

U.S. Department of Education
2021 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 Mr. Lenn Uyeda
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 319 Wyllie Street
(If address is P.O. Box, also include street address.)

City Honolulu State HI Zip Code+4 (9 digits total) 96817-1728

County Hawaii (HI)

Telephone (808) 595-5400 Fax (808) 595-5405

Web site/URL https://www.maemaeschool.com/ E-mail Lenn.Uyeda@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* Keith Hayashi E-mail keith.hayashi@k12.hi.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hawaii Department Of Education Tel. (808) 784-6200

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, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature 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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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 current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

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

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	5	2	7
K	56	50	106
1	49	59	108
2	66	55	121
3	52	50	102
4	65	52	117
5	55	54	109
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	348	322	670

*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
 - 36.3 % Asian
 - 0 % Black or African American
 - 9.4 % Hispanic or Latino
 - 2.4 % Native Hawaiian or Other Pacific Islander
 - 2.1 % White
 - 49.8 % 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 2019 - 2020 school year: 4%

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, 2019 until the end of the 2019-2020 school year	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	29
(4) Total number of students in the school as of October 1, 2019	693
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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

Chinese Mandarin, Chinese Cantonese, Japanese, Spanish, Visayan, Tongan, Samoan, Ilocano, Vietnamese, Hawaiian, Tamil, Korean

English Language Learners (ELL) in the school: 11 %
71 Total number ELL

7. Students eligible for free/reduced-priced meals: 26 %

Total number students who qualify: 172

8. Students receiving special education services: 6 %

41 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>6</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>10</u> Developmental Delay | <u>17</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 8

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	30
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	15
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	24
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	97%	97%	97%	97%	0%
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 2020.

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.

Ma'ema'e School is committed to building a future of unlimited possibilities for all students.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Our school started the year fully virtual for all students, and gradually brought students back in 8 stages, eventually reaching 50% capacity with students coming to campus on a rotational basis. Our Kindergarten, 1st Grade, and other highly vulnerable students (e.g. ELL, Special Needs, and at-risk students), come to school every day of the week. Our 2nd through 5th grade students come to school for two days a week in two groups, with the A group coming Monday and Tuesday, and the B group coming Thursday and Friday. When not on campus, these students are at home in virtual learning, receiving live instruction from their teachers. About 135 of our families opted to have their child enroll in our full-distance learning program. These students do not come to campus, and receive instruction partly through Acellus, an independent online learning program, and through live instruction from our staff.

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

PART III - SUMMARY

Our Ma‘ema‘e School ‘Ohana is a community of learners committed to building a future of unlimited possibilities for all students (our mission). The vision of our school is “Learning is Forever”. Our goal is for our students to be 21st century learners who are able to exhibit functional and critical thinking skills related to information, media, and technology. It is our philosophy that all students at Ma‘ema‘e Elementary will develop to their fullest potential to become lifelong learners and positive contributors to our society.

Ma‘ema‘e Elementary School is located at the base of Nu‘uanu Valley on the island of O‘ahu. Many of our students reside beyond the school’s geographical boundaries. Parents from many parts of O‘ahu, especially those who work in Downtown Honolulu, find the location of the school a convenient point within the traffic flow of their commute to and from work.

Our ethnically diverse school population, including students, faculty, and staff help to make Ma‘ema‘e a truly inclusive community. Our school experiences very little teacher turnover, even in hard-to-fill areas like Special Education. On average, our teachers have 18 years of teaching experience and 32 of our teachers have 10+ years of teaching experience. 13 teachers have advanced degrees and many of our faculty members regularly pursue professional development opportunities. This stability and commitment to excellence in teaching and learning have been key to our success for many years.

