

U.S. Department of Education
2016 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 Dr. Rochelle Mahoe

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

Official School Name Noelani Elementary School

(As it should appear in the official records)

School Mailing Address 2655 Woodlawn Drive

(If address is P.O. Box, also include street address.)

City Honolulu State HI Zip Code+4 (9 digits total) 96822-1840

County Oahu

Telephone (808) 988-1858 Fax (808) 988-1855

Web site/URL http://www.noelani.k12.hi.us E-mail Rochelle_Mahoe@notes.k12.hi.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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*Ms. Kathryn Matayoshi E-mail Kathryn_Matayoshi@notes.k12.hi.us

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Honolulu, Hawaii Tel. (808) 586-3313

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. Lance Mizumoto

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

(School Board President's/Chairperson's Signature)

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

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

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
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

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

- Number of schools in the district (per district designation):
 - 171 Elementary schools (includes K-8)
 - 38 Middle/Junior high schools
 - 39 High schools
 - 7 K-12 schools

255 TOTAL

SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
- Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	3	0	3
K	34	33	67
1	32	27	59
2	38	45	83
3	38	37	75
4	43	31	74
5	35	43	78
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	223	216	439

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 47 % Asian
 - 1 % Black or African American
 - 8 % Hispanic or Latino
 - 8 % Native Hawaiian or Other Pacific Islander
 - 13 % White
 - 23 % 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 2014 – 2015 school year: 9%

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, 2014 until the end of the 2014-2015 school year	16
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	23
(3) Total of all transferred students [sum of rows (1) and (2)]	39
(4) Total number of students in the school as of October 1, 2014	445
(5) Total transferred students in row (3) divided by total students in row (4)	0.088
(6) Amount in row (5) multiplied by 100	9

6. English Language Learners (ELL) in the school: 6%
25 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Arabic, Bengali, Cantonese, Chuukese, Japanese, Korean, Mandarin, Spanish, Vietnamese

7. Students eligible for free/reduced-priced meals: 14%
Total number students who qualify: 63
8. Students receiving special education services: 5%
22 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 3 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 0 Other Health Impaired
- 7 Specific Learning Disability
- 3 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 1 Visual Impairment Including Blindness
- 8 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 9
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	97%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

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. 2000

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

Noelani provides enriching opportunities to develop life long learners who contribute to our global society.

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

PART III – SUMMARY

Noelani Elementary School is a small school of 439 students that reflects the humble island life of Hawaii, yet possesses the dynamic spirit of the 21st century. Noelani School is located in Manoa Valley, an old and established community that is quietly nestled within lush green mountainsides, but still four miles away from busy downtown Honolulu. Over the past 50 years, the school has grown from a one-building school in 1962 to its present design with over ten buildings. Noelani School's student population has also become more diverse socially, economically, ethnically, and culturally. This diversity is attributed to a high Geographic Exception (GE) population (based on a lottery system) and transient housing facilities in the area, such as the University of Hawaii Faculty Housing, Youth with a Mission, and Vancouver Transitional Housing Shelter.

behavior expectations are consistent at every grade level and throughout all settings on campus. Students can be heard to recite the “Three Be’s” -- Be Safe; Be Responsible; Be Respectful. The school also has a zero-tolerance for bullying. Grade-level teachers in conjunction with the counselor conduct anti-bullying lessons and have created procedures to consistently address any incidences. School Quality Survey (SQS) results indicate that 91.5 % of fourth and fifth grade students agree to the statement, “I feel safe at school.” Noelani School was last recognized as a National Blue Ribbon School in 2000. This honor inspires us to continuously strive to provide high-quality education that encourages students to think independently and creatively, challenge their thinking, embrace their curiosity, and persevere. To that end, we deepen our commitment to improve learning practices and student achievement.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The common thread holding all curriculum areas together is the use of the Common Core State Standards (CCSS), the Hawaii Content and Performance Standards (HCPS III), and the Department of Education’s General Learner Outcomes (GLOs). These standards and outcomes are at the heart of the school’s academic planning as they guide Noelani School towards achieving academic targets. Equally important are the methods employed to encourage learning at a deeper level for all students. At Noelani, teachers strive to create learning experiences that promote critical thinking across the curriculum. Students learn to use the levels of questioning to ask more rigorous questions as a means of focusing on their own learning needs. The teaching of growth mindset helps each student see learning as a process. Students learn to persevere, take academic risks, and see “grit” as part of successful learning. Strategies such as small-group instruction and accountable talk ensure each child is engaged, whereas the levels of questioning provide rigorous and dynamic learning for all.

