

U.S. Department of Education
2023 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. Nathan Maeda
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 1465 Ulupii Street
(If address is P.O. Box, also include street address.)

City Kailua State HI Zip Code+4 (9 digits total) 96734-4437

County Honolulu County

Telephone (808) 807-0850 Fax (808) 266-7834

Web site/URL <https://www.maunawili.k12.hi.us/> E-mail kauai.tanaka@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 Windward District Tel. (808) 784-5900

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 Mr. Warren Haruki
(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 2023 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 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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 (2022-2023) 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.)

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

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

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

- ☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 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 Students
PreK	7
K	49
1	44
2	43
3	44
4	52
5	52
6	54
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	345

*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
 - 6 % Asian
 - 1 % Black or African American
 - 21 % Hispanic or Latino
 - 23 % Native Hawaiian or Other Pacific Islander
 - 18 % White
 - 31 % 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 2021 - 2022 school year: 11%

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, 2021 until the end of the 2021-2022 school year	26
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	37
(4) Total number of students in the school as of October 1, 2021	338
(5) Total transferred students in row (3) divided by total students in row (4)	0.11
(6) Amount in row (5) multiplied by 100	11

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

English Language Learners (ELL) in the school: 3 %
9 Total number ELL

7. Students eligible for free/reduced-priced meals: 33 %

Total number students who qualify: 113

8. Students receiving special education services with an IEP: 16 %
Total number of students served 56

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 should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>2</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>11</u> Other Health Impaired
<u>6</u> Developmental Delay	<u>23</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>11</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. Students receiving special education services with a 504: 4 %
Total number of students served: 14

10. Number of years the principal has been in the position at this school: 6

11. 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.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	97%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

15. 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.

16. In a couple of sentences, provide the school's mission or vision statement.

Our Maunawili Elementary School Community empowers students by honoring diversity, cultivating creativity, and establishing high expectations for success through meaningful learning experiences. Maunawili Envisions Students to be Inclusive, Innovative, Inspired

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.hawaiipublicschools.org/DOE%20Forms/Civil%20Rights/NonDiscrimEmployeesApplicants.pdf>

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

PART III – SCHOOL OVERVIEW

Maunawili Elementary School is a Professional Learning Community (PLC) committed to providing a caring learning environment that engages all students in rigorous and relevant teaching and learning. We serve a diverse student population of around 350 students, with about 51% living outside of our school zone and attending on a geographic exception. We envision our students to be Inclusive, Innovative, and Inspired. We understand that it is fundamental for students to be nurtured and loved and to thrive in a positive culture. To accomplish this, we have built solid systems and structures that address the academic, behavioral, and social-emotional needs of our students. We stress the importance of teams and our collective work to increase student achievement.

We have a system of shared leadership, and all of our teachers belong to one of three Leadership Teams: Steering/Grade Level Chairs (GLC), Instructional Leadership Team (ILT), and our Multi-Tiered Systems of Support (MTSS) Team. Steering/GLCs make broad-based schoolwide decisions regarding operations, curriculum, and programming. Steering members report back to their Learning Teams (Grade Levels) and collect feedback to develop the Comprehensive Needs Assessment (CNA) and draft the Academic/Financial Plan. Our ILT leads the professional learning cycles around our Power Instructional Practice (PIP) to strengthen our instructional strategies and practices. They coordinate our Professional Learning Cycles, Learning Walks, and Guided Visits. Our MTSS Team leads the school in integrating our Response to Intervention (RTI) system for academics, behavior, and social-emotional learning (SEL). This school year, our MTSS Team introduced our new behavioral screener to the staff and refined our current Positive Behavior Intervention and Supports (PBIS) system. They are also leading our school in professional development throughout the year on behavior and SEL strategies. Additionally, students who require more intensive support are brought up to our Student Focus Team (SFT) to address academic, behavioral, or social-emotional needs. Our SFT helps to create individualized plans for students as well as the progress monitoring tools and resources to ensure students are making consistent growth throughout the year.

