

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

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

School Mailing Address 3155 Manoa Road
(If address is P.O. Box, also include street address.)

City Honolulu State HI Zip Code+4 (9 digits total) 96822-1228

County Honolulu County

Telephone (808) 988-1868 Fax (808) 988-1860

Web site/URL https://www.manoaschool.com E-mail jason.okamoto@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* Mr. Keith Hayashi E-mail Keith.Hayashi@k12.hi.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hawaii Department Of Education Tel. (808) 784-6600

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 Mrs. 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.)

- 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. Only include demographic data for the nominated school, not the district.)

- 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

- 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	3	3	6
K	43	39	82
1	50	49	99
2	59	39	98
3	35	32	67
4	45	35	80
5	48	48	96
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	283	245	528

*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
 - 72 % Asian
 - 1 % Black or African American
 - 0 % Hispanic or Latino
 - 8 % Native Hawaiian or Other Pacific Islander
 - 17 % White
 - 2 % 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: 6%

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	20
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	33
(4) Total number of students in the school as of October 1, 2019	514
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

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

Cantonese, French, German, Japanese, Korean, Mandarin, Spanish, Tamil, Thai

English Language Learners (ELL) in the school: 9 %
50 Total number ELL

7. Students eligible for free/reduced-priced meals: 15 %

Total number students who qualify: 78

8. Students receiving special education services: 7 %

35 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>10</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>2</u> Other Health Impaired |
| <u>10</u> Developmental Delay | <u>11</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>2</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: 2

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.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

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	98%	97%	97%	97%	97%
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.

Together we nurture, empower, and inspire 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.

For the first quarter (August-October) of the 2020-21 school year, Mānoa Elementary had its K-5 students completely participate in an online only educational model. Families could select instruction from either a Mānoa School grade level teacher who used a mix of synchronous and asynchronous instruction, or through a self-paced fully asynchronous web-based application. Vulnerable students continued to receive daily, in-person instruction throughout the 2020-21 school year. Vulnerable students comprised our pre-school students and fully self-contained special education children. For the second quarter (October-December), students in grades K-2 received a hybrid mix of two days a week of face-to-face instruction and 3 days a week of distance learning. Students in grades 3-5 remained in full online learning. For the third quarter (January-March), students in grades K-5 received a mix of two days a week of face-to-face instruction and 3 days of distance learning. Mānoa School's current fourth quarter (March-May) plan is for students in grades K-5 to receive full in-person, daily instruction on campus.

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

Nestled in green Mānoa Valley, Mānoa School, established in 1854, is proud of its rich heritage, yet faces forward in its vision to give life to learning. With the strong support of its families and surrounding community, together we nurture, empower and inspire all students through a wide variety of programs that balances both rigorous and inclusive academics and the well-being needs of the whole child.

Mānoa School serves an ethnically diverse body of 528 learners from preschool through grade five. While about 35 percent of our students live outside of the school's geographical boundaries, most have family roots in Mānoa Valley. Around 10 percent of our students are members of a steadily growing English Language Learner (ELL) population.

Our rich curriculum is aligned with the school's vision that "Gives Life to Learning." This guiding principle focuses our core beliefs in preparing our students with the skills and dispositions needed for future success. Even with our nation's schools impacted by the COVID-19 pandemic, we continue to offer face to face and virtual Language Arts, Math, Social Studies, Science, Music, PE/Health, Art, Technology, Hawaiian Culture, and Polynesian Dance. Additionally, we encourage and provide participation in enrichment programs including the gifted and talented, student government, and an award-winning robotics program while maintaining our high health and safety protocols. Mānoa Green Tiger Robotics, in addition to earning the Excellence Award, the highest award presented at the 2018 VEX World Championships, has garnered the Excellence Award at the Hawaii State Championship Tournament for the past four consecutive years (2018, 2019, 2020, 2021).

Although paused due to the COVID-19 pandemic, Mānoa School has a long-standing international friendship exchange program with Otemon Gakuin School in Osaka, Japan. For three decades, this esteemed partnership between the two schools has fostered the universal values of mutual understanding, close cooperation, and warm friendship. One component of our multifaceted enrichment program provides learning opportunities that extend beyond traditional textbooks to expand each child's experiences and to develop each child's potential. Much of the preparation and activities for the trip and visitation are conducted outside of school. These include participation in preparation classes, preparing for performances and speeches, and fundraisers.