At Ma‘ema‘e School, the faculty and staff have cultivated a collaborative culture, engaging in conversations to continuously improve school quality and performance for all students. A system for consistent data collection and monitoring is practiced through data teams. Analyzing students’ work informs teachers of students’ learning styles and determines implications for instruction. We are committed to ensuring that all students are provided with appropriate resources and assistance to meet their academic, social, and emotional needs. We believe that children learn best by being actively engaged in meaningful, challenging learning experiences within a safe environment, learning new concepts built upon their prior knowledge and experiences and by working together toward common goals within the school community.

Generations of students, parents, and even grandparents, have attended our school not just for academic excellence, but also for the sense of ‘Ohana, or family. Countless Boy Scout projects such concrete sidewalks, fencing behind the Kindergarten building, and painting the parking lot have left lasting legacies throughout our campus. Our alumni have formed a foundation to help with renovation projects, including the regrading of one of our playgrounds. Amongst our former students are prominent business leaders, politicians, and educators.

Under the leadership of our current principal, our school has grown in leaps and bounds in its commitment to the development of the whole child and the strengthening of our school’s culture. We added more classes including Art, Music, STEM, Computer, Hawaiian Studies, and PE, which give students an opportunity to learn from teachers who are specialists in these areas. While students are participating in these classes, the schedule provides teachers with opportunities to engage in articulation, planning, and collaboration. It also allows teachers to work with students in small groups, particularly those learners who could benefit from additional support.

We have a wide array of whole school events throughout the academic year to strengthen community engagement and school pride. Movie nights, bingo nights, after school programs, The Great Kindness Challenge, the Field of Dreams Faculty-Student softball game, May Day, Fitness Day, Song Fest, STEAM Night, Christmas with Jake Shimabukuro, track meet, and the school play all enhance efforts in bringing the school community together and showcase the talents of our students. Family Night, our annual school carnival, has grown tremendously in size and scope, and raises over \$40,000 for our PTSA, who in turn provide direct support for all of our students and teachers.

While these large events are noteworthy, what really helps to make our school such a happy place are the little things. Our administrators and staff greet students as they arrive and help students to get in their cars quickly and safely at the end of the day. The clerks know EVERY student’s name as they scan their IDs for

lunch. Grade level teachers truly work as a team, lift everyone up, and mentor our new teachers. Our staff is flexible, putting the needs of the students first. Lunch time is a fun time with our Student Services Coordinator (SSC), which might include singalongs, movies, lunch on the lawn, and the occasional dance-offs. Special occasions among staff and teachers such as nuptials, retirements and baby showers are celebrated as one would expect in any family, with the exception that this 'ohana includes everyone in our close-knit school community.

We show love for all of our Ma'ema'e 'Ohana, big and small, old and new. Our school has a tremendous amount of heart, and the sense of community and inclusiveness, can be felt by all in everything we do.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Our curriculum is aligned to the Common Core Standards (Math and ELA), Next Generation Science Standards, and the Hawaii Content and Performance Standards (Social Studies). EngageNY is the primary math curriculum used, with problem solving infused daily. The Concrete-Pictorial-Abstract strategies make math concepts more meaningful. Students apply math concepts and solve rigorous problems

Wonders is the base of our language arts instruction. Grade level literature texts are incorporated in the curriculum to promote a joy of reading. Teachers utilize accountable talk strategies to check students' understanding and engage all students in discussions. Kindergarten and first grade teachers incorporate Orton Gillingham strategies to their daily instruction to develop phonemic awareness, phonics, and decoding skills. Orton Gillingham is an explicit, systematic, multisensory approach that builds a strong foundation for reading.

Grade level teachers collaborate to create integrated thematic units aligned to the Next Generation Science Standards (NGSS). These units allow students to actively engage with the practices and apply the crosscutting concepts to deepen their understanding of core ideas across science disciplines.

The primary purpose of social studies instruction goes beyond the understanding of concepts. Following the C3 Hawaii Core Standards for Social Studies, we encourage students to make informed decisions and be stewards in a culturally diverse, interdependent world.

