

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

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[X] Public or [ ] Non-public

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

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

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

School Mailing Address 3710 Leahi Avenue  
(If address is P.O. Box, also include street address.)

City Honolulu State HI Zip Code+4 (9 digits total) 96815-4429

County Honolulu County

Telephone (808) 971-6900 Fax (808) 971-6902

Web site/URL http://www.waikikischool.org E-mail bonnie@waikikischool.org

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 Honolulu District Tel. (808) 971-6900

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

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

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

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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

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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)

- 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)

- 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

- 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	6	0	6
K	45	39	84
1	58	50	108
2	44	51	95
3	41	54	95
4	49	51	100
5	61	35	96
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
<b>Total Students</b>	304	280	584

\*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
  - 35 % Asian
  - 0 % Black or African American
  - 11 % Hispanic or Latino
  - 4 % Native Hawaiian or Other Pacific Islander
  - 18 % White
  - 32 % 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: 9%

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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	23
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	29
(3) Total of all transferred students [sum of rows (1) and (2)]	52
(4) Total number of students in the school as of October 1, 2018	594
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

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

Cantonese, French, Hawaiian, Hebrew, Italian, Japanese, Korean, Mandarin, Polish, Spanish, Tagalog, Vietnamese, German

English Language Learners (ELL) in the school: 19 %  
112 Total number ELL

7. Students eligible for free/reduced-priced meals: 21 %

Total number students who qualify: 125

8. Students receiving special education services: 6 %

35 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>5</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>9</u> Developmental Delay     | <u>11</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance   | <u>4</u> Speech or Language Impairment         |
| <u>1</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>2</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 17

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:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	25
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	14
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 23:1

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

<b>Required Information</b>	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	94%	94%	94%	98%	0%
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.

<b>Post-Secondary Status</b>	
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. 2013

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

Waikiki School, a vibrant learning environment that strives to create mindful, ethical decision-makers committed to making the world a more 'thought-full' place.

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**

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Waikiki School is located in the urban core of Honolulu, serving an ethnically diverse body of 586 learners from preschool through grade five. A quarter of our students are members of a rapidly growing English Language Learner (ELL) population.

Boosted by high test-scores, Blue Ribbon recognition in 2007 and 2013, and acknowledgement as a Department of Education “Bright Spot,” Waikiki School is thriving. The origins of our success date back to a retreat in the early 1990’s when a grassroots effort by community members translated their dreams into the design that was to become Waikiki School. These pioneers envisioned a “mindful” school that focused on caring for the whole child, creating life-long learners, and nurturing the harmony of heart and mind. They crafted a vision and mission statement that, nearly 30 years later, continues to guide us:

Waikiki School is a safe, vibrant, nurturing environment that encourages lifelong learning and squarely aims to create ‘mindful’, ethical decision makers committed to making the world a more ‘thought-full’ place.

This vision soon came to life through the adoption of Dr. Art Costa’s “Habits of Mind” (HOM). HOM is a research-based elucidation of behaviors that lead to a well-lived life. HOM teach behavioral dispositions, such as flexibility in thinking, listening with empathy, problem solving, and persistence. HOM establish standards of behavior, provide a common set of values, and unite stakeholders into a cohesive learning community. Our Western Association of Schools and Colleges (WASC) Accreditation chairperson wrote, “In his 40 years of experience in public education, he has never been to a school where everyone so clearly is on the same page”.

Early in its history, Waikiki School made a second pivotal connection with Dr. Thomas Jackson’s Philosophy for Children Hawaii (p4c) initiative. P4c is internationally recognized as an outstanding approach to both critical thinking and social emotional learning. P4c creates intellectually safe communities of inquiry where students’ voices are heard, and where crucial cognitive skills and relational capacities are practiced and internalized through meaningful dialogue.

Educating the whole child is at the heart of our robust curriculum. Teachers integrate a broad range of arts, sciences, technology, and instructional approaches into the academic core. Complementing this are resource classes in digital media, physical education, creative movement, art, music, and sustainability. A flourishing organic farm and orchard further extend the opportunities for student driven exploration and experimentation.

