

U.S. Department of Education
2018 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 Ms. Heather Wilhelm

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

Official School Name Mililani Uka Elementary School

(As it should appear in the official records)

School Mailing Address 94-380 Kuahelani Avenue

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

Mililani HI 96789-2339
City State Zip Code+4 (9 digits total)

County Honolulu County

Telephone (808) 305-4890

Fax (808) 627-7387

Web site/URL http://mililaniuka.org

E-mail heather_wilhelm@notes.k12.hi.us

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Christina Kishimoto

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

E-mail
christina_kishimoto@notes.k12.hi.us

District Name Hawaii Department Of Education Tel. (808) 733-4008

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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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 has not been identified by the state as “persistently dangerous” within the last two years.
9. 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.
10. 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.
11. 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.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

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

256 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	7	1	8
K	49	45	94
1	60	51	111
2	68	51	119
3	41	46	87
4	56	56	112
5	71	62	133
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	352	312	664

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 22 % Asian
 - 0 % Black or African American
 - 21 % Hispanic or Latino
 - 10 % Native Hawaiian or Other Pacific Islander
 - 8 % White
 - 39 % 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 2016 – 2017 school year: 10%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	41
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	27
(3) Total of all transferred students [sum of rows (1) and (2)]	68
(4) Total number of students in the school as of October 1, 2016	652
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

6. English Language Learners (ELL) in the school: 1 %
9 Total number ELL

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

Cebuano/Visayan,French,Korean,Polish,Vietnamese

7. Students eligible for free/reduced-priced meals: 11 %
Total number students who qualify: 72

8. Students receiving special education services: 9 %
62 Total number of students served

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

- | | |
|-----------------------------------|--|
| <u>12</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>8</u> Other Health Impaired |
| <u>20</u> Developmentally Delayed | <u>14</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>6</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 12
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	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	27
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	15
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	21
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 25:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

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. 1991

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

To nurture each student's potential for lifelong learning and the development of good character by providing a safe learning environment and effective guidance.

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

Mililani Uka is not a magnet, charter, or choice school.

PART III – SUMMARY

Mililani Uka Elementary School (MUES) is poetically translated as: Nestled in the uplands – the beloved place (of the chiefs). “Uka” is a directional and can be found abundantly in Hawaiian songs, poetry and prose. “Mililani” refers to a community with shopping centers, recreational parks and a golf course. The name, Mililani, however has links to famous individuals including Princess Victoria Kamamalu and John Papa I’i.

The area where MUES now stands has always been held in high esteem. The love and care that the people of old held for this area are well illustrated in the name. The ‘aina or land that offered up so many blessings and the people who were noted for their gracious hospitality and love for the ‘aina are also cherished qualities of a school-community. Nestled between the Wai’anae and Ko’olau mountains, Mililani Uka is truly the beloved place.

MUES was established in 1974 as a land gift from Mililani Town developer, Castle & Cooke. The school started in what was intended to be temporary quarters in house shells on two cul-de-sacs across the street from Kuahelani Community Park while the school was built. In 1974, the main campus was open for grades K-2, and 5-6. Grades 3 and 4 remained in the house shells until 1990 with a total enrollment of approximately 1260 students. The cul-de-sac campus was consolidated to the main campus when the enrollment reduced due to the transition of grade 6 to the new Mililani Middle School campus. Our students and staff show our Uka Pride and school spirit through our school song, “Soar On High” composed in 2015 for our 40th Anniversary.

Implementation of key strategies and processes support and challenge students to develop their potential academically, emotionally, physically, socially, and culturally. Student academic progress is monitored via a universal screener at least three times per year as part of the Response to Intervention (RTI) process, which identifies student needs and supports. Additionally, academic progress is examined through quarterly Data Teams, Common Core reading, math, and writing assessments. Students learn and implement research-based strategies such as Talk Moves and Understanding Learning Targets through “I Can” statements. For example, Talk Moves (turn and talk, repeat, revoice, add on, reasoning) strategies encourage student thinking, participation and collaboration and meet the needs of both verbal and auditory learners. Students are regularly expected to speak, listen, and respond appropriately to one another.

