

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
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

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 180 Elementary schools (includes K-8)
39 Middle/Junior high schools
43 High schools
24 K-12 schools
286 Total schools in district
2. District per-pupil expenditure: 11576

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 10
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	60	42	102
1	34	29	63
2	47	29	76
3	37	33	70
4	35	33	68
5	38	34	72
6	13	14	27
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			478

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
43 % Asian
0 % Black or African American
7 % Hispanic or Latino
11 % Native Hawaiian or Other Pacific Islander
12 % White
27 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 4%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	17
(4)	Total number of students in the school as of October 1, 2011	475
(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

8. Percent of English Language Learners in the school: 22%
Total number of ELL students in the school: 104
Number of non-English languages represented: 13
Specify non-English languages:

Cantonese, Czech, Hawaiian, Ilocano, Japanese, Korean, Mandarin, other, Portuguese, Spanish, Thai, Tongan, Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 38%

Total number of students who qualify: 184

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 5%

Total number of students served: 23

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>5</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>25</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>2</u>	<u>3</u>
Paraprofessionals	<u>1</u>	<u>25</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>8</u>
Total number	<u>36</u>	<u>36</u>

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

19:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	93%	94%	92%	93%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

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

No

Yes

If yes, what was the year of the award? 2006

PART III - SUMMARY

Waikiki Elementary, "Our Mindful School", is a small, caring, cohesive public school with a special spirit of place. Local legend attributes the school's success to its location "under the protection" of the mighty Diamond Head crater.

In 1990, Waikiki School was among the first to reconfigure itself into a School Community Based Management (SCBM) school. The vision of Waikiki's original SCBM grassroots proposal was for the school to evolve into a "mindful" institution, nurturing harmony of the heart and mind through collaboration, thoughtfulness, and direct instruction in the skills of thinking. We have continued to refine ourselves with this vision as our guide ever since.

Waikiki School serves 478 students from kindergarten through grade six. Fifty-five percent of students live outside the school's boundaries and attend by choice. Soaring enrollment requests have led to extensive applicant waitlists. The school's appeal rests largely on its unique curriculum, which integrates the Hawaii Content and Performances Standards III (HCPS III), the Common Core State Standard (CCSS), inquiry-based instruction, and the direct teaching of the "Habits of Mind" (HOM), an educational initiative developed by Dr. Art Costa. Using research to identify behaviors associated with effective adults, Dr. Costa's model emphasizes the explicit teaching of a set of behaviors that include creativity, flexibility in thinking, listening with empathy, problem solving, persistence, and more. The infusion of this initiative, coupled with the Philosophy for Children (P4C) model of inquiry, largely defines the school's unique approach to nurturing both "heart and mind".

Waikiki is a Title I school with 38% of students qualifying for the free/reduced-price lunch program, 22% participating in the English Language Learner (ELL) program, 8% receiving special education services and 40% living in single-parent homes. Despite the intensity and diversity of student needs, the school continues to exceed all national and state standards, scoring in the state's top 2% in both reading and math for the past three years. Longitudinal data indicate a consistent pattern of high student growth and high achievement. Waikiki has consistently attained a status of "Unconditional Good Standing". In 2012, Waikiki School was ranked second of 286 schools in *Honolulu Magazine's* survey of Hawaii's best public schools.

In addition to the tests they take at school, Waikiki School students are prepared to perform well on the tests of life. Teachers and staff don't simply teach values or mindful habits; they model the behaviors they want to see developed. This results in a dynamic learning community in which all participants are challenged to become ever more mindful, more thoughtful, life-long learners to support the collective efforts of the school. The synergy that results from this unification of purpose promotes an environment that both honors and challenges the intellect of all. By caring for and learning from one another, all members of the school community (teachers, community, parents, students, staff alike) are encouraged to grow. The adventure implicit in lifelong learning becomes our reality.

