

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 Mr. Ned Uemae
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Nu'uaniu Elementary School
(As it should appear in the official records)

School Mailing Address 3055 Puiwa Lane
(If address is P.O. Box, also include street address.)

City Honolulu State HI Zip Code+4 (9 digits total) 96817-1126

County Honolulu

Telephone (808) 307-0100 Fax (808) 595-5425

Web site/URL https://www.nuuanu.k12.hi.us E-mail Ned.Uemae@k12.hi.us

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

Date _____

(Principal's Signature)

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

District Name Honolulu School District Tel. (808) 784-6200

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

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Bruce Voss
(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.)

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

295 TOTAL

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

- 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 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	1	0	1
K	24	29	53
1	27	25	52
2	31	31	62
3	25	32	57
4	28	27	55
5	30	28	58
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	166	172	338

*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
 - 47 % Asian
 - 0 % Black or African American
 - 10 % Hispanic or Latino
 - 7 % Native Hawaiian or Other Pacific Islander
 - 2 % White
 - 34 % 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: 4%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1, 2020	349
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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

Cantonese, Japanese, Korean, Mandarin, and Spanish

English Language Learners (ELL) in the school: 7 %
22 Total number ELL

7. Students eligible for free/reduced-priced meals: 18 %

Total number students who qualify: 62

8. Students receiving special education services with an IEP or 504: 6 %
21 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.

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

9. Number of years the principal has been in her/his position at this school: 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.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	98%	97%	96%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

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

At Nu‘uanu, we are learners for life. Our philosophy is that all children can learn and must be helped to develop their skills, knowledge, and attitudes, and be provided the experiences that will prepare them to live as contributing citizens in the world of rapid technological changes. Our mission is to develop and nurture the knowledge, skills, and capabilities of all so that we are able to use information wisely, adapt to change, and pursue lifelong learning.

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

<https://www.nuuanu.k12.hi.us/non--discrimination-statement.html>

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

Students in kindergarten through fifth grade, whose legal residence is within the geographic attendance area, may enroll at Nu‘uanu Elementary School. Those, whose legal residence is outside the geographic attendance area, are required to submit a geographic exception application between January 1st to March 1st for the next school year. Students are then selected through the chance lottery selection process.

PART III – SCHOOL OVERVIEW

School Background

Nu‘uanu Elementary School is located off the Pali Highway at the end of Puiwa Lane. The school is on 7.7 acres of land and features a breath-taking panoramic view of Honolulu Harbor. The doors first opened to children in September of 1960 as a place for learning to relieve the overflow enrollment at a nearby school. This is our 62nd year as an educational institution.

Students

Nu‘uanu School’s average enrollment is around 340 students each year with over 60% of our student population composed of Asian ethnicity. Nearly 80% of our third, fourth and fifth graders met or exceeded the English Language Arts proficiency on the Smarter Balanced Assessment (SBA) and 79% met or exceeded the mathematics proficiency on the SBA during the pandemic year when schools moved from in-person instruction to distance learning. Approximately 69% of our fifth grade students met or exceeded proficiency on the Hawai‘i State Assessment in Science compared to the State’s average of 39%.

To address the needs of all learners, in the school year 2020-21, 91% of special education students were in the general education classroom inclusion setting for most of the school day with varying degrees of support from our special education teachers, and other support staff. Our English Learners are supported with push-in and pull-out services to address their individual needs. Our high achieving students in grades 3 - 5, who meet the criteria, are selected to participate in our Gifted & Talented program. Our at-promise students, who are not meeting proficiency, are recommended for Na Hoku intervention services.

Families & Community*

According to Nu‘uanu School records, approximately 60% of all Nu‘uanu families reside outside of the school’s boundaries. Based on the 2020-2021 School Status and Improvement Report (SSIR), the median household income was \$78,049, and the median age of the population in the area was 44.3 years of age. About 44.6% of our families have a college degree and 25.4% attended some college. All statistics remained consistent when compared to the data over the previous three years.

Our parent organization, ‘Aikane O Nu‘uanu, has provided unconditional support for teachers and students as well as improvements to our campus. The organization began in 1975 and organized the first early morning and after school care program in Hawai‘i. The State of Hawai‘i soon replicated this model in all elementary schools. ‘Aikane has coordinated schoolwide events such as Campus Beautification, Pumpkins carving night, Movie Nights, and the major fundraiser, Family Fun Night. Through their generosity, ‘Aikane has appropriated money towards computers, air conditioners, bus fares, admission costs, field trips, and classroom support.

They have also sponsored Cub Scouts, Boy Scouts and Girl Scouts Troops. The Scouts have individually and collectively provided the manpower needed to park cars or break downs after major events. A number of Eagle Scout candidates chose Nu‘uanu School as the location for their projects. Because of this, our campus benefited with an aquaponics grow bed and fish tank, picnic tables and benches and shelving outside the classrooms. They have built a supportive and long-lasting relationship with Nu‘uanu School. Boy Scouts and their leaders give their services selflessly when manpower is needed to park cars or break downs after major events. Another organization, the Kamehameha Lions Club conducted vision and hearing screening clinics, and provided helpers for May Day, Graduation, etc.