Comprehensive Student Support includes integration of Character Counts, School-wide Behavior Expectations, Social Emotional Learning, General Learner Outcomes, Adjustment and Transition Support, and identification of students needing support through Response to Intervention. After research and staff discussion, to close the achievement gap between our Regular Education and Special Needs students, we decided to adopt the Co-Teach inclusion model at our school. In 2012, our special education program began Co-Teach/Inclusion general education classrooms in grades K, 1, 4, and 5, then added grades 2 and 3. This was a large commitment from our staff as we are not given any additional teaching positions from the State to implement inclusion at our school. We purchased four teaching positions using \$240,000 of our school weighted student formula funds which is 7% of our school budget.

A variety of co-curricular and extracurricular activities take place during and after school hours, providing students with opportunities to build upon and develop new skills that support our school vision.

Our Parent Community Networking Center (PCNC) is provided so parents have an array of activities designed to help facilitate the development of themselves and their children. The PCNC Facilitator works closely with the teachers, administrators, Hui ‘O Mililani Uka and the School Community Council to support and organize school activities.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

MUES curriculum is aligned to the Common Core State Standards (CCSS) and Hawaii Content and Performance Standards III (HCPS III) and addressed via pacing guides for Math, Reading, and Writing. Grade level created pacing guides inform teachers about what they need to teach, when to teach, and when to assess and ensures consistent implementation within the grade level. The curriculum maps are reviewed during grade level collaboration (Learning Team, Data Team) and weekly grade level planning meetings. Teachers evaluate and analyze the curriculum and adjust the rigor of the lessons to meet students' needs. Grade level formative and summative assessments are sources of evidence of the consistent implementation of the curriculum maps and student data is used to determine proficiency towards standards. All other subject areas address the Hawaii Content and Performance Standards (HCPS III) and Next Generation Science Standards (NGSS).

State-selected, Reading Wonders, a research-based instructional program, addressing the Common Core State Standards for English Language Arts, was implemented in School Year SY 2015-16, targeting skills in reading foundations, literature, and information. Multi-Sensory Learning (MSL) and Morphology, a research-based curriculum, derived from the Orton-Gillingham Approach, supplements Reading Wonders daily in Preschool-Grade 5. MSL specifically focuses on how students learn to read and write and the difficulties associated with acquiring these skills. MSL and Morphology helps students sort, recognize, and organize the “raw materials of language” such as phonics, spelling patterns, Latin roots, prefixes, and suffixes. Students are taught systematically to acquire the tools they need to become fluent readers and writers. Teachers and educational assistants were initially trained in SY 2014-15. Reading A-Z, other literature books, and on-line reading programs such as Kid Biz and Lexia/Reading Plus provides additional practice.

To supplement the writing instruction from Reading Wonders, we have implemented the Lucy Calkins' Units of Study, a research-based writing curriculum developed by the Teachers' Reading and Writing College of Columbia University. Writing instruction includes understanding text types, purpose, producing writing to convey details and information, and use of writing to build and present knowledge. We emphasize narrative, informative, and argument writing. Reading is integrated by studying exemplary texts. Our students work to figure out how the authors made those texts and at the same time students learn about the ideas and information in those texts. All teachers receive professional development to gain understanding of the Writing Workshop model and Conferring. All teachers implement at least three units each year, focusing on narrative, informational, and opinion writing. Pre- and post-assessment data are collected to assess students' progress quarterly.

