

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address 4559 Kilauea Avenue
(If address is P.O. Box, also include street address.)

City Honolulu State HI Zip Code+4 (9 digits total) 96816-5046

County Honolulu County

Telephone (808) 733-8455 Fax (808) 733-4669

Web site/URL https://www.kes.k12.hi.us E-mail sarene.oda@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 Honolulu School District 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 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 signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 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 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

- Number of schools in the district (per district designation):
 - 185 Elementary schools (includes K-8)
 - 42 Middle/Junior high schools
 - 44 High schools
 - 24 K-12 schools

295 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for 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 in the school as of October 1, 2021 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	2	1	3
K	24	15	39
1	33	21	54
2	30	24	54
3	31	34	65
4	34	37	71
5	28	28	56
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	182	160	342

*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
 - 49 % Asian
 - 0 % Black or African American
 - 13 % Hispanic or Latino
 - 7 % Native Hawaiian or Other Pacific Islander
 - 9 % White
 - 22 % 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 2020 - 2021 school year: 8%

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, 2020 until the end of the 2020-2021 school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	32
(4) Total number of students in the school as of October 1, 2020	394
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

6. Specify each non-English language represented in the school (separate languages by commas):
Cantonese, Hungarian, Ilokano, Japanese, Korean, Mandarin, Portuguese, Russian, Vietnamese

English Language Learners (ELL) in the school: 20 %
69 Total number ELL

7. Students eligible for free/reduced-priced meals: 24 %

Total number students who qualify: 82

8. Students receiving special education services with an IEP or 504: 9 %
30 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 with an IEP or 504 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>2</u> Multiple Disabilities |
| <u>2</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>1</u> Other Health Impaired |
| <u>6</u> Developmental Delay | <u>5</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 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	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	17
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	98%	95%	95%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

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. 2005

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

Kahala Elementary school's vision is to provide a nurturing environment which provides a foundation for continuous personal and academic growth. Our mission is to address the diverse needs of all learners and nurture their talents and abilities. The school community will provide standards-based curricular and extra-curricular programs where all learners will be empowered to achieve the school-wide learner outcomes.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

Nondiscrimination statements can be found on our Kahala Elementary School website at www.kes.k12.hi.us.

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

Students who live in the geographic area and are at least 5 years old by July 31, are able to enroll at Kahala Elementary. Those who live outside of the geographic area and would like to attend Kahala Elementary must first enroll at his/her home school and apply for a geographic exemption (GE) between January 1 and March 1. Depending on space availability, GEs are approved, denied, or placed into a scheduled lottery process. Families who have applied for a GE are informed of the school’s decision no later than the middle of April.

PART III – SCHOOL OVERVIEW

Established in 1954, Kahala Elementary School (KES) is located in the Ahupua'a (land division) of Wai'alaie. This ahupua'a stretches from the top of the Ko'olau mountains down to Wai'alaie Bay. Our school is part of the Farrington-Kalani-Kaiser Complex and in the middle of the Kahala business district. Kahala Elementary School is a school of choice, over 70% of our children reside outside of the geographic area but choose to attend our school to take advantage of our rigorous academic and enrichment opportunities. We serve a diverse population of approximately 350 students in grades Pre-K through Grade 5. Of the total enrollment, 7% of students receive special education services, 22% receive English Language Learner (ELL) services, and 30% are of low socioeconomic status (SES). Being a tight-knit school community, we prioritize building positive relationships, open communication, and collaboration. We do this in a variety of ways through our Parent-Teacher Organization, School Community Council, dedicated teacher articulation time, and professional learning communities (school committees).

Kahala strives to sustain a vibrant environment and culture for lifelong learning where we provide a foundation for continuous personal and academic growth for all students. We are committed to educating the whole child. We focus on educating leaders, innovators artists, and community contributors. KES instills a passion for learning through a variety of educational experiences. Our Artist in Schools program uses drama to teach empathy and self advocacy skills. KES students participate in the Kokua Foundation's 'ĀINA in Schools program which teaches them about environmental stewardship. Through garden-based learning students connect to their local land waters, and food to grow a healthier Hawai'i. Our Choose Love program helps students identify their feelings and use brave breaths to calm and regulate themselves. KES students learn about courage, gratitude, forgiveness, and compassion in action to create a culture of belonging and connectedness at our school.