Focus on the whole child is key to the Waikiki School's success. Classes in physical education, art, farming, sustainability, music, and technology are provided weekly. An active band and orchestra involve most students. Grants provide residencies for community artists and environmental specialists. The school's flourishing organic farm and orchard provide the arena for extensive project-based learning. Organic foods and snacks are readily available for harvest. Worm bins, aquaponics, composting, alternative energy, and microbiology projects abound. As a designated practicum site for the University of Hawaii Masters in Education in Teaching (UHMEdT) program, student teachers provide assistance and the influx of cutting edge research and innovative best practice. International partnerships provide student teachers from Japan, Australia, and Korea, whose involvement promotes tolerance and deepens multi-cultural cultural understandings. An after school enrichment academy provides community taught classes

in gymnastics, rocketry, foreign language, and more. Extended-day tutoring and homework assistance provide help for Title I, ELL, and other students. Early morning and after-school programs provide childcare. Adult education partnerships provide English classes for ELL parents. Lunch recess clubs in photography, marketing, entrepreneurship, and healthy life style are available. Community volunteers provide extra love and support as "lunch pals". School-wide community service projects extend learning beyond classroom walls. A Comprehensive Student Support System (CSSS) provides an additional array of services with a school-based behavior health specialist, school counselor, and counseling interns to provide individual interventions as needs arise.

The joy of learning and the intense collective push toward innovation and excellence are hallmarks that transform our school from the ordinary into the exceptional. We are deeply committed to doing whatever it takes to become an ever more effective learning community where compassion, competence, and harmony of the heart and mind are nurtured. We believe, and the data clearly show, our efforts are working. We intend to continue to provide the finest in cutting edge education for our community, producing graduates well prepared to become productive, ethical leaders in the world of tomorrow.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Waikiki School uses formative and summative assessments aligned to the HCPS III to measure student achievement. The Hawaii State Assessments (HSA) are administered to students in grades 3 - 6 and measures student knowledge and skills in reading and math. Results indicate how well a child is meeting the state's rigorous academic standards and compares student performance in the two content areas with students across the nation. The Hawaii State Department of Education (HIDOE) established Adequate Yearly Progress (AYP) benchmarks for school year 2011-12: 72% in reading and 64% in math.

The Student Growth Percentile (SGP) provides a method of understanding a student's current state assessment scale score based on his or her prior scores and compared with other students with similar prior scores across Hawaii.

Like achievement and readiness indicators, the growth indicator is converted to a scale of 0-60 points for high-needs and non-high-needs students. Growth is derived from the reading and math median SGP, also known as the Median Growth Percentile (MGP). The chart below outlines the State of Hawaii's growth indicator scoring rubric:

The Reading MGP are: Very High Growth>61%, High Growth=55%-61%, Average Growth=49%-54%, Low Growth=43%-48% and Very Low Growth<43%.

The Math MGP are: Very High Growth>63%, High Growth= 56%-63%, Average Growth=49%-55%, Low Growth=41%-44% and Very Low Growth<41%.

Based on achievement scores on the HSAs, Waikiki students have consistently met or exceeded goals, showing steady improvement over time. An example of this is the five-year period between the school years of 2008 and 2012, when Waikiki School made outstanding gains with a 20% improvement in reading and 18% in math. These scores exceeded state expectations by 20% in reading and 22% in math.

All Students - Math

2008=68%, 2009=63%, 2010=72%, 2011=89%, 2012=86%. Total increase from 2008-2012=18%.

Pacific Islander Students - Math

2008=69%, 2009=62%, 2010=73%, 2011=89%, 2012=86%. Total increase from 2008-2012=17%.

ELL - Math

All scores from 2008-2012 were N/A.

Economically Disadvantaged - Math

2008=60%, 2009=53%, 2010=60%, 2011=87%, 2012=84%. Total increase from 2008-2012=24%.

All Students - Reading

2008=72%, 2009=72%, 2010=77%, 2011=95%, 2012=92%. Total increase from 2008-2012=20%

Pacific Islander Students - Reading

2008=72%, 2009=71%, 2010=76%, 2011=95%, 2012=92%. Total increase from 2008-2012=20%.

ELL - Reading

All scores from 2008-2012 were N/A.

Economically Disadvantaged - Math

2008=63%, 2009=61%, 2010=73%, 2011=93%, 2012=89%. Total increase from 2008-2012=26%.

Further analysis of disaggregated test data shows that subgroups scored on a par with the rest of the student population. This is powerful evidence of the success of our school and our efforts to differentiate instruction. Improved test data is one clear measure that systems are working in synergy to ensure all students attain proficiency.

Waikiki's test data can be found at the NCLB website:

<http://165.248.6.166/data/school.asp?schoolcode=150>

In addition to high student achievement across disaggregated subgroups, students have also demonstrated steady growth over time. Waikiki School's overall three-year math and reading MGP scores are (high growth) and 62 (very high growth), respectively. Even more impressive is that each tested grade level demonstrated growth over the same three-year period:

- Waikiki's fourth grade had a reading MGP of 60 and 64 in math.
- Waikiki's fifth grade had a reading MGP of 62.5 and 54.5 in math.
- Waikiki's sixth grade had a reading MGP of 67 and 72 in math.