State selected, ORIGO Stepping Stones, a researched-based core mathematics program for grades K-5, was implemented schoolwide in SY 2015-2016. The curriculum maps are revised as needed to ensure students are given enough time to understand and meet the Learning Targets. Each grade level works with their curriculum coach to create and revise curriculum pacing maps for Stepping Stones. Some grade levels supplement the curriculum to increase rigor using resources such as Engage New York, Georgia, and Math Investigations. In the primary grades, through Stepping Stones, students learn to represent and compare whole numbers and describe shapes and space. As students progress in grade, they learn to extend understanding of base-ten notation, build fluency with addition and subtraction, use standard units of measure, and describe and analyzing shapes. Their skills then progress to develop understanding and fluency with multi-digit multiplication, divide to find quotients involving multi-digit dividends, fraction equivalence with addition, subtraction, and multiplication of fractions, and understand geometric properties. Thereafter, students learn to fluently add and subtract fractions, extend division to 2-digit divisors, integrate decimal fractions into the place value system, develop fluency with whole number and decimal operations, and develop understanding of volume.

Teachers collaborate on grade-level created pacing guides and Curriculum Maps to ensure the standards are addressed in each subject area. Teachers use the general Curriculum Maps to then create more detailed

pacing guides for weekly or daily instruction.

In 2010, Mililani Uka did not have a common grade-level curriculum to address the Hawaii Content Performance Standards for Science and Social Studies. Therefore, Social Studies and Science units were created utilizing Jay McTighe's Understanding by Design (UBD) process to ensure that the standards were addressed for grades K-5. UBD is characterized by a focus on Essential Questions and Big Ideas, which push student learning to deeper understanding within and between various disciplines of study, particularly Science and Social Studies. Student proficiency of the standards are assessed via performance tasks at the culmination of each unit. Through the implementation of these UBDs, students are gradually prepared for performance tasks at the end of the unit. These tasks prepare students for college and career readiness and applying their knowledge and thinking to real world problems and activities. In the primary grades, instruction begins with understanding of and experiences in observation, the beginning of the scientific inquiry process. In subsequent grades, the science curriculum focuses on thinking skills via predicting, observing, collecting data, drawing generalizations and checking predictions with hypotheses. These inquiry skills are integrated with communication and speaking skills. According to the 2017 Strive HI School Performance Report, our student have increased proficiency on state science assessment from 78% proficiency in 2015, to 81% in 2016, and to 83% in 2017.

With the rollout of the Next Generation Science Standards, Curriculum Coaches work with each grade level team to identify the Performance Expectations and the Three Dimensions. An NGSS unit will be implemented in quarter 4 of SY 2017-18. Additional planning days will be held during the SY 2018-19 for creation and implementation of additional NGSS science units.

MUES provides special education services for children ages 3-4 years old who meet eligibility criteria. Goals and objectives are developed based on the child's exhibited delays and expected outcomes are based on Early Childhood Standards, whereas, the plans for students transitioning to kindergarten have goals aligned to their needs and kindergarten standards. The special education preschool experience especially impacts communication and behavioral skills. Parents report being pleased with their child's growth made prior to kindergarten.

2. Other Curriculum Areas:

Art, music and physical education, foster higher levels of thinking such as observation, interpretation, perspectives, analyzing and synthesizing. Learning a skill such as painting a picture, singing, or throwing a ball, teaches students skills of concentration, practicing, patience and persistence. In addition it can increase student confidence and motivation. These attributes are critical in the development of intellectual skills and academic achievement.

Our Standards Based Physical Education program incorporates fitness, active lifestyle concepts, cognitive concepts, and movement patterns aligned to Common Core standards for acquisition of essential skills and knowledge to be physically active for life. Students in grades K-5 receive PE instruction weekly. The PE teacher also organizes twice yearly Get Moving Get Fit events to guide students to make a commitment to physical activity as an important part of one's lifestyle in team and individual events. All students in grade 3-5 are invited to participate in afterschool Cross Country running. A team is assembled and competes in a Mililani Complex Cross-Country Meet. Students in grade 4-5 have numerous opportunities to improve their running time prior to team selection for the Mililani Complex Track Meet.

