

U.S. Department of Education
2018 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address 2411 Kalihi Street
(If address is P.O. Box, also include street address.)

Honolulu HI 96819-3762
City State Zip Code+4 (9 digits total)

County Honolulu County

Telephone (808) 305-6200 Fax (808) 832-3313

Web site/URL http://www.kalihiuka.k12.hi.us E-mail laura_ahn@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*Christina Kishimoto E-mail christina_kishimoto@notes.k12.hi.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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 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	3	1	4
K	28	13	41
1	20	12	32
2	26	24	50
3	16	19	35
4	21	12	33
5	22	21	43
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	136	102	238

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 58 % Asian
 - 0 % Black or African American
 - 9 % Hispanic or Latino
 - 18 % Native Hawaiian or Other Pacific Islander
 - 1 % White
 - 14 % 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: 19%

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

KUES' students move in and out of our school's boundary area for reasons that are predominantly economic. Given the high cost of living in Honolulu, it is challenging for working families to afford housing and daily living costs. Of the families who left our school, the majority moved off island and cited financial hardships as the reason.

In addition, many students who move in to our area are from immigrant families from the Philippines. These families often move to Hawaii in the middle of the school year due to differences in the school calendar. In order to move to Hawaii, immigrants are sponsored by family members and friends already in Hawaii who must provide documentation of financial and familial support for a minimum of 10 years. This also puts an additional financial burden on the families who are already established in Kalihi.

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	29
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	43
(4) Total number of students in the school as of October 1, 2016	230
(5) Total transferred students in row (3) divided by total students in row (4)	0.19
(6) Amount in row (5) multiplied by 100	19

6. English Language Learners (ELL) in the school: 12 %
28 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Cebuano/Visayan, Chuukese, Ilokano, Mandarin, Tagalog, Tongan, Yapese

7. Students eligible for free/reduced-priced meals: 73 %
Total number students who qualify: 173

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

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

- | | |
|----------------------------------|--|
| <u>3</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>2</u> Other Health Impaired |
| <u>9</u> Developmentally Delayed | <u>6</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</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: 8
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 including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	12
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
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 20:1

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%	95%	95%
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	4%
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.

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

KUES strives to produce well-rounded, resilient, positive-natured students who are contributing members of society by focusing on their academic, emotional, and social needs.

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

Kalihi Uka Elementary School (KUES) is located in the upper section of Kalihi Valley in Honolulu. KUES is a Title I school and one of nine elementary schools in the Farrington Complex in Honolulu District. The campus consists of three buildings which contain classrooms, a library, computer lab, physical education room, and cafeteria. KUES serves 240 children in grades PK-5. The school looks forward to its 100th anniversary in 2021.

Since 2008, KUES has met the school accountability benchmarks set by the No Child Left Behind Act (NCLB) and the Strive HI Performance System. Under NCLB, KUES met Adequate Yearly Progress through a steady increase of proficiency scores. In 2012-2013 the school was able to achieve Recognition Status (top 5% in the State) under the Strive HI Performance System through a combination of high achievement and growth.

The students in our geographic area experience significant challenges. During school year 2017-2018, 73% of our students participated in the Free and Reduced Cost Lunch Program, indicating that almost 3/4 of our students live in households that are at or below the federal poverty line. The State's report of 43% is only those who are directly certified by the State and receive welfare benefits. The 73% report comes from the approved Free and Reduced Lunch Program applications by the Federal Government. KUES benefits from Title I funds which allow us to provide additional supports. Many of KUES's students live with parents and extended family members in multigenerational family homes. Currently, only 30% of kindergarten students attended preschool, and about 12% of all students are of limited English proficiency. Many of our families are 1st or 2nd generation immigrants from the Philippines. The fastest growing group of students who are of limited English proficiency and academic readiness skills comes from Chuuk, Micronesia. The challenges presented provide KUES with the opportunity to discover what really works to help students learn and succeed.

At KUES, the Impact Team process has served as the primary venue to address student success. School-wide teacher articulation has reinforced and strengthened a culture of open communication, effective working relationships, and a strong emphasis on measuring our impact on student growth and performance. Impact Teams meet weekly to discuss curriculum, instruction and best practices vertically and across grade levels. Protocols are used to develop, implement, and assess need-identified Common Core State Standards (CCSS). The Impact Teams examine school-wide and classroom data, prioritize academic learning needs, and then craft goals and objectives for all students.

