

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 Ms. Alisa Ann Estrella Bender

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

Official School Name Lt Col Horrace Meek Hickam Elementary School

(As it should appear in the official records)

School Mailing Address 825 Manzelman Circle

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

Honolulu City HI State 96818-4799 Zip Code+4 (9 digits total)

County Honolulu County

Telephone (808) 307-4600

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Web site/URL https://www.hickam.k12.hi.us/

E-mail alisa.bender@k12.hi.us

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Christina Kishimoto

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail Christina.Kishimoto@k12.hi.us

District Name Hawaii Department Of Education Tel. (808) 307-3902

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 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	8	4	12
K	46	38	84
1	47	48	95
2	42	60	102
3	39	31	70
4	40	33	73
5	46	39	85
6	42	31	73
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	310	284	594

*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
 - 3 % Asian
 - 2 % Black or African American
 - 17 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 65 % White
 - 12 % 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: 25%

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

Because our campus is located on a military base, there is a high amount of transition that occurs throughout the school year as families have a Permanent Change of Station (PCS). We have had 11% of students PCSing out and 14% of students PCSing in throughout a school year. With an enrollment count of 600 students in any given year, we see approximately 150 students transition in and out throughout the year.

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	83
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	66
(3) Total of all transferred students [sum of rows (1) and (2)]	149
(4) Total number of students in the school as of October 1, 2017	588
(5) Total transferred students in row (3) divided by total students in row (4)	0.25
(6) Amount in row (5) multiplied by 100	25

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

Specify each non-English language represented in the school (separate languages by commas):
Cebuano/Visayan, Spanish

7. Students eligible for free/reduced-priced meals: 7%
Total number students who qualify: 41

8. Students receiving special education services: 12 %
70 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>10</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>12</u> Other Health Impaired |
| <u>11</u> Developmental Delay | <u>18</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>19</u> Speech or Language Impairment |
| <u>0</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: 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	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	27
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 22:1

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	97%	97%	95%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

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

Our purpose is to nurture the whole-child by providing a loving learning environment and world-class education that empowers students to gain the skills, attitudes, and dispositions so each child can strive to reach their highest potential. Our Vision: We commit to providing a positive learning community that will inspire leaders for tomorrow.

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

Hickam Elementary School is located on Joint Base Pearl Harbor-Hickam in Honolulu, Hawaii. Established in 1950 and named after Lieutenant Colonel Horace Meek Hickam, the Army Air Corps pioneer foresaw the important role of the Air Force. He died in 1934, and Hickam Air Field and elementary school were named in his honor. Many surrounding homes and buildings are determined to be historic through the National Register of Historic Places and local military designation. These notable places are important and help define the community through the memory of World War II and an orientation towards military traditions. The school is unique in its setting with nearby buildings of military significance. The water tower fronting the school commemorates victory and has been aptly named Freedom Tower.

For SY 2018-2019, Hickam Elementary serves approximately 620 students. The enrollment consists of 99% military dependents and is highly transient due to military mobility. In SY 2017-2018, 71% of the students completed the entire year on campus, and the other 29% exited or newly enrolled, which is roughly 175 students. Our students come from every state in the nation and other countries and typically are enrolled for three years.

We know that one of the biggest challenges military children face is integration into new communities and schools. We believe that a student-led welcome program, as well as a physical space meant to bring connection (feel “aloha” or love), can help our military-impacted children, and any child new to our school. This gives them the feeling of belonging to our school “ohana” or family. Then, they can concentrate on academics, knowing they already have friends who can share in their stress and help in times of uncertainty with a warm and tender hand. Our Aloha Transition Center is the “front door” to our campus.

In SY 2015-2016, we clarified our values, vision, and mission of our community and educational organization. Through collaborative conversations with all stakeholders, especially from students and parents, leadership became a critical value. We adopted the vision statement or committed to “providing a positive learning community that will inspire leaders for tomorrow.” We established five core value statements: 1) Doing School as a Team, 2) Doing All Things Excellently, 3) Every One is a Leader, 4) Whatever It Takes for Each and Every, and 5) We Believe All Can Learn. As a value-based organization, the school and its leadership promote and establish structures based on leadership, excellence, growth, collaboration, and service.

