

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Eliza Loha Kaka

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

Official School Name Laie Elementary School

(As it should appear in the official records)

School Mailing Address 55-109 Kulanui Street

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

Laie HI 96762-1214
City State Zip Code+4 (9 digits total)

County Honolulu County

Telephone (808) 305-0400

Fax (808) 293-8968

Web site/URL http://www.laie.k12.hi.us

E-mail Eliza.Kaka@k12.hi.us

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Christina Kishimoto E-mail _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) christina_kishimoto@notes.k12.hi.us

District Name Castle-Kahuku Complex Area School District Tel. _____ (808) 784-5901

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 Ms. Catherine Payne
(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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 185 Elementary schools (includes K-8)
 - 40 Middle/Junior high schools
 - 42 High schools
 - 25 K-12 schools
- 292 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, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	16	3	19
K	50	48	98
1	57	41	98
2	49	42	91
3	50	39	89
4	43	49	92
5	45	45	90
6	36	39	75
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	346	306	652

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 0 % Black or African American
 - 10 % Hispanic or Latino
 - 37 % Native Hawaiian or Other Pacific Islander
 - 19 % White
 - 32 % 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 2017 – 2018 school year: 13%

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, 2017 until the end of the 2017-2018 school year	39
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	46
(3) Total of all transferred students [sum of rows (1) and (2)]	85
(4) Total number of students in the school as of October 1, 2017	669
(5) Total transferred students in row (3) divided by total students in row (4)	0.13
(6) Amount in row (5) multiplied by 100	13

6. English Language Learners (ELL) in the school: 3%
20 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Cantonese, Japanese, Samoan, Swedish, Tongan, Other

7. Students eligible for free/reduced-priced meals: 55%
Total number students who qualify: 356

8. Students receiving special education services: 12 %
76 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>7</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>8</u> Other Health Impaired |
| <u>33</u> Developmental Delay | <u>14</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>11</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</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: 4
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	3
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	39
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	35
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 15:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	95%	95%	95%	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 2018.

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.

La'ie Elementary is committed to provide a safe and nurturing learning environment where each student achieves high academic standards, behaves with integrity, and becomes a contributing citizen.

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

The school day at La'ie Elementary School (LES) begins with the call of the bugle and the raising of the flag. Some of our 650 students may have arrived earlier to eat breakfast in the cafeteria, rehearsed with dance club, or played games during fitness Friday. Many are greeted by our principal who spends each morning as a crossing guard making sure students safely cross the busy intersection.

La'ie is a small community of 6,138 people found on the North Shore of the island of Oahu. The diversity of the community is considered one of its strengths. La'ie's racial demographics is a mix of White, Asian, and Pacific Islanders hailing mostly from Samoa, Tonga, New Zealand and Fiji. Almost a third of its population is between the ages of 5-19. The high cost of living in Hawaii means that many students reside with extended family in multi-family homes. Even so, 54% of students are eligible for free or reduced lunch which makes LES a Title I school. Despite some of the challenges our families face, they and other community members freely give of their time and money to mentor, coach, teach, and support the youth of La'ie.

The founding of our school is rooted in history. First organized by the Church of Jesus Christ of Latter-day Saints in 1895, LES is an integral part of the community, along with Brigham Young University-Hawaii (BYUH), the Polynesian Cultural Center (PCC), and the La'ie Temple of the Church of Jesus Christ of Latter-day Saints. The history of the community and LES is steeped in traditions. One tradition students look forward to is our annual May Day program, a dance spectacle that fills PCC's theater with parents and spectators. Students also look forward to activities and field trips that have become custom: third grade students spend three days at Camp Erdman, fourth graders experience a week-long excursion to the Big Island of Hawaii, fifth graders participate in "We the People" at the State Capitol and an overnight field trip spent sleeping on the USS Missouri. Other traditions include the Valentine's luncheon with parents, 100 Days of School celebration in kindergarten, second grade business plan and market day, third grade simple machines exhibition, the fifth grade Colonial Fair, sixth grade solar cars, as well as school-wide monthly super citizen assemblies.