Teachers use differentiated instruction strategies, flexible grouping, and Orton Gillingham strategies in all lessons. The school recently provided Professional Development for teachers in Orton Gillingham for our Gr. K-2 and Special Education teachers, and Mystery Science and NGSS, all of which are woven into the instructional practices campus-wide. Accountable Talk strategies are implemented to increase the rigor and we continue to use visual learning techniques to address diverse learning styles.

STEM & Technology teachers collaborate to plan integrated lessons and units of study. Students attend weekly STEM & Technology classes. Students in the technology class conduct research and focus on acquisition of science knowledge, then conduct experiments and other hand activities in STEM class. Complimented by STEAM Night (a parent-child activity held annually) and our school and district science fairs, students have many opportunities for applied learning.

During the 2019-20 school year, we were able to add over 160 Chromebooks to our inventory for every student to have a dedicated iPad or Chromebook to use. This was largely due to fundraising efforts of our PTSA. The use of technology also benefited our ELL and special needs students who are able to use apps that aid in their academic progression. Over 250 Chromebooks and iPads were distributed for home use. Another \$130K was spent to replace aging devices for 2020-21.

Our school was an early adopter of the Google Suite for Education. Which allowed us to quickly pivot to online teaching and learning in the spring of 2020. Google Classroom is used schoolwide for communication, turning in assignments, and rubric-based assessment. As the pandemic progressed, Google Classroom became more beneficial and widely used by not just the homeroom teacher, but counselors, curriculum coordinators, and our articulation teachers (art, PE, music, etc). The use of this tool has been valuable for parents as well.

During the 4th quarter, students were given a combination of live online instruction, recorded lessons, and independent work via Google Classroom, and printed packets. Online tools for communication and instruction available to students and teachers, included the G-Suite for Education, Zoom, iReady, Wonders, and Mystery Science. Teachers provided live instruction for students via Zoom or Google Meet. The majority of our students adjusted well, to the credit of our teachers' strong efforts to keep students engaged. Counselors and administration stepped in to provide additional support to students who needed it.

We started the 2020-21 school year 100% virtual. The Hawaii DOE required a full-distance learning option with a very short timeline to select a program. We elected to use Acellus as our primary mode of instruction since it was the only online program that the Department offered a subsidy for. We quickly identified the deficiencies of Acellus. When we realized that it did not adequately address writing and certain math concepts, our principal hired additional staff to provide instruction for these students. One full time teacher and 3 three part-time teachers to coordinate this program and provide live instruction in mathematics and language arts. We started with 224 students in the program and now have approximately 135 students at the moment as many of the distance learning students have returned to face-to-face instruction.

Smarter Balanced Assessment and diagnostic i-Ready data is presented to faculty at the beginning of the year to help determine targets for the school year. In addition to diagnostic i-Ready data, student achievement data is collected through common grade level formative assessments; and analyzed at least twice a month during articulation sessions. To address identified needs, grade levels conduct small-group targeted Response to Intervention (RTI) lessons once a week during their designated mini-articulation sessions. This process is on-going throughout the entire school year, and has been successful in helping students achieve at all levels.

All national and state testing were cancelled for 2020 and we are proceeding with plans to resume testing in 2021. All students will take their tests on-campus. All accommodations that are required in IEPs will be fulfilled with student safety in mind. Our school's return to campus model allows for testing to take place without need for many testing-specific adjustments, but teachers will adjust instruction accordingly.

1a. For secondary schools (middle and/or high school grades):

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

Maemae preschool provides special education and related services for children age 3-5 who qualify for IDEA services (Individuals with Disabilities Education Act). Our curriculum is based on students' learning needs; it is teacher-created and students-centered with a huge emphasis of helping students achieve their IEP goals (Individualized Educational Plan).

Classroom activities are designed to help students develop readiness for kindergarten such as being able to sit and attend, take care of personal belongings, verbally communicate in an academic setting, follow directions, interact with peers appropriately and complete tasks with minimum support. Academic skills include letters, letter sound, number recognition, number counting, shapes, sorting, AB pattern construction, name writing, etc.