Our curriculum is accompanied by a commitment to “do whatever it takes” to meet each child’s particular needs. With 10 Nationally Board Certified teachers and two State Teachers of the Year, an aide in every K-2 classroom, “floating” teachers in each grade to provide tailored support, and a flood of student teachers, we are able to personalize learning and provide real time differentiation. Strong Special Education (SPED) and English Language Learner (ELL) Departments, extended year “bridge” programs, a behavioral health specialist, school counselors, community-based mentors, proactive outreach groups, and numerous lunch clubs ensure that students' academic, behavioral, social, and emotional needs are met.

Our efforts also extend beyond classroom walls and traditional school hours. Working with numerous community partners, our children engage in a broad variety of place and project based learning experiences. They created a “Wheels of Misfortune” tile mosaic to educate visitors about endangered animals for the Honolulu Zoo, created QR coded signs with related videos for the Honolulu Aquarium, and most recently, created a “Chain of Aloha” for community members in the aftermath of a tragic shooting and fire.

Waikiki School is a hub of activity outside of school hours. Before school, after school, and weekends are busy times at our school. In the morning, before the school day starts, we offer morning child-care, extend an open invitation to parents to join their children for breakfast, host ELL parent coffee hours, and “Philosophy for Parents” discussion groups. After school, our vibrant After School Enrichment Academy (ASE) offers a variety of engaging classes, our school band schedules rehearsals, and tutoring and child-care

are provided. Weekends too are alive with ukulele classes, art classes, and p4c classes for our alumni.

Waikiki School's sustained and continuous commitment to its ideals, to developing the unique talents of each child, and to providing the finest in cutting edge education, has resulted in high academic achievement. For years our test scores have consistently been in the top 2% in the state. We are an internationally recognized model school for both HOM and p4c. Each year we welcome hundreds of educators, scholars, and policymakers from all over the world who come to learn from us. We embrace our school's leadership role, take pride in cultivating an environment that promotes tolerance and multi-cultural understanding, and find tremendous gratification in producing graduates who are well prepared to become the productive and ethical leaders of tomorrow.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

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

Waikiki School students are at the core of our curriculum, instruction, and assessment. We really get to know our students-their families, learning styles, interests, and needs. We dedicate time to building the trust that results in a true partnership between home and school. We are tuned in to the context changes in family/life dynamics that confront our students, and we sensitively program accordingly. New babies, job losses, divorce, life challenges, all are taken into account as we individualize instruction to meet the needs of the whole child.

The Common Core State Standards (CCSS) and the General Learner Outcomes (GLOs) form the basis of the curriculum. Children are encouraged to question, to collaborate, and to make connections. The use of HOM and p4c teaches students "how" to think rather than "what" to think. Students are encouraged to take ownership and be responsible for their learning.

Teachers actively integrate all disciplines into their lessons to spur creativity, engagement, and in-depth learning. Active learning is the preferred mode and real life application the goal. Curriculum is constantly reviewed in response to the ever-changing needs of students. Assessment data, from screeners such as iReady and DIBELS, helps us target interventions. Adjustments are made as needed, research-based best practices are incorporated where appropriate, and rigor and relevance are maintained.

### **1b.** Reading/English language arts

At Waikiki School, literacy is viewed as the foundation for all learning. We understand the importance of reading, and we do whatever it takes to support our students. Believing nothing encourages life-long learning better than an authentic interest in books, all teachers read aloud to students daily,

Reading strategies are integrated throughout all learning; and thus, in essence, reading is taught all day. Teachers in the lower grades focus on developing student interest in books, phonemic awareness, phonics, vocabulary, and decoding skills. In third grade, focus shifts from 'learning to read' to 'reading to learn' and students learn how to construct meaning from text. A school wide Reader's Workshop model encourages student- guided selection of text and emphasizes responsive writing. Students are taught strategies to increase understanding of main idea, cause and effect, prediction, and inference. Visual structures and graphic organizers are utilized to enable students to organize and link ideas. Divergent thinking is encouraged. Lessons include all learning modalities. Projects and theatrical presentations synthesize learning, and are shared school wide as celebrated accomplishments.