Having a student body diverse in cultural, ethnic, and socioeconomic backgrounds brings the best combination of intellect, talent, and character to our school. We foster academic excellence through standards-based instruction utilizing resources such as Wonders, Stepping Stones, and STEMscopes where students analyze, synthesize, and apply information. We provide robust learning opportunities where teachers focus on small group instruction, differentiation, and inclusionary practices to deliver curriculum. We partner with other complex area elementary schools to provide contracted PD, utilize the District Team to provide support in our school, and depend on the expertise within the faculty to support teachers' needs to implement best practices in every classroom. In addition, we work on creating a vertical alignment and school wide understanding of both the General Learner Outcomes and Na Hopena A'o where we nurture our students to reach their fullest potential as they grow from pre-school through grade 5.

In SY 2020-21, the Covid-19 global pandemic challenged educators to approach teaching and learning differently. Our teachers adapted to distance and blended learning models using technology to deliver instruction to all students. At the time, KES stopped all face-to-face school wide and extracurricular activities due to safety guidelines and restrictions. There was limited access to campus, only allowing essential personnel on site. Although we faced many challenges, KES provided students with virtual co-curricular activities including music and drama. At the start of the 2021-22 school year, we resumed co-curricular and extracurricular activities such as student council, art, soccer, garden, Hawaiiiana, and music club. Our teachers continue to think outside of the box, modifying school events and activities for students to participate in while still adhering to all safety protocols. Our resilient school community continues to persevere and support the academic, social, emotional, and physical well-being of all.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

Kahala Elementary School follows the Common Core State Standards (CCSS) for English language arts and math, the Next Generation Science Standards (NGSS), and the Hawaii Core Standards for Social Studies (HCSSS). Teachers have identified anchor standards, organized standards by quarter and created curriculum maps. Knowing that a single program does not meet the needs of all our students, we are revising our curriculum maps to ensure all standards are addressed throughout the year. Grade level teams have in depth conversations about the standards, deconstruct the standards to develop a strong understanding, and work towards ensuring common formative and summative assessments are aligned.

School wide practices focus on small group instruction, differentiation and inclusionary practices. As we develop our curriculum, we are mindful that the needs of all learners (including our English language and struggling learners) are addressed. The general education and special education teachers collaborate to discuss content, accommodations, and/or how instruction might be modified to provide students equal access to the content.

1b. Reading/English language arts curriculum content, instruction, and assessment:

Our ELA curriculum incorporates McGraw Hill's Reading Wonders lessons and Orton-Gillingham (OG) strategies. These programs were introduced to us by the state and district. Grade Levels have continued to use Reading Wonders due to the program's spiral structure where concepts are revisited throughout the year. This provides students with continuous practice, learning, and understanding of concepts. OG strategies have provided our students with a consistent foundational approach to literacy. All lower grade teachers and our special education teachers use OG strategies in their classrooms. We focus on closing the achievement gap and implement the Daily 5 framework. This framework allows students to become independent literacy learners while providing teachers time for individualized instruction with students either one-on-one or in small groups. Teachers identify quarterly standards and create common formative and summative assessments. Although grade levels have common assessments, we empower our individual teachers' craft of teaching to determine how and what opportunities to provide their students in order to meet proficiency. In addition, every classroom posts a visual schedule with learning targets and success criteria which displays the level of rigor and critical thinking skills to be addressed during the lesson. This helps our students know what they will be learning and what they need to do in order to meet the learning targets for the day.