Music education is provided by a part-time teacher who conveys his appreciation for music through song, performance, and reading music in grades PreK-5 two times per month. Our music teacher also directs our Egret Chorus. Our students, staff, and community are impressed by the character-building messages in the songs performed by the chorus. Classroom teachers reinforce the skills taught by the music teacher.

Art instruction is provide by both the classroom teachers and a volunteer parent artist. Grade PreK-5 teacher integrate art instruction into content area subjects. The volunteer provides drawing lessons to Grades 2, 3 and 4, 2x/month and to Kindergarten, 1x/month.

Foreign Language is provided through Moshi Moshi, a pre-recorded conversational Japanese program, televised twice a week via closed-circuit TV for all grade levels. Students are engaged by the animated children and adult cast. Most grade levels also participate in cultural Hawaiian Studies. Students learn Hawaiian values, language, culture, and history.

Technology is used as an instructional tool to differentiate instruction, support learning styles, and students as effective and ethical users of technology. The Technology Coordinator provides all K-5 homerooms with technology lessons twice a month. Teachers access four computer labs and classroom 1:1 devices to provide additional instruction and practice. Technology supported programs such as KidBiz, IXCEL, Lexia, Reading Plus, and Discovery Education provides enrichment and remedial support to students. The data shows that when students frequently log onto KidBiz and complete at least 2 articles per week, their Lexile reading rate increases. As students read their leveled articles provided by KidBiz, students reinforce their close reading skills, critical thinking skills, and their literacy development is fostered at their individual reading level.

3. Instructional Methods, Interventions, and Assessments:

Instructional practices, interventions, and assessments are interconnected at MUES. Review of student data provides us with information about student needs and strengths. Data informs instruction needed to reach each student, and interventions provide identified students with individualized supports and targets. These systematic practices have derived an increase in student proficiency and decrease in achievement gap as reported by Hawaii State Assessment (HSA) scores and Strive HI school report.

A. Instructional Approaches

MUES utilizes current educational research to provide meaningful instructional programs for students. We began implementing an Instructional Leadership Team (ILT), a complex wide initiative in SY 2013-14. The purpose of the ILT is to focus on school wide instructional practices to improve student achievement

The team looks at data to determine a targeted instructional area, as well as targeted instructional strategies. Cycles of Professional Learning focus on that one instructional strategy. Professional learning occurs through professional development readings. Implementation of the instructional strategy is accompanied by opportunities for safe practice, quarterly walkthroughs conducted by the ILT team, peer observations to provide opportunities for peers to observe and learn from one another, coaching support to provide feedback on the instructional strategy, and continuous monitoring of student progress through data collection with pre, mid, and post assessments during the cycle. The faculty engages in reflection throughout each cycle to assess how the instructional strategy is working, and next steps are discussed.

We have focused on Math and Writing as targeted instructional areas during the last four years. Targeted instructional strategies implemented include problem solving, classroom discussion using Talk Moves, the Writing Workshop model, and conferring (student conferences). Based on SY 2015-16 data, the implementation of the different types of talk move strategies made a positive impact on the student learning. Smarter Balanced Assessment (SBA) data supports that we benefit from this writing program.

According to the school's walkthrough data during the SY 2016-17, 2017-18, the frequency of the implementation of Elements of Effective Instruction by the teachers increased in the majority of the elements ranging from 2% (teachers posting the learning targets) to 19% increase in the students' reading and math data (data team). Implementation of the Elements of Effective Instruction supports different learning styles.

B. Interventions:

We believe that all students can meet proficiency in both reading and math through targeted focused instruction, intervention with varying content, process, and products within our safe learning environment.

Overall, teachers are effective in adapting instruction to meet individual student needs and through Instructional Leadership Team (ILT), Data Teams, Response to Intervention (RTI), Special Education (SPED), English Language Learners (ELL), and QUEST (Gifted and Talented). In the general education

setting, students receive classroom accommodations specifically or by best practices.