Impact Teams also reflect upon the school's systems. The process of determining which practices should be adopted school-wide provides a means to develop a more rigorous curriculum and implement effective instructional strategies more consistently. We provide differentiated levels of support to enable teachers to implement rigorous standards-based lessons that lead to increased student achievement. The school-wide articulation system provides an effective forum to address recommendations resulting from our Western Association of Schools and Colleges (WASC) report. In 2015 KUES was awarded full accreditation.

Intervention and differentiation for struggling students continue to be school priorities. All teachers incorporate Global Language Acquisition Design (GLAD) strategies to support student engagement at all levels of understanding. Teachers share effective instructional and differentiation strategies as well as ways to integrate technology to strengthen academic improvement. Teachers encourage students to better understand and use technology as a tool for learning.

The school consistently provides intensive one-to-one or small group intervention services. The master schedule includes "Target Time," a daily 30 – 35 minute period for focused Response to Intervention (RTI) with a group of 3-7 students on a specific content standard. The groups and standards change as students progress. Unique to KUES is the targeted tutoring of all struggling students in grades 3-5. All teachers, including lower-grade teachers, counselor, student services coordinator and curriculum coordinator, tutor upper grade students in targeted skills and concepts needed to pass the Smarter Balanced Assessment (State summative assessment). Tutoring occurs during recess, after school, and through extended learning

opportunities during intersession. A school cadre meets bi-monthly to review the needs of students who are not progressing or not meeting the CCSS.

KUES's vision of EAGLES (Enthusiastic, Active, Growing, Learning, Engaged, and Successful) expresses our foundation for developing the whole student. Health and wellness initiatives and Positive Behavior Intervention and Supports (PBIS) which includes tiered supports, specific behavioral expectations for each area of campus, the "Gotcha" (aka: "I Got You") program, guidance lessons, and activities are used to create a positive learning environment in which students can succeed. At our standing-room-only annual Curriculum Night, students perform songs and dances that share what they have learned in school. KUES holds an annual Fitness Day which includes the Jump Rope for Heart event and breakout sessions conducted by community members. As the school moves forward, we recognize the importance of further integrating the General Learner Outcomes (GLOs) into our curriculum so that students better understand the value of becoming a contributing member of society.

KUES' community engages in an ongoing cycle of improvement and action to further the growth of the whole child. Our self-study process provides a research-based system that enables us to systematically assess the effectiveness of programs and services and improve our use of formative assessments. Preparing students to be 21st century learners and global citizens is an overarching goal of our school community. Strong partnerships with all stakeholders create positive opportunities for our students. Each member of our school community is encouraged to "take the EAGLE challenge!" and truly reflect our vision that EAGLES are Enthusiastic, Active, Growing, Learning, Engaged, and Successful!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Kalihi Uka Elementary School (KUES) has embraced the State’s adoption of the Common Core State Standards as the foundation of the school’s curriculum approach. The aligned set of instructional materials selected to provide consistency to support students and teachers statewide in English Language Arts (ELA) and mathematics is implemented to ensure the attainment of learning outcomes that promote college, career, and civic readiness. The school’s ELA and math core and related curriculum is based upon State endorsed materials and standards.

Reading/ELA:

McGraw-Hill’s Reading Wonders provides a curriculum intended to align with the instructional shifts of the Common Core State Standards (CCSS). Implemented as the school’s core ELA curriculum, the wealth of resources presented are selectively utilized to support various learners. Comprehension and vocabulary strategies are built upon foundational skills. Lessons and materials in varying engagement modalities are supplemented around teacher determined needs associated with reading and writing.

The development of foundational skills is supported in coordination with the school’s Title I efforts that promote small group direct instruction utilizing SRA’s Reading Mastery program. All students in Grades K-1 and identified struggling learners in other grades are targeted. The provision of this ongoing supplemental program fosters the development of phonemic awareness, phonics, and fluency essential for beginning readers as they work with the Reading Wonders core curriculum.

Beyond the digital resources provided within the Reading Wonders curriculum, blended learning opportunities are available through Learning A-Z’s Raz Kids and Headsprout online programs. Raz Kids offers interactive online leveled books and quizzes that are correlated to CCSS and can also be aligned to Reading Wonders lessons. It is used to provide additional learning and reinforcement opportunities. Headsprout provides developing readers with additional practice and instruction intended to improve foundational reading skills.