Grade level teachers collaborate weekly in Learning Teams (LTs) to monitor student progress by analyzing student work and assessments. We utilize a schoolwide Data Teams template and data cycles are mapped out prior to each school year to ensure that we are regularly engaging in meaningful dialogue focused on standards based curriculum and instruction. Our diagnostic screener for Reading and Math is iReady and based on these results, classroom assessments, and teacher observations, targeted interventions are identified and implemented for students needing Tier 2 and Tier 3 support. Regular progress monitoring and instructional support from our RTI Coordinator and Academic Coach ensure that student needs and academic gains are being met. LTs also meet quarterly for a full-day of collaboration and articulation to develop and refine Curriculum Maps for English Language Arts (ELA), Math, Science, and Social Studies. Students are also provided meaningful learning experiences in Hawaiian Studies, Music, Coding, Physical Education, and Art.

To maintain a positive and caring learning environment, guidance lessons are provided to assist in developing social skills. We utilize Choose Love for our social-emotional learning and our PBIS school-wide behavioral expectations are the 3 BEEs (Be Safe, Be Respectful, Be Responsible). Students receive BEE Bucks whenever a staff observes them following one of the 3 BEEs and they can redeem these for a small treat at our BEE Bucks Store. Additionally, we introduced therapy dog visits, Fun Fridays, Art Contests, and other activities to address some of the gaps caused by the COVID-19 pandemic and ultimately to make school more fun for the students. This year, we began using the Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE) as our new behavior screener. We have begun providing targeted tiered intervention support for behavior and SEL because we know that this is vital in addressing the needs of the whole child. In order to amplify student voice and choice, we are receiving professional development in Project Based Learning (PBL) this school year with full implementation occurring next school year. Through PBL, students are able to engage in relevant community issues, build community partnerships, and develop solutions through cross curricular study. We will also be introducing Career Technical Education (CTE) Pathways to our students in grades 4-6 next school year. Our goal is to align our elementary pathways with the secondary schools in our complex area to create a true K-12 continuum. This will also provide exposure to careers and develop the hard and soft skills necessary as they develop into global

citizens.

We believe that developing strong school-community relationships through collaborative efforts is vital in ensuring students at Maunawili are provided with a nurturing and rigorous learning environment. We strive to provide a well rounded education based on students' academic, behavior, and SEL strengths and needs. We are committed to the continuous school improvement process and we have cultivated a strong sense of collective efficacy.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

In 2013-2014, Maunawili Elementary began using McGraw Hill's Wonders curriculum for English Language Arts (ELA). This curriculum was recommended by the State as the core curricula after a rigorous screening process to determine that this program was effective and based on current educational research. Another reason for the adoption of this curriculum was because it was aligned to the Common Core State Standards that were adopted by our state in 2010.

In school year 2021-2022, we investigated other ELA curricula, decided to renew our contract with McGraw Hill for another six years, and purchased their 2023 Wonders curriculum. This is the main resource for our ELA curriculum, but our teachers also use other resources such as Scholastic News, Newsela, and chapter books to supplement their instruction.

Grade levels have anywhere from 60 - 90 minutes of core ELA instructional time a day. Learning targets are displayed and conveyed to students through varying methods. Most teachers often have the specific targets of the day posted visually within the classroom for students to refer to throughout the day. Teachers utilize a variety of strategies to meet the needs of their students so that they can become successful with these targets. Instruction is delivered to the whole group, in small groups, or even one-to-one. Our teachers are using presentations, engagement strategies, worksheets, leveled readers, anchor charts, thinking maps and a plethora of other resources to help support the needs of our students. Students are provided a Reading/Writing companion as well as a Literature Anthology to access Complex Text. Teachers utilize close reading strategies to help with comprehension, vocabulary and other reading standards. Wonders also provides a Practice Workbook that provides language skills practice as well as spelling and handwriting.

For writing, Maunawili was trained with the Write from the Beginning Program using Thinking Maps to plan their writing. Some of our teachers utilize the strategies from this program to teach writing while others are using the lessons in the Wonders curriculum or other sources. Most grade levels will pick a genre a quarter as their focus for writing. They also utilize brief writes for their students to demonstrate writing proficiency. Our upper grades are also using RACE (Restate, Answer, Cite evidence, and Explain) to help students with both their reading response as well as writing genres.