Our curriculum is aligned with HELDS, the Hawai'i Early Learning and Development Standards, a set of standards that identify expectations of knowledge and behavior for children through a chronological continuum. The five domains in HELDS are: physical wellbeing, social and emotional development, approaches to learning, cognitive and general knowledge, and English language arts and literacy.

Our preschoolers are evaluated by DOE quarterly and parents are provided with their IEP progress report every quarter. They are also evaluated with the tool of Teaching Strategies GOLD. Teaching Strategies GOLD is mandated by the federal law as it formally documents students' progress in 38 objectives for development and learning that include predictors of school success and are based on school readiness standards.

Due to different learning rates and nature of the disability, some children can meet age expectancy in the areas of self-care, communication, academic and social/behavioral skills faster than others. For those who show significant improvement and are able to perform at their grade level when evaluated, they can "graduate" from this early intervention program when they enter kindergarten. In the past 6 years, there were approximately 10 former preschool students who were successfully exited from special education during

early primary grades (K-1). (However, two out of these 10 students returned to special education before the third grade because they needed more intensive support.)

2. Other Curriculum Areas:

Our school takes pride in providing a quality education in Visual Arts, Music, Physical Education, Technology, Hawaiian Studies, and STEM for all students across all grade levels. While the homeroom teachers are in their bi-weekly grade level Articulation meeting, students are attending “Artic” classes, visiting all of the classes (Art, PE, etc.) in 45 minute blocks, all in one single school day. Students visit the Artic classes once every other week. The curricula for all of these classes are aligned with the Hawaii Content and Performance Standards and NGSS.

In Visual Arts, students address basic concepts of painting, drawing, color theory, and variety of crafting techniques. The STEM and Technology classes dovetail each other, with students conducting research and gaining important background knowledge through their technology class, while also learning about responsible and ethical use of technology. In the STEM class, students are participating in hands-on learning activities that cover the concepts learned through their technology class. Hawaiian Studies is a district-funded program that brings in specialists in Native Hawaiian culture and language to teach students about history, language, music, visual arts, crafts, cultural practices, and world views through the lens of Native Hawaiians. In PE, students engage in lifetime fitness activities, using Fitnessgram to measure their individual progress and measure that against national standards. Students also learn basic skills in gross motor movement, agility, coordination, and flexibility through drills and team sports. There is less of an emphasis on team sports and more emphasis on lifetime fitness and physical health. Our music teacher conducts lessons in music reading, music history and appreciation, singing, incorporating concepts of Dalcroze and Kodaly methods. Our older students from Gr. 3-5 also learn to play the recorder. During the 2020-21 school year, two programs were launched: Career and Technical Education, which includes coding, business, economics, agriculture, and building and construction; and One World, which expands worldviews of different cultures.

With additional financial support from the school PTSA, we have greatly increased tech capacity, and met our goal of providing 1:1 access to Chromebooks or iPads. These tech tools proved to be invaluable for all, enabling more cutting edge instruction and learning at a distance for students. The shift to a more paperless environment has allowed students to learn to be more powerful users of the G-Suite, annotate PDFs, record video responses to teacher prompts, learn 3D modeling, use e-book resources, gain simple robotics programming skills, and learn block coding.

The Social Emotional Learning program, Choose Love, was selected in 2019-2020 and all teachers have received training. Our faculty and staff is embracing the theme of Choose Love, which is integrated into all facets of the school. We would like to see a decrease in behavioral incidents and referrals as a result of the continued implementation of this program.

3. Academic Supports:

Using the data team process, student work is analyzed to determine next steps of instruction. Response to Intervention (RTI) lessons are created during articulation to differentiate instruction and meet the needs of the students. While students are in STEM, Technology, or PE classes, teachers work with flexible groupings of students in other classes to provide reinforcement, re-teaching, or enrichment, which is critical to their progress. In addition, many teachers provide tutoring for students after school at no cost. This kind of altruism has become an unspoken standard here.