The primary goal of the program is to share the Aloha spirit and unique island culture of Hawaii. Additional goals include having students learn Japanese language and culture through an immersive home-stay and classroom experience.

Every other spring, Otemon Gakuin visits Mānoa School in Honolulu, Hawaii. During this one-week stay, Otemon students visit the school, learn about Hawaiian culture, experience an All-American picnic and visit sights and cultural stops around the island. The visit culminates with a 3-night home-stay with a Mānoa School family.

Every other fall, Mānoa School visits Otemon Gakuin in Osaka, Japan. During this one-week stay, Mānoa School students and chaperones visit Otemon Gakuin Elementary School. The visit includes cultural field trips around Osaka, practicing the Japanese language, and a 3-night home-stay visit. This exchange affords Mānoa students a unique opportunity to increase their knowledge of another culture by means of nontraditional, experiential textbook learning.

In January 2019, the 4M (Manoa-Makiki-McCully-Moilili) Blue Zones Project bestowed Mānoa School with the prestigious designation as a Project Approved Worksite. The Blue Zones Project is a community-wide well-being improvement initiative designed to help make healthy choices easier in Hawaii. Based on Dan Buettner's New York Times Bestseller Book "The Blue Zones: Lessons for Living Longer from the People who Lived the Longest," the Hawaii Blue Zones Project looks to replicate best practices and transform entire communities through individual, corporate, and school pledges. As a Project Approved Worksite, Mānoa School committed itself to "make the healthy choice, the easy choice."

Now that our faculty and staff understand the guiding principles of the Blue Zone Project and are learning to make healthier choices, our next step is to expand this mindset of a healthier lifestyle to the students to become a certified Blue Zone School.

Mānoa School has also implemented sustainability best practices with its zero waste initiative. Mānoa School sought to reduce our cafeteria waste by implementing a viable composting program. On a daily basis prior to COVID restrictions, our school's sustainability coordinator would work with a rotating team of fourth and fifth graders to properly sort cafeteria lunch waste between compostable and non-compostable items, log the weight of the waste, and then amend the collected food scraps to properly tended-to piles located near the Mānoa Community Garden. Students would learn how to monitor the pile's internal temperature and to look for signs of nature's microorganisms breaking down the organic matter into a valuable soil commodity. During various parts of the year, the school would sell batches of finished compost following a long six month transformation process. For the abbreviated 2019-2020 school year, Mānoa's zero waste initiative diverted 11.5 tons of food waste to our compost piles.

In partnership with the Mānoa Association of Parents and Teachers (APT), Mānoa School provides meaningful resources that cultivates a positive and thriving learning environment. Founded in 1928, The Mānoa School APT works with the school to provide supplemental programs, equipment, and funds to enhance the educational opportunities for the students of Mānoa School. Such events include the Kindergarten Picnic, Movie Night, BINGO night, the fitness-centric Tiger Trek, and Festival of Music Fair. These events allow parents to be positively engaged and builds community with all stakeholders.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

At Mānoa School, we recognize the importance of developing each child's potential and to meet their needs by addressing their different learning styles. Our classroom environments are built upon inclusive practices where individual differences are valued, and all students, regardless of cognitive or academic level, have opportunities to be included in the general education classroom. Teachers differentiate instruction, implement good assessment practices, and use flexible grouping in grade level appropriate standards-based curriculum.

Another important component of our classroom practices is to ensure teachers use good assessment practices. Our teachers triangulate data to identify students' proficiency levels, select strategies to support instruction, develop an intervention plan, and determine future professional development needs. Teachers have also been trained in creating rubrics aligned with Common Core State Standards (CCSS), co-constructing criteria, and providing descriptive feedback. To keep vocabulary consistent, teachers utilize these rubrics to provide descriptive feedback to students. Co-constructing criteria is new for our faculty. This practice is a great way to get students involved in the assessment process.

Classroom teachers use data provided from i-Ready, a universal screener for Math and Reading to group their students based on ability/need areas. Students in grades K-5 take three diagnostic assessments a year to identify specific needs and strengths for all students. Targeted instruction is then provided to each group/individual student. Students also work on lessons within the i-Ready program to address specific individual needs. Teachers monitor student progress every two weeks, and during their grade level study group, teachers determine next steps for each student. Students may be regrouped (based on need), assigned new lessons within the i-Ready program, or even provided individual (1:1) intervention support. Teachers found that by devoting time every two weeks to do this, they were able to develop a consistent routine, and were able to be more specific and intentional with the intervention support they provided to their students and really moving more students to proficiency levels.