Mathematics:

Origo Stepping Stones offers a comprehensive conceptual math curriculum that KUES has implemented as its core curriculum to address the Standards of Mathematical Practices and CCSS. Teachers utilize various digital and print resources needed to engage students in lessons and activities. This promotes the acquisition of the skills and content necessary for grade level learning goals that foster problem solving as well as real-world applications and college/career readiness.

Acknowledging the essential role of basic math facts to successfully address the content and mathematical practices, the school has invested in Renaissance Learning’s Math Facts in a Flash. Students set personal math fluency goals and are provided with ongoing support and reinforcement opportunities. This fosters the attainment of grade level benchmarks for automaticity.

Teachers have also explored available online digital formats to offer blended learning opportunities that reinforce math skills as well as instruction. The free online product, Prodigy, has been popular with students. This resource allows teachers to connect curriculum aligned lessons in a gaming format to reinforce various mathematical skills that are engaging for learners.

Science:

The shift to the Next Generation Science Standards (NGSS) led KUES to explore Accelerate Learning’s STEMscopes online digital hands-on curriculum. STEMscopes offers an in-depth 5E instructional model (Engage, Explore, Explain, Extend/Elaborate, Evaluate) with a wealth of lessons that connect the Disciplinary Core Ideas, Science and Engineering practices, and Crosscutting Connections. The Claim-Evidence-Reasoning framework allows students to apply their content learning. Teachers select relevant “scopes” and applicable lessons from the models provided.

Capstone's PebbleGo databases also provide additional learning experiences for the school's younger students in grades K-3. Teachers utilize this simpler navigation online resource to support developing learners and readers by building knowledge around selected science content.

Social Studies:

KUES continues to provide standards based lessons to address HCPS III Social Studies standards. Relevant resources that include Hawaiians of Old (Grade 4 text) and PebbleGo's Social Studies databases (Grades K-3) are utilized to assist with providing essential content and background that are aligned to current grade level standards.

Big ideas and major understandings are used to guide curriculum decisions. Teachers utilize all curriculum to integrate overarching concepts or themes that reinforce the critical reading and analytical writing anchors of the CCSS.

2. Other Curriculum Areas:

The instructional support to acquire the essential skills and knowledge in other content areas is based on addressing existing Hawaii Content and Performance Standards III (HCPS III) and recommended guidelines. Kalihi Uka Elementary School (KUES) plans curriculum and delivers teacher developed standards-based lessons to address the big ideas and major understandings required of HCPS III. The school provides all students with opportunities to participate in various programs and activities that foster the development of the whole child.

Arts (Visual and Performing):

Art education at KUES is integrated with core curriculum instruction. Teachers provide relevant lessons as well as various learning opportunities such as field trips (e.g. Honolulu Theatre for Youth, Honolulu Museum of Art) for all students to experience and cultivate an appreciation for the fine arts. In addition, partnerships with various organizations and community culture groups, like the Honolulu Museum of Art, have provided extended learning opportunities to enrich students. This has included weekly art lessons, guest speakers sharing their craft, hands-on lessons, and after school clubs and activities. KUES also celebrates the arts with various presentations and galleries that showcase displays of artifacts and products from these endeavors.

Physical Education/Health/Nutrition:

KUES values wellness and the essential role of health, nutrition and physical activity in promoting lifestyles that support student achievement. The school embraces the Department's Wellness guidelines that address content standards in Health and Physical Education(PE). KUES has adopted Wellness policies that are regularly shared with its learning community. Promotion of regular physical activity and healthy behaviors are supported through teacher developed lessons and a variety of school wide efforts such as participation in annual Jump Rope for Heart campaigns and the Fresh Fruit and Vegetable program (FFVP). Families are encouraged to donate a book instead of sugary treats to celebrate birthdays in the school's Happy Book Day initiative. Additionally, KUES holds quarterly Celebration Days and an annual school-wide Fitness Day in which students participate in a variety of fun-filled physical activities.