Leadership at LES is committed to student and staff success. Our administrative team believes in hands-on collaborative leadership. They are highly visible on campus - greeting students and staff by name, spending time in the lunchroom talking to students, as well as visiting classroom daily. The principal instituted a daily morning message video that encourages students and staff, reinforces school wide goals, as well as the monthly General Learner Outcome (GLO) and its correlated Habit of Mind. The principal also instituted an open-door policy to facilitate communication between leadership, faculty, and staff. The leadership committee's strategy to implementing the academic plan was ensuring the plan is cohesive, and streamlining messages to students, parents, and community members.

Communication to parents and community members is done through weekly bulletins and Facebook posts, while students receive information through the daily morning message. Focus groups comprised of faculty members use the Plan-Do-Check-Act cycle to monitor the progress of the plan implementation.

LES students are encouraged to reach their full potential academically, emotionally, physically, socially, and culturally. We believe that our consistency and perseverance with the curriculum and encouragement of teacher collaboration has helped our students succeed. LES has instituted programs that have hugely impacted student learning and teacher collaboration. The Administration created a schedule that allows for teachers to meet weekly in their grade level cohort during school hours. LES has established several new initiatives that have been key to the success we have experienced. The initiatives were in response to lower than desired Smarter Balance Assessment (SBA) scores. The Leadership and staff created writing goals, reading stamina goals, and a Response to Intervention (RtI) plan centered on English Language Arts (ELA). Each grade level created goals to increase the students' ability to read for sustained time periods, and they focused on a specific type of writing throughout the year. Lastly, the schoolwide RtI initiative provided differentiated instruction to all students in ELA.

A variety of co-curricular programs help to reinforce the curriculum as well as provide students with opportunities to excel outside of academics. Some of the programs LES offers are art, physical education,

music, "Kupuna", dance, Hawaiian language, drawing, and sports. LES also offers after school programs such as Homework Help which is open to all students, Math Club, and Dance Club.

LES's staff is committed to supporting the students and the school. Our Primary School Adjustment Program (PSAP) helps students in grades K-2 who may be struggling to adjust to expectations and behaviors needed to be successful in school. Additionally, our two counselors and behavioral specialist encourage students to learn and exhibit empathy, dependability, honesty, and integrity. Our school follows the "7 Habits of Happy Kids" by Sean Covey to develop leadership and empathy skills in our students. In addition, counselors teach character education classes weekly and promote prosocial behaviors by giving incentives such as lunch bunch with the counselor. Support staff such as recess monitors, crossing guards, lunch monitors, and Special Education (SPED) support staff are dedicated to their jobs and are essential to creating a learning environment where our students can thrive.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

LES is dedicated to creating lifelong readers. Each grade level created reading stamina goals related to students being able to read for a specific amount of uninterrupted time. Class time is dedicated to students practicing their reading stamina. One strategy some teachers have found success with is the adoption of the Orton Gillingham (OG) approach to reading. This approach helps students learn to read through engagement of all their senses by encouraging students to spell and sound out words verbally, writing words in the air, and then writing words on paper. Teachers provide support through the creation of Response to Intervention (RtI) groups. Teachers use formative assessments to identify which students need additional teaching, extended learning, or further practice to master the standard. These small groups may be taught by a Part Time Teacher (PTT), an English Language Learner (ELL) teacher, a Special Education teacher, or the full-time teacher. Targeted students in need of additional teaching in grades K-2 receive tutoring from reading tutors within the school day. Each student in grades 3-6 receives thirty minutes of RtI, four days per week. Students and teachers alike have been energized by this multifaceted specialized approach to reading and are finding great success.

English Language Arts (ELA) is based on the Reading Wonders curriculum for grades K-6. Teachers review the curriculum, then adapt and extend the curriculum to help students meet proficiency of the standards. For example, many encourage students to act out stories, write “book talks”, or create literature circles. Teachers may use the Wonders text to integrate and extend learning into other subject areas such as art, science, and social studies. For example, sixth grade students create Egyptian masks as an art project that is related to the Wonders reading unit as well as their readings in Social Studies. Younger students create dioramas based on an animal they have read about in ELA as well as Science. LES students have access to a variety of reading resources, including the school library and a class set of novels. In addition to the Reading Wonders textbook, LES students use Chromebooks to read KidBiz articles. The use of technology is integrated into the curriculum and used by students to create movies and Google Slides presentations to demonstrate their learning and understanding from their reading.