Kahala Elementary School uses Renaissance STAR Reading and DIBELS as universal screeners and progress monitoring tools. The lower grades focus on early literacy skills with an emphasis on phonemic awareness, phonics, and fluency. The upper grades focus on fluency and comprehension. Data from our universal screeners, progress monitoring tools, classroom assessments, and teacher observations are used to determine our small groups so instruction can be intentional and focus on students' various strengths and challenges. In addition, online tools such as Achieve3000, Accelerated Reader, KidBiz, Sora, Epic, and Imagine Learning are regularly utilized to provide additional learning opportunities for our students to work within their zone of proximal development.

1c. Mathematics curriculum content, instruction, and assessment:

We have been using the state-recommended math curriculum of Stepping Stones for grades K through 5. Stepping Stone builds on the natural ability of students to develop understanding and number sense. It allows for students to have conversations about what they are learning and develop strong problem solving and communication skills. The teachers enhance the curriculum to provide real life connections and application. Building a strong foundation for math, which includes basic foundational skills and vocabulary, allows the students to internalize the concepts and solidify their math literacy.

Like English language arts, we also use Renaissance STAR math as our universal screener. We depend heavily on our formative and summative assessments and teacher observations as our progress monitoring tools. Students learn concepts first conceptually, then through numerical or pictorial representations, and then abstractly. Various instructional approaches such as the use of manipulatives, drawings, and kinesthetics are used to help all our learners access the content. Going through this process allows teachers to clearly see where students are at and how to address any gaps and/or misconceptions.

1d. Science curriculum content, instruction, and assessment:

STEMscopes provides many hands-on learning experiences for our students. Our students experience going through the scientific and engineering processes. These processes challenge our student's thinking and problem-solving skills. Our students are encouraged to inquire, make connections, and apply prior and newly learned skills and knowledge to tasks at hand. Students often work in small groups, where they engage in collaborative conversation through trial and error. All students participate in the annual district science fair where they are able to showcase learning to their peers, parents, and community.

In addition, we partner with the Kokua Foundation and implement the 'ĀINA in the Schools curriculum. We have a dedicated garden teacher who works with the classroom teachers to integrate science instruction across both settings. Classroom teachers plan cross curricular units which include science, social studies, math, and language arts for their students. Students are able to research, question, plant, harvest, and enjoy the various products that our garden produces.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

For Social Studies, we follow the C3 Framework to create cross-curricular learning opportunities for our students where inquiry is the center point of engaging social studies instruction. A big shift with this framework is embedding the inquiry component and having students produce an end product; however students are already exposed and expected to do these things in the other content areas. Social Studies provides a foundation for our students to develop understanding, awareness, and how to be positive community contributors to our society. In addition, social studies, specifically Hawaiian studies, allows our students to learn about this place they call home. As part of the state's Na Hopena A'o initiative, we want our students to be proud of where they live, develop an understanding of our 'aina (land) and history, and in turn are able to strengthen their sense of responsibility.

To enhance the curriculum, we also have a school wide career fair where we bring in guest speakers to share about their career and experiences. This event shows the students the importance of community as well as exposes them to career and technical education. Due to Covid, field trips are limited but virtual experiences are encouraged. Field trips bring learning to life for both teachers and students.

1f. For secondary schools:

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

Our preschool program services our community's special needs children (ages 3-5) through a curriculum aligned with the Hawai'i Early Learning and Development Standards (HELDS). Our program supports the development of our children in the following domains: physical wellbeing, health, and motor development, social and emotional development, approaches to learning, cognition and general knowledge, and English language arts and literacy. Preschool students benefit from being with their same aged peers in both the general education and special education settings. In addition, they also participate in school wide activities and assemblies.

Our pre-school is a fully self-contained classroom. Throughout the school day recess, lunch, and specials are opportunities for them to mix with the general education students. We believe that having peer models in

language and behavior helps with social skills, self-efficacy, and even some skill deficiencies. Especially for our preschool students who will be transitioning to kindergarten the following year, we like to create a transition plan where the preschool child is able to join the kindergarten classroom. We start with short periods of time, such as morning circle and expand to longer periods of time such as the entire morning block. However, due to Covid restrictions, classrooms are kept as one cohort/Ohana bubble limiting the interactions between students in school.