KUES's Health and Physical education opportunities develop motor and movement skills that support physical fitness and an active lifestyle. Students are engaged in age-appropriate lessons that foster core understandings of the various topics of health, safety and wellness practices. Students participate in programs such as D.A.R.E. (Drug Resistance Abuse Education) in Grade 5, Bike Education in Grade 4, team sports, and other offerings like Special Olympics Unified Sports and the Farrington Complex Track and Field day to support the application of intended learnings.

Hawaiian Studies, Technology, and Library/Media:

KUES provides opportunities for students to regularly engage in learning beyond the classroom and core curriculum to explore and expand their knowledge of Hawaiian Studies, Technology, and Library media.

All students receive lessons in Hawaiian Studies as part of a weekly resource instructional period with the school's cultural personnel or Kumu, that is intended to achieve the mission and goals of the Department's Hawaiian Studies program. Curriculum support and resources provide learning opportunities that engage students in stories, songs, and activities that share Hawaiian culture, history, and language. This instruction is supported by classroom follow-up and is extended particularly in Grade 4 to address related content standards that embrace desired knowledge, skills, and practices of Hawaiian Education as well as core Hawaiian perspectives.

In this digital device age of technology and with the Department exploring Future Ready Learning to prepare students for college, career and life after school, KUES recognized the need to commit to blended learning and expand accessibility to technology for all students. Thus the school invested in a 1:1 Chromebook initiative for Grades 1-5, with iPads available for Grade K. To equip students with the skills and competencies required for meaningful engagement as well as expand learning experiences with these devices, students are supported beyond the classroom with a weekly computer resource class. This instructional period provides direct opportunities to address basic navigation, keyboarding, digital citizenship, and integrated curriculum. Curriculum and assessment products, technology for research, collaboration and other instructional facilitation with tools such as Google classroom, Kahoot, Quizlet, have increased ways for students to be engaged.

To balance technology with the reinforcement of reading and print media, all students are scheduled for weekly visits to the school's library. Awareness of student responsibility in selecting of appropriate materials as a life skill is provided and supported in all grades.

HCPS III is the overarching guide for standards in all the above curriculum areas. Lesson and activities are based and developed on these standards to provide the best learning opportunities for all students.

3. Instructional Methods, Interventions, and Assessments:

To address the diverse and individual needs of the school's learning community, Kalihi Uka Elementary School (KUES) employs a variety of combined direct, indirect, as well as experiential approaches required to engage students towards building knowledge and achieving instructional goals. Review of multiple measures of student assessment data and ongoing progress monitoring of performance results is an essential component of the school's efforts to ensure for growth. Depending on the intent and what might be required of the content standards in relation to derived student needs, researched methods and strategies are considered and implemented to afford opportunities and interventions for improved student performance through high impact visible strategies, targeted instruction, as well as technology-based support.

KUES has invested in the exploration and implementation of John Hattie's meta-studies and proponents of Visible Learning. Out of this effort, the school has implemented selected high yield practices that have proven to accelerate learning (effect size greater than 0.4) and promote assessment-capable learners. Teachers use the instructional practice of questioning and discussions to create success criteria together with their students so students are knowledgeable of learning targets, are aware of their performance in relation to these targets, and are able to discern what is needed next to attain targets. These practices include both high and low-level depth of knowledge questioning that promote critical thinking, inquiry and engagement. Teachers also facilitate individual conferences so students can set their own goals in order to be successful based on criteria and actionable feedback. In writing, teachers instruct students how to assess their own work with the success criteria so students can not only see where they are, but also make improvements to meet proficiency in their writing. In math, teachers use and connect mathematical representation by using models to help students problem solve. Modeling is taught to show students what the problem is asking, how to represent a problem with numbers and pictures, explain how they got an answer, and the best way to state the solution.

Teacher clarity and "knowing thy impact" are a keen focus of the school's recent transition to Impact Teams. The use of Evidence-Analysis-Action (EAA) and associated protocols intended to formalize deeper reviews of student work and vertical engagement to analyze results of efforts for next step action planning in addressing school-wide priority standards for improved performance has resulted.

