

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	0	0	0
K	34	21	55
1	26	21	47
2	23	28	51
3	21	11	32
4	32	13	45
5	27	21	48
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	163	115	278

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 23 % Asian
 - 1 % Black or African American
 - 25 % Hispanic or Latino
 - 30 % Native Hawaiian or Other Pacific Islander
 - 1 % White
 - 20 % 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: 14%

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	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	25
(3) Total of all transferred students [sum of rows (1) and (2)]	40
(4) Total number of students in the school as of October 1, 2016	296
(5) Total transferred students in row (3) divided by total students in row (4)	0.14
(6) Amount in row (5) multiplied by 100	14

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

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

Chinese, Micronesian

7. Students eligible for free/reduced-priced meals: 28 %
Total number students who qualify: 78

8. Students receiving special education services: 9 %
26 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>14</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: 3
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.	14
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	95%	96%	96%	96%	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	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.

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

Pauoa Elementary School educates and nurtures resilient keiki (children) to sustain and improve the quality of life in the Pauoa community and the global society.

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

Not a magnet, charter or choice school.

PART III – SUMMARY

Founded in 1847, Pauoa Elementary School is the third oldest school in the state of Hawaii. Until 1892, all lessons were taught in the Hawaiian Language. Eventually the school was moved to its present location beginning with two classrooms. At Pauoa Elementary, we educate and nurture resilient keiki (children) to sustain and improve the quality of life in the Pauoa community and the larger global society (Pauoa's purpose statement/vision and mission), where Pauoa's Ohana (family) constructed a school design based around trust, transparency and grit. Over the past three years, our school community has been on a rigorous journey of school redesign and improvement. Through our ongoing mission of transforming Pauoa Elementary School, we are developing a purposeful community with collective efficacy and capability by engaging individual strengths to achieve teaching and learning goals, tailor programs to improve effectiveness, and embrace the concept of shared leadership. We embrace our message, "Believe to Achieve! Stand up! Be heard! Let's excel now!" That has been Pauoa's mantra for the last three years.

Presently, Pauoa remains a small school of 278 students that reflect our quiet and humble character and lifestyle of our community. We are located on the island of Oahu tucked away alongside Punchbowl National Cemetery of the Pacific in the valley called Pauoa just a couple of miles from the hustle and bustle of downtown Honolulu. We are a close-knit community comprised of a diverse group of ethnicities from Pacific Islander (31.56%) to Hispanics (24.47%) and Asians (22.34%).

Pauoa Elementary prides itself on educating the whole child and providing a rigorous education that will prepare our students to be college and career ready. We have designed a unique continuous school improvement system centered on the data team process and practices and actions that have increased our achievement level in areas of reading, math, and science as well as having closed our achievement gap significantly. According to our school results over the past three years that were based on students at the school for the full school year, our reading achievement level increased from 56% to 77%, math achievement increased from 47% to 81%, science achievement increased from 69% to 84%, and the achievement gap was reduced from 32 points for reading and math to 16 for reading and 12 for math. Our five powerful practices and actions are as follows:

1. Use of i-Ready program
2. Small group instruction during our 45-minute intervention block Monday thru Friday
3. Teacher-created action plans to meet schoolwide targets to be revisited twice each quarter
4. Daily targeted walkthroughs
5. Use of the data team process

Our academic achievement levels rose as we concentrated on the physical, social, and emotional aspects of our students. Pauoa Elementary invested in a full-time Physical Education (PE)/Social Emotional Learning (SEL) teacher so that our students would have a healthy body, mind, and soul every day. PE teaches our students: i) to develop that healthy body and mind resulting from rigorous exercise programs consisting of fun skills and games, and ii) the importance of collaboration and working together to accomplish their goals. The SEL program is addressed through the curriculum, Second Step Program, that allows our students to practice and apply skills to make good life long choices by recognizing different social attributes peers will display and go through such as happiness, anger, sadness, and fear. The program helps emphasize our three core values of Be Responsible, Be Respectful, and Be Safe. We also provide a performing arts program and science curriculum schoolwide. Our performing arts program embeds reading and writing curriculum standards into their yearly plays for each grade level. Our science teacher focuses on implementing the Next Generation Science Standards (NGSS) schoolwide and works in partnership with each classroom teacher with his/her grade level projects.