Gifted and Talented (GT) students in grades 3-5, who are identified through standardized testing, attend a GT class. This class includes weekly instruction in technology, particularly coding, robotics, video production, and animation.

To support the diversity of our special needs population, we have 5 full-time teachers, 8 educational assistants, and 19 para-professional tutors. Our Student Services Coordinator ensures that student needs are met and we comply with state and federal requirements. In 2018-2019, a Fully Self-Contained (FSC) class was created for students with a higher need of academic, behavioral, and physical support. Our 5th grade special needs students receive instruction in an inclusion setting that is team-taught by a general education and a special education teacher. For the 2020-2021 school year, 3 teaching positions were converted to provide inclusion instruction in all grade levels. These changes were put in place to provide support for the diverse needs of our students and reduce class size due to the pandemic..

Our PreK class provides special education to students ages 3-5 who qualify for IDEA services. The curriculum is based on students' learning needs; it is teacher-created and student-centered with an emphasis on helping students achieve their Individualized Educational Plan goals. In the past 6 years, approximately 10 former preschool students were successfully exited from special education during early primary grades (K-1).

With a significant increase in our ELL population, the school is continually evolving support for this expanding subgroup through staffing, technology, instructional practices, and philosophy. Our ELL population saw a growth in students who entered school with little English language skills. For the 2020-21 school year, the ELL teacher position was converted to a 12 month position that focuses on and provides expanded support for our ELL students and their families throughout the calendar year.

To increase communication between the school and home, we have taken advantage of the district's intermediary language services. This includes translation of documents, digital and phone communication, and interpretation during parent meetings. Level 1 non-English proficient speaking students were provided access to iPads with specialized apps that allow them to participate more fully in the immersive English environment.

IDEA, ELL, and faculty meetings have been online during the 2020-2021 school year. Using this format to conduct meetings and training sessions is one of the positive outcomes of the pandemic. Coordinating with school personnel, parents, students, and translators has proven to be efficient and effective while allowing us to always focus on student success.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

This year, with the guidance of all adults on campus, we implemented our Social Emotional Learning (SEL) program, Choose Love, to help students understand their emotions, set personal goals, and build positive relationships.

We continued our Positive Behavior Support programs, which includes using intervention strategies to meet student needs, embedded lessons about expected behaviors, Ohana Chips (tokens earned based on positive behaviors, redeemed monthly for tangible rewards), and quarterly recognition certificates. Recognition assemblies are held each semester to reward students not solely for high levels of achievement, but also for growth, citizenship and perfect attendance.

Students in the full Distance Learning program, have live lessons in Math, ELA, Career and Technical Education, Library, PE, and SEL - subjects not covered by our online program. Faculty and staff made sure these students felt included in all of our on-campus school activities and provided access to live streams of our school events such as the Laulima giving virtual assembly and the Lunar New Year festivities. Our counselors and other staff check in frequently on students' academic progress and general well-being.

Ma'ema'e's student leadership program consists of elected Student Council officers and class representatives from grades 3-5, who meet regularly to plan school-wide activities and events. In the fourth quarter, third and fourth graders can run for one of six Student Council offices. This process includes the campaign, the primary election, and the general election. The six officers lead the Student Council the following school year in planning and coordinating events and activities that impact the entire school community.

A few of the annual student council activities include a food drive for the Hawaii Food Bank and the collection toys and toiletry items for the Laulima Giving program. Some teachers have integrated the culture of giving into their curriculum by having students look for ways to earn extra money at home then taking a school field trip to purchase items to share. The students also coordinate our participation in the Great Kindness Challenge, sponsoring a GKC Spirit Week, including themed dress-up days and students practicing acts of kindness, and a special whole-school photo in the shape of a heart on the school field.