1b. Reading/English Language Arts

To ensure a rigorous reading program aligned to the Common Core State Standards, Mānoa School utilizes the Department-recommended Reading Wonders program. However, teachers are given the flexibility to use the program to best fit their grade level needs allowing grade levels the ability to use teacher-created literature-based lessons making their ELA program more student-centered, and transformed the teacher into more of a facilitator in the learning process. Teachers implemented higher-level thinking skills and collaborative conversation into their reading program. i-Ready diagnostic assessments and classroom data are used to group students by ability levels for small group instruction where specific learning needs of students are addressed. This blended approach provides a more rigorous reading program for our students. Teachers could now cover concepts in more depth if needed, adjust pacing, and create assessments better aligned with the CCSS.

Our writing curriculum is based on our PK-5 Writing Continuum. This tool assists teachers with identifying developmental levels of each student, in addition to clearly outlining what students should be able to do by the end of each developmental stage of writing/grade. A writing sample is taken at the beginning of the year to establish where students are. After placing all of their students on the continuum, teachers can then determine the focus for whole group instruction (where most of their students are), small group instruction for students who are below the majority, and for those who are above grade level. In addition to determining writing topics, the continuum offers specific indicators for advancement along the continuum. This allows not only teachers, but students to assess progress and provide specific feedback. Our goal is for students to have a more active role in the assessment process and be able to articulate where they are on the continuum, and to identify what they need to do to move along the continuum.

1c. Mathematics

To address the CCSS in mathematics, Mānoa School began to fully implement the Stepping Stones math curriculum in 2013. Over the years, with the need of increasing math achievement scores, our school has been exploring many strategies to help support our teachers in math instruction. These strategies include Singapore Math, math journaling, collaborative conversations, small group instruction, and co-constructing criteria. All teachers were trained in these strategies and have had the opportunity to practice them in their classrooms.

Our teachers have attended multiple training sessions for Singapore Math. This approach focuses on number relationships rather than the memorization of facts and procedures; and includes concrete-pictorial-abstract (CPA) progression, number bonds, bar models, and mental math. With this shift in learning, we have provided parent training revolving around this approach so that families are equipped to support their children at home. Through Singapore Math, our teachers learned the importance of exploration and expression through math journaling where students can practice their strategies and explain their thinking freely. This helped students develop their skills in math justification, and was used as a formative assessment tool by teachers.

Our teachers were also trained by Sharon Hattie in collaborative conversations, and took the practice of math journaling a step further with “math talk.” Once students have their ideas and strategies on paper, they have intentional conversations about their thinking, allowing them the opportunity to expand their math vocabulary, speaking skills, and gain the confidence in their ability to agree or respectfully disagree with their peers, and provide evidence to support their claims. These conversations provide quick formative feedback for teachers to determine which students needed more practice or were ready to move forward.

1d. Science

Science, Technology, Engineering, & Math (STEM) are vital for students to succeed in an information-based, technological society. To prepare our students to be successful 21st-century learners, Mānoa School science curriculum is teacher developed, aligned with the New Generation Science Standards (NGSS). To supplement their lessons, teachers and students have access to Generation Genius, a web based resource that provide science videos paired with lesson plans, activities, reading, and assessments. In addition to science lessons with their homeroom teachers, students were provided weekly STEM lessons through a STEM resource teacher. These lessons engaged students in projects where they utilized the engineering design and the scientific process to solve real-world problems.

Due to the COVID pandemic, we had to adjust our teaching lines to reduce class sizes so there are no STEM resource teachers this year. All science lessons are currently being provided by homeroom teachers. Our goal is to eventually bring those resource positions back. With annual science assessment scores continuously in the 90 percentile, those resource positions proved to be a valuable resource for our students.

1e. Social Studies

For many years, teachers have used the Hawaii Content and Performance Standards (HCPS III) to create their social studies curricula. The standards have been recently updated, and now teachers are required to follow the Hawaii Core Standards for Social Studies (HCSSS).