Ongoing self-assessment by students coupled with clear learning objectives develops self-direction and the ability to self-monitor. Teachers regularly co-create formative assessment criteria with students. Grade levels meet often to share student work and develop grade level performance indicators and rubrics.

Teachers use a mixture of ELA resources, including "Making Connections," "Making Meaning," and "Wordly Wise" to differentiate for all learning styles. The Reader's Workshop model integrates and individualizes curriculum to support student comprehension at the deepest level.

Online programs, such as KidBiz, iReady, Brain Pop, and Imagine Learning, are used both at school and at home to provide leveled reading practice and follow-up thought questions. Workshops teach parents how to reinforce learning and cultivate the joys of reading at home.

The push is for all students to become readers before they enter grade three. This has led to the funding of extra positions for our primary classrooms. All primary classrooms now have a teacher, an aide, and often a student teacher to reduce class size and provide individualized instruction in real time. All teachers and aides

are trained in the Orton Gillingham (OG) multisensory method. These changes have proven to be effective interventions. In 2019, 96% of 3rd graders read near, at, or above grade level on the Smarter Balanced Assessment (SBA).

Waikiki School offers emergent readers many options for assistance. Periodic formative reading assessments target students and highlight specific areas for remediation. School funds provide individualized tutoring help; a Reading Improvement Program provides intensive intervention during school. School-wide use of the Orton Gillingham method further supports the acquisition of reading skills for divergent learners. Understanding the urgent importance of reading, in these ways and many more, Waikiki School upholds its promise to do 'whatever it takes' to develop our students into proficient readers.

### **1c. Mathematics**

Schoolwide use of the research-based Stepping Stones text ensures student progress by spiraling the acquisition of skills throughout the grade levels. This series covers all clusters of the state standards and builds toward ever more sophisticated understandings and mastery. The online IXL and iReady programs encourage home application and provide extended practice.

Math instruction is lively and hands-on, and frequently integrated with science, social studies, music, and art. Science and engineering experiments are utilized as opportunities for students to make precise measurements as they gather, organize, and graph data. Students have measured and built climbing walls, performance stages, and special props for shows, reinforcing understandings and seamlessly integrating math understandings with real life. They have calculated costs to start businesses, computed sales transactions, designed dream playgrounds, and prepared recipes from farm produce, measuring, estimating, and cutting "halves and quarters" in the process. Improvement of our math scores parallels the expansion of our music program, inspiring further inquiry into the suspected link between the two.

In all classrooms, teachers provide learning objectives prior to teaching in order to facilitate and strengthen learning. Concept attainment, graphic organizers, and higher level thinking strategies facilitate and guide the learning process, pushing it far beyond the superficialities of rote learning. Teachers adeptly capitalize on using real life problems to engage students in problem solving. For example, grade three uses fractions to solve the problem of dividing up extra birthday cookies; kindergarten teachers reinforce number line concepts through hopscotch; and grade five students hook up bicycles to power electric lights and measure volts and amps required to run their systems. This year, grade five students re-designed a "Mindful Express" school train, providing multiple opportunities for mathematical thinking throughout the entire school. Kindergarten students estimated how many students could fit into one car; first graders practiced telling time using the train schedule; and fourth graders experimented to find the correlation between weight of riders and speed of train. Real life applications, such as these, often lead to additional rounds of

student-driven purposeful measurements, solidifying mathematical understandings through the process.

### **1d. Science**

Waikiki students engage in project-based learning, using experimentation, modeling, and the engineering design process to promote student inquiry. Teachers cover all areas of the science standards and provide hands-on experiences of concepts. In addition, students use scientific methods across subject areas as a structure to organize and promote higher-level thinking.