Ma'ema'e has a full-time Student Activities Coordinator (SAC), which is usually a position found only at the secondary level, to provide guidance in coordinating the many activities and events. Our SAC continues to find ways to make all of our activities like STEAM night and Literacy Week continue on, virtually. The goal is to make school feel as normal as possible. We have managed to keep students excited about school, keep our faculty morale up, and deliver the same quality of experience for our students that we would have provided pre-COVID.

A positive result of the pandemic was a series of fun videos that our staff produced, ranging from our principal's funny videos in costume, our two viral music videos produced by one of our teachers and our in-house music and video guru, in addition to live streams of virtual assemblies with live music from our staff and community musicians for students at home and in-class.

2. Engaging Families and Community:

Our Parent, Teacher, Student Association (PTSA) is an enthusiastic supporter of Ma'ema'e School and provides opportunities for our school community to connect through events such as campus beautification, parent/child activities, fundraisers, and Family Night. The PTSA's parent and community members participation in and support of these activities are a significant contributing factor in the success of our school. During COVID-19, many of these activities became virtual, like Bingo Night, art activities, and a proposed movie night. Our PTSA parents, staff, and other volunteers worked tirelessly this summer to MAKE over 700 cloth facemasks out of school t-shirts, issuing a handmade Ma'ema'e facemask to every

child. They also purchased PPE for all students including facemasks and face shields, which were distributed before students returned to campus.

The School Community Council is comprised of parents, students, teachers, administrators, and community members, and meets regularly to find solutions to evolving school needs. The work of this group dovetails with the work of our staff and PTSA.

Our school has used digital communication tools for many years to communicate with families about upcoming events, important changes, and to provide necessary information. This is done through email and text messaging at the classroom level and school level, integration of tools like Google Classroom, Seesaw, and Class Dojo, and a recent overhaul of our school website.

We have developed and nurtured many successful business partnerships within our school community, including local news stations, media outlets, neighboring schools, non-profit organizations, charity organizations, churches, and small businesses connected to our families. The symbiotic relationships with these community partners have a value that has helped our school to blossom in many ways. Through field trips, students have been able to explore career opportunities, enjoy the performing arts, explore the ecological systems in our environment, learn about Native Hawaiian cultural practices, and engage in community service. Our complex high school's Building and Construction program has provided many picnic benches for our students, which are used throughout the school year in many ways, including outdoor lunch seating, study groups, counseling sessions, and as an alternative learning environment.

With the start of our Career and Technical Education program, students will partner with local businesses and our PTSA to learn about enterprise opportunities, marketing, and product development. Our 2nd grade students continue to engage with local business professionals through the Junior Achievement program and hold their own market day events twice a year.

3. Creating Professional Culture:

All teachers attended professional development session(s) presented by Dr. Mary Howard, and began to implement intervention strategies to help address reading needs of their students. Teachers regularly share best practices in faculty meetings and grade level articulation meetings. Teacher-led professional development with technology integration in the classroom has helped all of our teachers to evolve their teaching practices, finding innovative ways to help students achieve at higher levels.

Our faculty continue to utilize the Baker Evaluation Research Consulting (BERC) framework and protocol to reflect on and refine instructional practices. Using the BERC group's system of self-reflection, teachers have identified best practices through the observation of colleagues in our own classrooms and in other neighboring schools. BERC walkthroughs also included observations of teachers in other schools using Orton Gillingham (OG) strategies for reading. This approach has been a refreshing alternative effort to improving teaching practices, as compared to the more traditional observation protocol that is part of the State DOE's teacher evaluation process.

Teachers in grades K-2 and Special Ed continue to implement OG strategies to meet the needs of all learners, using sight, hearing, touch, and movement to help students connect their spoken language with letters and words. The school provided training for all of our K-2 teachers in 2019 over the course of 4 days. Through grade level meetings, teachers reflect on the effectiveness of these strategies, using the BERC protocol.