Each grade level team creates and implements units that teach students geography, cultural anthropology, civics, economics, and history. At Mānoa School, students study these units 1-2 times per week and are assessed using teacher created assessments, project products, and through class observations and discussions. The use of various teaching tools provide students with multiple means of learning. Teachers use books, videos, articles, pictures, and community members to deliver instruction. Most grade levels have incorporated project-based learning (PBL) in their social studies units. Using this inquiry-based method, students brainstorm and identify actual problems within our community, explore solutions, and create opportunities for others (peers, parents, community members) to get involved.

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

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

Our preschool program is designed to balance developmental learning through play as well as direct instruction. We follow the Hawaii Early Learning Development Standards (HELDS) which are aligned with the Common Core Standards. HELDS covers five main domains: physical well-being, health, and motor development; social and emotional development, approaches to learning, cognition, and general knowledge - which includes mathematics, science, social studies, and creative arts, and English language arts and literacy. Our curriculum is primarily teacher-created integrating a few programs like “Zoo-phonics” and “Braidy the StoryBraid”.

Our students who receive early education learn school readiness skills to prepare them for Kindergarten. Many students learn pre-kindergarten academics including their letter sounds, recognizing numbers, shapes, and colors. They learn how to follow routines and adjust to a structured environment.

In our preschool program, we don’t just focus on academics, we also teach them skills that will help students succeed in Kindergarten. Students are taught how to use language to communicate their wants, needs, and feelings. They learn about responsibility through small classroom jobs and taking care of things like plants in our garden. One of the most important skills they learn is how to get along with others by providing opportunities for social interaction in a variety of activities like (before COVID-19) group cooking activities as well as a weekly board game played in small groups.

Many of our students leave preschool and attend Kindergarten in an inclusion setting in the general education classroom.

2. Other Curriculum Areas:

Mānoa School’s vision is “Giving Life to Learning,” and we believe in educating the whole child. Each week all K-5 students participate in a 45-minute block of music/performing arts, physical education (PE), Hawaiian culture & dance, and technology. We are fortunate to have a resource teacher for each special class, which promotes social skills, career and life skills, emotional development and physical development.

Music education at Mānoa School helps students develop social and cultural awareness in the world. Students develop artistic knowledge and skills to become critical consumers and active participants of music. During the music/performing arts sessions, students learn to analyze, critique, and perform a culturally responsive repertoire including folk, classical, blues/jazz, and popular music. The music teacher promotes creativity by helping students to develop their musical ideas.

The PE curriculum is based on the State of Hawaii Common Core Standard IIIs, and our goal is for students to live a healthy and active lifestyle through developmentally appropriate movement, social, and personal experiences. Units focus on movement forms (locomotor, non-locomotor, and manipulation), skills and techniques used to play different sports, and overall health and fitness. Students participate in individual drills, small and large group play, as well as small-scale or lead-up sports games. The students’ grades are determined through a performance-based assessment aligned with the Common Core Standards.

Our technology class teaches students how to effectively use various devices and programs. Students familiarize themselves with various technology devices through the usage of Windows-based computers, Apple devices, and Chromebooks. Beginning in Kindergarten and grade 1, students learn Microsoft Word and PowerPoint, then migrate to cloud-based applications like Google in grade 2. When we had to transition to distance learning, students in Kindergarten and grade 1 were given Google accounts for easy access to digital content on Google Classroom and to attend online meetings using Google Meet. Grade 3 to 5 students learned to use email and the sharing features in the various Google apps to make communication easier while learning from home.

Mānoa School has a positive behavior support program that encompasses many different aspects. Students

learn about the “3 Be’s” of behavior (Be Respectful, Be Responsible, Be Safe”) starting from Kindergarten until grade five. We utilize a schoolwide reward system called “Tiger Paws” to recognize students practicing the “3 Be’s”. Awards are also given out quarterly for attendance and behavior.

We are currently implementing parts of the Caring School Communities SEL program. Teachers use this program to create a sense of community within their classrooms to foster better relationships and lines of communication amongst each other.

Pre-pandemic, Mānoa School offered extracurricular “Cub Clubs” to all of our students, allowing students to Create, Learn, Understand, Build and Socialize (CLUBS). Students can sign up for this fee-based after-school program, and can choose from an array of weekly classes offered by faculty or community members. Semester-long classes ranged from mindfulness, STEM, LEGO, ‘ukulele, art, and more.