Such data not only indicate that students at Waikiki perform at high achievement levels, but that all tested grade levels attained growth that exceeded their like-ability peers statewide.

2. Using Assessment Results:

Waikiki School understands that in order for students to move to higher proficiency levels, the collection and analysis of student achievement data is essential for crafting effective, differentiated instruction. Student data, gathered from the criterion-referenced HSA and triangulated with results from the norm-referenced Terra Nova and school-designed formative assessments, provide information used to improve the rigor and relevance of our curriculum, instruction, and assessments. Summative and formative assessments help us determine our priorities and inform our instruction.

At the start of each school year, data from the instruments catalogued above, along with data from the Dynamic Indicators of Basic Early Literacy Skills Test (DIBELS) and teacher narrative, are analyzed collaboratively by both receiving and releasing teachers. From this articulation, a data wall is developed to reflect both longitudinal student progress and student needs. Students identified as needing assistance receive additional instructional support through targeted interventions from our reading and math specialists, tutors, special education program, enrichment program, and/or afterschool homework/tutorial clubs.

In the classroom, multiple assessments, including performance-based measures, are regular. Such assessments help teachers remain attuned to student performance at all times so that pacing, scope of content, and instruction can be adjusted as soon as needs arise. In addition, student self-assessment is viewed as an important tool leading to student mastery. Believing that transparent expectations enhance progress, we encourage students to set personal goals, lead parent conferences, develop standards-based rubrics, self-assess work samples, provide peer review, and take the initiative in identifying attributes of quality, standards-based products.

A most successful example of the school's use of assessment data to drive reform can be found in our reconfigured three tiered kindergarten program. Based on school entry assessments, over half of students enter kindergarten lacking school readiness. For the past six years, we have offered our community the choice of a 3-tiered kindergarten program; junior kindergarten, kindergarten, or senior kindergarten. Following their first school year, students may opt to enter Senior K or move on to placement in first grade. The Senior K class provides students the extra time to develop socially and academically before moving on. Learning is paced to match their maturational needs with continual assessment cueing differentiation. The Senior K class is especially successful with our ELL students and others deemed to be

at potential academic risk. Although the curriculum is based on state kindergarten benchmarks, our highly qualified Senior K teachers use periodic progress monitoring to differentiate instruction and maximize learning. School data powerfully support this initiative. Over the six years it has been in existence, all Senior K graduates now meet or exceed their current grade level benchmarks. Allowing students to become fully immersed in an environment individualized to their level of readiness helps give all children the chance to experience school success.

Learning, assessment, reflection, and refinement processes guide our school toward increasingly effective educational practice. On a regular basis, teachers, both individually and in teams, actively use data to align curriculum with state and national standards and to design modifications. Data drives articulation to effect a spiraling, a cohesive curriculum. Data drive the selection of best practice and provide accountability to our various publics. There is a continuous cycle of improvement that is based on comprehensive, timely, results-driven analysis, steadfastly focused on the enhancement of student achievement.

3. Sharing Lessons Learned:

In the last few years, the “Art Costa” model has been implemented in an ever-increasing number of schools around the world. As the first “internationally certified mindful learning community,” our school receives frequent requests to showcase our practices. International, mainland, and local visitors come to experience our school in action, opportunities to share that are welcomed.

Additionally, requests to serve as keynote speakers at state, national and international conferences have become commonplace. Waikiki teachers have presented the “Waikiki Story-Habits of Mind and Philosophy for Children” in Australia, New Zealand, Spain, Japan, and Singapore. A 10-year funding commitment from Japan’s Uehiro Foundation, now in year five of implementation, ensures Waikiki’s participation in their professional development for a decade.

Waikiki School partners with the UH Masters of Education in Teaching (UH MEdT) program to train the next generation of teachers. Collaborating on school-based research through this program provides documentation on successful school practice and facilitates sharing of what works. Waikiki teachers and UH faculty have co-presented at various conferences, including the American Educational Research Association meeting on “Successful Mentoring Strategies,” the International Learning Conference on “Effective ELL School Practice,” and the Hawaii Educational Research Association Meeting on “Successful Family Engagement.”