2. Other Curriculum Areas:

In addition to providing standards-based curriculum in all core subject areas, our students are immersed in a learning environment that is intended to foster a sense of community and encourage interpersonal skills, problem solving, goal setting, creativity, autonomy and self-accountability.

In 2018, Scarlett Lewis visited our school to introduce her curriculum, Choose Love. Since then, the faculty, staff, and students have embraced the 4 pillars of the program, Courage, Gratitude, Forgiveness and Compassion in Action, and practice these behaviors daily to ensure a safe, nurturing and thoughtful school community. Each quarter, teachers explicitly teach lessons connected to one of the components. Student created visual reminders are displayed throughout the campus to reinforce these important concepts.

The arts provide opportunities for our children to explore, investigate, and to think critically. It also can help to make learning visual and develop creative problem-solving skills in a more global and holistic learning environment. For the last 11 years, we have partnered with Mr. James McCarthy, through the Artist in the Schools Grant, to bring drama education to all our students. Throughout the years, his residency focused on various topics in our Language arts, Social Studies, and even Science curriculum. For the last 3 years, he has integrated our school wide social-emotional learning program, Choose Love, into his lessons.

Music instruction is provided to all students by our specialist once a week. In addition to music theory, singing and movement activities, students in kindergarten and grade one play the xylophone and students in grades 2-5 play the recorder. Our annual Spring Festival is a culmination of their learning and a time to share performances with family and friends.

KES has participated in the 'ĀINA in the Schools and 3R's School Recycling Program since 2012. 'ĀINA In Schools is a farm to school initiative that connects children to their local land, waters, and food to grow a healthier Hawai'i. Our garden teacher provides 'ĀINA Nutrition and Garden Lessons in every grade and students maintain grade level garden plots. Through this program we have received two mini-grants (Making Vermicast from Cafeteria and Paper Waste and Perma Blitz Edible Garden), participated in local chef visits, done fund-raisers with local farms and participated in the Hawai'i School Bottle Cap Collection Challenge.

All students receive Hawaiian Studies as a regular part of our curriculum. Providing a Hawaiiana curriculum allows our students to hear the mo'olelo (stories) of our past, learn some 'Olelo Hawai'i (Hawaiian Language), and understand the important values such as 'ohana (family), kuleana (responsibility), and aloha (love).

Prior to Covid, our library was available for student usage before, during, and after school. Now, students are able to browse and borrow books once a week with their class during their assigned time. Library visits include read alouds, lessons on book searches and selection, research strategies and time to enjoy and develop a love for reading. Based on their Star Reading assessment and Daily 5 I PICK guidelines students are able to select appropriate reading materials. In addition to the thousands of books at their fingertips, the library also is equipped with computers for student usage and houses our Makerspace.

Kahala Elementary does not have a dedicated technology teacher, instead technology instruction is incorporated into the classroom. Every student in grades 1-5 have access to a Chromebook and students in kindergarten have iPads. Teachers utilize Google Workspace and have integrated the use of Google Classroom, Docs, Forms, and Slides. Google Classroom provides a central location to communicate with students, ask questions, and create assignments. In an increasingly digital world, the teachers have used

Google classroom to facilitate online learning for digital learners today. Google Docs allow for collaboration to take place among students and teachers even with social distancing. In addition, both students and teachers are able to leave comments and provide immediate feedback. During school shut down, forms were used where students checked in daily. Not only was this used for attendance and lunch count but also included a mental health check. Students were asked about how they were feeling and if they had something to share with the teacher and/or needed to speak to the teacher. Although we have returned to face-to-face instruction, teachers have continued to utilize Google Forms to check on the wellbeing of their students. We have found that some students are more comfortable and prefer to communicate through Google Forms. Administrators, teachers, and students all use Google Slides. We have found it is a great way to organize ideas, present information, and allow for collaboration. Teachers use Google Slides to provide a visual for their students and present on the day's schedule, learning targets, and success criteria, display any announcements, and provide written instructions. Technology is also utilized for students to conduct research, take their progress monitoring assessments, gain access to leveled readers, and to enjoy the opportunity to listen to reading.