Teachers do an exceptional job at using consistent student feedback to adjust instruction throughout the instructional period.

Through the RTI plan, identified students are targeted for intervention support in all grade levels. Identified students are provided with small group targeted instruction at least four times were week and progress monitored to assess for progress.

C. Assessments:

The use of a variety of assessment data has become systematic and meaningful when analyzing student achievement and instructional practices to determine student growth. MUES began school wide implementation of Data Teams in the 2012-13 school year. The focus has been on Math instruction due to lagging HSA scores. This year marks the first year that MUES is beginning implementation of Data Teams in Reading.

Data team data from SY 2017-18 show that as a result of close reading to understand a complex text, students' performance in reading has increased. Our Data Teams process has helped us use student data in a more unified and meaningful ways, as well as enabled us to discuss and choose strategies and interventions more accurately and effectively.

MUES uses a universal screening tool to determine student performance levels in reading and math. In SY 2015-2016, all grade levels used Northwest Evaluation Association (NWEA) as their universal screening tool to collect Fall, Winter, and Spring data. Students who were identified as the bottom ten students in the grade level in math received pull out tutoring from a curriculum coach. In SY 2016-2017, 2017-2018, all grade levels used Star as their universal screening tool to collect Fall, Winter, and Spring data. In SY 2016-2017, the bottom ten students in the grade level received pull-out tutoring from a curriculum coach in math.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Comprehensive student support includes integration of Character Counts, School-wide Behavior Expectations, Social Emotional Learning, General Learner Outcomes, and School Adjustment and Transition Support.

Mililani Uka adopted the Character Counts Program, initiated by the Mililani Complex Schools, to develop responsible caring citizens in Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. All students/classes participate in a nine week focus on a particular pillar of character. Ha'aeo acknowledges students who have shown all-around positive behavior, in both attitude and academics. The Na Hoku award recognizes students who have made positive growth in either behavior or an area of academics. Students are recognized at a school wide assembly. This helps to motivate students to set goals, and strive to achieve these goals, and do their best.

New students are welcomed and get individualized attention to learn about their new school culture (i.e., behavior and school rules). The impact of the Transition and Learning Center (TLC) initiative supports a new student in his or her transition to Mililani Uka. TLC uses the help of Campus Police Officers/CARE Corps students to be “buddies” with a new student. Ultimately, after the completion of the TLC program a new student will have an understanding of school rules, behavior expectations, as sense of a safe, caring environment.

All classes K-5 are participating in Guidance Lessons that include Character Counts, Anti-Bullying, and Social Emotional Learning four times a year or at least once per quarter. Students are exposed to conflict resolution and bullying prevention.

A variety of co-curricular and extracurricular activities take place during and after school hours, providing students with opportunities to build upon and develop new skills that support our school vision. These activities include: Aina, Student Council, Quest, Robotics, Track, Cross Country, Kid Fit, Jump Rope, Chorus, Garden Club, and Campus Police Officers.

Our support of teachers focuses on enhancing student engagement and facilitating learning. Teachers and/or grade level representatives participate in consistent workshops and collaboration via bi-monthly Learning Team, Data Team, Complex Schools Instructional Leadership Team, Common Core State Standards planning, Writing Assessment scoring and calibration, and grade level articulation. New teachers are provided with support and training in Wonders Reading and Stepping Stones Curriculum, Thinking Maps, Multi-Sensory Learning, Parent Communication, Accommodations/Modifications, Behavior Management, and Classroom Management. During Grade Level Learning Teams, teachers celebrate student improvement as they review student data. The teachers select one teacher to represent them as their “inspiring role model colleague” at the annual Central Teacher Appreciation Luncheon. Our parent organization each year celebrates the teachers with a staff lunch in their honor. Appreciative parents gift our teachers with monetary donations and supplies for their use in their classrooms.