Reading/English Language Arts (ELA):

Literacy in the elementary school is of the utmost importance as reading, writing and oral communication are necessary in all curricular areas. Noelani develops school-wide consistency in instruction through grade-level conversations about curriculum and student expectations. Instilling a love of reading begins as soon as the students enter Noelani. Time is used for read alouds, literature circles, and responses to literature. Students are given time to explore and think deeply about texts and synthesize information in various formats, such as written reports, PowerPoint slides, and oral presentations. All grade levels use the Reading Wonders program and are allowed flexibility to supplement as needs arise.

The use of small-group instruction is our most valuable component when teaching learners at various levels of proficiency as it allows teachers to respond to student needs in a timely fashion. Fountas and Pinnell Reading Assessments are used to gain insight into struggling readers’ needs and those with urgent needs are tracked to ensure students are adequately supported to maximize growth in learning.

Noelani uses the Six Traits and the Writers’ Workshop model as a means of being consistent in the teaching of writing throughout each of the grade levels. Teachers have also created common writing rubrics to use with the students.

Mathematics:

Questioning and accountable talk make up a large percentage of the instructional time devoted to mathematics at Noelani. All grade levels use the Stepping Stones program as the foundation of their teaching and supplement the program with problem-solving lessons, creating a balanced curriculum of computation and application. Teachers are asked to regularly share student work across grade levels to ensure vertical alignment, receive feedback, and make adjustments for improved teaching. Professional development in Singapore Math has helped teachers foster a deeper understanding of mathematical concepts among students, while rigorous problem-solving opportunities have given students ample time to explain their thinking, ask questions, and persevere. All learners benefit from rich conversations involving questioning and peer feedback. Small-group instruction continues to serve as a best practice to provide immediate intervention as necessary. Similarly, common formative assessments within grade levels allow teachers to dialog about common misconceptions, gaps, growth, and intervention strategies for all students throughout the school year.

Science:

A love for science is nurtured through the use of interactive activities, which emphasize inquiry and apply to real-world problems. Science is integrated with the English/Language Arts curriculum as students read nonfiction, research, write, and share information linked with the science content being addressed, building relevancy into the ELA curriculum. Science Technology Engineering Math (STEM) projects provide students an opportunity to combine their love of science with technology and math and are showcased at the Honolulu District Science and Engineering Fair, giving students the opportunity to demonstrate their

learning in a professional setting. Activities such as solar car races and enrichment robotics provide students opportunities to stretch their thinking.

Social Studies/History:

The teaching of social studies and history is taught in conjunction with the English/Language Arts standards. Students interact with their learning by participating in field trips, research, and project-sharing. Fourth graders go on an annual Big Island trip to learn more about the history and geography of our state, while fifth graders research American Colonial life, creating a Colonial Fair for the school as a culminating event.

Preschool:

Noelani School has a full inclusion preschool program for pre-kindergarteners who are eligible for special education. Working in conjunction with the faculty of the University of Hawaii Manoa Children's Center, students are instructed in all areas of the Hawaii Early Learning and Development Standards while also working to address their individual needs. In addition to weekly meetings with her co-teach partners, the preschool teacher meets monthly with the kindergarten grade level to scaffold and bridge the two programs in efforts to create a seamless transition into the larger school community. Every student is assessed for initial readiness upon entry into Kindergarten. Acquired academic skills differ with every student, but early education can positively impact a kindergartener's readiness skills of following classroom routines and school structure.

2. Other Curriculum Areas:

Noelani prides itself on having a well-balanced curriculum. It is a shared belief to nurture responsible global citizens and to do so, we need to expose students to a range of subject matters and interests. All students, from Kindergarten through Grade 5, participate in the following curricular areas on an average of once a week.

