground.

Co-constructing criteria is a method we continue to practice in order to engage students in their own learning. We recognize that students have experiences and expectations of their own that we can build upon. They know what makes a story interesting and what engages them as a listener or reader. Co-constructing behavioral expectations helps to build a community of learners and for all students to know what their peers need in order to learn.

We started with data conversations between student and teacher that included goal setting and progress monitoring. We then moved to student-led conferences, kindergarten through fifth grade, where students select evidence of learning in the core content areas. The purpose is for students to be aware of the learning targets, reflect on their progress, and determine how they will meet their goals.

2. Engaging Families and Community:

We have two main partnerships: Colleges and Schools of Education (COE) at the University of Hawaii, Chaminade, Grand Canyon, and Teach Away, and parents through Aikane o Hokulani (Aikane).

The COE partnerships support professional development and advancement in the field of education. We host pre-service teachers annually and provide student teaching opportunities. In turn students share current research and methodology they learn through their program and their professors provide in-service, access to professional development opportunities, and conferences. Because the COE programs are steeped with inquiry-based learning, and have infused technology, pre-service candidates have shared options that hadn't yet surfaced in our classrooms. This was crucial when schools were shuttered and the shift to synchronous and asynchronous learning was mandated. Because of our partnership, our teachers received the support they needed to make the shift. Being a lifelong learner in practice will keep learning fresh and relevant.

Hokulani is fortunate to have parents who can provide support financially, sharing their time and talent, and coming to agreement on behavioral expectations. The vast majority of parents understand that in order for learning to stick, home and school actions need to be consistent and compatible. Schoolwide fundraising is managed by Aikane o Hokulani, which has focused their support on schoolwide impact versus individual class needs. This has resulted in reinforcing processes and systemic support for all students. For example, rather than supporting a purchase to respond to a specific class need, they have funded library inventory and equipment that will benefit all students, or cover the cost of an art residency.

All faculty and staff communicate with parents through Class Dojo which is a messaging platform. Communication can be tailored for each class as well as generalized for the whole school.

3. Creating Professional Culture:

The abrupt shift in instructional models in the spring of 2020, continuing until the last quarter of SY 20-21, required a whole school and individualized support for faculty and staff. Certainly, modeling grace and positivity during uncertain times helps to quell anxiety of the unknown. Ongoing communication was

provided as information was available however, that wasn't always timely. Schoolwide documents regarding deployment and loan of school devices, the extent of learning opportunities that would be provided, including the various models of instruction were developed in collaboration with faculty and staff. Involving faculty and staff in decisions around what to do when schools were shuttered, how to reopen, and how to support students and their families at home were ongoing and flexed as situations changed. For example the fifth grade team requested to bring students back as soon as possible, increasing the percentage of students attending daily, monthly. Kindergarten asked to remain on a half day schedule since most families were able and willing to support their students when they were not working in small groups in the afternoon. We followed the mandated percentages of returning students, and each grade level determined the capacity that would work for their students. Teachers were also included in the decisions around recess and lunchtime. Their input reflected their suggestions taking into consideration the mandated health and safety guidelines.

Grade levels teams had time in April and May of 2020 to redesign their curriculum and pacing guides and determine priorities for learning. They were then able to be more intentional and strategic when the different models of instruction were implemented. Again the purpose of including teachers was to give them control of decisions that we had control over. This reduces anxiety, stress, and tension.

In January and February of 2021, faculty meetings focused on adult self-care and did not delve into implementation of new mandates or academic plans. We worked with Dr. Joelle Hood of Thriving University. The sessions focused on the teachers connecting with colleagues on a personal level to reinforce our motto of Together We Rise.

Individually, when the principal noticed emails from teachers being sent in the middle of the evening, on the weekends, during holidays, she would work with teachers individually on self-care. Directives were given to teachers to go home, rest, exercise, or do something unrelated to work. One of the primary responsibilities of the principal was to monitor the well being of all faculty and staff.

Staff virtual meetings were held at different times than the faculty meeting. The purpose was to remain connected with staff, review their contributions to the school, and to ensure that they were cared for too.

4. **School Leadership:**

One of the responsibilities of the principal is to take care of the adults who take care of the children. At Hokulani that means engaging in meaningful conversations, seeking and using input from teachers, staff, and parents, strategically and intentionally using resources, all in the service of students.

There are two guiding thoughts that form leadership decisions at Hokulani: education is social justice and teacher efficacy is a leading factor in student growth and achievement. We welcome students from a range of experiences including cultural, social, financial, and educational. While Hokulani is not a Title I school, we have students who are homeless, live in poverty, have disabilities, and are English Learners. Education as social justice means that all decisions are focused on students' growth and achievement of all students. This includes financial plans, academic plans, expenditures, grants we seek, and partnerships we pursue. For example, prior to developing a master schedule, teachers provide input regarding their teaching preferences. We have been using this system over the last seven years. Teacher movement within the school is based on building the most effective and balanced teams who have the capacity to support the students. Personnel is the biggest investment which means assignments need to be intentional and strategic. Over the past few years changes have been made so that there is a reading teacher at grades kindergarten, first, second, third, and fourth providing intervention to students and support to their colleagues. Not every elementary school knows how to teach reading and we need to deploy our human capital strategically. Another example is the formation of effective and supportive teams. Teams have been reconfigured to create balanced and supportive teams that foster collaboration ensuring that teachers learn together and from each other.