Teachers provide weekly physical education and health classes to their students. Prior to Covid-19 we had the services of a part-time PE instructor, however, all teachers are now responsible to support all students in achieving the knowledge, skills and confidence to be physically active for a lifetime. Every November our school holds our Turkey Trot which is designed to promote physical activity and a healthy lifestyle. Over the last 5 years KES has met all the wellness guidelines set by the state and have received the "Excellence in Wellness" award.

3. Academic Supports

3a. Students performing below grade level:

At the beginning of every year, KES uses two academic and one behavioral screeners to identify students that may require additional support. All teachers complete the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Star Reading and Math assessments. Teachers review their data to determine the learning needs of each student. Additionally, at the end of each quarter, STAR reading and math assessments are administered to each student to track their progress throughout the year.

As a school, we monitor our students who may not be performing on grade level. Teachers create small groups so they are able to target the skill areas of focus. These students are progress monitored every month. We have created a data wall to track our student progress and to ensure all the necessary supports are provided so every student can succeed.

3b. Students performing above grade level:

Gail Boushey, creator of the Daily 5, met with our teachers at the beginning of this school year to introduce a framework for planning small group learning. Daily 5 is a literacy framework that instills behaviors of independence, creates a classroom of highly engaged readers, writers, and learners, and provides teachers with the time and structure to meet diverse student needs. Using universal data, progress monitoring data, and classroom assessments, teachers group students in small groups in order to provide specific skill/content instruction. In addition, students often work in small groups for various class assignments. Depending on the focus of the lesson, students may be in heterogeneous or homogeneous groups. This allows peers to collaborate and learn from each other.

3c. Special education:

Students who require specially designed instruction are instructed by highly qualified teachers. Learning goals and objectives are addressed in a small group setting where students receive modified instruction in the area of need (English language arts, math, science, social studies) and/or structured programming to target areas such as behavior, speech, and occupational and physical therapy. Students are taught skills which can be used across all curriculum areas. Although students may receive specialized instruction in English language arts and math in a separate setting, we also support students in their general education

classrooms for science and social studies. The general education and special education teachers collaborate on content in order to provide the appropriate accommodations for students.

3d. English Language Learners, if a special program or intervention is offered:

Our English language learners are provided additional support outside of the classroom. Students are taught by a TESOL qualified teacher and are pulled 2-3 times a week to build in the areas of speaking, listening, reading, and writing. All classroom teachers are working towards meeting sheltered instruction qualifications. This qualification ensures all teachers are prepared to teach English learners and have a set of strategies and techniques to intentionally plan, implement, and assess instruction for English learners who are in their classes, alongside their non-English learner peers. Classroom teachers are also provided with their student's WIDA Can Do descriptors which describe what the learner can do with language across different content areas. With this information, teachers better understand what language proficiency their students are at and are able to differentiate instruction and classroom assessment to make learning accessible.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

Our high needs students continue to make gains however do not perform as well as our non-high needs students. To help address the gap, the general education teachers, special education teachers, and EL coordinator articulate and collaborate on curriculum. Curriculum maps are made so any individual who teaches students of a certain grade level, will have identified standard and common formative and summative assessment to use. Understanding the grade level curriculum allows teachers to be able to modify instruction for students. Having regular conversation around instruction will help teachers have a better understanding of the grade level expectations and in turn be able to teach in alignments with each other and close the achievement gap.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Kahala Elementary School continues to build a positive school climate and culture. We strive to make our place a safe, fun, and engaging space. We hold our students responsible for their actions and learning and we value strong relationships among all individuals on our campus. We have a school wide behavior matrix which focuses on the 3 Bs - Be Safe, Be Responsible, and Be Respectful. This behavior matrix is posted in every classroom and posters, specific to each area on campus are posted. For example, near the playground we have posters up with the behavior expectations. Same for when students are in the restroom, cafeteria, and walkways. Having visual reminders keeps us all safe and helps to hold ourselves accountable.