Arts:

All students participate in both visual and performing arts. Visual art projects are integrated in other curricular areas. For example, our second-grade students study the rainforest through their science class. Students subsequently visit a local rainforest and take digital photos of the plant life that they encounter. The culminating art activities include a watercolor portrait of their selected photo and greeting card production.

Noelani School also conducts two performing arts events that all students participate in. During the first semester, grade levels perform two holiday songs at our Winter Songfest. Students work with our music teacher to complete the choral performance. In the second semester, students perform with their grade-level peers during our May Day program. Grade-level teachers work collaboratively to develop a cultural dance performance for their students. Dances, such as the May Pole and Hawaiian line dancing, are traditionally done to foster student appreciation of various cultures.

Physical Education/Health/Nutrition:

Students participate in Physical Education classes with our part-time Physical Education teacher once a week to learn sportsmanship along with the value of an active lifestyle. Students learn about the importance of exercise and are introduced to a myriad of sports activities. In February of each year, all students participate in our annual Jog-A-Thon. Students cheer each other on as each cluster of grade-level students run for 30 minutes around our school campus.

Health and nutrition are subjects taught by the classroom teachers. The purpose is to teach students the importance of healthy lifestyles to increase learning and personal health. In addition to teaching students about healthy lifestyles, nutrition is also emphasized at the school. In the beginning of the school year, we educate the community about the importance of eating a healthy breakfast. The school also adopted a nutrition checklist to promote healthy snacks at school.

Foreign Language:

For our world language, our school recognizes the importance of teaching the Hawaiian language. Hawaiian, along with English, is recognized an official language of the State of Hawaii. Also, with the growing

popularity of Hawaii's unique culture in the states and Asian countries, there is resurgence in the importance of keeping the Hawaiian language and values alive.

Technology:

With the large number of laptops and iPads available for student use, Technology class has been viewed as a top priority for our students. For students in Kindergarten through Grade 3, we have a dedicated technology teacher to expose students to different forms of media. Students attend weekly technology classes to learn how to use various applications, online resources, and production software. Each semester, students complete at least one integrated technology project.

Our Kindergarten students, for example, will study an animal (e.g., its food, habitat, etc.). Students will be exposed to different text documents to retrieve the information. Their culminating technology project includes drawing a picture using KidPix (a drawing software) and typing a heading to their picture. Different drawing features are expected to be used as well as exposing children to keyboarding skills.

In contrast, fourth and fifth grade students do not have a dedicated technology period. Instead, grade-level teachers collaborate on integrated technology classes and are the primary instructors for the usage. More recently, these grade levels have been utilizing Google documents to complete different projects. For example, fifth grade students work collaboratively in Health class to create Google Slides on body systems. With the ability to remotely access their presentations from home, students can communicate with their partners outside of school hours. The fourth grade team also uses shared documents to allow students to give peer feedback to their peers on their various writing assignments.

3. Instructional Methods and Interventions:

High-yield strategies and powerful instructional practices that are effective for all students is the foundation of classroom instruction at Noelani. Teachers engage and challenge all students to learn complex content through discussion techniques and accountable talk strategies. Students learn when they engage in collaborative conversations to help process, internalize, and build new learning. Peers help peers as they share their ideas and process understanding together.

Discussion questions are leveled to scaffold student learning and to push students to reach higher levels of thinking. Following Art Costa's Levels of Thinking and Questioning, we move from low-level questions to higher level-three questions. Level-one questions focus on recall of information and can generally be answered by citing specific information in the text. Level-two questions require students to expand on what they know and compare/contrast or analyze information. Level-three questions extend thinking and ask students to evaluate or make a judgment about learning. Teachers strive to reach the goal of having an even distribution between student talk time with teacher talk time.

Allowing verbal discussion helps students to move to written explanation. For example, math concepts are often introduced through an open-ended problem. Students at differing levels may have different solutions to solving the problem, but everyone is expected to challenge themselves to explain their thinking process in visual, numerical, and linguistic representations and to solve problems in more than one way.