Additionally, we recognized that our students have been exposed to multiple educational systems throughout the world. To go beyond competent and build a world-class educational system - which is part of our mission and school design - we believe all students can meet high standards. Although we recognize that some students have certain barriers to overcome, the barriers are not insurmountable. Students are offered an ambitious and rigorous curriculum aligned to the standards, and we seek to address all students’ diverse interests, abilities, and social-emotional needs. Faculty uses evidence-based teaching and learning strategies. We encourage students to think like scientists, technologists, engineers, and mathematicians. Teachers understand the role of classroom and state assessments, what the assessments measure, and how student work is evaluated. Additionally, we believe high-quality formative assessments capture rigor, creativity, and innovation in our student performance. We believe this impacts our students' achievement and growth, which can be seen in their high levels of proficiency on our state-mandated test, school-universal screener and classroom demonstrations of mastery.

To know each child, there is frequent monitoring of teaching and learning. Teaching is adjusted with diagnostic and progress monitoring of students’ needs. We have scheduled Learning and Data Team time, as well as Response to Intervention Academic and Social-Emotional Learning team time to collaborate. Student assessment results are used to improve student performance and improve instructional programs.

Further, we know that we have to transition our parents and involve our community in our vision. We give parents pathways to become involved in their child’s education, and the military community provides various partnerships.

Since 2015-2016, we've included high levels of collaboration and communication throughout our community of learners. One of our values - Doing School As a Team - is expressed among teachers in shared leadership roles, throughout the grades, parent involvement, and members of the community working together to create a loving learning environment. We join forces to actively solve problems and create solutions. We strive to know, love and inspire each and every child.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

With a focus on teaching the whole child, students currently explore texts and develop their skills daily as readers, writers, speakers, and active listeners. Teachers strengthen skills, bolster learning, and encourage independence in concert with the vertically-articulated curriculum that they frequently re-visit to improve instruction. Teachers integrate their targeted or Wonder’s curriculum resources with an intentional approach of workshop method, wide-variety of texts, and blended- and project-based learning. Teachers use Renaissance Flow 360 Early Literacy and Reading assessments and formative assessment cycles to adjust instruction and understand levels of learning.

Hickam Elementary is an Advancement Via Individual Determination (AVID) certified school. We believe that all students have the right to be prepared for college and their careers. AVID provides students with research-based strategies in the areas of writing, inquiry, collaboration, organization, and reading, which includes note-taking, personal reflection, generating questions, organizational tools, and close reading. Students are also directly taught to use 21st-century skills such as collaboration and problem-solving using reading and writing across the curriculum.

Our instructional approaches, interventions, and assessments are espoused through our Instructional Framework and collaborated in teachers’ team time with a Curriculum Coach on a seven-day rotation schedule. They create curriculum maps and pacing guides, look at instructional data, and revise and adjust instruction to ensure that students are meeting the State standards and Learning Targets. We also have horizontal and vertical alignment across all grade levels.

Since SY 2015-2016, our students have consistently scored higher than the complex area and state in meeting the proficiency rate for English Language Arts. Hickam Elementary’s scores were 75.9%, 78.8% and 82%; as compared to the complex area scores of 60.5%, 61.8%, and 65.6%, and the state scores: 51.1%, 50.3%, and 54.1% during the same school years.

1b. Mathematics:

Since SY 2014-2015, we have been using the State-mandated mathematics program. In SY 2016-2017, teachers focused on developing Curriculum Maps with priority standards and pacing guides. They collaborate on achievement data to guide instruction. Teachers work together to adjust and ensure students are meeting the Common Core State Standards (CCSS) and identified Learning Targets. In classrooms, teachers are providing students multiple strategies to solve complex math problems. To grow critical thinking, teachers guide students through multiple opportunities of problem-solving; they allow students to choose which strategy makes the most sense for the given task. Students learn that there is more than one way to solve a math problem.

We have focused on the eight Standards of Mathematical Practices (SMPs). We have also had horizontal and vertical SMP articulation and alignment across all grade levels. Our teachers even collaborated with other schools to gain insight as to the needs of preschool through middle school level. Teachers continue to emphasize the SMPs in their lessons. In classrooms, teachers have used real-world problem-solving such as starting a “mini society” to help integrate mathematical practices. Students would get a job, pay rent, and keep track of a budget throughout the school year. This helps them to reason abstractly and think quantitatively about problems in life.