2. Engaging Families and Community:

MUES employs a variety of strategies to encourage parent engagement. Our parents are an integral part of our team and provide important support for their child. They work with us to implement and reinforce the learning that is taking place in the classroom. Our school holds various events inviting parents to learn about and be an active participant in their child's learning.

Our Curriculum Fair provides the opportunity to share Common Core Standards with parents and the community.

Workshops for parents orient them on the strategies being imparted to their children in language arts and

math, and how to support their child at home.

Kindergarten Parent Orientation establishes a partnership between our school and home for their child's education. A comment received stated, "We appreciate all your hard work in keeping us informed and making the transition easy for (our son) to start school."

Meet & Greet (Grade K- Grade 5) provides students and parents with the opportunity to familiarize themselves with the classroom location and teacher. Parents make personal contact with their child's teacher and establish a mode of communication. Some examples are class websites, newsletters, emails, phone, and texting on a regular basis.

MUES values partnerships with the community. We maintain a strong community participation with the U.S. Army, 84th Engineers Battalion, Schofield Barracks, Kokua Foundation 'Aina IN the Schools, Mililani Lions Club, Honolulu Police Department District 2 Community Policing Team, Hope Central Church, Mililani YMCA, Junior Achievement, Mililani Sunrise Rotary Club, Kumon Math and Reading Center of Mililani Uka, Boy Scouts of America, and City Council and Hawaii State Legislature Representatives and Senator.

Administrators and faculty members are involved in both the SCC and Hui and present information about academic achievement and what students are learning on a monthly basis.

The School Community Council (SCC) allows increased involvement of those directly affected by decisions. Parents and any community members are encouraged to attend and participate.

Hui 'O Mililani Uka is the Parent Teacher Organization (PTO) for MUES. The Hui engages parents, teachers and the community to support a high-quality learning environment for students; ensure parents have a voice in the education and welfare of their children; and raise funds for the purpose of improving and supporting educational experiences, all while fully supporting the MUES mission statement.

3. Professional Development:

Professional Development at MUES has focused on core content areas for the last three years. During the first semester of the 2013-14 school year, we focused on instruction in Problem Solving. School wide proficiency with Mathematical Practice 1 increased from 19% to 52%. During the second semester, we focused on implementing the Writing Workshop model and Conferencing (with individual students or in small groups). School wide proficiency in Writing increased from 7% to 53%.

The 2014-15 school year, we continued to focus on instruction in Writing, learning additional writing strategies (the Optimal Learning Model, Shared Writing, and Scaffolded Conversations). School wide proficiency in Writing increased from 1% to 57%. We also continued to monitor student progress in problem solving by collecting and analyzing monthly Mathematical Practice 1 data. Proficiency improved from 17% to 48%.

The 2015-16 school year, we again focused on Math as an area of need based on our SBA data. We learned about Classroom Discussion and how to use it to help students understand a math concept, to discuss problem solving, and to discuss computational procedures. We used Mathematical Practice 1 data again to measure student progress. Proficiency increased from 9% to 60%. We continued to monitor student progress in Writing by collecting and analyzing quarterly data. Proficiency increased from 3% at the start of the year to 55%.

For the 2016-17 year, we focused on implementing the Elements of Effective Instruction. These elements include Clear Learning Targets, Teacher Modeling and Guided Practice, Checking for Understanding, and Independent Practice. We focused on implementing the elements in Math during the first quarter, and are now implementing the elements in Reading. School wide proficiency post-cycle data shows from October 2016 61% of the students met the Learning Objective.

MUES carved out Learning Team time for grade levels to meet twice a month during the school day to provide articulation time since 2004. Each grade level meets with the Curriculum Coach to participate in a Professional Learning Community. The sessions focus on best instructional practices (many of which tie in with our Instructional Leadership Team focus), analysis of student work to inform instruction, increase teacher understanding of standards, curriculum content, how to provide quality instruction, and curriculum planning.