In all layers of instruction, both in large group and in small, teachers incorporate the gradual release model of responsibility. Teachers first model and use think-aloud strategies, then share responsibility with students through guided instruction, and finally students are expected to participate in independent work.

Effective practices alone are not enough. Every student is an individual with different learning styles and they acquire skills at varying rates. It is necessary for teachers to differentiate instruction because every classroom has a diverse group of students with differing needs. Teachers are able to differentiate for this wide range of needs through small-group instruction. In small groups, teachers are able to provide instruction at the student's individual level of skills using appropriate intervention strategies. Teachers also provide explicit instruction with vocabulary acquisition in conjunction with supplemental support from the English Language Learner (ELL) Program staff. A selection of books leveled at the student's personal

reading range gives the students opportunities to apply reading and phonetic skills within challenging and manageable text. This strategy provides practice and successes students can build upon.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Every year, Noelani reviews achievement data from the HSA and, most recently, the SBA. The faculty looks at student performance by grade levels and track student cohorts longitudinally to monitor student progress and focus academic plans for the following school year to bridge learning gaps. School perception data through SQS and school attendance are also tracked. Parents and community members are invited to review school data through our School Community Council Parent Forums to engage community members in the school improvement process.

At the start of every school year, teachers review previous student performance data, including standardized testing scores and classroom performance information of report card grades and reading/math levels. All students, including special needs and English Language Learners are also given pre-assessments to provide current data on student's skill levels and readiness levels for the planned curriculum. Teachers use baseline information and formative assessments to instruct students at their level and monitor their progress. Our regular data review typically reveals about five students in every classroom that are at risk and need targeted intervention to reach grade-level standards. Noelani uses personalized intervention strategies to support students in achieving the standards.

A reading benchmark assessment system is also used to determine an individual student's instructional, independent, and frustration reading levels. A close review of assessment results indicates a learner's reading strengths and needs in both comprehension and lexical knowledge. When working with our most struggling readers, running record accuracy, fluency rate and miscue analysis can be used to reflect upon a reader's word attack strategies and cueing systems. Comprehension conversation checks for understanding of recalled text, interpretations within the text, and inferences beyond the text.

Over the years, we have slowly built a collection of writing anchors in different genres at every grade level. Our collection includes exemplars of proficient writing samples as well as anchor pieces that capture what the school has determined to be well-below, developing, and exceeding proficiency based on the CCSS writing standards. Through vertical articulation, we have aligned and scaffolded our expectations from grade to grade and refined our writing rubrics to depict expectations.

Parent-Teacher conferences are scheduled at the end of the first quarter. Student work is collected every quarter and showcased in a learning portfolio for every student. Teachers highlight work in conferences and explain student progress and grade-level expectations. When students are struggling or in need of intensive interventions, student-focused meetings are held in the following quarters to keep parents informed about their child's progress and to enhance school and home partnerships.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Noelani is a school filled with naturally curious students who enjoy the process of learning. Nurturing this curiosity is one of our top priorities as we seek to design lessons that include collaborative conversations and problem-solving. Real-world scenarios create a motivating form of problem-solving when students work with STEM-related projects. Similarly, providing students with opportunities to take their learning beyond the classroom and into the world around them via field trips and service learning projects encourages our students to encounter lessons outside the school setting.

Using the GLO of a Self-Directed Learner, teachers emphasize the importance of student-created goals. Students are tasked with creating a learning goal, tracking their progress, and making changes to the goal as the year progresses. Showing students the value of goal-setting instills a sense of motivation as the goal is completely personal.

Creating a positive, nurturing environment that supports all learners is a priority as well as a reason for student success. Students who may require extra attention for their emotional or social needs have the opportunity to be part of the Primary School Adjustment Program (PSAP). This early intervention program targets students in grades K-3 to assist with the transition to elementary school. Character education classes are led by the school counselor and all teachers address important issues such as bullying throughout the year. For those students who are highly capable academically, we offer Gifted and Talented and enrichment programs to better meet their needs.