Our Friends of Pauoa group works tirelessly in providing school-wide events for our school community. This group is vital in bringing the school community together for the common good of our students, faculty, parents, and community. The Friends of Pauoa group helps organize our school fair, Mele on the Lawn, pumpkin carving, community meetings, camp, and fitness challenge to name some of our main events that bring our community together to unite as one. "Believe to Achieve! Stand up! Be heard! Let's excel now!"

has been our rallying cry over the last 3 years as Pauoa Elementary has become a school of excellence where we all can be proud of our accomplishments. We are this little school that did! That is Pauoa Elementary which made a 21% gain in Reading achievement, a 34% gain in Math achievement and lowered our achievement gap rate from 32 in reading and math to 16 in reading and to 12 in math in three years. We, as a school community, ultimately designed a school-wide process of improvement centered on trust, transparency, and grit. Data teams served as our foundation for school design that enabled teacher collaboration and student voice to shine as we strived to “nurture resilient keiki to sustain and improve the quality of life in the Pauoa community and the larger global society”. This was highlighted by the students’ words to live by: Responsibility, Pride, and Heart.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Our core curriculum is centered on the use of the Common Core State Standards (CCSS), the Hawaii Content and Performance Standards III (HCPS III), the Department of Education’s General Learner Outcomes (GLO’s), and Nā Hopena A’o Statements HĀ: BREATH (Belonging, Responsibility, Excellence, Aloha, Total Well Being, Hawaii). The standards, GLO’s, and statements are important components of our academic planning as well as the school improvement process, which is the heart of our school design. At Pauoa Elementary, teachers strive to make the learning for all students purposeful, standards-based, rigorous, connected, and balanced. We encourage our teachers to supplement the core curriculum with rigorous activities from resources such as toolbox from i-Ready, Ready Writing, Math or Reading, or through professional development courses they have taken in order for our students to achieve proficiency. At the core of our teaching is the use of small group instruction to engage our students in their work and the use of data teams to inform teacher instruction in order for students to excel and achieve at a high level.

Reading

In grades K-5, the purpose for reading moves from learning basic skills to collecting information. Students use this information they collect for research to answer questions and to support their arguments. The type of texts students read become more diverse, as students are exposed to more texts related to social studies, history, science, and technical subjects.

Being a data-driven school, the universal screener i-Ready gives us an insight to students’ needs, targeted instruction, and current level of performances. All other resources are reliable and valid sources to help advance academic achievement in Common Core State Standards (CCSS). In SY 2017-2018, Grade K-2 teachers and EA’s were trained in the Orton Gillingham (OG) Language Arts methodology. For these grades, OG is implemented to drive the Language Arts curriculum to achieve a solid foundation in phonological awareness and phonics. Grades 3-4 also receive instructional support during the intervention block and after school tutoring sessions in OG. The Dynamic Indicator of Basic Early Literacy Skills (DIBELS) data system is implemented in Grades K-2, in which students are progress monitored. DIBELS assessments are conducted 3 times throughout the school year. In addition, English Language Learners (ELL) and students in Special Education (SPED) receive support services and instruction in smaller classroom settings. We provide services that involve one-to-one instruction and use The Imagine Learning Program to meet individual needs. Pauoa Elementary School teachers utilize a variety of reading resources to implement the Reading curriculum, addressing CCSS. Such resources include Wonders, OG, and i-Ready Toolbox. Teachers individualize and combine the Reading Wonders program, OG approach, and i-Ready Teacher Toolbox to offer differentiated instruction to help students become strong readers, writers and critical thinkers. This will help students’ overall achievement in meeting CCSS.