Our science curriculum is fully aligned with National Next Generation Science Standards (NGSS) and its project-based curriculum captures the engagement of even the most reluctant learners. Our teachers facilitate student experiences with NGSS concepts using a real world, hands on, inquiry-based approach to actively engage students in hypothesizing, analyzing, reflecting, and making evidence-based arguments.

Believing that 21st Century graduates must be active stewards of the fragile natural resources of planet earth, our academic plan commits us to supporting this ideal. We use our gardens, orchard, and organic farm to provide contexts for learning about sustainability, farm to table understandings, and more. A weekly class

taught by our farming teachers immerses students in real world application as crops thrive or fail due to water or soil conditions. Building competence with identifying, controlling, and measuring such variables is integrated into the curriculum, and shared with the broader community by our students who participate in the Honolulu District Science fair each year.

The presence of our farm provides countless opportunities to extend learning far beyond the classroom or the text. With this real life science lab readily available right on campus, it is not surprising that 93% of students were proficient on the 2019 Hawaii State Science Exam. We are convinced that our farm is a major factor in our students' love of science. Our farm now serves as a model for other schools considering developing gardens as a framework for scientific inquiry and application.

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

Social studies at Waikiki School is an interdisciplinary study that integrates history, political science, anthropology, geography, and economics. Incorporating current events, social issues, school culture, and real life situations, social studies drives student inquiry and interest as students begin to explore their place in society. The presence of international student teachers and visitors adds diversity to classroom experience and deepens intercultural understandings.

Waikiki does not use a single schoolwide curriculum for social studies. Each grade level team collaborates to examine standards, identify key concepts, map resources, and plan activities to engage their students. School teams actively integrate reading and writing into social studies and many Reader's Workshops revolve around historical themes. For example, fifth graders learn American history through Reader's Workshops on both the Revolutionary and Civil Wars.

Fourth grade provides an example of a comprehensive social studies platform built on interdisciplinary methods. The year begins with a performing artist residency sharing the history of Polynesian voyaging through drama. Field trips take students to work in taro fields to experience the ancient Hawaiian practice of sustainable agriculture. Museum visits, visual art demonstrations, and storytelling by Hawaiian elders teach students about Hawaiian creation stories, myths, and legends. Students attend a concert performed by the Hawaii Symphony Orchestra highlighting the importance of protecting endangered native Hawaiian birds. The Hawaiian Studies teacher teaches Hawaiian history, language, and traditions. In the school farm, students plant, harvest, and prepare staple foods enjoyed by the early Hawaiians. Additional community partnerships add service-learning experiences to further develop students' cultural, scientific, and geographic understandings. P4c sessions stimulate thought provoking philosophical discussions on current and historical issues connected with Hawaii's evolution and history. The integrated platform outlined above is representative of social studies instruction at Waikiki School.

#### **1f. For secondary schools:**

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

Current research highlights early childhood education and social emotional learning as major factors contributing to a child's success in school. We were fortunate to open a preschool in 2017 to enable us to begin to address the needs of our early childhood population.

Under our present arrangement, our preschool serves youngsters between the ages of three and five who are certified in special education. We not only address the deficits outlined in our preschoolers' Individualized Education Plans (IEP's), but we work to lay the academic and behavioral foundation that will help them succeed in the K-3 continuum and beyond as well.

The goal of the program is to prevent gap discrepancies before they occur. By establishing strong positive relationships with preschooler families, and actively including preschoolers in kindergarten activities whenever possible, we work to engineer the successful transition of our youngest learners into our elementary program. The addition of preschool gives us an early start at providing the kind of proactive support that can lead to successful learning throughout the years ahead.

## 2. Other Curriculum Areas:

### Whole Child

The school practices a "whole child" approach. Resource classes, artist residencies, after-school enrichment classes, a school band (50 participants), music, and dance classes all provide a well rounded array of opportunities for students to explore art, music, sports, foreign language, technology, farming, and more.

Special resource classes are taught weekly to every child in the school. Classes include creative movement and dance, farming, sustainability, digital media, art, physical education, drama, music, and Hawaiian.