With our intentional attack on solving complex problems and an emphasis on the eight Mathematical practices, our students have consistently scored in our state’s top 10 elementary schools on the State math assessment. As with ELA, our students have consistently scored higher than the complex area and state in

meeting the proficiency rate for Math. Starting with SY 2015-2016, our scores were: 70.9%, 70% and 74% in SY 2017-2018. In comparison, the Complex Areas and State scored lower.

1c. Science:

In 2016, the Hawaii Board of Education adopted the Next Generation Science Standards (NGSS), which provides a framework for three-dimensional science teaching and learning. Hickam Elementary began integrating NGSS by using the Engineering Design Process (EDP) and ensuring higher rigor. Hickam utilized State Science experts to develop teachers so they could implement NGSS and EDP and improve science curriculum with multi-disciplinary strands. District resource teachers collaborated with Hickam teachers as they focused on the NGSS and EDP Science Showcase or Curriculum Fair in SY 2017-2018. Students presented their projects using EDP. More than four hundred parents and community members attended. An example of student sharing included second-grade students researching what would happen to our world if bees became extinct. In teams, students designed solutions or tools on how to cross-pollinate without bees. All stakeholders saw the benefit of the showcase, which Hickam will continue to improve upon for future Curriculum Fairs.

Through the EDP process, teachers saw value in planning lessons that were inquiry-based. Students increased engagement into their own learning process and were able to share their own thinking. Teachers are improving their units to include hands-on and project-based learning. Simultaneously, they are including different levels of questioning for the students to connect their learning to the real world. Teachers are incorporating non-fiction videos that help to support their lessons, clearly showing how what they are learning in class ties into real-world situations that can be seen in students' daily life. Through a variety of assessments and projects, teachers allow students to apply their learning to real life.

As a result, Hickam has consistently scored 84.5%, 84% and 88% on the state science assessments over the last three years. Our school's push towards the EDP and Problem-Based Learning placed Hickam in the top three schools for science.

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

Social Studies and civic learning and engagement at Hickam Elementary are both standards-based and multidisciplinary. Teachers collaboratively work together to plan units that address the standards and go beyond them in projects that involve the community as a whole. As an example, third-grade, in conjunction with their Social Studies unit on Culture, does a "Cultural Cafeteria" in which students bring in foods that are unique to their own cultures. Students research where the food originated and its significance to the student's culture. Another example is the fourth-grade studies of old Hawai'i and the Hawaiian culture. After studying units on the old Hawaiian farming and fishing practices, the classes go on field trips to visit restored ancient fishponds and taro fields out in the Windward side of the island. They experience what it took for the fishpond and fields to be restored to what they once were and why it is important to learn about sustainable practices in modern times. Grade-levels involve students in appreciating the past and how to serve in the future.

With the introduction of the new Hawaii Content Standards in Social Studies in Winter of 2018, our school has been taking proactive steps to "crosswalk" the old standards with the new standards, seeing where we can keep units of study and where new ones need to be created. In the second quarter of this school year, we created a Social Studies Focus Group. The focus group was tasked with understanding the new standards and College, Career, and Civic Life (C3) Social Studies framework. The focus group has collaborated on professional development for teachers and was trained by the State Social Studies Resource lead. Hickam has committed to allowing teachers to use their grade level articulation times to collaborate and plan with the new standards and framework.

We assess students on the clarity of communicating logical conclusions and taking informed civic or service actions.

1e. For secondary schools:

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

Hickam's Early Childhood Special Education program utilizes the Hawaii Early Learning and Development Standards and Kindergarten Entry standards to develop goals that prepare our students for transition into Kindergarten. All students have an individualized education plan that ensures growth and progress in identified areas of need. We provide a strong foundation of academic and life skills so students can succeed in future primary grade levels. The curriculum focuses on the core areas of literacy and math, as well as developing students' communication and social-emotional skills. Our program not only provides specialized instruction, but also a positive learning environment where students feel safe to be themselves and take on challenges.

2. Other Curriculum Areas:

To accommodate diversity and provide stability for our students, we address the "whole child." Hickam provides strong academic and co-curricular programs, such as Music, Physical Education, Computer Technology, Multi-Media Literacy, along with Gifted and Talented Program. Our extra-curricular programs that support the whole child includes Robotics/Engineering Club, Coding Club, Kani Le'a Chorus, Hickam Chorus, Performing Arts, Basketball, Track, Volleyball, Football, Cheer Club, Student Council, Junior Lighthouse Team, Anchored4Life (Resilience/Transition), and Falcon Student Patrol Officers (FSPO). We develop student voice by encouraging them to participate in service projects, and advocate for new clubs, like Reading and Art Clubs.