3. Academic Supports:

At Mānoa School, our different levels of learners are addressed through special programs such as Special Education & Gifted and Talented. In recent years, our enrollment of approximately 500 includes between 30-40 students with special needs & 23 students identified as gifted and talented. In order to address the wide range of student needs, Mānoa School provides a variety of venues to offer the least restrictive environment for our students from preschool through grade five.

During the 2018-2019 school year, Mānoa School began the utilization of Stetson inclusion practices from Kindergarten through grade five. These practices include co-teaching (with a general education and special education teacher), special education teacher support facilitation, and EA support facilitation. Stetson trainings provided our staff members with differentiation strategies and also worked in-depth with co-teaching partners to develop effective partnerships. Grades K-5 all include at least one class utilizing inclusionary practices. In addition to such push-in support, we also have pull-out resource support for our students with greater needs. Placement for each student is individually determined based on his/her strengths and needs at the annual IEP meeting.

Mānoa School provides a variety of venues to address the wide range of abilities, and offer the least restrictive environment for special needs students. Prior to being identified in a specialized program, our teachers will first provide a struggling student with in-class intervention through small group instruction and/or one-on-one instruction in the classroom. During most school years, with normal school days and hours, Mānoa School may also provide intervention teachers or educational assistants to work with targeted students before, during, or after school as well. Interventions are provided with the hope that a student will not need to be referred for special education.

Students who are identified as gifted and talented (GT) participate in weekly GT classes where students participate in Project Based Learning (PBL) a teaching method where students learn by actively engaging in real-world and personally meaningful projects. For students performing above grade level and are not identified as GT, classroom teachers use differentiation & PBL to keep ensure they are challenged and engaged.

At Mānoa School, through our identification process and initial assessments, we are able to identify our English Learner students. Our ELL population speak a range of languages with Japanese and Mandarin among the top identified first languages and languages spoken at home. Our English Learner program’s goals and objectives strive to meet the HODOE’s goals, objectives from the Strategic Plan and the schools Academic and Financial Plan, as we strive to give opportunities to our students to feel and become successful academically and socially. We seek to develop our ELL students communication abilities that will give them confidence through college, career and

citizenship. We also help to ensure equal access educational opportunities for linguistically and culturally diverse students by providing support and diverse teaching methods to meet the needs of all students.

The program supports students' attainment of the Hawaii content and Performance Standards (HCPC)/Common core State Standards (CCSS) through the World Class Instructional Design and Assessment (WIDA) English Language Development (ELD) Standards. Differentiated and/or modified instruction is used to facilitate academic content and English language acquisition to assist students to meet the challenging academic outcomes expected for all students. Students are assisted with push-in support in their classroom and/or pull-out support to support individual students with their needs. The ELL program provides supplemental instructional support that uses the construct of the WIDA Consortium as the base on which to build on. Supplemental instruction is determined by the students proficiency level and the use of the WIDA Can Do Descriptors and Performance Definitions. The program uses the school's core programs as the core ELL program with differentiation such as the chunking of text and use of graphic organizers and pictures to build language in the four domains (listening, speaking, reading, and writing). To continue their learning outside of the classroom, students are provided the use of the i-Ready and Reading Wonders software, as well as Acellus for our distance learning students, which individualizes lessons to further support and meet the needs of all students. It also provides an added bridge to the academic and content focus building upon their acquisition of language.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Academic

All classroom teachers implement a standards-based curriculum that is challenging, relevant and coherent. Our school has adopted Common Core State Standards aligned programs such as Reading Wonders and Stepping Stones. Teachers may supplement these programs as needed. To ensure that all students have an equal opportunity, Mānoa School has implemented inclusion and teachers are exploring various strategies for Response to Intervention (RTI).

Some strategies that are used in the classroom to support student learning are posting learning goals, co-constructing criteria, providing feedback, and multiple opportunities to show their understanding. For students who need additional support, programs such as Gifted and Talented, ELL, Speech, SPED, and RTI are also implemented.