Grade levels meet for articulation every 2 weeks utilizing the data team process to address the needs of all students. Teachers have an uninterrupted block of articulation time to adjust curriculum and instructional practices to meet the evolving needs of our students.

To address evolving needs, our tech team provides training for teachers with new devices and software. To prepare for online instruction and hybrid learning, we provided a series of professional development sessions for teachers at the start of the school year, including virtual meeting software and transitioning to a

paperless classroom using PDF annotation. Our teachers are now very comfortable working in the online instruction environment and have worked out classroom management, tech support, and a mostly paperless classroom.

4. School Leadership:

Ma‘ema‘e means clean and pure. Pure of heart. Our vision is “Learning is Forever”. All decisions are made with a broad vision in mind, from how we maintain our facilities, to how we build relationships with community partners, to how personnel decisions are made.

Our school is led by our principal and vice-principal, who are the primary decision makers. Our principal is the lead with personnel and financial decisions and works closely with our Curriculum Coordinator on any school curriculum matters. Both school administrators work closely with our Student Services Coordinator on any IDEA matters, sitting in on every IDEA meeting. Our vice-principal is the lead on school community matters, facilities, and school safety.

Our weekly Key Staffers meeting includes our administrators, SASA (School Administrative Services Assistant - similar to an office manager), School Food Services Manager, Curriculum Coordinators, Technology Coordinators, School Health Aide, Head Custodian, and Counselors. In these meetings, we discuss upcoming events, security and safety issues, and how these things will affect our daily operations. This key staffers group was critical in the development of our COVID response plans and the development of our plan to return students back to campus for in person learning.

The Leadership Committee consists of grade level chairs, curriculum coordinators, school administrators, and the SASA and meets monthly to discuss curricular changes, new initiatives and programs, and other topics related to instruction and learning. Grade level chairs report back to their grade level members and gather feedback as needed to report back to the Leadership Committee. Grade level articulation meetings are used to analyze data and plan appropriate interventions, plan for horizontal alignment of their curriculum, plan for upcoming activities, and to gather feedback to present back to the Leadership Committee.

5. Culturally Responsive Teaching and Learning:

Inclusiveness and compassion is a priority for our diverse ethnic community at Ma‘ema‘e School. A strong sense of family is cultivated among our school community and positively impacts our students. Counselors are friendly faces that students comfortably approach to share events in their lives and seek advice. Banana Splits is a program offered by counselors, allowing students whose parents are divorced, to meet in a safe and nurturing setting.

“Kalo” (Hawaiian for taro) is considered the ancestral origin of the first Hawaiian people. Our school’s values are rooted in K.A.L.O. - Kuleana, Aloha, Laulima, and ‘Onipa‘a, which are Native Hawaiian values representing Responsibility (Kuleana), Love and Compassion (Aloha), Cooperation (Laulima), and Perseverance (‘Onipa‘a). In response to current events and social movements in the world, our school focuses on the K.A.L.O. values when leading discussions and scheduling events to promote positive behaviors. All of our students learn and perform at school functions, Oli Ho‘omaika‘i No Ma‘ema‘e, a special Hawaiian chant of gratefulness honoring our school, the surroundings from the mountains to the ocean, the cooling winds, the shady trees, and the spirit of the school.

Our social emotional learning program, “Choose Love”, is focused on proactively encouraging, teaching, and modeling behaviors for students, so they can learn, understand, and respond to events in our community and world. The Choose Love components, Courage, Gratitude, Forgiveness and Compassion, aligns with our school’s core values.

In recent years, we had a significant increase in ELL students from China. To ensure a successful

path, support is offered to parents and their child throughout the year, including school breaks. The data team process is utilized to identify opportunities for instructional improvement for our ELL students. This includes analyzing student work, articulating to determine best practices, and providing supports for emerging English learners. Small-group and individual instruction, as well as online instruction, have proven to be beneficial for our ELL students. School personnel use translation services to communicate with ELL parents through phone calls and home visits.