At Nu‘uanu School, we are always fortunate to have many parent volunteers in the classrooms. Their contributions range from reading with a child to becoming docents teaching lessons in the AINA in the Schools. A few parents conducted lessons online to interested students when children were not allowed on campus.

*Due to the COVID health and safety precautions many activities were canceled or held virtually.

Faculty

100% of our teachers are fully licensed, have an average of 16 years of teaching experience, and/or have been at Nu‘uanu for an average of 16.5 years. Further, approximately 15% of Nu‘uanu teachers have earned advanced degrees. Our faculty includes an Administrator, Student Services Coordinator, Technology Coordinator, STEM Coordinator, Physical Education Teacher, Curriculum Coordinator, Gifted and Talented Coordinator and an English Learner (EL) Coordinator.

COVID-19 Challenges

While some teachers were already familiar with Google Classroom, See Saw, Webex, Zoom, etc., many were not. Nu‘uanu teachers who were well-versed in the use of online programs provided mini-PDs for their colleagues. In SY 2020-21, we decided to redirect our Physical Education and STEM positions to support the transition to online teaching. Providing virtual instruction from certified Nu‘uanu teachers and part-time teachers was the most viable option for our students rather than using instructional videos as a core distance learning program.

Absenteeism became an unprecedented challenge as attendance rates dropped to 94.65% in SY 2021-2022. This is most likely due to the positive COVID-19 cases on campus and students having to quarantine at home after being identified as close contacts. Although teachers prepared and sent assignments home, the learning process was disrupted for these children and their families.

Our youngest learners bore the brunt of the COVID-19 challenges. Their orientation to school, class routines, new friendships, and foundational skills became a delayed experience. Parent involvement took on a new meaning and we are appreciative of the sacrifices made to ensure learning continued even if from a distance. The return to in-person learning is a welcomed step towards connecting or reconnecting students with school.

Blue Ribbon Recipient

Nu‘uanu Elementary School was recognized as a Blue Ribbon school in 1984, 2006 and 2013. These awards confirmed the continuous hard work, commitment and efforts by our teachers and staff to set and maintain high academic standards and behavioral expectations for our students. We pay special tribute to our parents and extended ‘ohana (family) who are forever supportive of their children, teachers and Nu‘uanu School. The greater community of volunteers and businesses who have dedicated time and resources are proof that selflessness is an investment in the future. We all share a sense of pride in our accomplishments and the increased belief that we are all, “Learners for Life.”

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:

Nu‘uanu has always set high academic standards for students due largely in the belief that all students and adults are “Learners for Life.” As teachers, we believe our work sets the learning trajectory necessary to be a successful person in career, civic life and personal growth. Students thrive when they are supported by caring adults whose actions are in their best interest. Student confidence soars with the motivation to take risks, embrace change and to passionately pursue personal and professional dreams without hesitation.

Many initiatives have been generated and supported by the Department of Education. One initiative, Academic Review Team (ART) ensures that Nu‘uanu has a direction of continuous improvement and that plans are implemented and monitored. ART organizes our work and is the foundation of our annual Academic Plan.

In the ART system, all teachers are contributing members in a content area committee (Reading, Math, Science, Social Studies, Writing, and Technology). The Counselor, Student Services Coordinator, Curriculum Coordinator and EL Coordinator serve on the Hawai‘i Multi-Tiered System of Support (HMTSS) committee to address student academics and behavior as well as social, emotional, and physical health concerns.

Within ART are Data Teams, which is another initiative of the Department, that are composed of grade level teachers. ART committees analyze Smarter Balanced Assessment and i-Ready data to determine schoolwide areas of need and develop SMART goals to work on. Grade level-Data Teams continue the process by identifying grade level SMART goals, strategies, lessons, and formative and summative assessments that are appropriate for their students.

ART and Data Teams have been an important school initiative from which teachers gain valuable insight regarding the effectiveness of instruction and the degree to which a student has mastered a standard. Past focus standards have included Informational and Literary texts and Main Ideas and Key Details for ELA, and Number Lines and Problem Solving for Math.

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

The Common Core Standards (CCSS) document prevails as our guide in what students should be able to do and understand. We believe that foundational skills are of foremost importance in setting the trajectory for future learning. Teachers in the lower grades place a general emphasis on phonemic awareness and phonics instruction. Graphic organizers are used as vehicles to list ideas, categorize common themes, and organize information when structuring written or oral responses. As such, many teachers utilize direct, explicit instruction to model actions, guide student practice, and assess students’ mastery of the skills. Students who are below grade level expectations are given leveled readers which feature a shorter sentence structure while maintaining the same vocabulary as on level books. This tiered practice offers the teacher flexibility in using differentiated materials without having to sacrifice content information.

McGraw Hill’s Reading Wonders Program has been the core curriculum for English Language Arts since 2014. This research-based program was designed specifically for the CCSS and features extensive online content for teachers and students. Classroom teachers developed year-long curriculum maps to ensure that the skills and concepts were introduced, assigned, and monitored. Standards are introduced, displayed, and reinforced in kid-friendly language.