Our Health curriculum incorporates a variety of activities and speakers. As an example, annually, we hold a Dental clinic where a military dentist discusses and demonstrate proper dental hygiene. Additionally, our complex holds an annual Grade 6 Fitness Day for all seven elementary schools to collaboratively participate in coordination building activities. Plus, students are exposed to topics like personal hygiene and healthy eating.

Hickam created a Future Ready/Technology mission to prepare students for success in the workforce and life. Our mission is to cultivate students' digital literacy, by encouraging teachers to integrate technology in their instruction for the purpose of engaging students in their learning, promoting collaboration; and developing effective communication, critical thinking, problem-solving, inquiry and leadership skills.

The Multi-Media Literacy specialist (MMLS) supports our students' research readiness through direct instruction on topics such as how to select relevant resources, to evaluate the credibility and usefulness of the information, and to be thoughtful digital citizens. The MMLS also exposes students to various forms of media technology by teaching them how to curate tools and resources. Teachers collaborate with the MMLS and receive coaching on how to integrate technology tools and digital citizenship skills. Our school seamlessly integrates technology to expand learning beyond the computer labs and the four walls of the classroom. Students engage in virtual reality dimensions and collaborate with others using G-Suite applications to create meaningful learning opportunities.

Hickam's Gifted and Talented (GT) program services students in grades 3-6 and is part of a collaborative effort with our District area schools. The seven Elementary Schools have agreements, like using the CogAT 7, as a cognitive abilities screener, which we piloted. We also agreed to use a variety of other measures to evaluate each candidate's strengths such as a student's previous SBA assessment and current year's STAR universal screener scores. Additionally, we ask teachers and parents to give their input on how their student rates in the categories of leadership, creativity, motivation, and communication. Our GT program currently serves 65 students. Based on our belief in providing opportunities to all students, we uniquely provide probationary status to those students who did not meet district cutoff scores but show potential. Our GT program offers its students the freedom to pursue individual interests by developing a "Passion Project." Students are provided with guidance as they take their passions and find purposeful ways to use their talents in developing solutions for real-world problems. The projects culminate in a "TED Talks"-style presentation where students to share their solutions to an authentic audience of staff, peers, parents, and community

members.

To expose our students to various fields and passions, our school has an annual culminating event called AVID Career Day. Inviting volunteers to discuss the requirements and technicalities of their job, all students participate in hands-on activities and utilize note-taking and summarizing skills. In SY 2017-2018, we had a pilot, an architect, a registered nurse and an entomologist among the presenters. We see students broadening their aspirations with exposure and repeated messages on being college and career-ready.

To address students' social-emotional well-being and directly teach leadership habits, Hickam adopted The Leader In Me program to provide a behavioral framework that encompasses several skills affecting academic and life success. Our model includes direct and indirect teaching of leadership habits and growth mindsets. Our students are given opportunities to utilize their leadership in the classrooms and in school-wide opportunities. When students are taught to regulate their emotions, effectively communicate with others, use compassion and empathy to understand the needs of other people, build relationships and make good decisions, we believe they will become "leaders for tomorrow". We see our student going on to empower others, lead change, and create shared visions for a better world.

3. Special Populations:

One of Hickam's core values is: Doing Whatever It Takes for Each and Every Child. In our systemic approach, we adopted a multi-tiered intervention model for academic gaps in SY 2015-2016 (Response to Intervention-Academic or RtI-A). In SY 2017-2018, we added addressing student's social, emotional, and mental health well-being (Response to Intervention-Social Emotional Learning or RtI-SEL).

Both RtI-A and RtI-SEL utilize screeners three times a year to understand our students. The screeners provide data points showing students' progress or needs. We use Renaissance STAR for reading and math and the Behavior Intervention Monitoring Assessment System or BIMAS for the five dimensions of conduct, negative affect, cognitive/attention, social and academic functioning.