Mānoa School provides a variety of opportunities for students to have experiences in academic and creative outlets. Grade levels provide enriching field trips and schedule guest speakers to enhance students' learning in the classroom. Additionally, we provide clubs such as Mānoa School Student Association (MSSA) and Robotics to nurture leadership and STEM skills. The school also provides a unique global cultural exchange program with Otemon Gakuin in Osaka, Japan. Cub Clubs are organized by our counselors and led by teachers, parents, or community members. These activities include, but are not limited to robotics, creative writing, painting, ukulele lessons, hula, Zumba, and flag football.

Social and Emotional Learning

Here at Mānoa School, we have school wide behavior support systems in place to ensure the safety and well-being of all students. Student positive behaviors are rewarded. A Positive Behavior Matrix is posted in all classrooms and provides appropriate behaviors in various settings. Tiger Paws, a reward system to recognize students practicing the “3 Be’s”. Quarterly student rewards for Tiger Paws may include toys, extra recess, lunch with the principal etc. The Café Paws program rewards classes for good behavior in the cafeteria at lunch.

Mānoa School adopted an SEL curriculum, Caring School Communities that provides teachers with lessons that address behavior, conflict resolution, and self-expression in healthy ways. One practice that all classrooms have been implementing is class meetings, where students and teachers have discussions and share about life outside of the classroom, to support students on a deeper level and create stronger bonds in the classroom.

During the COVID-19 pandemic, the principal, vice principal, two counselors, the curriculum coordinator, and the student services coordinator formed small group online groups that met weekly with students whose parents selected a 100% distance learning option. During this period, students would have time to fellowship with their distance learning peers, engage in book club readings, and participate in activities to build a connection to the school.

2. Engaging Families and Community:

At Mānoa School we recognize the positive benefits of parent engagement. We offer a variety of schoolwide activities sponsored by the school and our Association of Parents & Teachers (APT), a volunteer organization consisting of parents, teachers, and staff members of Mānoa School. APT works with the school to provide supplemental programs, equipment, and funds – above and beyond what is provided by the Department of Education – to enhance the educational opportunities for the students of Mānoa School. APT meets on the first Thursday of the month to plan events, review school needs, and discuss matters that affect our school community. Some of the events/fundraisers that APT graciously plans and coordinates

include, but are not limited to, Tiger Trek, Festival of Music Fair, Regal Foods, Mānoa Spirit Cards, Movie and BINGO nights.

Additional Mānoa School activities that promote parent and community engagement include open house, parent-teacher conferences, classroom websites, field trips with parent chaperones, guest readers during Read Across America, and parent guest speakers representing different career paths. Parents are also given the opportunity to provide feedback on school activities and programs through an annual perception survey.

During the COVID-19 pandemic, family support and engagement played a critical role in mitigating learning loss. Mānoa School provided nearly 100 devices (laptops and wifi hotspots) for families needing support in the home setting. Families also had technical support provided by a Hawaii Department of Education support hotline.

The SCC (School Community Council) meets every quarter and is made up of the schools administration, 3 parents, a community member, as well as a classified and certificated staff member. This council works with the school and APT to provide additional services and support.

3. Creating Professional Culture:

Mānoa School promotes professional growth of teachers by providing multiple opportunities for professional development. Some years ago, our school adopted instructor-led training (ILT), where instructional strategies are focused on to increase student achievement. Through this process, teachers are provided with training, professional readings, and opportunities to practice these strategies. School-level walkthroughs and walkthroughs at other schools help hold our teachers accountable. The pandemic limits our ability to practice the ILT process formally, but we've internalized some of the components and continue to utilize pieces of this process.

Each year, as a faculty, we analyze multiple pieces of data – demographic, student achievement, and student perception - to identify areas of opportunity and celebrate our strengths as a school. Teachers prioritize areas they would like additional support in, which helps determine our focus for professional development. Some professional development that have been provided based on teacher input include small group instruction, intervention, math journaling, Stepping Stones, summative and formative assessment and accountable talk. Scheduled bi-monthly study group meetings support teachers' learning. In these meetings, teachers share their experiences, discuss next steps, and analyze student work. Teachers also are required to write an individualized personal development plan (IPDP) that is submitted to administration yearly. A reflection on progress needs to be submitted at the end of the year.

Grade level and faculty meetings provide teachers with a platform to speak about challenges that may impede success. The ability to speak candidly helps to brainstorm solutions. These meetings also allow for collaboration time to support newly implemented strategies in the classroom.