Writing

The writing standards build on each other annually, so that the level of complexity produced by the students increases in each grade level. Skills range from basic mechanics of language use and vocabulary to how to organize ideas. Writing is integrated into all the other subject areas as a support and communication tool throughout grade levels. Therefore, lower grades (K-2) focus on teaching the students the fundamentals of writing while upper grades (3-5) focus on the craft and structure of complex writing. To support our school’s focus, teachers utilize i-Ready Toolbox, i-Ready CLOSE reading, OG, Wonders, and WRITE Tools. We plan to develop all students to reach proficiency in genre and analytical writing by fifth grade. By the end of fifth grade, students will be prepared to transition to 6th grade and become college and career ready.

Math Teachers use the Origo Stepping Stones Comprehensive Mathematics program, a state-adopted resource, as the foundation to build skills and concepts at progressively more abstract and complex levels. Students are challenged to apply knowledge and skills in meaningful ways that apply to their lives. The i-Ready Math Program, an individualized digital program, is used to enhance learning to provide each student with a balance of student-paced lessons to extend one’s math abilities, reinforce concepts or skills, or build

accuracy and speed of recall to develop fluency.

In lower grades, teachers focus on building fluency in counting and cardinality so students can apply basic math skills in multiple domains. Teachers across grade levels continue to use a wide range of manipulatives to differentiate instruction and practice. All students are monitored to ensure grade level concepts and skills are mastered. From this, students are equipped with the knowledge and skills to progress in meta-cognition. Teachers implement Teacher toolbox, i-Ready lessons, and core assessments to provide additional practice and more challenging tasks to strengthen students' critical and problem-solving skills. Furthermore, exposing our students to complex math skills will help our students tackle the Smarter Balanced Assessment (SBA) and apply their skills in real world situations.

Science

Pauoa is currently working on a transition from STEM focused science curriculum to one that is in line with the Next Generation Science Standards (NGSS) in order to be prepared for the full implementation in SY 2019-2020. This year we have implemented the online Mystery Science curriculum in grades K-1 and 3-5. Mystery Science uses engaging videos and hands-on activities to address NGSS. Students review the exploration portion in their homeroom and come to the science lab classroom for the activity portion. Teachers may choose to follow up with assessments and readings provided by the Mystery Science curriculum.

Second grade, in conjunction with the school resource science teacher, is piloting the STEMScopes program this year. The curriculum follows the 5E model and is divided into a series of units that addresses NGSS. Second grade will provide a report back to the faculty as to the suitability of STEMScopes for a schoolwide rollout.

Social Studies/Civic Learning & Engagement Our school values student involvement in school and community activities. We are committed to provide a balance of rigorous learning and whole child development to produce industrious citizen in the society.

Grade levels (K-5) teach Social Studies, Civic Learning, and Engagement to provide clear behavioral expectations in the classroom and school setting. Teachers implement a wide range of tools and resources, such as Scholastic Let's Find Out, BrainPOP(Jr.), Junior Achievement, i-Ready Teacher Toolbox, Wonders, Teacher Created Lessons (HCPS III Standards Based), Student Broadcast, 'Ike Pono Hawai'i (Hawaiian Traveling Resource Program adapted by Kamehameha Schools), The Greenhouse Hawaii, Social Emotional Learning (SEL), and Positive Behavior Intervention and Supports (PBIS). Students practice the skills taught through SEL and PBIS to develop a healthy mind and body.

As teachers continuously evaluate their practices, they design collaboratively and mitigate challenges to focus on student-centered engagement to improve our school by reducing the student achievement gap and raising student achievement. These curricula support the state initiatives of three focus areas, which are, School Design, Student Voice, and Teacher Collaboration. They provide highly engaged opportunities to place a high value on students' perspectives and aspirations.