Each grade level collaboratively plans at least one common formative and summative assessment on an essential focus standard for the quarter. Using our data team process, they will collect their student data, analyze the results, and share resources to increase proficiency before administering the summative assessment. In addition they use other assessments from Wonders, teacher-made assessments, or observational notes to determine student proficiency. We also use iReady as our diagnostic to determine students' grade level placement as well as growth toward proficiency. This assessment is administered three times a year. Based on the diagnostic, students are placed on a personalized learning plan and are provided differentiated learning opportunities to meet their areas of need.

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

In school year 2014-2015, the State required all schools to have the same ELA and math curriculum. We were using Stepping Stones for grades K-5 and Go Math for Grade 6. In school year 2019-2020, we began using iReady as our Diagnostic screener but the teachers were finding a disconnect between the math curricula and the personalized lesson path that iReady provided to the students in math. In school year 2020 - 2021, we adopted the Ready Classroom Math curriculum to better align to the common core state standards, to have a math curriculum from K-6 and to align our math curriculum with the intervention lessons the students were receiving in iReady.

In addition to Ready Classroom, teachers frequently use math sites such as Legends of Learning, Prodigy,

CoolMath, SumDog, Khan Academy, and Xtra Math to build numeracy skills. Teachers provide math manipulatives, calculators, fraction and geometric tiles, and other tools to aid in the conceptual understanding of certain math concepts.

Math instructional blocks are a little shorter than ELA ranging from 45-90 minutes a day depending on the grade level. Teachers use prerequisite reports in iReady to determine essential skills that students need to access the lesson for the day. Due to the COVID pandemic, many teachers are finding gaps in learning and need to teach certain skills in order for the students to attain grade level standards.

Math instructional blocks typically begin with whole class instruction with some form of quick check by the teacher. The students who understand the concept are asked to complete the problems independently while the teacher works with a small group of students who may need more guidance. Math discourse was a school-wide focus from school years 2016-2020, and fortunately the Ready Classroom uses mathematical discourse as an essential strategy for teaching each lesson.

Throughout the lessons, the teachers are addressing the mathematical practices for math: looking for patterns, developing perseverance with productive struggle, attending to precision, using models, and always justifying their answers with some form of reasoning. In the earlier grades, sentence stems are used to help students develop their reasoning skills: "I think there are _____ fruit because I see _____ apples and _____ oranges and that makes _____". These sentence stems are slowly removed and the expectation is that by 6th grade students are able to give their answers, answer the question in complete sentences and show their understanding.

Like ELA, each grade level collaboratively plans at least one common formative and summative assessment on an essential focus standard for the quarter. Using our data team process, they will collect their student data, analyze the results and share resources to increase proficiency before administering the summative assessment. In addition, they use other assessments from Ready Classroom, teacher made assessments or observational notes to determine student proficiency.

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

In the 2019-2020 school year, the State required complete implementation of the Next Generation Science Standards. In response to this, in school year 2020-2021, we adopted Mystery Science as our science curriculum for grades kindergarten to second grade and Amplify Science for grades 3 - 6.

The lower grades focus on foundational skills and apply those skills with the science content. They have about 45-90 minutes of science instruction a week. Grades 3-6 focus more on the science content and thus have 45-minute science instructional blocks at least three times a week. Science lessons start with a phenomena; and, then teachers will utilize videos, readings, experiments, or guest speakers to promote student investigations, problem solving, and/or inquiry. Students share their learning through assessments, research boards, presentations, videos, or posters.

The assessments are generated through Amplify or are teacher created. For science, the determination of proficiency is ascertained more by products of learning or observations rather than paper/pencil assessments.

This school year, our school focus is on Project-Based Learning (PBL); and, many of our teachers are addressing their science standards through their PBL units. The teachers are working in grade level teams to integrate science, social studies, and PBL to create amazing, engaging units! In addition, many of the engineering standards are also incorporated into their PBL units.

As we created our curriculum maps for science, the teachers realized that there were some overlap in science content. The curriculum maps helped us to address those issues to ensure that if students were learning about the same topic as another grade level, the depth and rigor was elevated to align to the grade level standards.