Students are regularly assessed with unit assessments, weekly and quarterly Fluency Assessments, Gates-McGinitie quarterly, SFA, and the Smarter Balanced Assessment in grades 3-6 yearly. ELA Smarter Balance Assessment (SBA) scores soared this last year, rising 12 percentage points between the 2017 and 2018 school year. Students’ increased reading stamina is also credited in raising Science SBA scores 13 percentage points those same years.

1b. Mathematics:

The basis of our Mathematics program in kindergarten is Stepping Stones and Everyday Math (EDM). LES began using EDM fifteen years ago because of its rigor. In addition, EDM encourages students to solve math problems in a variety of ways. Another feature of EDM is the spiral nature of the content presents math concepts multiple times throughout the course of the school year. The unique math boxes serve a dual purpose, allowing students to review past content and setting the foundation for future learning. While our teachers are well versed in EDM and Stepping Stones, these programs are a base for our math curriculum. Our teachers are adept in knowing when, where, and how to supplement the programs. Teachers use math games, slates, and manipulatives to reinforce concepts. We are fortunate that our Curriculum Coordinator is passionate about math and math education. She regularly provides professional development for teachers across all grade levels to help them incorporate math games and fun ways to teach math concepts. Her enthusiasm for math excites and energizes teachers and students alike. Our Curriculum Coordinator has also created a Math Club open to all interested students in grades 4-6. They meet weekly after school to practice a variety of math problems and engage in STEM activities such as rubber band cannons and snap circuits. Math Club participants also compete in the LES Math Bowl which regularly draws 40-50 student competitors. The top ten competitors compete at the Oahu Chapter of Math Counts. They are the youngest

team as they are the only elementary school team competing against secondary students.

Kindergarten students are given Origo weekly and quarterly assessments as well as math fluency (standards based) assessments. Students in grades 1-6 are given Everyday Math Unit, Midyear, and End of Year assessments as well as teacher-generated standard's based weekly assessments and math fluency (standards based) assessments.

1c. Science:

The State of Hawaii Department of Education (HIDOE) has recently adopted the Next Generation Science Standards (NGSS). LES teachers are participating in professional development to familiarize themselves with the standards and develop their curriculum.

In grades K-1, students study plants and animals and extend their learning through field trips to a farm, a pumpkin patch, the aquarium, and the zoo. The second graders focus on ecosystems through place-based learning experiences. They study the environment of Hawaii and participate in a beach cleanup at one of the community beaches, and learn about recycling and reducing waste. Third grade focuses on the solar system, examine how simple machines work, and put together an annual educational exhibit that is attended by students and family. Students in grades 4-6 participate in school Science, Technology, Engineering and Mathematics (STEM) fair, where they are tasked with designing and implementing an experiment focused on solving a particular problem. Students complete a presentation of their research, experiment, and findings to the school. The top selected students then move on to present their experiment at the District Science and Engineering fair. STEM activities require our students to work together with their peers to think deeply about issues, becoming real world problem solvers. The school is actively searching for a dedicated STEM teacher to expand our science program for our students.

LES teachers and parent volunteers work hard to ensure the science curriculum is challenging, innovative, and engaging students in learning. Our school is the most active borrower of the District Science Library -- teachers check out science kits containing lesson plans and experiments to use in their classrooms. We teach topics like plant and soil science through a hands-on gardening experience or farm-to-table which teaches students about sustainability and promotes healthy eating and nutrition.

Student achievement is assessed through teacher-generated standard's based assessment as well as through STEM projects in grades 4-6. Grade 4 students are assessed annually with the HSA(Hawaii State Assessment) Science.