Reading Wonders’ online resources made it possible to stay on track with our core program during distance learning. We believe that this decision made a difference and reduced the impact on learning when the

students were welcomed back to campus. In the school year 2021-2022, a number of teachers still utilize online instruction for students who were at home in isolation or under quarantine. Following the recommendation of Achieve the Core, it was decided to streamline the standards by addressing the priority standards. While we are hopeful that we can curb the learning loss experienced by students, we will rely on our support system to ensure that all students receive the intervention services they need.

Accountable Talk has been a schoolwide “best practice.” Beginning with professional development by a notable consultant, teachers implemented this strategy in reading and expanded into Math, Science and Social Studies. Discussions lead to rigorous dialogue when students are asked to explain their responses and to cite evidence from the text. We are finding that students comfortably engage in peer discussion with heightened focus leading to an overall effect on improved comprehension. For students who are reluctant to share their thoughts out loud, Accountable Talk is a strategy that promotes student voice.

Formative and summative assessments are administered in many forms and provide important data to keep instruction relative to the needs of students. i-Ready’s initial placement test establishes a unique learning path for each child. In addition, teachers regularly assess students through discussions, hands-on assignments, and traditional pencil and paper tasks. Exit passes, jamboards, and chat entries have now become popular and practical when instruction takes a virtual turn. Teachers share rubrics to illustrate the expectations of an assignment. Descriptive feedback is provided to students in order to acknowledge effort, reinforce, or correct learning.

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

Similar to English Language Arts, our math instruction during the pandemic focused on the priority standards recommended by Achieve the Core. Stepping Stones 2 is the core math program used at Nu‘uanu. It is a conceptual-based program that takes a student through concrete, pictorial, and abstract processes to learn a concept. The curriculum features lessons that are introduced, reinforced, practiced and, for most students, enhanced to promote a deeper understanding. A typical lesson in Stepping Stones begins with a discussion on a mathematical situation. Symbols that are customarily used such as +, -, and x, are introduced and used only after students have had a series of meaningful interactions with the concept and are able to communicate the steps taken.

We administer the i-Ready diagnostic math assessment in the fall, winter, and spring to carefully monitor our students’ academic progress and adjust our instruction to meet students’ individual needs. Assessments, both summative and formative, measure a student’s understanding of the concepts and information being taught. Teachers encourage students to use several different methods to solve a problem or calculate a mathematical sentence. Teachers have used short, frequent quizzes, and Google Forms to assess their students.

i-Ready together with the Smarter Balanced Assessments, identified the Mathematical Practice of Communicating Reasoning and Problem Solving as areas of concern. Students were not able to express their reasons for using a particular strategy or explain their answers with an acceptable degree of accuracy. Stepping Stones encourages the use of mathematical discourse as a means of generating discussions to enhance student learning. To bolster this, we used Accountable Talk to engage students in peer-to-peer interaction. For problem solving, teachers felt that a schoolwide strategy should be adopted. Singapore Math’s Model Drawing was an attractive option as it was based on a systematic method of representing word problems and could be explicitly taught. Teachers attended professional development workshops to learn this approach. Through collaboration, teachers agreed to use common language terms and also created a poster that guided students through the model drawing process.

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

Teachers develop an engaging science curriculum aligned with the Next Generation Science Standards (NGSS). Mystery Science (MS) is integrated into lessons to teach science concepts related to Physical Science, Life Science, and Earth & Space Science. MS video lessons engage students by beginning with a question to ponder and then taking the students through a detailed explanation of the phenomenon.

Activities are hands-on and feature an extension activity to develop a complete understanding of a concept. The online accessibility of MS was integral for teachers when students were distance-learning. Students read science stories in the ELA Reading Wonders program to make deeper connections to the content.

During our weekly “Mixed Plate” schedule where students rotate between Technology, Physical Education, and Science Technology Engineering and Mathematics (STEM) classes, our STEM teacher provides lessons and activities revolving around engineering, the fourth science component on our report cards. Our schoolwide STEM program complements the science curriculum by integrating science, technology, engineering, and mathematics. Although difficult to separate, the STEM teacher prepares lessons based on the engineering aspect of a project. It is not unusual to see our library transformed into a landing strip to engage students in learning about speed, distance, and thrust through the folding of paper airplanes, or to have beaver dams built by our kindergarteners invade tabletops - providing a concrete example of an abstract concept of the environment’s effect on animal habitats.

Our community partnership with Kokua Hawai‘i Foundation and their AINA In Schools program brings students outdoors. A visit to our campus will reveal our four gardening areas: aquaponics, vermicomposting containers, and recycling bins. Students actively participate in Garden Clubs, building and caring for a raised garden, and vermicomposting. As an added benefit, these activities teach students about healthy eating habits.

We are hopeful that the next school year will allow us to invite guest speakers employed in science-related fields to share their work with our students and bring awareness to careers in science.

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

Under the guidance of the C3 Framework, the Hawai‘i Department of Education developed the Hawai‘i Core Standards for Social Studies (HCSSS). Three-year implementation began in the 2019-2020 school year. HCSSS outlines the content, concepts, and inquiry thinking necessary to reason and wonder about the world around us. There are three categories of standards in the HCSSS: Anchor Standards which outline the conceptual focus of each grade level, Inquiry Standards are key skills needed to analyze what is already known about a topic, develop questions, and engage in research that leads to informed action and Content Standards what the student should know and be able to do. The social studies standards help to prepare students for success in college and careers as well as to become informed and engaged participants in civic life. At Nu‘uanu, we are reviewing existing lessons to ensure they are aligned to the HCSSS anchor standards. The HCSSS has required teachers to internalize and put into practice global thinking from multicultural perspectives.