A vibrant after school enrichment academy (ASE) provides community taught classes and supports our vision of educating the whole child. The catalogue of classes offered is extensive. The ASE's multi-age classes provide arenas for students, whose talents may lie in areas outside those emphasized during the school day. ASE classes include photography, ceramics, circus stunts, dance, violin, piano, Japanese, cooking, go-cart building, chess, foreign language, soccer, and more.

### Character Building/Life Skills

At Waikiki School, students are taught to be independent thinkers who process and create, rather than regurgitate, information. Through the HOM, this vision is actualized. HOM are a set of 16 habits that students can draw upon to be better equipped for the challenges they may face in an unknown future. These habits help students navigate in any challenging situation, ranging from trying new foods to choosing what game to play at recess. When practiced at a young age, HOM help students develop into adults who are able to navigate challenging situations with intelligence, clarity, and poise.

Philosophy for Children (p4c) beautifully supplements this focus and helps develop our classrooms into "communities of thinkers." With a tool kit of vocabulary, such terms as "assumption, inference, truth, reason, example, and counter-example," permeate classroom discussions.

The HOM and p4c develop character, resilience, and the capacity for independent thinking. We teach children "how" to think not "what" to think. Students learn to respect diversity and to be compassionate, committed, collaborative global citizens. They graduate with a repertoire of skills that prepares them well for life.

### Fine Arts

Art is integrated into every subject area. Students have access to drama, poetry, music, dance, drawing, painting, ceramics, videography, and video-editing, Artist-in-the-Schools residencies, school-funded art and music resource teachers, a flourishing school band, off-site attendance at performances and after-school enrichment classes keep students immersed in the arts as a vital part of their learning. The school invests its resources to ensure student exposure to the multifaceted artistry of the Hawaiian culture and the performing arts.

### Physical Education/Wellness

Unique in Honolulu district, Waikiki School funds a full time Physical Education teacher who provides instruction in gymnastics, yoga, meditation, and wellness concepts, along with the standards-based Physical Education skills. An emphasis on self improvement, individual progress and sportsmanship fosters a lifelong appreciation of physical activity and healthy lifestyle.

### Educational Technology

Students are prepared for literacy in 21st Century technology. They navigate the Internet, word process, email, blog, code, and use online math and reading programs both at school and at home. Students responsibly, appropriately, and effectively use technology to manage, integrate, evaluate, create and

communicate information. Technology is incorporated into the curriculum at every opportunity.

#### Site Based Community Partners /Career skills

Community partners regularly visit our classrooms, Any given day you might see a classroom with a visitor from a foreign country teaching a lesson or a guest chef cooking, Museum artists co-teach lessons integrating art into science. University philosophers join classrooms to support p4c inquiry sessions. Educators in training, from local universities and international schools, help students learn first hand about other cultures. Community artist residencies are a given each year. By bringing the community into our classrooms in this way, we greatly expand student exposure to career opportunities and life beyond school.

### **3. Academic Supports:**

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

The bottom line for our success lies in the fact that we really know our students. This makes all the difference. Students are matched with services to best support them. Services may include academic support, counseling, enrichment, or family support. The school's culture provides a foundation of acceptance for all students and guarantees equal access to a relevant, coherent, and challenging curriculum.

At the beginning of each year, a 'data wall' is created showing test scores for all students. Releasing and receiving teachers dialogue about each child. Interests, needs, and learning styles of each student are shared. From this data based dialogue, teachers decide collaboratively what support services are needed for each child. All support teachers are included in the meeting (i.e. Reading Improvement, Math Improvement, ELL, Gifted and Talented (GT), and SPED). Using our data wall and teacher collected information, appropriate tutorial services, targeted interventions, and grouping arrangements are designed.

Small group learning is an integral part of our differentiation practice. During the ELA block students are shuffled into various smaller group settings (SPED, Reading Improvement Program (RIP), ELL, and several class size reduction groups) to maximize learning. The math block reduces class sizes similarly. In this way, all students are afforded more individualized, targeted learning settings. Since everyone is shuffled during these blocks, there is no stigma attached to this intervention.