Waikiki School has shared our work on bullying prevention, transformative leadership, and creating a culture of continuous growth in a variety of venues. These include the Honolulu district schools, the Department’s Administrator Certification for Excellence (ACE) program, and various state conferences designed for audiences of both public and private schools.

Our “mindful” school has been featured in instructional videos, has been highlighted as an exemplary public school at town hall meetings, and has served as the subject of various scholarly dissertations and theses. A video celebrating our mindful journey has been developed as a teacher-training tool. One of our proudest contributions was authoring a chapter in an educational text, *Learning and Leading with the Habits of Mind*, recently published by the Association for Curriculum and Development.

To share our successful practices is a commitment we have made to the profession and have formalized it by including it in our academic plan as a targeted action for school improvement. Waikiki will continue to increase its outreach to the greater community. It is our hope that we will not only be able to assist other schools in developing cultures of success and excellence, but through this process, ensure our own continued development as well.

4. Engaging Families and Communities:

Engaging both family and community resources is essential to bringing the school's vision to life. "Project Green", initially a parent activity, has proven to be a powerful vehicle for garnering the involvement of all our publics. Through "Project Green", parents, school, and community have collaborated to plant and maintain an organic food farm and fruit tree orchard. They have sponsored school projects in recycling, composting, waste management, and alternative energies. "Project Green" has become a model for other school communities and we have showcased and hosted professional conferences on "school gardens" and "schools of the future". Recognition as a State Green Ribbon School has led to numerous requests for expanded community partnerships-with the Hawaiian Electric Company, solar companies, green products industry, and the UH School of Tropical Agriculture. Environmental stewardship has been a seamless expansion of our mindful vision and has proven to be a highly successful avenue for establishing and promoting active parent and community engagement.

With an active school community council, PTA, and a paid parent networking facilitator, there are few opportunities that do not capture the involvement of our publics and provide a venue for their voices to be heard. Research-proven open houses, parent conferences, regular newsletters are a given. Frequent family events (student performances, stargazing, energy nights, sustainability harvests, evening bug hunts) provide ongoing opportunities for families to connect with each other and the school.

We actively and intentionally differentiate to draw everyone into the mix and invite the exchange of ideas. For example, adult education partnerships provide morning classes for ELL parents in English; early commuters join children for school breakfast; working parents frequently join children for school lunch; evening parent workshops and monthly coffee hours are scheduled regularly.

Situated in a neighborhood rich in community resources, the school has cultivated multiple partnerships. The zoo, aquarium, churches, hotels, universities, restaurants are active partners. Restaurants purchase school grown produce, chefs become instructors, hotels donate saplings for our orchard and sponsor Read Across America events. The church provides lunch buddies, the university provides "philosophers" in residence, student teachers, and lunch club leaders.

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, readying them more effectively for participation in the "real world" beyond the school yard.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Permeating all curricular areas are the frameworks from the Hawaii Content and Performance Standards (HCPS), the Common Core, and the State's General Learner Outcomes. Essential concepts promoting critical and creative inquiry are integrated throughout. Children are encouraged to question, to collaborate, to make connections. Through instruction that promotes both cultural and philosophical diversity, students are immersed in a context that provides them with multi-faceted problem-solving opportunities and a global perspective. Our unique curriculum, infusing instruction in the Habits of Mind (HOM) and Philosophy for Children (P4C), teaches children “how to think” rather than “what to think” and enables us to fulfill our pledge to harmonize the heart and mind as we address the whole child. Shifting to Common Core has intensified our focus on the use of complex text, researching, and the incorporation of writing at every opportunity.

Language Arts

Students build skills in the three strands of the State's Language Arts Standards: reading, writing, and oral communication. Language Arts instruction is integrated throughout subject areas and literacy is viewed as the foundation for all learning. Primary grades focus on skill building and instilling a general excitement about books and learning. A school-wide Readers' and Writers' Workshop model encourages student-guided selection of literary text, emphasizes responsive writing, and fosters growth in critical thinking and comprehension strategies. Unit instruction, projects, and theatrical presentations synthesize learning and are celebrated school-wide as accomplishments.

Science

Waikiki students engage in project-based learning, using experimentation to promote student inquiry. Teachers cover all areas of the science standards and provide hands-on experience of concepts. School gardens provide countless opportunities for hands-on experimentation and research, extending learning far beyond the classroom or the text. Parent links and “Science Nights” add real-world application of scientific concepts. In addition, students use the scientific method across subject areas as a structure to organize and promote higher-level thinking.