Over the years, we developed a culture of belonging where diversity is celebrated through school events like May Day, Songfest, and Lunar New Year Lion Dance. Holidays, cultures, and traditions are taught by the classroom and Hawaiian Studies teachers and shared by guest speakers.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Imagine a canoe in the vast ocean. Our principal steers and guides the vessel. The paddlers include our teachers, support staff, parents, families, and other community members. Our students are the reason we are here and are the dolphins that follow us and join us on this journey. To navigate successfully, we place confidence in our steersman to guide us, reading the wind, waves, stars, and unforeseeable circumstances.

If there were one single practice that has impacted student success, it's been our decision to select the 100% Face to Face model, in which all of our students would come to campus daily for instruction, following CDC, Hawai'i State Department of Health, and Hawai'i DOE guidelines for health and safety. Amongst the 3 models presented to us, the general sentiment was that both models would be a great disservice to our students in many ways, not just academically. The alternatives were a hybrid model, which would've involved teaching students online and in person simultaneously; or a blended model, which would have students coming to campus in person on a rotational basis and learning online when they are not on campus.

After examining the logistics involved in the 100% Face to Face model, we developed a plan that allowed for a gradual return of students to campus, starting with our most vulnerable students, which included our kindergarten, first grade, special-needs, and EL students. Making this whole plan doable, required putting together an 8-stage comprehensive plan that addresses not just scheduling students for returning, but also adjusting all of our day-to-day operations to properly address public health needs. Though this was no easy task, our administration and support staff were committed to making this work because we felt this was in the best interest of our students. We switched to 3 lunch periods, created staggered morning recess sessions, spaced out and staggered afterschool pick-up times, and kept students within their homeroom bubble as much as possible. By overhauling our website to serve the needs of a COVID world, producing a comprehensive video to share our plan to return students to school and revised policies and procedures return, and staying in constant email communication with parents, we were able to present this plan with great transparency and little confusion. As would be expected, the plan did need to be adjusted, but we always communicated with families as decisions are made.

We also included a few at risk students who may not have necessarily fallen into those other categories. We saw an immediate positive impact on student achievement, an increase in our faculty's sense of efficacy, and overall morale from all stakeholders, including parents. As we gradually brought students back one grade level at a time, the same positive impacts were happening across the entire campus. Being able to bring students back starting in December, has had a huge impact. The early stages had our grade 2 through five students coming back in a blended model, with homeroom classes coming to campus on a rotational basis, with no more than 50% of our total school population in person. We stayed in this model between December and early March. Just before Spring Break, our state superintendent decided that all elementary school students would be returning face-to-face shortly after the Spring Break. Since we were already slowly transitioning back to 100%, we were well prepared for the change.

The impact of this decision to have our students be on campus 100% of the time has resulted in a minimal decrease in student achievement, few if any issues of attendance or inappropriate behavior both online and in-person, and an extremely high level of student engagement in learning, even in virtual settings. Though the pandemic has caused us to rethink everything, from things like equity of access, to things like allowing more time for washing hands, our school's attitude of "all-hands-on-deck" and focus the children has allowed us to achieve much of what we set out to do even in spite of these changes. We still want school to feel as "normal" as possible for all stakeholders, especially the sense of fun and warmth in school. Our success with this 100% face-to-face model hinged upon the strong culture of our school and the can-do attitude of our staff.

This is not so much a strategy, but a culture. Culture is not built overnight, but it starts and ends with our school leaders. When the Principal is opening car doors to greet your child every morning, it shows the Aloha spirit. When students leave with their faces glowing, you know you are in a special place. This has been the culture of our school for a long time, and this culture is bigger than any single person or program. It

is mālama ola or what keeps us alive. We adjust, we paddle together, we work as one for the good of the whole. We are Ma‘ema‘e School.