1d. Social studies/history/civic learning and engagement

The Social Studies program is based on standards developed by the HIDOE, in which each grade has an area of focus. Grades K-1 students learn about their community, including basic community mapping and an awareness of community helpers. Second graders focus on individual and family timelines, a deeper understanding of mapping, and the physical features of the community. Third graders learn about the U.S. constitution and the economy. Working with peers, students create a business plan and participate in a market where they buy and sell goods to each other and their parents. They use the money they earn to fund field trips. In fourth grade, students learn all about Hawaii. They study indigenous Hawaiian plants and animals, the geology of the Hawaiian island chain, as well as the cultural history of Hawaii. The week-long excursion to the Big Island of Hawaii creates relevance for the students with hands-on experiences such as visiting an active volcano and viewing ancient Hawaiian petroglyphs. Fifth graders study American history and are given the opportunity to work on History Day projects. Students choose a person or event from history and complete in-depth research on their topic. Their research culminates into a written paper, exhibit board, website, or performance. The focus of the sixth-grade social studies curriculum is world history, and also participation in History Day.

LES students have regularly placed at the district and state-level competitions, with many continuing on to compete at the national level. Social Studies standards are integrated into schoolwide programs such as May Day. May Day, also known as Lei Day, is a unique Hawaiian tradition that celebrates the many cultures that

make up our diverse population. May Day gives students the opportunity to learn about the songs/music and dances from Hawaiian culture and around the world. Students then perform for the May Day court, parents, and community members. Social Studies standards are also integrated into science, art, 'Aina lessons which teach the significance of native agriculture to ancient Hawaiians, and "Kupuna" lessons which center on the culture of the Hawaiian islands.

Students are assessed with teacher-generated standard's based assessments both performance tasks and traditional formats. In addition, the annual History Day project is used to assess students in grades 5 and 6.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

LES has three fully self-contained special education preschool classrooms on campus. The teachers in these high energy classrooms work diligently to prepare their students for kindergarten. The preschool curriculum is based on the Hawaii Early Learning and Development Standards which is aligned with entry goals of all kindergarten students. Students work on developing their independence and social skills. They work on academic skills as well, such as ELA concepts like letter names, recognition, and sounds; and writing letters and numbers. They also focus on counting, number recognition, and recognizing colors and shapes. These preschool students begin kindergarten with a solid skill set that enables their success in school.

2. Other Curriculum Areas:

At LES we strongly believe in teaching and nurturing the whole child. There are a variety of opportunities for students to shine outside of the core curriculum. We have a strong visual and performing arts program. A part-time art teacher works with all our students (preschool – grade 6). The curriculum consists of art history, two- and three-dimensional art, ceramics, and art appreciation. Students receive eight, one-hour lessons in the designated art room. Each year, the art teacher coordinates an art show, transforming our cafeteria into an art museum to showcase artwork produced by the students throughout the school year. This event has become the most attended parent night of the year. Students also spend thirty minutes per week with one of our two music teachers where they are introduced to music theory, learn new songs, and play a variety of instruments. Each Christmas, students perform a vocal concert for parents and the community in the large activity center at BYUH.

Our May Day program relies almost exclusively on parent and community volunteers who choreograph dances for each class to learn, sew costumes, and create set pieces. The schoolwide extravaganza of song and dance showcasing the students is held in the PCC's state of the art auditorium.

Physical education (PE), and health and wellness are a priority at LES. We have two PE teachers, one works with PK-2 and the other teaches grades 3-6. Our PE teachers emphasize fun and play while students exercise. The upper grade PE teacher, along with parent volunteers, train students in our after-school PE Club. PE Club students compete in and often win the Windward District Physical Fitness Meet. LES participates in the fresh fruit and vegetable program. Healthy snacks and treats are encouraged for birthdays and Super Citizen celebrations. As previously mentioned, LES participates in the 'Aina in Schools where parent volunteers teach children about gardening and healthy eating. Each class has a small plot of land where their 'Aina projects grow and eat products throughout the school year.