To monitor interventions, both RtI-A and RtI-SEL have guiding coalitions called the RtI-A School-Based Team (RtI-A SBT) and RtI-SEL School Based Team (RtI-SEL SBT). The RtI-A SBT comprises of our RtI reading and math specialist teachers, curriculum coaches, counselor, and administrator. The RtI-SEL SBT members include partners from the University of Hawaii - Children Center for Cognitive Behavior Therapy, Student Services Coordinator, Transition Coordinator, Primary School Adjustment Program coordinator, Military and Family Life Counseling Program, Behavioral Health Specialist, curriculum coaches, counselor, and administrator. Team members also collaborate with teachers on triangulating data, including BIMAS, formative and summative assessments, and teacher observations to gain an individualized understanding of our students' needs and gaps.

The RtI-A SBT progress monitors GT, English Learners, Tier 2 and 3 non-special education, and special education students. RtI-A intervention specialists and classroom teachers collaborate, progress monitor, and discuss student growth during scheduled team times. The RtI-SEL SBT analyzes various student information and monitors all students receiving Tier 2 small groups and Tier 3 individual services.

Hickam's RtI process utilizes the "Triple Dose" method where all students receive quality Tier 1 core curriculum. Within a school scheduled RtI block, students in Tier 2 and 3 receive smaller group interventions with specialized instruction. In Tier 3, individuals receive intensive interventions. For students' social, emotional and mental well-being, we have developed an array of services to ensure we address students' specific needs. For example, with RtI-SEL, we have created small groups addressing transitions, anxiety, social skills, deployment, and grief with the assistance of school personnel and volunteer mentors.

Within the RtI process, we collaborate to address our English Learners using WIDA resources that provide assessments and research-based tools to help develop language skills. Our RtI/EL teacher provides monitoring, pull-out, and push-in services for our 19 identified students and their success. In previous years, our identified EL students exit the service categories and usually reduce to only needing to be monitored.

Identified Special needs students are provided individualized educational services through small group settings and teacher push-ins. Teachers use differentiated reading curriculum that aligns and provides access to the core curriculum. Special Education Teachers collaborate every other week and regularly with their grade-level general education teachers on students' academic, social, and emotional progress. Hickam has seen the closing of the achievement gap between SY 2016-2017 to SY 2017-2018 of 13 points in ELA and 2 points in math.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Hickam Elementary School’s mission “is to nurture the whole-child by providing a loving learning environment and world-class education that empowers students to gain the skills, attitudes, and dispositions so each child can strive to reach their highest potential.” To reach our 21st century learners, teachers have been incorporating technology in lessons and projects across multiple disciplines. Technology integration allows collaboration and engagement with the use of applications like G-Suite, CoSpaces, and Flipgrid.

We utilize a school-wide positive behavior and intervention system. We provide students with an equitable, supportive and welcoming learning environment as outlined in our Instructional Framework and clear, concise expectations of being safe, being respectful, being responsible and being a leader. The goal is for students to regulate their own behavior and problem solve in any challenging situation that may arise. We develop a positive learning school culture by focusing on students and adults interactions in all settings.

Additionally, our Leader in Me program promotes students opportunities to develop and serve in leadership roles, like Student Council, Falcon Safety Patrol Officers (FSPO), Anchored4Life (A4L), Jr. Lighthouse, extracurricular sports, and school clubs. Our multi-tiered system of supports includes services like counseling for students who have anxiety, social skills, transitional, and other needs. In weekly collaborative sessions, the Counseling team, made up of RtI-SEL members, ensure climate and culture is addressed.

Part of our vision is providing a positive learning environment, not only for the students, but for our teachers. Teachers are provided with time to collaborate and share expertise and successful practices. In addition, they are given Grade Level Enrichment Time to plan and discuss any grade-level concerns. On a weekly basis, teachers and staff come together to receive professional development, highlight teaching bright spots, or plan and monitor school improvements and innovations. This monitoring includes reflection and next steps.

To support and retain teachers, Hickam has an established Induction and Mentoring program that mentors those who are new to Hickam or beginning teaching. Hickam has identified four highly skilled teachers, to complete the District mentoring program, where they learned tools and strategies to help best support our beginning teachers. The mentor teachers help accelerate new teacher effectiveness through frequent one-to-one sessions. Monthly mentoring meetings help teachers prepare for the first days of school, gain an understanding of school culture and events, and provides valuable collaborative support time.

2. Engaging Families and Community:

Hickam views parents as valued partners whose engagement is essential to their child’s academic success and we encourage them to be active participants. To maintain a collaborative relationship with parents, the school and teachers have established various modes of communication to disseminate information and interact with parents. Examples include class websites, newsletters, emails, phone, communication apps, and texting.