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

This school year 2022-2023, the State implementation of Hawaii Core Standards in Social Studies was reflected in the report cards sent home to parents. Cultural Anthropology has been removed from the report card and the focus is on economics, geography, history, and political science/civics.

With history being created on a daily basis, we had a difficult time maintaining an accurate hard cover curriculum. Thus our teachers have relied on resources that are more timely, accurate, and reflect the current events that are happening as we speak. Some of the resources being used include: Time for Kids, Scholastic News, Studies Weekly, BrainPop, and other web-based resources. Fourth grade uses the only hard-cover curriculum : Hawaiians of Old as this text reflects their Hawaiian History standards.

As stated earlier, the lower grades focus on foundational skills and apply those skills with the social studies content. They have about 45-90 minutes of social studies instruction a week. Grades 3 - 6 focus on the social studies content, and thus have 45-minute social studies instructional blocks at least three times a week. Social studies lessons start with developing questions and planning inquiry, gathering and evaluating resources, and then taking informed action by communicating a claim, and advocating for that claim by sharing reasoning. Students share their learning through assessments, research boards, presentations, videos or posters.

Many of our teachers are addressing their social studies standards through their PBL units. The teachers are working in grade level teams to integrate social studies, science, and PBL to create amazing, engaging units! Being a Community Contributor is one of our General Learner Outcomes (GLOs), so as teachers focus on the GLOs, there is a lot of discussion on what makes a student a Community Contributor and an active, knowledgeable, and contributing member of our society.

1e. For schools that serve grades 7-12:

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

Our PreK programs are for students ages 3 - 5 who qualify for special education services. The program follows the Hawaii Early Learning Development Standards (HELDS). The HELDS standards are aligned with Common Core Standards K-12. The domains include: Physical well-being, Health, and Motor Development (PHM); Social and Emotional Development (SE); Approaches to Learning (AL); Cognition and General Knowledge (GK); and English Language Arts and Literacy (LA).

All preschool teachers utilize the Teaching Strategies Gold Assessment tool to report progress and Project based Learning aligned with the HELDS standards.

There are three indicators pertaining to prekindergarten sped on the State Performance Plan (SPP) that includes 3 performance indicators specific to students aged 3 through 5.

SPP 12 - Services by Age 3; SPP 6 – Least Restrictive Environment; SPP 7 – Preschool Child Outcomes.

*Data is submitted to OSEP (Office of Special Education) yearly on all indicators).

Part B Indicator (SPP 6): Percentage of children with IEPs aged 3 through 5 served: a. More than 10 hours a week in an early childhood setting; b. Less than 10 hours a week in an early childhood setting; c. No participation with typical peers and only in a special education setting.

Part B Indicator (SPP 7): Percentage of preschool children aged 3 through 5 with IEPs who demonstrate improved: a. . Positive social-emotional skills (including social relationships); b. Acquisition and use of knowledge and skills (including early language/communication and early literacy); c. Use of appropriate behaviors to meet their needs

Part B Indicator (SPP 12): 100% of children referred by Early Intervention (Part C) and who are found

eligible for services from the DOE will have an IEP developed and services implemented by their third birthdays.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Visual Arts is taught by the classroom teachers; and, most grade levels have Art for 45 minutes at least once a week. Art is usually woven into the curriculum as a means to model students' learning. For example, students might be studying the wildlife in Kawanui Marsh and they might draw what they see during their field trip. Teachers will embed art skills in their model by stressing color, lines, texture and other art elements as mini-lessons during their unit.

For Performing Arts, we have a music teacher who meets with every class 30-45 minutes a week. In class, she focuses on the grade level standards and coordinates a Grandparents Day and Winter Jubilee public performance for our families. Classroom teachers might also follow-up with her lessons and continue the learning in their homeroom classes. The students also have a Spring Festival (May Day) performance in April. Students are taught traditional dances, perform with instruments or present a variety of different dances/songs for their parents and our community.

In addition, the school applies for the Artists in the Schools grant every year to bring a resident artist to work with two of our grade levels.