2. Other Curriculum Areas:

Performing Arts

Pauoa Elementary School's Performing Arts Class provides to all students, K-5, the opportunities to learn various lessons in Language Arts, Science, and Social Studies, while performing on stage or in the classroom through acting, speech and/or singing. Students work collaboratively in small groups throughout the school year, learn teamwork, and the appreciation of this unique combination of school subjects and the arts. Students gain self-confidence and build self-esteem through public speaking and performing among peers and parents.

Physical Education/Social Emotional Learning

Students at Pauoa School have the opportunity to keep their physical and mental body healthy. Students in grades K-5, participate in physical education for 45 minutes, once a week to address their physical health. Physical Education content is derived from the Hawaii Content and Performance Standards III database. These standards drive the skills and concepts taught from grades K-5. Students have the opportunity to learn movement forms, cognitive concepts, keep an active lifestyle, and learn about physical fitness. Students receive social emotional learning (SEL) to address their mental health once every other week for 45 minutes. SEL is taught through a program called Second Step. The Second Step program exposes our students to scenarios, strategies, vocabulary, and opportunities to make wise choices. These skills are important when learning how to get along with others, have pride and confidence in themselves, and promote good citizenship. Although SEL concepts are intentionally taught every other week for 45 min, the classroom teacher is present and involved in all the lessons. This is to ensure lesson objectives are carried out and/or integrated within core content areas every day.

Technology

There is no current schoolwide technology curriculum. We are a one-to-one school so teachers integrate technology lessons into their classroom curriculum. All students always have access to internet connected devices (chromebooks and Surface Pro) for the use of i-Ready, project based lessons and other technology based activities and curriculum. The one to one devices are also used to access core curriculum material for Wonders reading and Stepping Stones math. Currently, grades 4 and 5 uses google docs and google classroom.

Gifted/Talented

Due to a recent change in demographics, the gifted/talented curriculum was adjusted for SY 17-18. Assessments indicated that we would have no qualifying students for 5th grade, and only one student in 4th grade. In lieu of focusing on the ability portion of the ring, we decided to instead focus on the creative and task commitment portions of the Renzulli giftedness ring. Criteria were created and teachers were asked to rate prospective students on their creativity and task commitment. Using these criteria, we were able to select six 5th grade students to be the core of our broadcasting program. We are currently in the selection process for six more 4th grade students. It is projected that we will return to more traditional ability-based selection criteria if our OLSAT test scores improve.

World Language

We provide our students the opportunity to understand cultures, how others communicate, and exposure to a different language. Our K-2 students attend Japanese 45 minutes twice per month. They are exposed to the language and culture through art, music and dance as well as learn to read, write and speak the Japanese language. Japanese is offered to grades 3-5 as an extra-curricular activity afterschool as an extension of our K-2 curriculum.

3. Instructional Methods, Interventions, and Assessments:

At the beginning of the year, we use the i-Ready Fall Diagnostic as a baseline data point, as well as classroom observations and other assessments, including DIBELS, to determine common areas of need and target students. Each teacher uses their data to formulate classroom action plans. The action plan identifies standards and specific needs, deficiencies, and how they will be addressed by determining the end target/goal we want to achieve. This action plan allows teachers to focus on their instructional strategies and approaches, intervention targets, as well as what will be done to support a high level of achievement for all students. Teachers meet quarterly with the leadership team and discuss their individual action plan. As a result, teachers put their action plans into practice and therefore, their action plans are supported by the data teams process. This system is used to maintain high levels of achievement.

Through Data Teams, the administrative leadership team, teachers and students play an important role to close the achievement gap and maintain high levels of achievement. The administrative leadership team's role is to meet with teachers to help look at the student data, discuss the action plans teachers create, conduct walkthroughs to see what is happening in the classroom, sit in weekly grade level articulation meetings, give

feedback on student progress, and follow up with teacher-revised action plans based on student growth.