Social Studies

Waikiki students apply thinking skills to project-based learning, which reflects interdisciplinary inquiry among subjects, including history, political science, cultural anthropology, geography, and economics. Social studies incorporates instruction in the HOM along with the Language Arts content standards. Current events, social issues, school culture, and real life situations, drive student inquiry and interest as they begin to explore their place in society. The presence of international student teachers and visitors adds diversity to classroom experience and deepens intercultural understandings.

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, performance excursions, and afterschool enrichment. Assemblies, performances, and a flourishing band and orchestra keep students immersed in the arts as a vital part of their learning. The school invests resources to ensure student exposure to the multifaceted artistry of the Hawaiian culture, opera, Taiko drumming, and the performing arts.

Physical Education/Wellness

Instruction is provided in dance, yoga, and wellness concepts along with the standards-based Physical Education skills. An emphasis on individual progress and good sportsmanship prepares students to develop a positive self-image, a willingness to work together, and a life-long commitment to wellness. Working in the school farm, harvesting and preparing the food that is grown, establishes a deep student connection to the land and the origins of the food they eat. Healthy eating and lifestyle have become an integral part of student learning.

Educational Technology

Students are prepared for literacy in 21st Century technology. They navigate the internet, word process, email, blog, and use online math and reading programs both at school and at home. iPads, laptops, cameras, and electronic microscopes are integral to the curriculum; Class projects, student produced videos, closed circuit broadcasts, podcasts, and research reports, incorporate technology into the curriculum at every opportunity. Technology is seamlessly integrated into all learning.

2. Reading/English:

Reading strategies are integrated throughout all learning and thus, in essence, reading is taught all day. Teachers in the lower grades focus on developing students' 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 strategies to construct meaning from text. A school-wide application of a unified literary model sets a foundation for systematic acquisition of reading skills, and is centered in student interest, a variety of levels, and choice of literature.

Students are taught strategies to increase their understanding of main idea, cause and effect, prediction, and inference. Visual structures and graphic organizers enable students to organize and link ideas and encounter divergent thinking. Lessons include all learning modalities. Ongoing self-assessment by students, coupled with clear learning objectives, develops self-direction and the ability to self-monitor. Teachers share student work and collaborate regularly to develop performance indicators, expectations and rubrics. Teachers read aloud to students daily, and believe that nothing encourages life-long learning better than an authentic interest in books. An online KidBiz Program, used both at school and at home, provides leveled nonfiction reading texts and thought-provoking questions on current events. Workshops teach parents how to reinforce learning and cultivate the joys of reading at home.

Waikiki School offers the struggling reader many options for assistance. Periodic formative reading assessments target students and highlight specific areas for remediation. Title I funds provide individualized tutoring help; a Reading Improvement Program provides intensive intervention during school; early morning, lunchtime and recess "groups" further support struggling students. School-wide use of the Orton Gillingham method further supports the acquisition of reading skills for divergent learners. Understanding the urgent importance of teaching reading, Waikiki School does 'whatever it takes' to address student literacy.

3. Mathematics:

School-wide use of the research based Every Day Math 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. A focus on concept attainment and real-world application drives instruction; students apply critical thinking to compute and solve problems and to analyze solutions. A math resource teacher is available to supplement instruction. The online IXL program encourages home application and review. Math instruction is lively and hands-on, and frequently integrated with science, social studies, music, and art. Students have measured and built climbing walls, haunted houses, and special props for performances, reinforcing understandings and seamlessly

integrating math understandings with real life. They have composed musical scores, calculated costs to start-up 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. Real-life application solidifies mathematical understandings and no doubt contributes to the strength of our math scores.

4. Additional Curriculum Area:

Waikiki School students are taught to be thinkers. Our unique curriculum, infusing common core and standards-based instruction with instruction in “Habits of the Mind”, 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. Dr. Costa, who developed the model, has been a school consultant and mentor since the earliest days of our initial retreat. Behaviors such as persistence, managing impulsivity, listening with empathy, found by research to be universally practiced by successful adults, are directly modeled and taught throughout the school and throughout the grades.

Additionally, students are taught to think creatively to find solutions to problems. Our focus is one of developing thinkers who can process, rather than regurgitate, information. Philosophy for Children (P4C) beautifully supplements our mindful focus and helps us develop our classrooms into “communities of thinkers”. With a tool kit of vocabulary to help students with their thinking, such terms as “assumption, inference, truth, reason, example, and counter-example”, permeate classroom discussions. Philosophy sessions, intellectually safe forums, explore questions relevant to each age level; kindergarteners may decide to talk about the existence of a tooth fairy; sixth graders may choose the topic of what to do if a friend is a bully. Consistent throughout, however, is the vocabulary of the thinker’s tool kit and the HOM.