4. School Leadership:

We are all responsible for the learning of our students. Utilizing our individual strengths we work as a collaborative team to ensure that our students have the best educational experiences that we can provide for them. Certificated and Classified staff are involved in leadership roles via Leadership Team, Academic Review Team, G-Team, I-Team, Safety Committee, Focus on Learning, Instructional Leadership Team, WASC, Curriculum Fair, May Day, School Community Council, and Parent/Teacher Organization. Collaborative leadership provides opportunities for fulfilling the school's Vision and Mission, as well as designing, implementing, and monitoring the school's academic and financial plan.

Our Leadership Team is key to sustaining a culture of learning that maintains a singular focus on students. We are a "think tank" comprised of the Principal, Vice-Principal, Student Services Coordinator (SSC), counselors, Curriculum-coaches, Co-teach/New teacher coach, RTI Coordinator and Information Technology (IT) Coordinator. Our team problem solves and plans for the successful implementation of our school academic plan as well as advocates for our students learning and continual school improvement.

Members understand that they are an important part of our leadership structure that is shared with our G-Team which is made up of our grade level chairpersons (GLC). Our G-Team is the decision-making body for our school. All issues are discussed at regular meetings held once a month. In addition to our administrators and GLCs from each grade level, we include the Special Education Department Head, a counselor representative as well as a resource teacher. Our team, while from different role groups understand that the decisions they make are for the greater good of our entire school.

The school governance process is collaborative, inclusive and decisions are rendered largely by consensus. Our governance process is student data driven. Decisions made work toward our meeting the goal of 100% of our students meeting grade level proficiency. The annual crafting of the Academic and Financial Plans begins with our Leadership Team. Our team utilizes performance data to identify need areas and develop enabling activities that are intended to address student needs. As our plan is being drafted, it is shared with faculty, staff and the School Community Council (SCC) for input and improvement. Once the final plan is developed it is shared and agreed upon and adopted by our GLCs, staff and School Community Council. Our SCC formally approves the plans before submission to the Complex Area Superintendent.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Excellence at MUES is everyone, certificated and classified staff, continually working together as lifelong learners as we nurture our students' future to become lifelong learners and public school graduates with good character. Providing students with a well-rounded school experiences emphasizing a rigorous and relevant curriculum with researched based instruction, integrating general learner outcomes, student support, behavior expectation, character education, arts, co-curricular/extra-curricular activities, a safe environment, and active parent/community participation yet acquiring positive student achievement is our goal. Since 2010, we made a commitment to review achievement data, instructional practices, implement Learning and Data Teams, and utilize Curriculum Coaches to look into best and research-based practices which influence the tenets of our Academic and Financial Plan.

This decision required funding for collaboration time and classroom visits and commitment from the entire staff. Like with any change, the implementation, revisions, and effects were not instantly apparent. All the while, teachers also met with changes such as Standards Based education to Common Core Standards; curriculum textbook changes from school selected to State mandated; State mandated Science curriculum, and Strive HI, public reported, school reports. Our certificated staff works tirelessly, dedicating many volunteer hours to provide students with a quality, rigorous education in and out of the classroom. Our classified staff has ensured our students and teachers are supported and have a safe and orderly environment to learn and work.

Implementing research based instructional practices in our classrooms with fidelity has been key to improving student achievement. As a result, our teachers continually and consistently collaborate on instructional practices and curriculum within grade levels with and without the Curriculum coach; grade levels employ pacing guides; teachers visit classrooms to obtain insights and welcome visits by District and other schools; and utilize student data to inform instruction and identify students in need. Our students benefit from the consistent language and scaffold practices and curriculum. Students know the learning target for lessons, are able to select an appropriate Thinking Map to use, employ Talk Moves for peer collaboration, and mathematical practices such as making sense of the problem and persevere in solving them.

Implementing research based practices complements assessment and student data analysis. This combination has resulted in increased student proficiency and aided in closing the achievement gap at MUES.