Democratic citizenship dictates the actions and dialogue of what is right rather than being good. At the elementary level, we are in the position to instill in students what we as citizens value in one another. Our 3 B’s represent behaviors that we value: Be Responsible, Be Respectful, Be Safe. To reinforce these expected behaviors, teachers nominate students for recognition in each of the 3 B's categories. Pictures of the winners are displayed for all to appreciate.

Assessments for Social Studies has a wide range of possibilities. In addition to traditional quizzes and other question/answer assignments, students complete projects and engage in conversations where they have taken a stance on local or global issues.

Administrators, teachers, and staff take the lead by modeling these actions of citizenship. In the classroom, a discussion about the difference between rights and responsibilities takes place and connects to real-life experiences such as our General Learner Outcomes, school and classroom rules.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Visual Arts

Teachers decide on the art focus for the year. Visual arts are often integrated with a topic in other content areas. In this way there is a multidisciplinary approach. For example, a unit on Land Usage has students drawing maps to illustrate the farming areas, water sources and mountains. More advanced art projects in grades 3, 4, and 5 for specific units are assigned when students need to communicate a position on an important issue through a poster that shows a clear message.

Performing Arts

Nu`uanu has a wide variety of performing arts opportunities for students. These include:

E Mele Ka Kou - Performing Arts

Students in grades 4 and 5 have been engaged with the “E Mele Kākou (Let’s Sing)” program for over 15 years. During this 12-session program, students learn performance skills while focusing on the music and poetry of Hawaii’s Ali’i (royalty). The culminating activity is a performance with the Royal Hawaiian Band (the only band in the United States founded by royalty, King Kamehameha III) and a tour of Iolani Palace.

May Day Program - Visual and Performing Arts

May Day is an annual event enjoyed by hundreds of families, alumni, retirees, and community leaders. The 5th graders are the focal point of the program as they are transformed into members of the royal court led by a king and queen. Performances by kindergarten through fourth grade students include dances, chants or songs. Selected students become announcers for their grade level and deliver the introduction for their performance. A May Day cover contest entices enthusiastic artists to enter. This year our program will be recorded and broadcasted virtually so that we may continue to proudly share our talented youth in a safe environment.

Artist in the Schools drama classes for students in kindergarten and second grade. Teachers select the concept and standard(s) to be addressed. The drama teacher then designs customized lessons where specialized vocabulary is introduced or reviewed. Students are able to apply emotion to characters or show movement in an action.

Physical Education (P.E.)

Health and physical education topics are aligned with the Hawai`i Content and Performance Standards (HSPS) III. Students are introduced to the benefits of being fit and good sportsmanship. Lessons address manipulative, non-locomotor and locomotor skills. Health lessons on muscles, heart rates and the five senses are embedded in the lessons. Students in kindergarten to grade 5 receive health and physical education lessons 45-minutes each week.

Technology

Technology usage has increased tremendously over the past three years. Students are well-versed in navigating Google Classroom to view, complete and submit their final products. Younger students, with assistance from an adult, are able to use the trackpad in order to move the cursor. The new DOE Technology standards will be integrated into the curriculum beginning in the year 2023-2024. These standards are seen as a shared responsibility of the technology teacher as well as classroom teachers.

Social and Emotional Well-Being

Social and emotional well-being is important in developing a well-rounded student. Listed below are activities that do not belong to any one content area, but whose side benefits address the social emotional void brought on by the pandemic.

SEL/Guidance Lessons

Our school counselor and educational assistant teach weekly guidance and social emotional lessons for grades K-2 using the 2nd Step curriculum during the first semester. Homeroom teachers implement and integrate these lessons into their classroom curriculum. We analyze the Department of Education's Panorama Social and Emotional Learning (SEL) student survey results administered in the fall, winter, and spring periods to determine our students' behavioral progress or decline throughout the year.

Grade 5 Camp

Camp Erdman 2022 continues when we return from Spring Break. We are positive that this learning experience will be the event that blossoms into a sense of belonging and enriched friendships that our children so desperately need after the school closures.

Bike Education

Fourth grade students participated in a week of bicycle lessons where healthy activity is combined with bike safety.

School Clubs

Our weekly student focused clubs for grades 3 - 5 students present opportunities for participation in Student Council, Peer Mediation, Robotics and Recycling/Gardening.

Extra-Curricular Activities

We have established partnerships with various businesses and organizations to offer after school programs, which allow parents to extend learning experiences for their child in non-school sponsored activities of sports, karate, A-Plus, hip-hop, STEM using Lego, art, soccer, basketball, and ukulele.