We also invite parents to various events throughout the year where they can learn about the school and strategies to reinforce classroom learning at home. Hickam hosts a variety of workshops for parents orienting them on the strategies being taught to their children in core subjects. Tea Time with the Principal allows parents to informally discuss school improvement and challenges. Parent Teacher Conferences traditionally see 100 percent of parent participation. The conferences allow for frank conversations about students’ strengths and opportunities regarding their academic progress and social-emotional well-being. Meet & Greet provides students in grades pre-K-6 and their parents with the opportunity to connect with the teacher, become familiar with classroom location, and set-up student materials. Kindergarten Parent Orientation establishes a partnership between our school and home for their child’s education.

Hickam values partnerships and over the years has built up a strong community network that consists of the U.S. Air Force and Navy, JBPHH (the Joint Base Pearl Harbor-Hickam) command and various units, Air Force 15th Maintenance Squadron, Hickam Officers Spouses Club, Boutiki non-profit organization, Rotary Club-Pearl Harbor, Security Forces, Armed Service YMCA, University of Hawaii (UH) Teaching Program, UH Center for Cognitive Behavior Therapy, UH Film Studies, Olelo Community Media, Fisher House-Tripler Medical Center, 15th Wing Medical Center, Joint Ventures Education Forum, Girls on the Run organization, Boy Scouts of America, and City Council and Hawaii State Legislature Representatives and Senators.

The military offers additional supports by providing a school liaison officer and a Military Family and Life Counselor. We invite parents to volunteer in many capacities, like reading books, tutoring, administrative tasks, recess/lunch monitoring, and chaperoning field trips.

Administrator and faculty members are involved in both the School Community Council (SCC) and Parent Teacher Organization (PTO) to present monthly information about academic achievement and learning. All parents and community members are welcomed to participate. The SCC and PTO include stakeholders that work collaboratively to support our vision. They provide a platform for parents to have a voice in the education and welfare of their children, raise funds for the purpose of improving and make decisions that contribute to a high-quality learning environment.

3. Professional Development:

Our school has approached professional development in three different ways: 1) ensuring high-quality collaboration focused on student achievement, 2) reflective practice to build capacity and differentiate coaching, and 3) professional development cycles that provide opportunities for gaining knowledge or pedagogy, practice, sharing, and monitoring. Our professional development is based on our values, vision and mission and our Comprehensive Needs Assessment (CNA) that identified critical learning needs. The primary goal of the principal is to develop leadership in learning.

During the last three years, we have focused on core content instruction and embedded technology for deepening research, communication and inquiry skills, as well as increase engagement. In SY 2016-2017, we focused on instruction of inquiry skills based on college and career readiness anchor standards. We developed school-wide continuums based on Costa's levels of questioning and discussion along with an instructional strategy called Thinking Maps. In SY 2017-2018, we further developed student collaboration skills, teacher questioning and discussion techniques, and small group intervention. In SY 2018-2019, we are focusing on the implementation of descriptive feedback and school-wide writing expectations.

Similarly, we focused on instruction on solving complex problems. In SY 2016-2017, we delved into the mathematical shifts and engineering design process for unique solutions. In SY 2017-2018, we developed our school-wide exit criteria for mathematical practices and had school-wide student demonstrations of designed solutions. Our Curriculum Fair had Pre-K to Grade 6 students presenting their design solutions for complex problems, like pre-k student coding, kinder's recycling, third-grade reducing obesity, and sixth grade cleaning the oceans with student-made solar powered boats that swallow trash. In SY 2018-2019, we are expanding our phases of learning - 5Es - to ensure students think like mathematicians and scientists.

Since SY 2016-2017, we designated Learning and Data Team time to concentrate on analyzing student work to inform instruction, sharing best instructional practices, and increasing teacher understanding of standards and curriculum content. Teachers and staff also completed individual reflective cycles. This process facilitated meaningful dialogue within the school, led to differentiated coaching, purposeful mastery of content and pedagogy, and growth in relation to leadership competencies for teachers and staff. For our students, there was schoolwide growth on our STAR reading screener with increased proficiency from 68% in fall 2017 to 86% in Spring 2018, while the math screener went from 73% in the fall to 88% in the spring. Between SY 2016-2017 and SY 2017-2018 there was an increase in student proficiency on the state science assessment from 84% to 88%.