The triangulation and formative use of Renaissance Learning's STAR as well as DIBELS data screeners and benchmark measures along with progress monitoring and curriculum based assessments (Reading Wonders, Stepping Stones, teacher developed assessments), considered with high stakes testing results (SBA, HSA, WIDA), are all integral to the school's efforts with targeted instruction. In addition to the review of student work, assessment data is regularly discussed by grade level teams to determine student needs for built in small group "target time" intervention and tutoring by teachers. Collaborative reviews also afford for the identification and selection of students and specific needs for additional Title I Response to Intervention (RTI) instruction and school-wide tutoring support that is all part of a multi-faceted shared responsibility effort to improve performance and address achievement gaps amongst all learners. The school's Academic Review Team (ART) also regularly reviews measures to ensure for overall progress on desired outcomes as is defined in the "...relevant data..." section of KUES' academic plan. Thus, to better profile overall growth for all students, ART updates include aggregated reviews of data based on initial and subsequent performances on the school's STAR universal screener for achievement in relation to school targets for all proficiency levels. Results are shared with faculty for grade level reflection and follow-up after discussions with the school's Instructional Leadership Team (ILT) to further plan for schoolwide collective next step actions that is based on the ongoing analysis of multiple measures of data and is part of the school's continuous school improvement process.

Adjunct to the implementation of Visible Learning high-yield practices and ongoing review of data for targeted instruction is the infused use of technology-based support that KUES accomplishes with the 1:1 device initiative in Grades 1-5 as well as the investment in school wide blended learning instructional programs and resources that are available with Learning A-Z, Math Facts in a Flash, and other online products. In addition to the digital components available within the core curriculum, blended learning options are utilized to not only connect, supplement, as well as scaffold learning but to also offer students autonomy with visibility in using digital formats as teachers use Google Classroom along with other management and facilitation tools (e.g. Kahoot, Quizzlet) to engage and personalize instruction for more accountable learning and collaboration while being afforded opportunities to also attend to and work with small group and individual needs.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Kalihi Uka Elementary School (KUES) creates an environment through positive behavioral interventions and supports. Students understand behavioral expectations in all areas of the campus and student monitors (older students) are trained by the counselor to provide emotional and behavioral support for younger students before school and during recess. Monitors give out high fives, hugs and “GOTCHA” tickets to students exhibiting desired behaviors. Faculty and staff also focus on positive behavior and give out “GOTCHA” tickets when they catch students being generous, helpful, and making good choices. Teachers and the counselor build social emotional learning through discussions that are embedded in the interactions they have with students and guidance lessons.

KUES’ brand is “Take the EAGLE Challenge”. Every day, students are encouraged to challenge themselves to demonstrate each of the values in the EAGLES acronym.

Kalihi Uka EAGLES are

E - Enthusiastic

A - Active

G - Growing

L - Learning

E - Engaged

S - Successful

Staff are similarly challenged through inspirational quotes posted in the principal’s weekly staff bulletin. Messages of mindfulness encourage staff to make a positive difference for students every day.

Schoolwide activities like the annual Curriculum Night provide opportunities for students to perform for their parents and the community. The theme for this year is “Healthy Body, Healthy Minds”. While acknowledging the Hawaii Performance Standards in health education, the program showcases themes of diversity, anti-bullying, positive self-image, and wellness.

The KUES Student Council consists of elected officers and class representatives who are the voices of the student body. They bring up concerns and gather feedback from all students. The Student Council plans activities that encourage giving back to the community. The annual food drive and collecting donations for the American Heart Association are the most popular.

KUES has built a culture in which student voice is acknowledged and used to motivate achievement. In the classroom, students are able to track their progress on class growth charts and in their individual portfolios. For example, after taking a Reading Wonders test, students place a sticker on a section of the poster that corresponds to their achievement so everyone can see how many students are meeting or developing proficiency towards their class goal. Teachers create a discussion amongst students to discuss and reflect the class’ progress. During this discussion, teachers may review strategies for improvement. Students also use a line or bar graph to track their individual progress towards their individual goals. Goals are set in accordance with what is attainable, and progress is tracked over time. At the end of each quarter, students reflect on their progress and set new learning targets with their teachers. Progress and targets are shared with parents.