Each week, students visit LES's welcoming library to strengthen their love of reading, choose books to borrow, and learn about library science. The librarian supports our ELA goals by helping students find stimulating reading material, reading out loud to students, and creating a positive literacy experience for everyone. The library is home to the computer lab where our technology specialist teaches students in the lower grades basic computer skills such as using the mouse and navigating through online literature. Older students learn more complex computer skills such as keyboarding, creating websites, and PowerPoint presentations. In addition to the lab, each student in grades 2-6 has a Chromebook for use in their classroom.

Students in pre-K-1 have access to a number of iPads loaded with educational applications. All teachers have access to document cameras and online resources to support instruction, and two teachers use SMART Boards in their classrooms.

As part of the curriculum, we are privileged to have two "Kupuna" who visit each classroom every week. One is assigned to grades Pre-K-2 and the other to grades 3-6. "Kupuna" teach the children about ancient Hawaiian history and culture including Hawaiian language, dance, and song. They also teach students about our responsibility to the 'aina (land) and the sea.

Our two counselors and a behavioral health specialist are focused on teaching and reinforcing life skills, communication, and character building. Students receive weekly lessons during their specials block that focus on the "Seven Habits of Healthy Kids." LES has aligned these habits with our state's GLOs. The habits provide students with tangible goals that aim to improve behavior and social skills. The counselors incentivize their lessons with monthly rewards for students who exhibit the "Habit of the Month." Teachers and staff give students "caught" displaying the Habit of the Month a ticket that is redeemable for prizes such as handballs or fancy pencils. Students also work on completing a special checklist for the opportunity to eat with the counselors in a small group setting called "lunch bunch." The checklist includes items that help students work on communication skills and prosocial behaviors such as complimenting other students, teachers, and staff, and making short term and long term goals. Once they have checked everything off, students are then invited to eat lunch with the counselor. Our students enjoy this opportunity to eat in a small group with their peers.

3. Special Populations:

LES has a designated English Language Learner (ELL) classroom that services 38 students. A full-time ELL teacher and a part-time teacher (PTT) collaborate with the classroom teachers and/or an educational team to select the appropriate approach and program services needed to support ELL students in attaining grade-level competencies. An individualized program is then created, which may include the ELL teacher and PTT either pushing-in to mainstream classrooms, instructing in a pull-out resource class, or providing RTI tutoring sessions. Our goal is that ELL students become proficient in the English language and are eventually able to exit the ELL program.

LES has three fully self-contained Pre-K SPED classrooms and five SPED resource classrooms for grades K-6. The classroom sizes range from 6-10 students, and each classroom has additional adult support. SPED resource teachers provide specialized instruction to meet the student's individual education needs in the areas of reading and math. Students work in small groups and some students receive one-to-one instructional support, they might also utilize manipulatives, or receive visual supports.

As part of our efforts to close the achievement gap between high needs students and non-high needs students, we employ in-school tutoring for targeted students in grades 1-2. Students work one-on-one in 20 minutes sessions with tutors trained in teaching foundational reading skills. We also provide after school study hall for all students three days per week. Study hall is held in the library and is a quiet place where students can complete homework assignments. Students also have access to our computer lab to complete online assignments.

LES staff and volunteers help supervise these sessions and provide assistance. LES teachers and administration have worked to create and implement a Response to Intervention (RtI) plan to meet the needs of all children. We decided to focus on ELA in the first RtI plan to address the reading and writing needs of our students. Teachers were asked to dedicate an additional 30 minutes to ELA four times a week. It was up to the discretion of the teacher as to how they would allocate resources and time, whether it be reteaching, reinforcing, and/or extending the learning with the help of their PTT. For students who perform above grade level, RtI time is used to broaden and expand their learning; or to complete in depth study through History Day, STEM Fair, Battle of the Books, Math Club, and other programs available on campus. Administration created a schedule that promotes teacher collaboration. Once a week, teachers have a 135-minute block during the school day to meet weekly with their grade level cohort to analyze student work and data, problem solve/research next steps, discuss different strategies that are working, and work on grade level

alignment. While teachers are meeting, students are rotating through instruction with "Kumu", PE, Music, Library, and Counseling.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

We strive to create a learning environment where LES students feel loved and supported by all teachers and staff. Students start their day by viewing a morning message video from the Principal and Vice Principal. The intent of the messages is to unify the learning community in our efforts to address the five focus areas from our school's academic plan. The morning message promotes positivity, expresses our support of teachers and students, and reiterates the Habit of Mind/GLO concepts such as kindness, perseverance, and hard work. Students are often invited to appear in the morning message, where they share their ideas and accomplishments with their peers.