Through these initiatives, students are encouraged to relax their certainties and entertain each other’s points of view. They learn how to listen and reflect, how to communicate ideas, how to form opinions. They learn about the value of diversity and they experience the process of participating in learning communities permeated with common purpose yet receptive and responsive to their input and contributions. At Waikiki, achievement in these arenas is highly valued and intentionally taught.

5. Instructional Methods:

Although individuality is celebrated at Waikiki School, uniformity of instructional methods provides a common experience for all students, and a solid continuum of learning. Research-based strategies are used across curricular areas to accommodate the learning styles of all students. Methods are constantly monitored for efficacy, and teachers regularly articulate what is working and what is not.

Teachers are clear in their learning objectives, using descriptors of quality work to provide guidelines for student work products. Students are involved in the assessment process, participating in both setting and applying the criteria to evaluate work samples. Student work at all levels of proficiency is posted throughout the school to provide clear exemplars for improvement.

Direct instruction, guided practice, modeling, visualization techniques, inquiry-based learning, self-questioning, and cooperative learning are some of the key instructional strategies used by Waikiki teachers. Divergent and inferential thinking, problem-solving and reflection, and the inherent interdependence of learning are valued and practiced at all levels. Integration among disciplines is key. Language arts is taught through science, math through technology, writing through social studies. Unit teaching, projects, and summative performances and presentations support student interest and validate their efforts and self-esteem within the learning community.

At Waikiki School concept attainment and character development (HOM) drive instruction. Relevant standards-based content, a positive learning environment, encouragement to take risks, clear expectations

and uniform assessments provide students with a well-balanced and joyful learning experience and promote life-long learning.

6. Professional Development:

Waikiki School's unique strength lies in its closely knit faculty. A common language and climate of respect facilitate daily articulation among teachers. Professional development days are spent strengthening a shared vision of educational practice. Waikiki School believes success in the classroom begins with the teacher, and research shows teacher effectiveness is directly enhanced through meaningful professional development.

The school views collegial reflection and dialogue as the most valuable of vehicles for professional development. Cognitive coaching and visiting each other's classrooms to learn and coach provide an avenue for self-motivated improvement. Professional conversation, exploring refinement of practice, is part of ongoing daily dialogue, often stimulated by the university professors whose students frequent our campus.

Dr. Art Costa and Ms. Nancy Skerritt, nationally recognized trainers, have been consistent consultants over the past 20 years. They work with faculty in assessment, reading, writing, curriculum alignment, and concept attainment. Teachers visit other schools for ideas, serve on curriculum committees, attend workshops on standards-based education and common core, conduct action research on best practice, and report findings back to the faculty. Research journals and relevant readings are assigned periodically for group analysis to identify strategies for improvement. Books such as *Drive*, *Outliers*, *A Whole New Mind*, have led to intensive data-based review on what is working, what is outdated, and what is needed.

The growing popularity of the Costa model has resulted in numerous requests for school faculty to serve as keynote speakers in international conferences. Speaking at these conferences has provided travel opportunities that have made a tremendous impact on our effectiveness as educators. With 22% of our students having English as their second language, first-hand international exposure has helped us deepen our understanding and more sensitively address the needs of our diverse student population.

Also extremely instrumental in our professional growth has been our designation as a practicum site for the UH Masters in Education in Teaching program. Mentoring student teachers establishes our teachers as leaders and structures reflection, examination of innovative best practice, and continuous professional development into daily routine. Waikiki School is a learning community committed to continual growth, both individually and collectively. The steady increase in academic achievement can be attributed to a collective understanding of who our students are, what they need, and how we can best meet these needs. Professional development provides information and data and supports implementation of cutting edge practices that reflect and address the complex and accelerating demands of education in the 21st century.

7. School Leadership:

As principal, I consider one of my most important tasks to be sustaining and enriching the thriving culture of the school: a culture, which invites collaboration and mobilizes the passion, creativity and spirit of each member. I provide the tools, resources and freedom for teachers to use their artistry to create classrooms that inspire learning.