Teachers are supported and empowered through a variety of means. The most valued support is time given for articulation during the school day. Grade level teachers meet weekly to collaborate on curriculum and student work/assessments and align their high yield strategies and practices. Teachers are also involved in making decisions for the school. They serve on the School Community Council, the Instructional Leadership Team (ILT) and the Academic Review Team. The ILT plays an integral part in curricular and instructional decisions. These venues provide teachers with the opportunity to express their voice. Teachers are empowered to take active leadership roles in the school and coordinate various school-wide and professional development activities. Teachers take pride in the success that the school has had in

comparison to the state achievement averages. and are celebrated by their accomplishments. Teachers are celebrated as they share their "Bright Spots" during faculty meetings. When teachers, coordinators, or administrators see something wonderful happening in the classroom, the teacher is spot-lighted to share their lesson, activity, or bright spot. When KUES became a Recognition School (top 5% in the state) there was a feeling of accomplishment and validation that teachers and staff have valued. The local publication, The Honolulu Magazine, has consistently named KUES as a top performing school in the state. This public recognition has positively impacted the culture of KUES.

2. Engaging Families and Community:

Kalihi Uka School (KUES) increases community support through the development of positive relationships with agencies and businesses within the near and far community. KUES continually keeps in contact with old partners and recruits new partners. By forging relationships with a variety of community members, student learning has benefitted in a variety of ways. The Honolulu Museum of Art provides free art classes, Drug Free Hawaii conducts guidance activities for students and adults, the Friends of Hawaii Robotics funds the school's Robotics Team, and the Kalihi-Palama Culture & Arts Organization funds the after school performing arts music program.

School events engage parents with the community. At the school's 2017 STEAM Family Night (Science, Technology, Engineering, Art, and Math), experts volunteered to share about their profession in a "Career Night" fashion. Alongside the experts, teachers engaged parents and their children in related activities. This event is a clear connection to the State's career and college ready goal. One student was quoted as saying, "I didn't know you could do science as a job!"

The School Community Council (SCC) contributes to leadership in the school. Membership roles consist of parents, community, students, faculty, staff, and administration. The SCC reviews the school's vision, mission and academic/financial plan and participates in the Western Association of Schools and Colleges (WASC) self-study process. It is the voice of the school community. In addition, open communication amongst all stakeholders is encouraged, and the school continually solicits feedback for school improvement.

The school recognizes the benefits of parent engagement, and offers many opportunities at different times of the day for parents to be involved in school activities. Parent conferences are held in the mornings and evenings to allow parents and teachers to meet and discuss student academic achievements and challenges. Teachers use phone calls, emails, newsletters and student planners to keep parents informed. Open House, Science Night, STEAM Night, Math Night, and Curriculum Night allow parents to view student performances and student work. In addition, each grade level designs unique parent activities during the year to actively involve parents in their children's education. A few examples include holiday activities, Statewide Testing Informational Meetings, and Campus Beautification Day.

The Classroom Parent Program and the Parent Literacy class (for children 0-4 yrs) allows parents to participate in various supporting roles on campus. The Classroom Parent Program holds annual fundraisers that allow for the funding of student field trips, as well as prizes and refreshments for school events. Parent participation rate varies among activities.

3. Professional Development:

Kalihi Uka Elementary School recognizes that professional development is critical to develop a knowledgeable faculty and staff that has a collective impact on student success. The school promotes a multi-faceted approach that revolves around addressing essential content, effective pedagogy, and student needs. Department and district initiatives are supported as part of the school's focus that also considers teacher-initiated interest areas that align with the academic plan. Professional development includes models of effective teaching practices, collaboration on instruction, and formative reviews of student performance intended to promote collective efficacy.

A comprehensive needs assessment is conducted annually. As a result, KUES pursues professional

development opportunities that address areas of need that are identified. For example, the assessment determined that teachers were having difficulty with developing student writers. After consulting with Visible Learning, we decided to contract with Corwin to provide Impact Team training for teachers and administrators. Using the Impact Team protocols, a schoolwide action plan was developed, and teachers have been able to vertically align the teaching and learning of the writing standards. This resulted in more students demonstrating proficiency of writing standards.

Department and district offerings of professional development opportunities are regularly shared with the faculty. These include mandatory trainings for beginning teachers, overview meetings on State initiatives for leadership training, workshops to share strategies that support specific learner needs, and other sessions that offer teachers and administrators opportunities to explore and extend their knowledge base. Teachers who attend these professional development sessions present their learnings to the faculty.

The school also pursues professional development learning opportunities that support the needs of students, teachers and systems, as outlined in the school's Academic Plan. Trainers are brought in to increase content knowledge with the school's core curriculum, develop common understandings of assessment tools, and assist in the reflective transformation of instructional practices. Teachers explore and expand their pedagogy at professional conferences such as the Annual Visible Learning Conference and Google Apps for Education Summits.