Before school, after school, and lunchtime tutoring, as well as extended year summer and intersession programs, supplement learning time. Online programs in reading and math, accessible in school and at home, do this as well.

Our teachers are sensitive to the varying needs of students and talented in crafting responses to address their differences. This capability is a school strength. Teachers utilize instructional practices, such as centers, reader's workshops, literature circles, small group instruction, peer partnering, double dosing, OG, and various online programs to differentiate and personalize learning. Progress is tracked periodically and interventions revamped as needed. School funded homework clubs and tutoring add to the array of support available to students who need extra help.

Whenever a need arises, the school finds a way to provide support. We are a school of high expectations and tremendous support.

#### **3b. Students performing above grade level**

A thriving Gifted and Talented (GT) program is sparked by community outreach and purposeful involvement. Mapping Diamond Head's secret tunnels, providing QR codes for tourists, growing native plants for crater replenishment, creating an endangered species mosaic for the zoo, making videos of exhibits for the aquarium are but some of the exciting projects that keep our GT students actively engaged and challenged.

### **3c. Special education**

If students are not showing progress following school level intervention, a team meeting is convened to determine next steps. At this juncture, students may be referred for an Individuals with Disabilities Evaluation Act (IDEA) evaluation. If the proposed evaluation determines eligibility for SPED services, special education teachers will design a highly personalized, specifically targeted individualized education plan (IEP). Students with IEPs receive customized instruction based on their needs. As much as possible and per IEP, students are included in the classroom with their peers. IEPs are monitored and modified as needed by a team that includes the homeroom teacher, specialists, administration, and parents.

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

The influx of ELL students has required an intensified focus on the needs of this student sub-group. ELL students at Waikiki are regularly supported through small group interventions in addition to receiving ongoing in-class support from teacher assistants. Primary classrooms have a teacher, an aide, and often a student teacher to reduce class size and provide individualized instruction. Their presence supports our capacity to differentiate and provide fluid, targeted intervention in real time. This is especially helpful for our ELL students.

Extended day, extended year, bilingual lunch groups, tailored enrichment opportunities, and various online programs extend learning outside of instructional time. To support our ELL learners, teachers intentionally incorporate the research-based strategies of academic vocabulary building, background knowledge development, and morphology instruction into their teaching. Attesting to the success of these interventions, 2019's WIDA results revealed 72% of our ELL students are on track to attaining English language proficiency.

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

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

At Waikiki, we strive to make making learning relevant. By bridging school to life outside of school, we help students find significance in what they are learning. Waikiki School partners with Diamond Head Monument, Honolulu Zoo, Waikiki Aquarium, Hula Grill Restaurant, the School for the Deaf and Blind, and more. Our location lends itself readily to community outreach. Students are on the move on a daily basis, leaving the classroom to learn in real life settings. These connections strengthen both our students and school environment by making learning relevant.

We build engagement by challenging students to find solutions to real-world problems. For example, assessments indicated our primary students were lacking in fine motor skills. To address this deficit, fifth graders applied their understanding of coordinate plane geometry to build “gadget boards,” so young learners could practice manipulating hinges, motors, buttons, string, locks, and latches. Fifth graders were highly motivated to apply their learning to help their younger schoolmates. Their learning had a purpose and this made all the difference.

Another way we engage students is by acknowledging their struggles and providing targeted support. For example, a “banana splits” group aides students dealing with divorce; a “adopt-a-kid” group matches students who need extra love with cross age “school siblings;” a bilingual p4c group gives ELL students a chance to philosophize in their native language; an “art mentoring group” takes at-risk students, struggling in academics but skilled in art, on weekly visits to the Museum’s Art School; and a “Hawaiian Inside Tracking” group takes students with Attention Deficit-Hyperactivity Disorder (ADHD) into nature to learn Hawaiian outdoor survival skills and the importance of focus when tracking an animal in the wild. Extended year opportunities, bilingual lunch clubs, international sister school partnerships, international teacher exchanges, summer learning sessions, a mindful summer camp, an ELL parent/child breakfast club, all extend our capacity to meaningfully engage our learners.