To best address the needs of our students, teachers are given time to articulate and dialog about best practices, attend requested trainings, and take on leadership roles. Noelani's staff and administration recognizes that new teachers, especially, need the support of the school community. Therefore, new teachers are provided a mentor teacher to confer with, new teacher monthly meetings, as well as ample meeting time with respective grade levels. Teachers in all grade levels receive articulation time to directly look at student work and use the evaluation of the student work to make curricular and instructional decisions. Teachers are also given the freedom to incorporate best practices in conjunction with the use of state-mandated texts such as Stepping Stones and Reading Wonders. Similarly, committees made up of members from various role groups provide input and direction in how to meet the ever-changing needs of our clientele.

2. Engaging Families and Community:

Noelani is committed to make learning engaging for all students so they can succeed in their greater role as citizens in a global society. Through a wealth of school-sponsored activities, everyone works together to build a better future for our students while capturing memories along the way and building friendships and community relationships. Respect, compassion and understanding continually develop among the stakeholders of the school through a shared goal of student success.

Each year begins with a myriad of homegrown events and activities designed to involve the entire school community. In one such event, parents of kindergarteners and new students are invited to a Coffee Hour sponsored by the school's Parent Teacher Association (PTA). At this event, the PTA shares how families play an essential role in ensuring that all students have access to an excellent education.

Noelani's Annual Craft Fair exemplifies the collaborative effort of school, family and community partnership. Volunteers come from a diverse pool of current and former students and families, student clubs from high schools, other community groups and businesses. From making spam musubis and other delicious local foods to sell to assisting vendors unloading their wares to manning the parking lot to pushing carts selling coffee and breakfast food and more, the community comes together as one team to support a common goal.

The annual Grandparent's Day Luncheon is a homegrown two-day event that allows the many grandparents to enjoy in the delight of sharing time over lunch with their "favorite" grandchild. Should a grandparent not be available to attend, students may invite any significant adult as their special guest, including their parents. Following lunch, the grandchild escorts their guest on a tour of their classroom, fostering self-esteem, relationships and school pride. The event, planned by the school's student council and assisted by parent volunteers, presents another excellent opportunity for our students to engage with our larger school community.

Noelani's teachers are always seeking opportunities to connect with community and business entities to augment student learning. The first-grade teachers have established a partnership with the College of Tropical Agriculture and Resources: Student Organic Farm Training (SOFT). Through this partnership, the student's learning arena expands from the classroom to actual gardens. The students are mentored by professionals and are introduced to authentic hands-on skills of a botanist. These invaluable partnerships build a sense of community and foster community pride and responsibility in all participants.

3. Professional Development:

At the end of each school year, the faculty sets the school priorities for the subsequent school year. The professional development opportunities focus around these school priorities and job-specific responsibilities, as well as individual interests and/or needs. The goal is to have all teachers utilize best practices that effectively support student achievement.

In 2014-2015, Noelani identified Mathematics, specifically math problem-solving, as a school focus. While the faculty was comfortable with their understanding of the CCSS, the teachers sought ways to go "deeper" with their students by having students engaged in higher-level thinking skills. Thus, all teachers participated in training on the pedagogical practices used in Singapore. By having all teachers participate, the academic vocabulary and problem-solving strategies utilized were consistent between classrooms and students participating in math discussions were more evident.

Additionally, teachers participated in peer observations and professional conversations about their practices that included challenges in classrooms with the math curriculum. This provided teachers with invaluable feedback on their instructional practices. All classroom teachers were able to use the feedback along with the data team process to track their students' progress on problem-solving and analyze the effectiveness of their practices.

Consideration is also given to grade-level teams or individual teacher interests and/or needs when designing professional development. To close the achievement gap of Reading in the primary grades, a grade-level team worked together to improve their teaching practices in guided reading groups by attending a Reading seminar together. To maximize the impact of the professional development, the seminar was followed with grade-level meetings to purposely plan, implement, peer observe, and provide professional feedback.

Similarly, the school principal also participated in leadership training opportunities. Like the faculty, administrative trainings included visiting other schools, participating in professional conversations, and receiving professional feedback. In addition, the school principal has also supported the Department's Certification Institute of School Leaders by serving as a presenter, rater, and mentor for the Vice Principals' and New Principals' academies.