When schools shuttered in March of 2020 uncertainty was prevalent and pervasive. No one had answers about how to combat the virus let alone how schools would function. Rather than sit and wait, we leaned into what we do well: learning. We also engaged in figuring out how to control what we could. We used the

time to deepen our understanding of balanced literacy, routines that foster collaboration, and small group reading. The principal scheduled in-service for faculty around those topics in addition to dedicating collaboration time for grade-level teams. During the collaboration time teachers were asked to revise their pacing guides, curriculum maps, and their end of the year learning targets. They had time to ensure that pacing guides and curriculum maps were aligned horizontally and that the end of the year targets were aligned vertically. The focus of the vertically aligned guides are ELA and mathematics. Spending time on deepening instructional practices and updating guides placed Hokulani in a position to address the next layer of response which was instructional models for SY 2020-21.

The leadership decision to have teachers focus on instructional practices gave them some control during uncertain times. Each teacher is the leader of their classroom so they also had control over how they would carry out health and safety guidelines for their group of students. The examples of the decisions they provided input on include the following: when and where recess would take place, rolling start of day and end of day bell schedule, what learning platforms students in K-2 and 3-5 grade bands would use, which students would benefit from being in the learning hub, and how the instructional time would be used.

5. **Culturally Responsive Teaching and Learning:**

Each individual who learns, serves, and supports Hokulani moves through a range of identities. These identities are not limited to being a student, teacher, staff, administrator, or parent. Also impacting each person's identity are their cultural, social, economic, educational, and linguistic experiences. Dedicated services help. Financial allocation helps. Professional development and conversations also help. But the leading factors to the success of any action are the underlying belief that there are multiple ways of being and to remain curious not furious.

When we agree that there are multiple ways of being, this opens up the possibilities of differentiation whether the student's needs stem from a disability, immigration from another country, migration due to financial hardship, or being a different learner. There are times we must label the specific student needs for them to receive dedicated and specific support. However, it is important to also foster student success with the understanding that there are multiple ways to understand, learn, and demonstrate one's learning. For example, there are a variety of student assessments produced to demonstrate learning. Students are not discouraged from using their home language during non-instructional time and during instructional time when the members of a small group speak a shared language other than English. Social studies units often encourage students to make connections through their own cultural experiences and knowledge and peer feedback is framed around success criteria rather than judgment and personal preferences and understanding. Our art partnerships that foster visual literacy provides ongoing practice with understanding perspective and meaning.

Also, behavioral expectations are not limited to students. Rather, there is a code of conduct that pertains to students, faculty, staff, Administration, parents/guardians, community partners, and visitors. When social situations occur in the classroom or on the playground, students have told their peers, "We don't act like that at Hokulani." When the counselor works with students, being respectful and responsible and expectations are a part of the redirection conversation. Everyone who is part of the school community needs to live up to the schoolwide expectations in order for a cohesive entity to function optimally.

Our fourth and fifth grade students delve into current events through their project based learning units connected to science and/or social studies. We teach students how to think critically, not what to think. In the lower grades, current events that impact the school directly, are shared through student government activities and rallying. Otherwise, teacher discretion is used when discussions are hosted around current events. A community circle protocol from Philosophy for Children is used to facilitate the conversations. This metacognitive practice requires that students seek clarity, understand reasons, surface inferences and assumptions, review examples and counterexamples, and determine what is true for them. Oftentimes the teacher is the facilitator, sometimes it is a student. This protocol helps students practice being curious and not furious over optional thinking or things they do not yet understand.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Providing timely intervention frequently has been the most instrumental component to Hokulani's recent success. Prior to the pandemic, each grade level scheduled intervention time - Whatever I Need (WIN). Students were not limited to learning from their homeroom teacher. They worked with the adult who had the skill set to respond to their needs most effectively. As a school, we agreed that the higher the need, the smaller the WIN group. During this time, each student received support specific to their needs whether they needed intervention with decoding in reading or enrichment. Because the non-classroom teachers and the principal needed to shift into interventionist or enrichment roles, the intervention blocks had to be scheduled throughout the day across the week. At a minimum each grade level shifted to WIN time three times a week for 20 - 45 minutes. Many of the lower grades provided WIN more frequently but with a short block of time. The 45 minute block allowed upper grades dedicated WIN time as well, so that students could continue to work on skills or concepts that were inhibiting their academic success.

When the pandemic occurred, we could no longer move the students to different rooms with different adults in order to preserve the classroom bubble. However, classroom teachers scheduled intervention blocks in the afternoon. All of the intervention blocks were provided virtually in the first semester. Students in Kindergarten and first grade were assigned to a 20 minute session. Students in second grade up had the opportunity to attend rolling office hours with their teacher. If a student was struggling, the teacher assigned office hours to a student. One of the most effective fourth grade teachers held office hours as soon as lunch finished to the end of the school day. She was able to meet with her students and provide intervention in all content areas.

Providing consistent, intentional and strategic intervention resulted from shifting from whole group instruction to a balanced instructional model. Teachers at Hokulani have learned that not only does making time to connect and know each student result in stronger relationships, it fosters academic growth and achievement.