Providing opportunities for students to make decisions about what they learn is another way we foster engagement. For example, during p4c sessions students create their own questions, which then become the source of their inquiries. Quarterly “Passion Projects,” where students are given time each week to pursue something of their own choosing, provide another example. Acknowledging student interests and needs, building in choice, providing real world applications beyond classroom walls and traditional school hours keeps our students engaged and our teachers inspired.

### **2. Engaging Families and Community:**

Engaging our families and community is fundamental to bringing the school's vision to life. Maintaining our farm and orchard has become a successful avenue for establishing and promoting active parent and community engagement. Parents have sponsored school projects in recycling, composting, waste management, and alternative energies. A partnership with the Kokua Foundation trains parents to become nutrition docents for our classrooms. Especially effective in bringing all our families into the mix, the maintenance of our farm brings ELL families out in record numbers.

With an active school community council, PTO, and a paid parent networking facilitator, there are few opportunities that do not capture the involvement of our public. An open door policy is our reality. Open houses, parent conferences, online weekly updates, newsletters, emails, and the more traditional phone calls and backpack notes, are a given. Text messaging, emailing, social networking, online real time videoing of classroom events, engage, inform, and connect families and community with the school. Our goal is building connections and we use a multitude of avenues to make this happen. Ninety-three per cent (93%) of parents reported satisfaction with the school on the state’s 2019 School Quality Survey.

Monthly PTO family events (student performances, stargazing, fun fair, haunted house, snow day, garden parties, and a Valentine’s dance) provide ongoing opportunities for families to connect with each other and

the school. We intentionally differentiate to draw everyone into the mix. ELL instructors provide morning sessions for ELL parents to review school policies; early commuters join children for school breakfast; working parents join children for school lunch; evening parent workshops and monthly morning parent coffee hours are scheduled regularly.

Situated in a neighborhood rich in community resources, the school has cultivated multiple partnerships. Restaurants use school grown produce, chefs become instructors, and hotels sponsor Read Across America events. The church provides pews for school benches. The university provides student teachers and "philosophers" in residence. The list of connections goes on and each addition strengthens the learning opportunities for our students. By mobilizing and linking diverse parent and community resources, we are able to provide an enriched learning context for our students and our families.

### **3. Creating Professional Culture:**

The school culture, based on the Habits of Mind (HOM), creates standards of behavior and expectations that nurture growth. We don't simply teach the HOM, we live them. We seek to become less impulsive, more persistent, and more flexible. Through modeling the HOM for our learners, we strengthen our own repertoire of these behaviors in the process. Instead of telling students to memorize for the test or expecting teachers to simply follow the script, we empower teachers and students to think flexibly and innovate.

The culture of our school with the HOM at its center is the single most powerful factor in the school's success. Yet, the power of the culture could not exist without the support and deep commitment of our teachers. The intellectual milieu of Waikiki school is stimulating and alive for both teachers and students. Inspired teachers create inspiring classrooms. Empowered teachers are the key.

Waikiki School's strength lies in its close-knit, exceptionally talented faculty. Ten teachers are Nationally Board certified, two are Hawaii State Teachers of the Year, and one is Honolulu's 2019 Teacher of the Year. For this talented group, the HOM provide a common language of respect and trust. Daily articulation and spirited conversation between teachers is a given. Cooperative teaching, collaborative inquiries into best practice, and discussion around student work, are part of ongoing daily dialogue. Within a school culture that promotes experimentation, empowered teachers are on a continual quest to find ways to enhance their effectiveness.

For decades, Art Costa and Nancy Skerritt, nationally recognized educational consultants, have worked with the school to strategize next steps and provide targeted in-services. Their consistent involvement throughout our journey has been critical.