Through practice, the HOM fuel the pulse of the school and encourage individuality, creativity, and flexibility in thinking. This translates into a lot of good ideas, a staff willing to put in extra effort in the areas in which they are most interested or most talented and a learning community that has learned how to accommodate each other so everything gets done. Tapping the individual strengths of the entire learning community makes for a most exciting learning environment. Fully aware that the time students spend at Waikiki will place an indelible imprint on the rest of their lives, the school takes this responsibility very seriously. Relentless in the pursuit of student learning, the vibrant collective thinking finds solutions and

develops innovative practice to enable students to excel.

School leadership is distributed according to levels of expertise rather than levels of authority. Learning leaders emerge and shift and the role of principal is transformed from director to facilitator. As facilitator, I am tasked with removing barriers to growth and stimulating innovation so the school can remain on the cutting edge of reform. Introducing summer group reads to provoke innovative dialogue, bringing in consultants to spark group thinking, supporting international travel for keynote presentations to provide deepened international understandings, securing mentoring opportunities for teachers as leaders, and supporting teachers in the pursuit of graduate studies and national certification are some ways I ensure that genuine learning and the pursuit of excellence is commonplace.

The participatory process is built in to all we do. Critical issues are collaboratively addressed. All have an opportunity to be heard. Every important decision is made collectively. The power and competency of our collective intelligence keeps us comfortably poised on the cutting edge of reform. District, state, and national directives are readily addressed as subsets of our overriding mission to develop flexible, confident thinkers who care and who possess the determination and passion to produce quality work. The shared process of living the HOM empowers all participants. The Waikiki School learning community is thriving, dreaming big and acting accordingly.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	86	89	71	63	66
Exceeds	31	26	47	31	36
Number of students tested	67	71	47	59	54
Percent of total students tested	100	100	100	99	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	84	86	59	54	57
Exceeds	20	20	38	23	27
Number of students tested	79	97	78	80	82
2. African American Students					
Meets				Masked	Masked
Exceeds				Masked	Masked
Number of students tested				2	2
3. Hispanic or Latino Students					
Meets	Masked	86	Masked	Masked	Masked
Exceeds	Masked	21	Masked	Masked	Masked
Number of students tested	7	14	6	3	3
4. Special Education Students					
Meets	64	50	12	12	33
Exceeds	14	0	4	4	5
Number of students tested	14	20	25	25	21
5. English Language Learner Students					
Meets	67	86	41	60	52
Exceeds	0	13	14	19	25
Number of students tested	12	56	37	53	44
6. Asian					
Meets	90	92	73	69	73
Exceeds	35	25	47	35	43
Number of students tested	89	99	83	84	81
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	94	93	72	83	74
Exceeds	78	58	38	12	13
Number of students tested	67	71	47	59	54
Percent of total students tested	100	100	100	98	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	92	94	67	75	68
Exceeds	67	45	33	15	12
Number of students tested	24	31	15	20	25
2. African American Students					
Meets					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	4	1	2	1
4. Special Education Students					
Meets	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	6	7	6
5. English Language Learner Students					
Meets	Masked	88	50	79	57
Exceeds	Masked	38	8	0	0
Number of students tested	3	26	12	19	21
6. Asian					
Meets	88	91	64	94	71
Exceeds	72	62	23	15	5
Number of students tested	32	34	22	33	21
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Hawaii State Assessment Program
Edition/Publication Year: Yearly Publisher: HIDOE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	86	95	82	61	87
Exceeds	27	23	60	33	56
Number of students tested	66	43	60	57	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	79	90	75	64	87
Exceeds	10	19	42	32	47
Number of students tested	29	21	24	25	15
2. African American Students					
Meets					Masked
Exceeds					Masked
Number of students tested					1
3. Hispanic or Latino Students					
Meets	Masked	Masked	Masked	Masked	
Exceeds	Masked	Masked	Masked	Masked	
Number of students tested	4	1	3	1	
4. Special Education Students					
Meets	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	6	8	5	6
5. English Language Learner Students					
Meets	Masked	100	Masked	59	Masked
Exceeds	Masked	18	Masked	23	Masked
Number of students tested	3	11	7	22	8
6. Asian					
Meets	90	100	88	55	100