The teachers' role is to analyze classroom assessment and observation data to gauge how students are performing on selected power standards, to guide our instruction, and determine additional areas of need. A variety of instructional approaches, interventions, and methods are used to meet the diverse and individual needs of students. Through the constant monitoring of data, teachers are able to quickly identify students, meet their needs in a timely manner, and monitor students' progress to help inform their instruction.

The role students play is to take ownership and have a voice in their learning by setting goals, monitoring and reflecting on their progress, conferencing with their teachers to address strengths and areas of need, and giving and receiving feedback.

Pauoa Elementary's five powerful practices and actions allow teachers the flexibility to incorporate a variety of instructional practices. The first practice is the use of i-Ready for 45 minutes or more of reading and math per week. Students utilize their chromebooks and time at home to get their differentiated instruction from the i-Ready program. Pauoa's second practice is our designated 45-minute intervention block, during the school day Monday through Friday as it was created to meet the needs of all students. The intervention block allows for targeted, differentiated instruction in small groups, or one-to-one setting. While the teacher works with a small the group of students, the other students work independently. The intervention block also provides time for teachers to conference with students on their data, reflect on their learning and set goals for each student. To provide support beyond the school day, students are offered after school tutoring and enrichment classes with targeted instruction in a small group setting. Pauoa's third practice is teacher created action plans that provide teachers their road map to meet their grade level targets and have all students on grade level. Pauoa's fourth practice is our administration walkthroughs that provides opportunities to observe student learning and teacher instruction. It then allows our administration leadership team to provide feedback during teacher action plan meetings with teachers. Lastly, our data team process puts it all together to give us a clear picture of how students are currently performing and what refinements are needed for school improvement.

Because of a transparent and trusting school culture amongst all teachers and staff, collaboration is effective. Student and school success are at the forefront of teachers' minds, allowing for open and honest discussions. Teachers have a common understanding that we are all in this together and ideas shared come from a non-judgmental perspective. Therefore, through our school design of data teams and our 5 powerful practices and actions, our students were able to achieve and now maintain high levels of achievement.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At Pauoa Elementary School, creating a positive school climate and culture where teachers, staff, and students feel valued is essential to our school's success and continued school improvement. We built a mindset and a system of school improvement that would allow teachers and students to believe that all students can achieve at the highest level. We understand that hard work, dedication, and passion lead to the belief that ANYTHING is possible.

Pauoa Elementary has a Positive Behavior Interventions and Supports (PBIS) system that adds to our school climate. Behavioral expectations are posted in all classrooms, which focuses on the 3B's (Be Safe, Be Responsible, Be Respectful). The 3B's teach students appropriate behaviors and expectations in all settings of the school campus. Students have also created videos that promote appropriate behaviors, which are viewed during our weekly Pauoa TV broadcast that teaches these core values. Students are valued in a variety of ways at Pauoa; students are rewarded for good behavior with a Pauoa Pass, quarterly recognition assemblies honor student achievements and positive behaviors, teachers have one to one student conferences where progress is discussed and goals are set, and students track and monitor their own learning progress.

Pauoa provides a positive environment that not only supports academic growth, but social and emotional growth as well. While student achievement is a priority, it is also important to develop the whole child. Our belief is to encourage all students to grow in every area of learning while making sure students are healthy, safe, engaged, supported, and challenged. Pauoa's Social-Emotional Learning program called Second Step, teaches our students the importance of making positive choices. It also teaches students to recognize their own emotions, along with the emotions of others, self-awareness, civic responsibility, and resiliency.

Pauoa Elementary is a school where all staff members are supported, valued, and heard. Teachers play an active role in decision-making through collaborative discussions and shared leadership. This allows teachers and staff members to support one another creating a strong culture of everyone working together. This is important because it builds positive relationships vital for continuous improvement to take place. Pauoa has transformed into a school built on trust, transparency, and grit. The faculty and staff have high trust in each other and we continue to build that solid relationship with all staff members. We all trust each other knowing that the decisions we make are in the best interest of our students. The faculty and staff are transparent in what we do. We set our goals so everyone can see it, hear it, and we will help each other reach it. We celebrate our hard work by acknowledging teachers and staff members in our quarterly and end of the year assemblies by acknowledging highest growth and usage in i-Ready and perfect attendance to name a few of the awards. Lastly, we have grit. Everyone will do whatever it takes to achieve our goals. We can achieve all of this because of the culture, belief, and mindset that are instilled in each and every one of us. This is why we are one of the top achieving schools in the state.