3. Academic Supports

3a. Students performing below grade level:

Classroom teachers are the first to address the needs of struggling students. They provide a variety of interventions including differentiated instruction, rearranging the physical classroom, reading materials, class assignments, or establishing learning goals with the student. Assessments are differentiated and can include leveled reading passages, reading the passage out loud to a student, reduction in the number of test items, etc. If a student is not demonstrating growth, then a higher tier of intervention is needed. A team consisting of the counselor, homeroom teacher, student services coordinator, curriculum coordinator, and support staff meet to plan the next steps. The team analyzes and discusses the student's academic and behavior data. The team may recommend the teacher try intensive one-on-one instruction or place the student in our Na Hoku Ala (The Rising Stars) program, a small group pull-out instruction.

As we were planning for this school year, we anticipated that more students would need academic support because of the pandemic. We created and implemented an intervention period within the school day. This intervention period is similar to a center-based learning environment and follows these non-negotiable parameters:

- 1) Priority is given to SPED, EL, or students who are one or more years behind according to the i-Ready fall assessment,

- 2) Specific standard(s) will be identified,
- 3) Formative assessments are administered, and
- 4) SMART goal(s) is stated.

The purpose is not to provide remediation, but to employ targeted instruction for very specific needs such as basic math fluency, phonics, reading fluency, and fundamental comprehension development. Teachers work with identified students individually or in small groups, while SPED and English Learner personnel work closely with their respective students on their targeted needs and/or individualized education program goals and objectives.

3b. Students performing above grade level:

Students performing above grade level are challenged with differentiated activities that are rigorous or require the student to demonstrate the advanced application of a skill. For example, a classroom teacher may leave an assignment open-ended, providing the student with the opportunity to choose how to complete it. Other activities may include creating an alternate ending to a story or developing a presentation on topics of interest to them. The annual Speech Festival, where all students are encouraged to participate, is an event that is important for students functioning above grade level because it really challenges them.

We use the online i-Ready curriculum as a supplement to the in-person classroom curriculum. It is adaptive to students' language arts and math development. Students performing above grade level will receive assignments that are rigorous and relevant to their learning abilities. Teachers are able to monitor their progress through specific i-Ready reports and provide individualized feedback and support accordingly.

Students in grades 3, 4, and 5 may be eligible for selection into our Gifted & Talented (GT) program based on their California Assessment Test results, report card grades, classwork, and teacher recommendations. The GT program uses a project-based learning approach allowing students to acquire a deeper understanding through active exploration of real-world challenges and issues. For example, in partnership with the local Genki Ala Wai Project, Nuʻuanu students learned about Genki balls and how they decompose, suppress harmful bacteria, and reduce foul odors to restore the Ala Wai Canal located in Waikiki. Students constructed their own Genki balls, tossed them into the canal, and collected before and after water samples. They analyzed the data to determine the impact the microorganisms had on digesting the sludge in the canal.

3c. Special education:

At Nuʻuanu Elementary School, approximately 6% of our students require SPED and related services. Our school's philosophy is that our SPED students benefit tremendously from receiving instruction with their peers in the general education classroom. Based on the Department of Education STRIVE HI criteria, 91% of our SPED students are in the general education classroom for most of the day. The homeroom teacher, with varying degrees of support from our counselor, educational assistants, paraprofessional tutors, therapists, and SPED teachers, work closely to provide our SPED students with inclusive practices while addressing their individualized educational programs.

During the pandemic, services were provided virtually through Google Meets, WebEx, and Zoom. It was critical for our behavioral therapist, speech-language therapist, and SPED teachers to maintain the continuity of services so our students could meet their goals and objectives. To close the achievement gap between our non-high needs and high needs students, we encourage our SPED students to participate in our summer school program. Our summer program focused on language arts and math instruction for remediation and/or advancement.

As previously mentioned, we created an intervention period within the school day to allow teachers and support staff to focus on addressing the language arts and/or math needs of our at-risk students. We are still monitoring and adjusting our system so it can operate more effectively to address the needs of all

students. This dedicated time frame allows specialized school personnel to work closely with their respective students on their targeted needs.

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

Approximately 6% of the students enrolled at Nu‘uanu School are English Learners (EL). Their home languages include Cantonese, Mandarin, Korean, or Japanese. Our EL coordinator and part-time teacher service our EL students by providing push-in and pull-out services in a small group and/or individualized setting. Our EL program utilizes i-Ready and Imagine Learning online programs to monitor and assess students’ academic progress throughout the school year. As previously mentioned, the i-Ready diagnostic assessments are administered in the fall, winter, and spring to all students. The information collected from these online programs and results from the diagnostic assessments allows teachers to analyze and target their instruction to address students’ individual needs. Our EL coordinator also reviews strategies with homeroom teachers to support the needs of our EL learners in the general education classroom.

Our EL students complete the WIDA ACCESS test in February each year to determine their English language proficiency. The EL coordinator monitors their results each year and communicates with their parents on how they can support their child at home.

One of our Department of Education’s top priorities is to provide meaningful and equal learning opportunities for our EL. Our complex leadership team is providing professional development opportunities for all educators to be teachers of language and incorporating various instructional strategies in the classroom. School teams from across the complex collaborate and share ideas at the design team training sessions.

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

The pandemic highlighted how our community can come together to support one another. During the height of the pandemic, we partnered with Ham Produce & Seafood, Hawaii Foodbank, and LIFE Christian Church to distribute monthly food boxes to support all of our students, families, community, and neighboring schools. We collaborated with our complex area social worker and local community agencies (i.e. Aloha United Way, Salvation Army, YMCA, Institute for Human Services, and Palama Settlement) to help our families access necessities like food, shelter, clothing, transportation (i.e. bus passes) and medical assistance. Our technology coordinator provided students with Chromebooks and Wi-Fi hotspots for distance learning at home.