We feel it is important to celebrate and showcase student growth and learning. Walking through the campus, you can see student work displayed on classroom doors and walls, and in the library. A bulletin board in the front office features various writing pieces from each grade level. Each month, two students are selected from their classroom as super citizens and are honored at the monthly assembly, where parents and friends give leis, balloons, and treats to honor their accomplishments. During the assembly, we also recognize students who participated in events such as the District Physical Fitness Meet, District Science Fair, State History Day, or Math Counts. Students love the opportunity to shine and these simple acknowledgements of a job well done help to build confidence in our students.

Our administration works to ensure LES teachers feel valued and supported. We communicate with faculty and staff through regular emails, bulletins, classroom observation feedback, and in person to convey our gratitude and let them know they are appreciated for their continued commitment and dedication to our students. The leadership at LES is a collaborative unit in which administration works closely with teachers and staff to make important decisions that impact the entire school. Leadership is receptive to feedback and encourages open dialogue with teachers. We also celebrate with teachers regularly throughout the school year to acknowledge the good work happening within the school. These celebrations almost always include food!

2. Engaging Families and Community:

The La'ie community is heavily invested in and integral to the success of the students at LES. A weekly bulletin helps us keep both parent and community stakeholders informed of school and student needs, challenges, successes and goals. We employ a part time teacher to lead and manage our Parent Teacher Community Organization (PTCO). She coordinates school activities such as the Valentine's Luncheon, the Tree Lighting Ceremony, and May Day. The PTCO coordinator works directly with the School Community Council (SCC) and the Principal to ensure all appropriate stakeholders are included in school-level planning and decision making. She also works directly with teachers to support them in their classroom and co-curricular activities.

LES is fortunate to be a part of a community that includes BYU-H and the PCC. The relationship that LES has with both partners is invaluable. Both institutions support student achievement with volunteers and use of their facilities. Our Christmas Program and other events take place in on the BYU-H campus, while our May Day Program is held at PCC's evening show venue. Many BYU-H faculty members devote their time to mentoring our students in activities such as History Day, We the People, and STEM Fair. In addition to student teachers from BYU-H, other students serve as volunteers in the classroom, and help fill other jobs such as recess monitors, after school tutors, and paraprofessional educators.

Parents and community members donate time and money to school activities, programs, and field trips. Our May Day program simply would not exist without parent volunteers who work tirelessly to sew costumes, teach dances, and create sets and props for the show. Parents and other caretakers support teachers by ensuring that students read at home, finish KidBiz activities, and other homework. Many parents and students attend monthly family night activities supported by Title I funds. Family nights

include engaging activities that reinforce core curriculum areas such as science, math, and ELA as well as co-curriculars like art and music.

3. Professional Development:

Professional development at LES is directly aligned with our academic plan. When professional development opportunities that align with the academic plan are available, teachers are encouraged to attend in a cohort across grade levels. They are then given time to implement what they've learned, and then assigned time at faculty meetings to present strategies used that have resulted in student growth. For example, teachers and administration knew they wanted to improve the RTI plan. A cohort of teachers were asked to attend Orton Gillingham (OG) seminars to help improve ELA teaching. The teachers who went to the OG seminars felt the seminars were very helpful and found success with their students as they implemented what they learned. The cohort of attendees then presented what they learned at a faculty meeting. Teachers were given time within the school day to collaborate and discuss how they would implement the OG program.

Our teachers are also given one full day per year to work as grade level teams to create a writing plan for the year. Teachers work together to create common lesson plans and writing rubrics. They also create individual writing goals for each student. As the year progresses, writing scores are collected and analyzed to continually improve writing instruction.