Newly hired teachers are provided with complex level, school level, and grade level mentors. Frequent meetings hold new teachers accountable in implementing school and state initiatives. Mentors are required to input their meeting logs to the New Teacher Center Learning Zone online to track progress of interactions.

During the COVID-19 pandemic, all teachers were provided with mandatory professional development prior to the start of the 2020-21 school year. It consisted of seven online training modules that covered various distance learning topics around curriculum, instruction, and assessment. All faculty meetings during this school year took place via Google Meets or Cisco Webex and included health and safety updates where teachers could advocate for any needs in their classroom. To date, the school has spent over \$50,000 in COVID-related expenses including, but not limited to air purifiers, plexiglass desk barriers, hand sanitizer, gloves, face masks and face shields.

4. School Leadership:

Seamless leadership has been a priority at Mānoa School, meaning that a person in any position in our school can make a difference. Leadership teams are diverse, comprised of people holding different positions in the school, that offer different voices and perspectives to make decisions best for our school. Our main leadership team, the Academic Support Team (AST), consists of the Principal, Vice Principal, Student Services Coordinator, both counselors, the Curriculum Coordinator, and both the PE and Music teachers. AST meets once a week to discuss logistics, upcoming events, and the progress of our initiatives that are aligned with our academic plan. Grade level chairs, or GLCs, are the bridge between teachers and administration and plan for schoolwide events and initiatives.

We also have committees that all teachers are involved in, where there is representation from each grade level to ensure equity of grade level voice. These groups were created as we began the Western Association of Schools and Colleges (WASC) accreditation process and we have been continuing to utilize them each year to provide a space for teachers to reflect, collaborate, and plan for positive learning experiences for our students, whether it be academically or social and/or emotionally. Committees include the Art's, that plan and prepare for art-related events for students such as Festival of Arts and Festival of Music; Positive Behavior Support (PBS), which focuses on our school's social-emotional support for students, and our Literacy committee, which provides experiences for students to increase literacy skills, such as Read Across America and Book Fairs.

Each month, we have approximately two faculty meetings, one committee meeting, and one grade level meeting. Our weekly Wednesday meetings are designed to provide time for leadership discussions, committee/teacher collaboration, and feedback on pertinent school issues. Committees and grade level groups analyze data collected by the school, including the annual School Quality Survey and Panorama Student Survey, to reflect upon our school's programs, processes, and policies. When the committees convene, it provides opportunities for all teachers to share their thoughts, experiences, and/or ideas, which are then communicated back to administration to ensure teachers have a voice in school level decisions. Even during the COVID-19 pandemic, these leadership structures continue to function online using either Google Meets or Cisco Webex.

5. Culturally Responsive Teaching and Learning:

Mānoa School strengthens our sense of belonging and sense of aloha through school wide activities. For example, during kindness week or Aloha week, all students participated in a daily challenge to "show aloha" and "be aloha" in their daily lives. Aloha week spreads happiness throughout our campus community and teaches students the concept of giving joy without expectation of reward. Students grew in confidence of knowing about the place they live and go to school. The Hawaiian values incorporated allowed students to further explore their sense of Hawai'i, pronouncing and understanding everyday Hawaiian words, and using them in the task or challenge of the day. The creation of our school's mural was a collaborative process with community members and school members. The students learned about Kahalaopuna, the princess of Mānoa and viewed themselves and their peers as active participants in the learning process. The sense of responsibility grew and these students began to educate the larger school community about the story of Kahalaopuna and their personal experiences while creating the mural.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Throughout this COVID-19 pandemic, our steadfast belief in the effectiveness of small group instruction has shown the promise that a loss of student achievement might not be as pronounced as feared. We continue to build and strengthen our RTI process through the use of i-Ready as a schoolwide universal screener in math and reading, and then use that data to differentiate instruction and address the needs of all students. Students take the Diagnostic Assessment three times during the school year to help teachers identify the type of supports their students needed. As a support for tiers two and three, grade levels worked with our Curriculum Coordinator; and based on students' needs, they were provided with one-on-one or small group instruction in both the online and face-to-face environments. Our most recent mid-year diagnostic show that only 2 percent of our students are two grade levels or below for reading and math. When disaggregating our figures for our most vulnerable learners, ELL, SPED, free/reduced lunch, and 100% distance learning, the gap difference with our non-high-needs population is small.