2. Engaging Families and Community:

Pauoa Elementary School's focus is building relationships with families and our school community. It is important to solicit the help of families and the school community to improve the school climate and enhance the success of the students. We engage the community members and families of students in a variety of ways. The principal informs Pauoa School's parents of upcoming events, fundraisers, and other important information through a phone app called "School Connects." A monthly newsletter is sent home and is also posted on our school website which is accessible for parents to view.

Pauoa has a parent group called "Friends of Pauoa." It was created to gain parent volunteers whose primary goal is to become the organizer of all schoolwide events. The Friends of Pauoa organizes events such as Fall/Spring Fairs, Fitness Challenge, Camp Pauoa, Pumpkin Carving, and Mele on the Lawn. We have also forged many positive relationships within our school community to help provide after school activities and programs for our students. Our partnerships with Kula No Na Poe Hawaii, Mana Mele, The Greenhouse

Hawaii, and Liliuokalani Trust provides our students with activities such as Ukulele, Robotics, Coding, Foreign Language, Gardening, Singing, and Dancing. These community partnerships provide our students with a well-rounded and diverse education.

Pauoa also holds what most schools call “parent nights.” However, we do not call them parent nights. At Pauoa, we noticed that in most cases grandparents are the primary caretakers of our students, as most parents have multiple jobs or work late hours. Knowing this, we had to change our mindset and be more inclusive and mindful of who is helping to raise our students. Therefore, instead of calling it parent night we changed it to Ohana night. These Ohana nights provide the school an opportunity to inform parents of our progress, direction and gather input to improve the education we provide our students at Pauoa. Another opportunity for community and parental input is through our School Community Council (SCC). Each stakeholder, certificated, classified, parent, community, and administration is represented at our monthly SCC meeting. Part of the group’s responsibility is to make sure our academic and financial plan is carried out. We hold two community meetings each year to get input from the various stakeholders to approve the school’s academic and financial plan.

Lastly, these Ohana Nights promote family participation, where extended families can join as well. We have found that most, if not all, families have enjoyed these nights and found them worthwhile, as they were able to take away something beneficial for their child/children.

3. Professional Development:

Our professional development revolves around our school’s purpose, “educate and nurtures resilient keiki (children) to sustain and improve the quality of life in Pauoa and the global community.” The first major professional development for our administrative leadership team (principal, student services coordinator, curriculum coordinator and counselor) was Victoria Bernhardt’s workshop on the school improvement process. This workshop taught us how to use data to ensure schoolwide student improvement. We then trained our teacher faculty during one of our professional development days. This has now become our unique school design. We implement this process by using data to inform our decision making in all that we do. The school improvement design has allowed our school to make significant gains over the last three years; 47% to 81% proficiency in math, 56% to 77% proficiency in reading, 69% to 84% proficiency in science and allowed us to close the achievement gap from 32 in math and reading to 12 in math and 16 in reading.

Another professional development that has significantly improved our teacher’s skills is Orton Gillingham training for our pre-K-2 teachers. This workshop has allowed our teachers to teach our students the primary foundational skills of phonological awareness, phonics and high frequency words. The goal is to have all students on grade level in this area so that the students will be foundational ready for the next grade level. The next step is to have our grades 3-5 teachers trained so that they can close the gap in these skill areas for students in their grade level, which in turn will improve our student’s comprehension skills and raise their proficiency in reading.