Assigned summer readings also drive our push to innovate. Books, such as "Outliers," "A Whole New Mind," and "Teach like Finland," have led to intensive discussion resulting in change.

Also, extremely instrumental in our professional growth has been our designation as a practicum site for student teachers. Mentoring student teachers establishes our teachers as leaders and structures reflection, examination of innovative best practice, and continuous professional development into daily routine.

### **4. School Leadership:**

The principal serves the school by deepening staff capacity to bring to life the values we embrace through the practice of the HOM. The HOM provide standards of behavior and expectations that nurture growth and unite stakeholders into a cohesive learning community. The HOM are a common set of values that encourage a respect for individuality, creativity and flexibility in thinking. This translates into a lot of good ideas, a faculty that is willing to share their strengths, and a learning community that rises to meet all challenges. The principal is often humbled by the innovative ideas, creative solutions, and brilliance that emerge. Relentless in the pursuit of student learning, the vibrant collective thinking of our mindful culture, finds solutions and develops innovative practices to enable all students to excel.

The task of the principal is to support growth and experimentation throughout the school. The principal does

this through trusting and supporting the staff. The principal works to block distraction, buffer nonessential crises and empower staff to use their multitude of talents to create classrooms and school-wide practices that inspire. The principal does all she can to provide the tools, resources and freedom for teachers to use their artistry to inspire student learning.

In our school we share the stage. School leadership is distributed according to levels of expertise, rather than levels of authority. Learning leaders emerge and shift. Leadership is voluntarily embraced and participants rise as needed to support the collective efforts of the school.

The principal works to ensure the pursuit of excellence. She introduces summer group readings to provoke innovative dialogue; she brings in consultants to spark group thinking; she supports international travel for teachers to serve as keynote speakers; she secures mentoring opportunities for teachers as leaders; and she supports teachers in the pursuit of graduate studies and national certification.

The principal's overriding mission is to develop flexible, highly competent, compassionate educators who possess the determination, passion, and freedom to bring out the best in the diverse students with whom they work. In the 17 years at Waikiki Elementary school, the principal has done this by never underestimating the power of positivity and trust. The principal has come to understand that trusting, empowering, and truly believing in the professional potential and inherent talent of the staff becomes a self-fulfilling prophesy and an extremely powerful tool in cultivating happy, highly effective staff, students, and community members. She believes that if she trusts in and support every member of the staff, they will rise to meet her expectations. She has rarely been disappointed.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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The school's mindful culture, based on the Habits of Mind (HOM), has been tremendously instrumental in the school's success. Our unique curriculum, infusing the mindful habits into the common core curriculum, definitely sets us apart. Developing harmony of the heart and mind, an integral part of the initial visioning of Waikiki's pioneers, is actualized through this focus. Behaviors, such as persistence, managing impulsivity, listening with empathy, researched to be universally practiced by successful adults, are directly modeled and taught throughout the school. Beyond academics, the school's mindful focus encourages students to think about their actions. The school's philosophy is about embodying awareness internally and externally. Through the practice of the HOM, children learn how to regulate their emotions in order to become successful learners.

The HOM are a set of 16 habits that students can draw upon to be better equipped for the challenges they may face in an unknown future. These habits help students navigate in any challenging situation, ranging from making new friends to choosing what game to play at recess. When practiced at a young age, HOM help students develop into adults who are able to navigate challenging situations with intelligence, clarity, and poise. Through their practice, students learn how to listen and reflect, how to communicate ideas, and how to form opinions. They learn "how" to think not "what" to think. They learn about the value of diversity and they experience the process of participating in a learning community permeated with common purpose yet receptive and responsive to their input and contributions. They learn to respect difference and to become compassionate, committed, collaborative global citizens. They graduate with a repertoire of skills that prepares them well for life.

Our WASC evaluation noted, "Waikiki School is successful not just by traditional measures alone, but due to a true focus on developing the whole child". Our mindful school culture, built on the practice of the HOM, is the magic that transforms our school from the ordinary to the exceptional.