Choose Love is the school wide social emotional program. Teachers are expected to dedicate time each week for Chose Love. Choose Love’s action step calendars for each of the four components are provided to every teacher. On these calendars are 32 ways to practice the identified trait of courage, gratitude, forgiveness, or compassion in action.

The Covid-19 pandemic has challenged us in a variety of ways. School wide events came to halt which limited parent and student involvement. It challenged us as a school to figure out how to connect with students and teach remotely. From March of 2020 through February 2021, the teachers learned how to teach online, all the while continuing to build relationships with and among students; it was realized the importance of social emotional and mental health. During school closure and distance learning, it was mandatory for teachers to have a daily check-in which allowed teachers and students to build relationships and class culture. In addition, teachers had to virtually bring the whole class together at some point during the day as well as be able to speak one on one with each child. When it was safe to do so, we focused on bringing our students back onto campus. Just seeing students, having them back on campus, and hearing the joy and excitement in their voices to be with their friends again was priceless. Although Covid brought along its struggles, based on the Panorama survey, students responded positively in all areas - school belonging, school safety, and valuing school. This goes to show the positive school climate and culture we have here at Kahala Elementary.

2. Engaging Families and Community:

Research shows that when families, communities, and schools work together, students are more successful and the entire community benefits. We engage with our families and community through a variety of ways such as the Parent Teacher Organization (PTO), School Community Council (SCC), community partnerships, such as Kokua Foundation’s ‘ĀINA in Schools program, parent-teacher conferences, monthly school newsletter, and through celebrations of student achievement and success. These partnerships support, guide, and provide expertise to help create a vibrant and effective learning community.

Our PTO is one way we engage family and community. The PTO at Kahala Elementary School has played an instrumental role in our ongoing success. They host various fundraisers and partner with the school to promote and carry out school wide events. In recent years, the PTO has funded all the “specials” teachers to make it possible for us to provide classes such as art, PE, and music. In addition, they funded all the furniture in our newly renovated library. Some fundraisers included a bake sale, spaghetti night, and ‘Ohana Night all of which gathered our Kahala family together for a day/night of fun. Unfortunately, Covid-19 has impacted the amount of on campus school wide events we are able to have which are open to parents. Instead, our PTO has partnered with community businesses to continue our fundraising efforts. For example, Jersey Mike’s, Diamond Head Chocolate Factory, and The Counter all donate a portion of their proceeds on a selected date.

Our School Community Council (SCC) is the forum for exchanging ideas among the principal, teachers, school staff, parents, students, and community members to increase student achievement and well-being at Kahala. Members meet regularly to discuss matters that affect student achievement and school improvement. In order to strengthen the ties between the school and community, the SCC creates

opportunities for collaboration, and focuses on a shared goal of improving student achievement and the system's accountability.

Parent teacher conferences are held each fall to inform parents of their child's progress in school. Teachers and parents are able to converse about the year's curriculum, address any issue or concerns that may have come up at that time, and discuss first quarter progress. Individual meetings are scheduled throughout the year on an as needed basis.

Our "Kahala Elementary News" is our monthly newsletter. It is emailed to the school community informing them of any school wide news and/or upcoming events. It also includes pages for the PTO and SCC to share information. In addition, we highlight student learning from selected grade levels.

Our Curriculum Fair and Science Showcase are held annually. This is our 10th year of our Science Showcase and 8th year of our Curriculum Fair. Every class is able to highlight student work and achievement. Due to Covid we have been holding our fairs virtually. Although we are not able to bring students and families together to celebrate our achievements, we are able to make our fairs accessible over the course of a week, which allows more families the time to visit and see the great accomplishments our students are making.

3. Creating Professional Culture:

Professional development is a high priority at Kahala Elementary. Each year, KES plans and/or facilitates professional development (PD) sessions to enhance and refine the teaching and learning practices aligned to our academic plan. Teachers are also provided with opportunities to attend personal professional development sessions that align with their own professional goals. We have received PD on Orton Gillingham, Choose Love, small group instruction, co-constructing criteria, learning targets, and differentiation, just to name a few.