School-level services are provided by our student services coordinator, counselor, and office staff. They are ready to assist families with completing free and reduced meal application forms for breakfast and lunch meals, provide school supplies, subsidize costs for field trips and work closely with our morning/after school YMCA child care service providers to reduce or fund registration costs. Counseling services and support plans are offered depending on the student’s and/or family’s situation. Our Parent Teacher Organization, ‘Aikane, also provides donations or support to families in need.

Our students and parents are considered part of our Nu‘uanu School family so we do our best to support them.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

When the Governor of Hawai‘i issued stay-at-home mandates, Nu‘uanu teachers and part-time teachers continued to provide all of our students with teacher-led virtual instruction. SPED teachers, the English Language Coordinator, and support staff provided small group and/or individualized virtual instruction to support our high-needs students and, to the greatest extent possible, implement their individualized education programs and plans.

In addition to our regular instructional programs, our teachers emphasize the importance of the six General Learner Outcomes (Self-Directed Learner, Community Contributor, Complex Thinker, Quality Producer, Effective Communicator and Effective, and Ethical User of Technology) to our students by integrating them within the daily curriculum along with our schoolwide behavior expectations (Be Safe, Be Responsible, and Be Respectful). Our long-term goal is for each of our students to develop into well-rounded, contributing citizens of our society.

At the beginning of the school year 2020-2021, students were scheduled to return to school for daily in-person learning. However, due to the elevated COVID-19 infection numbers in Hawai‘i, many parents were concerned for their children’s health and safety, and elected to keep them home for virtual learning. By mid-school year, our State’s restrictions were slowly being lifted and students were gradually allowed to return to school in a safe and organized manner. Some parents opted to keep their children at home for virtual learning. Our teachers continued to work tirelessly to provide in-person instruction and some even provided virtual instruction during and/or after school hours to their students. Before the school year ended, we started reintroducing some school activities at a scaled down version to try to get things back to a sense of normalcy for our students while keeping in mind the health and safety of everyone. We organized a “Just Dance” Nu‘uanu, Spirit Week, Kindness Week, and a drive thru graduation ceremony for our 5th graders.

During the summer, we offered a Department-sponsored 4-week in-person summer program for our Nu‘uanu School students to address any learning loss from the school year and prepare students for the next grade level. Approximately 125 students enrolled in our summer program. We also continued our partnership with the YMCA, who offered a non-school sponsored afternoon summer program with games, social interactions, and sporting activities for our students.

2. Engaging Families and Community:

‘Aikane O Nu‘uanu, our Parent Teacher Organization (PTO), is a strong supporter of Nu‘uanu Elementary School and has been instrumental in garnering parents’ participation and community involvement. In collaboration with the school, our PTO coordinates for families like Movie Nights, Pumpkin Carving Night, Campus Beautification Days, STEM Night, and our annual Family Fun Night. ‘Aikane O Nu‘uanu also organizes various fundraising activities like “Just Dance” Nu‘uanu, Regal Foods Fundraiser. Proceeds go directly to purchasing supplies for our teachers, upgrading technology in the classrooms, and installing air conditioners.

We have partnered with community organizations to provide our students with hands-on, authentic learning experiences that allow them to flourish. The AINA In Schools program supports our teachers with gardening and health lessons, Bike Education for our fourth graders, and Artists in the Schools provide drama classes for students in kindergarten and second grade.

During the height of the pandemic, many businesses across our State were forced to reduce their hours of operation or even had to close, which significantly impacted some of our families. We partnered with Ham Produce & Seafood, The Hawaii Foodbank, and LIFE Christian Church to provide food distribution drives to support our families, community and families from neighboring public schools. The Department of Education also provided free daily breakfast and lunch meals at numerous public school locations for all students.

The physical layout of Nu‘uanu School required us to relook at using our facilities with social distancing in mind. We were able to paint “nene feet” six feet apart on the sidewalks so that students could socially distance themselves accordingly. Moving extra tables and chairs from classrooms to storage areas helped to utilize classroom space to the greatest extent possible. Through the generosity of a national chain of home improvement stores, we received a donation of picnic tables with umbrellas to create additional outdoor learning spaces. A visit to our campus will illustrate how small groups of students can be engaged in their learning and still observe health and safety protocols.

During pre-COVID conditions, many of our working parents expressed interest in extended learning opportunities for their children that go beyond the regular school day. We realize that such opportunities are needed now more than ever before. School-sponsored Robotics, Gardening/ Recycling club, and after-school math tutoring gave students a structured yet engaging activity to be a part of. Further, partnerships with various businesses and community organizations offered sports, karate, A-Plus, hip-hop, STEM using Lego, art, soccer, basketball, and ukulele, which are all non-school sponsored after-school activities. We also reached out to the Palama Settlement Community Center which offers free after school technology classes for elementary students.