4. School Leadership:

As a values-driven organization, one of our school values is: Everyone is a Leader. We diligently work to create collaborative, comprehensive systems and shared leadership among all members of our school community, including administrator, teachers, staff members, students, and parents. The primary goal of the principal is to develop leadership skills and empower student voice.

This enables our school to reach our overarching goals of successful systems, staff, and students while meeting our needs for long-range succession planning. To strive towards our goals, our School Transformational and Renewal (STAR) team has made leadership development one of its major focus areas. Our STAR team consists of principal, curriculum coaches, literacy specialist, technology integrations coach, counselor and IT Systems specialist. Each one facilitates curriculum focus groups and innovation coalitions. During SY 2018-2019, focus groups were comprised of teachers from each grade-level targeting curriculum-instruction-assessment for English Language Arts, Math, Science, Social Studies, and Project-Based Learning. For innovative coalitions, they focused on College and Career Readiness, Future Readiness, and Social Emotional Learning initiatives.

Another key structure is our Hickam-Academic Review Team (H-ART) process. Since SY 2016-2017, all teachers and staff participate in three routines looking at baseline, mid-year, and end of year progress against school-wide goals. The H-ART leadership consists of STAR members and volunteer teachers; they ensure the processes of plan-do-study-act for continuous improvement. Adjustments, in-process measures to track progress, and reporting occurs during these school-wide routines. Additionally, H-ART members review data weekly to further develop our systems.

We have highly-engaged parents and community members. They are actively involved in Hickam's leadership structures through membership in our School Community Council (SCC) and Parent/Teacher Organization (PTO). The SCC members include parents, community members, teachers, staff members, and students; with regular meetings, this team is charged with providing feedback and input to the principal regarding academic plan, budget, curricular offerings and other areas related to student success, like transitions. The PTO takes the lead in securing funding to provide a number of resources and programs which align with our curricular and co-curricular priorities. The PTO leadership collaborates monthly with administrator and teacher leaders; general PTO meetings are held monthly.

We strive to help students personalize our leadership value and empower them to be "leaders for tomorrow." We promote the development of student voice. Not only do we hold high expectations to be a leader, students are also responsible for being good role models for their peers.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

One of Hickam Elementary's core values is "Doing All Things Excellently." Excellence is everyone - faculty, staff, parents, and students - collaborating to continuously improve and innovate. Our purpose is to nurture the whole-child. We feel the interaction of different elements help to create an environment and culture that will empower our students. To be high performing, we have a comprehensive, rigorous curriculum in combination with evidence-based instruction and timely intervention responses; and we value collaboration amongst the various stakeholders.

In SY 2015-2016, we committed to evaluating achievement data and examining instructional practices. This decision required funding for collaboration time and professional development. It also required buy-in and leadership from the entire staff. Like any innovation, the implementation, improvements, and effects were not instantaneous.

Our plan for success included implementing Learning and Data Teams, and relying on our Curriculum Coaches to ensure implementation is evidenced-based. Data is analyzed by different stakeholders, i.e., by grade-level teams, staff, or focus teams, and is then used to plan and make improvements as needed. This process allows us to tackle our schoolwide goals for our students: developing complex problem-solving skills, creating opportunities to design solutions, increasing digital literacy, improving writing and leadership.

Our staff, which includes custodians, cafeteria, and office workers, is dedicated to creating an environment that our students and teachers feel supported in. The staff participated in "Rethinking Leadership" sessions; they reflected on how they are incorporating our values in their daily operations and having an influence on children. They also participate in professional learning communities and our school-wide H-ART (Hickam Academic Review Team) routines.

We have shown our parents how to get involved. We also partnered with our military community and the greater community in multiple ways: from a robust mentorship program to career presentations, and school safety volunteers to creating a transition center.

As a result of our commitment to collaboration, we have experienced success as a team. It allows all involved to be leaders who know, love and inspire our children. Teachers were using data to inform practice, incorporating the use of pacing guides, observing their peers, becoming receptive to feedback and insights collected from walkthroughs, and are working to continuously improve.

Students have also experienced the benefits of stakeholder collaboration. With the development of a schoolwide instructional framework, incorporation of evidence-based practices, and use of common language, the teachers are better equipped to respond to the needs of students. Our efforts have resulted in increased student achievement and academic growth, reducing the achievement gap, and building leaders for tomorrow.