With the emergence of Covid-19 and having to transition to distance learning, teachers received PD on Google Workspace (formally G Suites). Teachers created and used Google Classroom to streamline assignments, boost collaboration, and foster communication. Google Slides allowed teachers to build presentations and with Google Forms teachers were able to create quick surveys and check-ins with the students. Teachers were given the time to explore and make sense of the platform they were expected to use. As we transitioned slowly back to in person learning, teachers received PD on how to set up their classrooms to support both in person and virtual learners. Web cameras, flat screen TVs, apple TVs, iPads, and speakers were some of the technology tools teachers were able to work with.

Teachers are valued and supported through a variety of ways. Words and small tokens of affirmation and gratitude are always provided. We know that without our faculty and staff, we have no school. Covid pushed many of us out of our comfort zone, however the students, teachers, staff, and families are resilient. Non-classroom teachers as well as the principal offered support to classroom teachers in whatever capacity was needed. During distance learning, our non-classroom teachers were able to pull small groups of students to provide them with additional support. For example, our curriculum coach pulled kindergarten students one on one to work on letter sounds and letter recognition and our data coach pulled a small group to help with science instruction.

The staff received training on Choose Love, our school wide SEL program and every member was given a copy of Nurturing, Healing, Love, the book written by founder Scarlett Lewis, inspired by her son Jesse who was killed in the Sandy Hook tragedy. Cafeteria, custodial, and office staff are reminded of the quarterly focus areas. The support staff are reminded that although they may not have direct contact with students in the classroom, they are important people on our campus and see children during unstructured times which is an important part of their school day. At Kahala we also try to make it a point for faculty and staff to meet together at least once a quarter so we are all on the same page and have the opportunity to build a sense of family.

4. School Leadership:

Kahala Elementary School is a fairly small school with only one administrator, the principal. Our non-classroom teachers wear many hats and are depended on as part of the leadership team. In one year, Kahala had 4 different principals, however the last two years have begun to stabilize with a permanent principal. The current leadership values teacher voice and believes in empowering our teachers through shared leadership. She has an open-door policy where faculty and staff are always welcomed. She reminds us to keep our students at the center of all that we do. We gather, post, and look at our student data regularly in order to guide our instructional next steps. Our schoolwide initiatives, such as small group instruction and differentiation, are aligned nicely with our regular analysis of student achievement. We are able to identify student strengths and areas of continued growth and use this information to create our small groups as well as identify skills and concepts to be addressed.

The structure in the school has shifted to allow every teacher to sit on a curricular (English language arts, math/science, and social studies) and non-curricular (Grade Level Chair, Data, and Multi-Tiered System of Support (MTSS) committee. Every committee has representation of each grade level and thus allows for vertical articulation to take place. Being in curricular committees allows groups of teachers to take a deep dive into the various curriculum and online programs offered at the school. Instead of simply getting rid of one program/online tool, teachers are able to analyze our student needs and determine which would provide the most appropriate support to meet the individual needs of our students. For our non-curricular committees, these groups are able to talk about and implement schoolwide systems. The data committee looks at schoolwide performance data as well as our data team process at the school level. The MTSS committee looks at our social emotional data as well as monitors the implementation of our Choose Love curriculum. The GLCs help understand and monitor state and schoolwide initiatives as well as determine important schoolwide expectations.

5. Culturally Responsive Teaching and Learning:

At KES, we believe all students can succeed and it is our responsibility to provide a safe, nurturing environment conducive to learning. Building an inclusive classroom community means implementing practices where all students, regardless of cognitive or academic level, can access educational content and participate fully in their learning. We understand no two students are the same and provide differentiated instruction and assessments to accommodate individual needs.