3. Creating Professional Culture:

During the COVID-19 pandemic, the health and safety for our students, teachers, and staff were our top priority. Our goal was to provide a safe and healthy working environment for our teachers and reduce the anxiety and stresses already created by the COVID-19 pandemic. We purchased thermometers for daily wellness checks, plexiglass barriers as visual reminders for personal space, fans to circulate the air in and out of the classrooms, air purifiers, hand sanitizing stations, cleaning equipment to disinfect classrooms, and additional personal protective equipment. To limit the number of students on campus each day, we created an alternating A/B schedule. The bell schedule was also modified, changing school start and end times, and recess and lunch schedules. Markers were installed on the ground to remind students to adhere to social distancing guidelines.

The pandemic exposed the need to upgrade our school’s technologies and infrastructure. We improved communication with our families through School Messenger and updated our school’s website. To better support our teachers and students in their classrooms a new phone/speaker system was installed, and the wireless access points were upgraded. We listened to our teachers’ technology requests and purchased new document cameras, projectors, televisions, laptops, and soon every classroom will be equipped with smartboards. Classrooms will be receiving new furniture and bulletin boards. The installation of air conditioning will be completed by the end of this school year. A water purifying station was purchased and installed in the teacher workroom, and water fountain/bottle refill stations are being installed in every building.

Our second and fourth grade teachers expressed interest in implementing and integrating social and emotional learning practices in their classrooms. We applied for a grant through our Office of Student Support Services in partnership with the Office of Strategy, Information, and Performance, School Transformation Branch, and were approved to contract Yoga Education to provide training on social and emotional well-being for students and staff. Our principal applied for and received Elementary and Secondary School Emergency Relief (ESSER) professional development funding to support teachers and staff health and well-being, through creating a healthy and active lifestyle (i.e. exercising and eating healthy).

We knew we had to be prepared with instructional strategies to effectively address learning loss resulting from the pandemic. To support teachers in their instructional delivery we arranged for an in-service from i-Ready regarding data analysis, monitoring student progress through diagnostic assessments, and adjusting instruction as needed. During our complex area professional learning day, teachers learned differentiated strategies to provide equity of voice for EL students from a renowned author and educator.

4. School Leadership:

In January 2021, a new principal was hired to replace the former principal who retired in December 2020. The philosophy of the new principal is to build a positive and caring school culture and maintain an open line of communication with all stakeholders, which is especially critical during these challenging and stressful times. The school's leadership structure includes the operations team, leadership team, instructional Academic Review Team (ART) and grade level teams. Through this structure, we are able to obtain input from all stakeholders, communicate our school's goals and plans with everyone, ensure that we are collectively working together, and efficiently channel our resources to focus on student success.

Our operations team consists of non-classroom teachers (i.e., counselor, curriculum coordinator, technology coordinator, student services coordinator) and support staff (i.e., school food service manager, head custodian, school administrative services assistant). The team meets weekly to ensure that our school systems are operating efficiently, ensure health and safety protocols are being adhered to, and school resources are in place to support student achievement. Our leadership team includes one member from each grade level/support team and non-classroom teachers. They meet monthly to review and discuss schoolwide procedures, policies, programs, and/or concerns. Our instructional ART consists of teachers assigned to curriculum committees for mathematics, language arts, writing, science/STEM, social studies, technology, and multi-tiered systems of support. The ART meets monthly to address areas of instruction, professional development, curriculum, and assessment. Our grade-level team is composed of teachers in their respective grade levels. Teachers meet during their weekly articulation period to discuss student data, instructional strategies, assessment results, and schoolwide and district initiatives.

The key to ensuring that policies, programs, relationships, and resources are in place is through a positive school culture and open lines of communication between the principal, teachers, support staff, and school teams. Discussions from the various team meetings are documented and disseminated through emails and meeting notes. Many of the decisions and outcomes affecting our school involved input from respective stakeholders.

The principal meets monthly with `Aikane O Nu`uanu, our Parent Teacher Organization, to discuss school activities, projects, accomplishments, and any support and resources the school may need. The principal also participates in monthly virtual Coffee Talks with parents to share updates and answer any questions they may have. Bi-weekly School Messenger information is emailed directly to parents to keep them abreast of important school information. Information is also posted on our school website. The principal meets with the School Community Council (SCC) each quarter to discuss school initiatives, the academic and financial plans, and obtain feedback from the members.

5. Culturally Responsive Teaching and Learning:

Hawai'i's unique diversity comes from the efforts of many cultures working together for the betterment of all. Diversity at Nu`uanu School is a natural occurrence. We acknowledge, explore and respect each other's differences as we strive towards a common goal. Through extensive research, our Board of Education created Nā Hopena A`o or HĀ (B.R.E.A.T.H.) outcomes - 1) a sense of Belonging, 2) Responsibility, 3) Excellence, 4) Aloha, 5) Total Well-Being, and 6) Hawai'i, which is the foundational development of lifetime learners.

At Nu`uanu, our 3B's guide for behavior and the General Learner Outcomes can be likened to the Nā Hopena A`o outcomes. When addressed together, we provide our students with the ultimate learning environment that instills these important values when demonstrating respect for adults and peers. Addressing the "whole child" is a common practice at Nu`uanu. When students from kindergarten to 5th grade feel supported, HĀ becomes the core beliefs and values that will bring cultures together resulting in a shared sense of purpose and responsibility.