Exceeds	29	19	67	30	78
Number of students tested	31	21	33	20	18
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HDOE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	95	100	85	68	82
Exceeds	56	67	30	18	16
Number of students tested	66	43	60	57	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	90	100	83	60	80
Exceeds	41	67	17	20	7
Number of students tested	29	21	24	25	15
2. African American Students					
Meets					Masked
Exceeds					Masked
Number of students tested					1
3. Hispanic or Latino Students					
Meets	Masked	Masked	Masked	Masked	
Exceeds	Masked	Masked	Masked	Masked	
Number of students tested	4	1	3	1	
4. Special Education Students					
Meets	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	6	8	5	6
5. English Language Learner Students					
Meets	Masked	100	Masked	59	Masked
Exceeds	Masked	36	Masked	5	Masked
Number of students tested	3	11	7	22	8
6. Asian					
Meets	94	100	94	50	83
Exceeds	55	62	33	10	17
Number of students tested	31	21	33	20	18
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13HI2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	84	81	57	59	56
Exceeds	35	27	30	32	23
Number of students tested	43	59	56	41	48
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	84	71	46	44	32
Exceeds	26	24	23	19	14
Number of students tested	19	17	26	16	22
2. African American Students					
Meets				Masked	Masked
Exceeds				Masked	Masked
Number of students tested				1	1
3. Hispanic or Latino Students					
Meets	Masked	Masked	Masked		
Exceeds	Masked	Masked	Masked		
Number of students tested	1	3	1		
4. Special Education Students					
Meets	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	8	6	6	6
5. English Language Learner Students					
Meets	Masked	Masked	14	Masked	Masked
Exceeds	Masked	Masked	0	Masked	Masked
Number of students tested	3	6	14	7	7
6. Asian					
Meets	90	90	47	67	65
Exceeds	30	28	16	44	25
Number of students tested	20	29	19	18	20
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	84	90	73	66	58
Exceeds	47	54	23	27	13
Number of students tested	43	59	56	41	48
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	84	82	69	56	36
Exceeds	37	53	19	31	9
Number of students tested	19	17	26	16	22
2. African American Students					
Meets				Masked	Masked
Exceeds				Masked	Masked
Number of students tested				1	1
3. Hispanic or Latino Students					
Meets	Masked	Masked	Masked		
Exceeds	Masked	Masked	Masked		
Number of students tested	1	3	1		
4. Special Education Students					
Meets	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	8	6	6	6
5. English Language Learner Students					
Meets	Masked	Masked	29	Masked	Masked
Exceeds	Masked	Masked	0	Masked	Masked
Number of students tested	3	6	14	7	7
6. Asian					
Meets	85	97	47	89	65
Exceeds	35	48	5	28	15
Number of students tested	20	29	19	18	20
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13HI2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: Hawaii State Assessment Program
Edition/Publication Year: Yearly Publisher: HIDOE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	58	86	72	63	56
Exceeds	21	28	52	32	38
Number of students tested	19	50	25	38	50
Percent of total students tested	100	100	100	100	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	Masked	89	46	58	50
Exceeds	Masked	21	46	16	25
Number of students tested	7	28	13	19	20
2. African American Students					
Meets				Masked	
Exceeds				Masked	
Number of students tested				1	
3. Hispanic or Latino Students					
Meets	Masked	Masked	Masked		Masked
Exceeds	Masked	Masked	Masked		Masked
Number of students tested	1	6	1		2
4. Special Education Students					
Meets	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	5	5	7	3
5. English Language Learner Students					
Meets	Masked	69	Masked	Masked	Masked
Exceeds	Masked	15	Masked	Masked	Masked
Number of students tested	3	13	4	5	8
6. Asian					
Meets	Masked	80	Masked	69	68
Exceeds	Masked	33	Masked	46	50
Number of students tested	6	15	9	13	22
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	84	92	72	71	68
Exceeds	53	42	28	16	20
Number of students tested	19	50	25	38	50
Percent of total students tested	100	100	100	100	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	Masked	93	54	58	65
Exceeds	Masked	43	23	11	15
Number of students tested	7	28	13	19	20
2. African American Students					
Meets				Masked	
Exceeds				Masked	
Number of students tested				1	
3. Hispanic or Latino Students					
Meets	Masked	Masked	Masked		Masked
Exceeds	Masked	Masked	Masked		Masked
Number of students tested	1	6	1		2
4. Special Education Students					
Meets	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	5	5	7	3
5. English Language Learner Students					
Meets	Masked	77	Masked	Masked	Masked
Exceeds	Masked	0	Masked	Masked	Masked
Number of students tested	3	13	4	5	8
6. Asian					
Meets	Masked	80	Masked	62	64
Exceeds	Masked	20	Masked	23	36
Number of students tested	6	15	9	13	22
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13HI2