A platform for learning and collaboration amongst colleagues is also facilitated with various types of meeting structures that allow for the sharing of ideas, knowledge, and expertise. This knowledge is shared both horizontally amongst grade levels and vertically between grade levels and leadership. Teachers and administrators collaborate and network on "bright spot" practices, student findings, and the school's impact on various efforts.

4. School Leadership:

In the 21st century, our purpose as educational leaders is to create a supportive environment where people can thrive, grow and live in peace. As leaders of our community, we promote harmony to create communities of reciprocal care and shared responsibility where every person matters and each person's welfare and dignity is respected and supported. The KUES staff works to understand our families' cultures and accepts every student for who they are.

In order to do what is right for our students, KUES strives to have an in-depth understanding of our core values and be expected to bring them to bear on important decisions. KUES provides opportunities for staff to reflect on their own learning through their Leading and Learning portfolios. In the beginning of the school year we continue to ask questions like: What is your core value? Who are our clients? Why did you become a teacher? Every KUES staff member from teachers to cafe workers make each decision based on what is best for our children, and not the adults.

Every KUES staff member is expected to act responsibly and ethically. All staff members are expected to conduct themselves in a responsible manner, even when they are not at work. As employees of the Hawaii Department of Education, the staff must model professional and appropriate behavior to students and the community. Staff members act with fairness and integrity and have high moral and ethical standards to build pride in our culture and within the community.

Although the principal is the final decision maker, decisions are based on information and feedback gathered from all, with the understanding that decisions are made based upon what is going to be best for all students. For example, when creating the Academic Plan, discussions are based on setting goals not only for those meeting the standards, but also for students who are performing at levels well below the standard. The principal oversees the duties and functions of all teams and ensures that the understanding of what is best for all students is echoed throughout each team. The Academic Review Team (ART) monitors and reports on progress made on the Academic Plan and for each level of student achievement. The Instructional Leadership Team (ILT) makes curricular and instructional decisions based upon data gathered and discussed by the Impact Teams (grade level teams). The Safety and Operations Team monitors the

school facility and ensures that safety procedures are in place and that operational concerns are addressed. Because of the size of Kalihi Uka's staff, some individuals serve on multiple teams. This allows for the efficient sharing of information between teams. In addition, minutes from each team's meetings are posted in the KUES drive so discussions can be shared and all stakeholders can be kept informed of decisions made. The KUES staff works together to support a strong "front line." We work together to build capacity and leadership in the school.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The top priority at Kalihi Uka is to ensure that every student meets the individual academic goals set before them. Response to Intervention (RTI) is the strategy that we use to make sure that our students are showing growth as they move towards meeting the Common Core State Standards (CCSS).

Intervention at Kalihi Uka is based on data. Data is collected through various means which include several types of schoolwide data, in-class curricular assessments, and work samples. Every child's data is triangulated and reviewed by the leadership team. When students are identified as needing intervention, a plan of action is put into place to address the individual child's needs.

As a first tier of support, all grade level classrooms have a 30 minute "target time" block built into the master schedule. During this time, teachers work with small groups on targeted CCSS skills that specific students may be lacking. Data is collected, and students are monitored for progress. When benchmarks are achieved, a new target is set, and students who need that skill are then targeted for intervention.

Pull-out intervention may also be provided by our RTI department. For 45 minutes twice a week, students are provided with ELA or math intervention. The lowest performing students are given additional support to develop the skills and build the foundation they are missing. The objective is to provide students with the skills and practice so they are ready to learn within the homeroom setting.

The last type of RTI type instruction is our one-to-one support for students who need additional support beyond small group tutoring. Classroom teachers dedicate recess and afterschool time to meet the needs of individual students in math and ELA. The RTI department also provides a research based decoding program to all newcomers when needed. Regardless of their grade level, students go through a structured program until they have learned basic decoding skills and can function within the classroom.

Instrumental to the RTI program's success is the progress monitoring that is implemented along the way. Students are constantly assessed and instruction is ever changing to meet the needs of the students. Instructional groups are always fluid with students moving in and out as goals and targets are met.

We believe that all students can learn with the right type of support. Any student who needs help is given support through one of our RTI practices.