At Noelani, professional development is viewed as an opportunity for individuals to reflect on their practices and challenge the status quo. For some, it may be a refinement of practices, and for others, it may be a conscious change in behaviors. By taking a comprehensive approach to professional development, the goal is to change the instructional habits of teachers and school leaders to increase the level of their effectiveness for the best interest of our students.

4. School Leadership:

Noelani Elementary School has one principal, 28 faculty members and 15 permanent, full- and part-time staff members. With a relatively small staff, it is critically important that all faculty and staff members have the necessary skills and trust to work efficiently and effectively as individuals and as a team. It is also important for us to build capacity within the staff so that if one employee is absent we are able to sustain high quality services on a consistent basis. Thus, our strong educational program, we hope, is attributed to a stable staff, with low employee turnover rates and the same principal for nearly 10 years.

Prior to the start of each school year, we set our school priorities and select teachers to lead their different grade level groups and vertical teams (which consist of grade level representatives and support teachers). Teacher leaders meet during the summer to clearly define and articulate annual targets, and discuss specific strategies to achieve student learning goals. Throughout the year, teacher leaders meet regularly with their respective teams to complete the tasks set forth in our academic plan. The principal leads monthly leadership team meetings to discuss progress and needs of the team. By organizing the faculty into groups, there is shared leadership and ownership in Noelani School's efforts to improve student achievement.

The principal collaborates with classified staff supervisors to establish clear and mutual understandings of their roles and responsibilities and how it affects the climate of the school. For some role groups, having monthly meetings has improved lines of communication. For others, professional development, such as technology training for the office staff, increased employee capacity and improved performance. As a result, our support staff operates more efficiently and effectively under various circumstances.

It is the hope of the principal that Noelani is a place that is enjoyable and where everyone looks forward to coming to work each day. It is the role of the principal to set up the structures and processes for individuals, students, faculty and staff members, to encourage success and minimize frustration. At Noelani School expectations are set high for all, but systems of support provide the necessary care for all to succeed. At Noelani School, we are clear on our purpose that the work that we do is for the success of the students who we are entrusted in educating.

Part VI – INDICATORS OF ACADEMIC SUCCESS

It is our mission to provide enriching opportunities to develop life-long learners. We believe all students can learn and are able to achieve their highest potential. Through formative instructional practices and a structure of data teams, we are able to help all learners to be successful in their journey at Noelani School. As teachers and staff, we embody and embrace the practice of continuous improvement. Our goal in data teams is two-fold. We aim for students to reach high and achieve. We also learn as professionals to increase effective instructional practices and to replicate successful results.

Over the past few years, Noelani teachers and administrators have tailored the data team protocol and documentation templates to our own personal style. In data teams, teachers collect data through their common grade-level assessments that match learning targets. Teachers analyze their student work together and identify strengths and needs of student performance. Teachers calibrate their grading not only to rubrics, but also with each other. It is common to hear rich discussion among teams as teachers ask each other what scores they would give and have conversation that explains why. These conversations also help clarify expectations and learning targets at the different levels.

As teams complete their data compilation, teachers not only analyze overall performance by numbers and percentages, but also reflect upon individual students as they list names and match faces to numbers. Personalizing the data helps not just individual teachers, but also helps the grade-level team and support staff.

The data often validates what teachers observe of students who are on track and developing proficiency of grade-level standards. The process also helps identify students who are not on track and are in need of intervention, as well as students who are performing beyond expectations and need more challenge. The power and synergy of the data team discussion is evident as all teachers (including special education, ELL, GT, etc.) participate and collaborate to identify individual needs and to share instructional strategies, lessons, and materials to support the different learners.

Through this regular cycle of examining student work, identifying students strengths and needs, and planning next steps of instruction, we can monitor and evaluate our results. Noelani School has chosen to collectively focus attention on math problem-solving. We believe our student median growth percentile of 70 for the past two years are largely attributed to the deliberate actions from data team discussion.