Visual schedules with learning intentions and success criteria are posted at the beginning of each day to ensure clarity and help students and teachers focus on the learning goals for the day. Learning becomes visible when students know up front what the expectations are and how they will be successful. Grade-level teams work together to create and plan standards-based instruction and assessments in all content areas. Curriculum maps ensure teaching is purposefully structured and logically sequenced across grade levels so students are building on what they have previously learned and are learning the knowledge and skills to prepare them for more challenging work. Grade-levels meet regularly to discuss, review and revise maps. A section for differentiated instruction, inclusive practices and small group instruction is included on each map.

Through our SEL curriculum, we teach our students, staff and faculty to “choose love” in any circumstance thereby creating a safer, more connected school culture. Teachers build rapport and strong relationships with their students through “getting to know you” activities, everyday conversations, and observations. They offer students choices and help connect their learning with things that are meaningful to them.

Students who have been identified as English language learners receive English language development instruction from both the EL teacher and the classroom teacher. To get students to become comfortable in school, these students attend intervention in small groups. They focus on developing listening and speaking skills with each other. Some groups are made up of similar language ability students and other groups are made up of similar home languages spoken, but focus on developing their English language proficiency.

We also provide an Aural/Oral Program for the district. This program services students who are hearing impaired, but are able to develop listening and speaking skills. Our students either wear hearing aids or have cochlear implants and are immersed in hearing the spoken language throughout the day in order to develop

their auditory comprehension. Our teacher of the deaf works with these students to develop their lipreading skills and to get our students speaking clearly enough to communicate. Our students use FM speaker systems and closed captioning to help them access content being taught.

Our parents are viewed as partners in their child's educational journey. We welcome and include parents in schoolwide events such as our Spring Festival, Curriculum Fair, and Science Showcase. Our PTO hosts 'Ohana Nights, Garden Parties and other evening educational opportunities which allow families to meet one another and learn something new. Grade levels and individual classrooms invite parents to participate in field trips, class projects and holiday activities.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

At Kahala Elementary School we provide a safe, supportive, and healthy learning environment and pride ourselves on educating the whole child. Developing the whole child gives students the foundation they need to become well rounded, healthy individuals, equipped with a solid education and important life skills to help them reach their full potential. We set a strong foundation in the core content areas such as reading, writing, and math and engage students in learning connected to the school and broader community. Aside from the traditional academics, KES provides instruction in areas such as social-emotional, music, art, drama, and garden.

We create a supportive environment which promotes strong relationships among students, faculty, staff, and families. KES is a small school which allows us to get to know all our students and invites each to bring their personal experiences into our classrooms where they feel valued. Students help in developing classroom norms and create positive class culture and climate. Parent-teacher conferences are held yearly to strengthen the home-school connection and teachers are provided regular opportunities to collaborate horizontally and vertically with other educators.

We provide inquiry-based learning opportunities in science and social studies as well as in our outdoor classroom of garden. We know that when students are engaged, motivated, and feel valued, they perform better academically and have more positive social attitudes, values, and behavior. We use student's prior knowledge and scaffold instruction to engage students in hands-on curriculum. One example is our school wide participation in our district science fair. Students are taken through either the scientific or engineering design process to question, investigate, and determine a solution/conclusion. We also value the integration of art education. We understand that the arts develop creativity, self-expression, and increase confidence. A big part of our success is our offering of music to all students and the partnerships we have created beyond our school. Being able to work with the Kokua Foundation and the Hawaii State Foundation on Cultural and the Arts, has allowed us to provide our students with garden and drama.

KES builds student's social, emotional and academic competence. As a Choose Love school we focus on the development of collaboration, empathy, and social skills. We teach students how to manage stress and develop a greater awareness of oneself and others. Teachers identify externalizing and internalizing problems among students by completing the Brief Externalizing and Internalizing Screener for Youth (BEISY) universal screener. With this data we identify the appropriate interventions such as check-in/check-out, behavior contract, or social skills training in order to support the success of each student.

The whole child approach changes the focus from just academic achievement to one that encompasses areas such as the arts, health, civics, and the outdoors. Our students develop higher-level thinking, communication, and problem-solving skills to better understand the world around them.