We are fortunate to have a role in shaping the young lives we teach. Teachers work with students to develop rules that outline acceptable behaviors and actions for everyone to follow. Many teachers list consequences when rules are not followed. It is not unusual to see classmates reminding each other about rules once they are able to understand that their actions can affect others. Skillful teachers know that when such behaviors occur, it is best to address the behavior and explain that such actions are insensitive and demotes the efforts

of everyone to be a Community Contributor (GLO #2) and developing a Sense of Belonging (HĀ #2).

As our 4th and 5th grade students develop a keen sense of acceptable behaviors and can consistently demonstrate them, they are invited to be peer mediators and receive training to mediate conflicts during recess. They listen to each student involved and collaboratively resolve the dispute in a fair and equitable manner. This involves being a Complex Thinker (GLO #3), an Effective Communicator (GLO #5), and treating each other with Aloha (HĀ #4).

Kindness Week has been held for three consecutive years. Each time has resulted in a deeper understanding and appreciation for those who are unique and come from different backgrounds. Messages of kindness and appreciation are collected from students, staff and families, and shared with the school community to perpetuate a Sense of Belonging (HĀ #2) and Aloha (HĀ #4). Our Food Drive was the culminating activity for the week. Here teachers explained the basis of this event, and although the recipients are strangers, they are in need of help. We are proud to say that our school 'ohana collected a total donation of \$272.25 and hundreds of pounds of canned and boxed foods for the Hawai'i Foodbank. The actions of many are reflected in Aloha (HĀ #4) and Community Contributor (GLO #2).

The complex area (district) leadership EL team provides continuous professional development opportunities to train teachers to be EL of language and build connections with our EL students and families. Our teachers attend various workshops to obtain Teaching English to Speakers of Other Languages (TESOL) credits or equivalent certification by the end of the 2023-2024 school year. Our school's design team attends district EL training sessions such as Chinese Cultural Presentation and Cultural Awareness, to learn strategies and collaborate with other school teams on effective practices.

A respect for culture begins with a familiarity of events that are meaningful to that culture. Teachers have delivered lessons on Chinese New Year, including a Lion Dance Club's visit to our school. The Japanese custom of celebrating Boys' and Girls' Day is honored by handmade dolls that students make. Boys also put up girls' chairs on Girls' Day and vice versa for the boys on their day. Not only does multicultural awareness foster understanding and compassion, but it also encourages acceptance.

Current events that significantly affect people in Hawai'i (HĀ #6) are incorporated into lessons and activities. Examples include the water contamination situation at a major military housing complex and weather-related events such as tsunamis and hurricanes. Here on campus, we have gardens for almost every grade level. Besides taking care of the aina (land), we engage students in discussions about the environment, help them make personal connections to current events and educate them to be strategic in how we use the aina to encourage sustainability. This promotes Aloha (HĀ #4), Responsibility (HĀ #2), and Community Contributor (GLO #2). Hawai'i's unique diversity comes from the efforts of many cultures working together for the betterment of all. Diversity at Nu'uano School is a natural occurrence. We acknowledge, explore and respect each other's differences as we strive towards a common goal.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Many State, District and Complex mandates have come and gone throughout the years impacting our systems, mindsets, curriculum, teachers and students. While this is integral in developing schools devoted to progressive educational paradigms, there is one belief that presides in our school and the larger school community. The belief that all children at Nu‘uanu Elementary are cared for by all staff and faculty is not an expectation, but a responsibility.

As students graduate from grade level to grade level, they take with them knowledge and memories that a teacher has instilled. Teachers are thrilled when former students come to visit. Graduation is an emotional event for all when lower grade teachers arrive with lei for students as a farewell gesture to wish them the best of luck.

It is not unusual to see our students engaged in activities that foster caring and empathy for others. Our annual “Buddy Classes” link an older student with a younger one to guide, teach or simply be a big brother or sister to someone. Peer mediators help younger children understand pono (goodness, righteousness) when there is a lesson to be learned from a dispute on the playground. Our three male custodians assist students in the cafeteria at lunch time and it is no surprise that they will eventually be asked to open a milk carton or to carry a tray.

During our schoolwide activities like Thanks“giving” Week and Kindness Week, everyone from teachers to staff to parents to children participate in writing messages of gratitude and thanks to show their love, appreciation and caring hearts to one another. We have amazing participation during our school’s Spirit Weeks, “Just Dance” Nu‘uanu fundraiser and Halloween Costume Competition. When we end the school year pre-COVID-19 with May Day and Family Fun Night, the energy and excitement radiates throughout our campus which fosters a positive learning environment for everyone and creates memories that last a lifetime. There is a great sense of community and aloha from the minute you step on campus.

What affects students in a positive or negative way, becomes everyone’s celebration or focus for support. We work in the spirit of ohana (family) and take care of each other. Our students are an investment and recipient of our work. We look to the future with promise and great anticipation of what awaits Nu‘uanu Elementary and the thousands of lives we have yet to touch. We pay tribute to the rich culture and traditions that have developed along the way and honor the many successful alumni who once graced this campus and continue to make an impact on others. This defines ourselves as Learners for Life.