Another professional development at our school is called Teachers Visit Teachers (TVT), which is a day when teachers have the opportunity to visit their peers and are able to see them in action as they teach lessons. Teachers who are observing are often inspired by different ideas for classroom management, arrangement of classroom furniture, the formation of small groups, or hands-on activities or projects. While it is up to the teacher whether or not they participate in TVT, we find that almost all teachers are interested in and choose to participate in this professional development. New teachers to our school find it particularly helpful as they become accustomed to the culture of LES.

LES administration strongly encourages teacher collaboration. Special classes (Kumu, PE, Music, Library, and Counseling) are scheduled one after another with the specials teachers moving from class to class so that teachers have a block of 135 minutes to analyze student work and data, problem solve/research next steps, discuss different strategies that are productive, and work on grade level alignment. Each grade level types meeting notes into a Google Drive so that administration can check on teacher needs and follow up if professional development is desired. These notes also help administration look at student data, which drives professional development choices.

4. School Leadership:

The school leadership team at LES includes the Principal, Vice Principals, Curriculum Coordinator, and the Student Services Coordinator (SSC). The guiding question for the leadership team is always "What is best for the kids?" This question helps the school leadership make and defend decisions that may be unpopular with kids and parents such as discouraging sweet treats and candy lei at birthdays and assemblies. School leadership collaborates with staff and faculty to establish clear goals for the school that are then outlined in our academic plan. We believe that collaborative planning and execution results in all teachers and staff being invested and receptive to making the difficult changes that are best for kids.

Leadership also believes in giving teachers and staff autonomy in meeting school and classroom goals. Teachers determine how to best use their talents, knowledge and best practices to help students meet targets. For instance, when the school implemented its RTI plan, teachers were given two requirements mandated by leadership: implement RTI at least four times a week and for at a minimum of 30 minutes each time; but it became the responsibility of the teachers and grade levels to decide what RTI would look like for their respective students. Teachers were provided with time during the school day to create RTI plans that would address the needs of their grade levels and individual classes. Every student, parent, and teacher can take great pride in the academic gains that LES has made because everyone worked hard to meet and exceed our goals.

The Leadership Team established a practice of visiting every classroom regularly, which means they complete informal walkthroughs on a daily basis. Leadership also formally visits classrooms on a regular basis. This practice allows leadership to offer immediate feedback, gather pertinent data in regard to school and teacher goals, and identify innovative teaching techniques for sharing during weekly faculty meetings. Classroom visits also make the leadership team visible and more accessible in the school.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

LES expects parents and families to be actively engaged in their child's education. Parents are expected to help students with their homework which includes daily reading. We receive an overwhelming response when requesting chaperones for field trips, including multi-day field trips. The 'Aina program that teaches gardening and promotes healthy eating and nutrition is solely managed by parent and community volunteers.

Our May Day program is one of the largest events we put on each year. PCC's 2700 seat theater fills up every year with students' family, friends and community members. Parents, family, and community members devote countless hours to sewing costumes, creating lei and lei po'o, making ti leaf skirts, building set pieces, choreographing and teaching various cultural dances to the 650 students.

When temperatures in classrooms soared during an especially hot school year, parents and community volunteers banded together to organize "Keep La'ie Cool", a grassroots initiative that fundraised and solicited donations to purchase fans for every single classroom. They also partnered with BYU-H volunteers to insulate classroom ceilings and paint the roofs white to reflect the heat. Keep La'ie Cool and our PTCO organize the annual carnival that is an event to raise funds to cover the cost of various grade level activities and field trips. The carnival also brings the community together, families and friends come to support the school and spend quality time with each other.

La'ie is a close-knit community that embodies the saying "it takes a village to raise a child." The bond between LES and the community is extremely strong. Many of our teachers and staff are alumni of LES. La'ie is a small community, which means that many students are related to staff and faculty, are neighbors, family friends, and/or attend church together. This interconnectedness allows the community to hold students and teachers accountable for their actions and behaviors. LES students are successful because of the nurturing community that embraces the children with love and offers support. Our community has very high expectations for the students, and demands that children respect teachers, staff, and administration. School leadership benefits from this framework because our stakeholders have a lot to gain if they put in the time and effort and make the sacrifices to help our students succeed.