Lastly, our school has hosted 14 presentations to 15 schools about our school improvement process utilizing the data team process and our five powerful practices and actions. Our staff has been a part of these presentations to share their knowledge and expertise in order to help improve other schools in our complex, district and state. What better way to build our professional development through sharing with other schools our work, learning, and knowledge.

4. School Leadership:

The Principal of Pauoa Elementary believes in shared leadership. Being a small elementary school, there are no assistant principal(s). Therefore, leaders need to be developed from within. Pauoa’s leadership team consists of our curriculum coordinator, counselor, student services coordinator, and the principal. We meet daily to share what we see, hear, and feel in and outside of the school community. We value relationships and make it a priority that our students, parents, faculty, and staff receive excellent care, service, and feel

appreciated as part of their education. We put our students first in all decisions that we make to ensure that we provide high quality education for all.

Our school's success stems from these valued relationships with our entire school community that promotes trust, transparency and grit. We all do what it takes to provide a quality education for all of our students. This growth mindset is critical to our decision-making process and the use of our data teams. Our entire teacher faculty, 23 teachers, participates in our Academic Review Team (ART). The ART team is responsible to see that the academic plan is followed through. Each member is knowledgeable about the academic plan and analyzes necessary data to see, discuss, and decide necessary outcomes.

We implement the data team process to make informed decisions. Teachers bring their grade level and individual data to these meetings as we decide if our practices and actions are effective. When our reading and math scores needed improvement, we used this process to analyze our data and discuss what was the leading cause(s) for our struggles. The result of our process produced our 5 powerful practices and actions. We purchased an online program called i-Ready to improve our students' foundational skills in reading and writing and provide a universal screener to provide data throughout the year, created an intervention block Monday through Friday for 45 minutes for all classrooms, teacher created action plans to move all students to grade level proficiency, daily walkthroughs from administration leadership team, and the use of the data team process in all decision making.

The valued relationships promoted trust, transparency, and grit in our entire school community, led to the success of our data team process and has significantly raised our student achievement proficiency. Through trust, transparency and grit, Pauoa Elementary continues to, "Believe to Achieve! Stand up! Be heard! Let's excel now!"

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

As a staff, we built a positive school culture through trust, transparency, and grit and we all have been instrumental in inspiring a changed mindset of our school community. Being average or “okay” academically is no longer good enough for our students. 56% reading proficiency and 47% math proficiency is no longer acceptable. The phenomenal school design that is centered on using the data team process to inform strategic changes has contributed greatly to our academic success. Building this system of school improvement through our data team process and seeing our students succeed through it, allowed our teachers to believe that our students can achieve at a high level. We no longer hide behind the average percentages; we have raised the bar of expectation. Informed by John Hattie’s and Albert Bandura’s work, we understand the importance of high expectation and teacher efficacy as a major impact on student’s performance and our leadership style are gauged to enhance adult and student efficacy. We promote a high level of interpersonal aptitude, and we have learned and developed our collaboration skills to get even the most difficult individuals to work together. No longer could we use the excuse that the students just cannot, we lack the parent support, or we are a small school and lack the funds to be successful.

Our students proved to everyone that we can do this. We can achieve; 77% reading proficiency and 81% math proficiency. The teachers started to believe in the process of school improvement because there was high trust to show our data to one another. It was not a competition against one another. It was all about how can I help to improve each other’s work and raise the level of instruction in the classroom. In our Academic Review Team meetings, teachers shared what was working in their small group instruction or a graphic organizer to help with their student’s writing. The program i-Ready showed positive results, the intervention block was helping to improve our results, and their action plan indicated positive gains by all students. The teachers display their grit by doing what ever it takes for students to succeed with excellence. Teachers work after school to tutor students outside their grade level, conference with all students to provide feedback on what the data is revealing, and inform parents of each students progress. The improvements validated for our teachers that the process works. We have significantly closed/narrowed the achievement gap from 32 in reading and math to 12 in math and 16 in reading. Hence, we “BELIEVE” in our students, our body of work, and our efforts through the trust, transparency and grit of our entire school community.