2b. Physical education/health/nutrition

Physical education is provided by our PE teacher who meets with every class 30-45 minutes a week. In addition, our classroom teachers may also provide physical education time during the week. Our PE teacher focuses on grade level standards from the Hawaii Content and Performance Standards III. Our PE teacher not only focuses on the fitness standards but she is also a strong advocate for eating healthy and developing a healthy lifestyle.

Health standards are taught by either our guidance counselor or our classroom teachers. Using Choose Love (our SEL curriculum, our counselor and classroom teachers will focus on making good choices, mental health and maintaining a balanced lifestyle.

Maunawili Elementary will also promote living a healthy lifestyle by hosting a Wellness Day in November where students will do a variety of activities that promote wellness, good sportsmanship, and teamwork. The school also holds intramurals for grades 2 - 6 where classes will compete with other classes in kickball. Again, the kickball tournament promotes wellness, good sportsmanship, and teamwork.

Students are encouraged to "Get out their energy and run" during recess and equipment is provided so that students may play team sports.

2c. Foreign language(s), if offered (if not offered, leave blank)

Grades Kindergarten to grade 5 have Hawaiian Studies once a week for 30 minutes. The Hawaiian language is taught to some degree but more for exposure rather than mastery.

2d. Technology/library/media

Becoming a 1:1 technology school has been extremely beneficial in allowing our students to move forward from learning technology in isolation to redefining and enhancing their learning through technology. If classes need help with learning new programs or applications, our technology coordinator will plan with teachers or grade levels to introduce and teach their students how to use it.

In addition we are piloting computer science standards with our sixth grade students this year. They are working on coding, digital citizenship and programming skills.

The library is part of our campus supporting students and teachers. Students in Preschool to Grade 6 visit the library and learn skills such as checking out materials independently and searching online sources. Students also learn to use the various online programs to gather information for their research projects.

In addition, teachers will request resources that connect to their area of study, reach out to collaboratively plan a project, and suggest skills they may need my help in teaching or reinforcing. These skills include a focus on genres, character and setting, text features, text structure, copyright, plagiarism, plants, and animals etc. These skills are connected to the School Library Media Program and Common Core Standards.

2e. Any other interesting or innovative curriculum programs you would like to share

At Maunawili Elementary, we stress the importance of community service. For this reason, we created Service Club Wednesdays where students in grades 4 - 6 could select a service organization to be a part of. There are eleven service organizations run by our support staff, PTTs (part-time teachers) and special education teachers. The Service Clubs include: Student Council, Library Club, Yearbook, TEKKies, Music, Wellness, Broadcasting, Aina (Gardening), Wellness, Bee Bucks Company, and Mindfulness. Each club provides a valuable service to the school or community.

Moving forward, we are looking to align to Kailua Intermediate and Kailua High School with their Career Technical Education (CTE) Pathways program. We are in the midst of surveying the students on careers that they might be interested in exploring. With that data, we will tweak the Service Organizations we currently have in place to an academy that would explore the skills in a career pathway.

3. Academic Supports

3a. Students performing below grade level:

Since school year 2017-2018, our whole school has been engaged in the Response to Intervention (RTI) process which includes the universal screening of all children, interventions matched to student need, monitoring progress, and applying child response data to make educational decisions. The universal screening of all students occurs in fall, winter and spring which helps the teachers to determine the students who will receive Tier-2 small group instruction or Tier 3 intensive small group instruction. The universal screening is compiled into one spreadsheet that includes the results from the current iReady Diagnostic assessments, oral reading/letter naming fluency, Phonics Survey (K-2), previous quarter's report cards grades, SBA (Smarter Balanced Assessments) results, and the previous iReady Diagnostic results. An intervention instruction program at the Tier 2 or 3 level will be created, typically involves small-group instruction that relies on evidence-based interventions that specify the instructional procedures, duration (6-8 weeks), and frequency (three or four times per week) of instruction. Our school provides a variety of research based programs to address the specific targeted student needs such as to address reading fluency, we have Read Naturally, The Six Minute Reading Solutions, or the One Minute Reader.

All documentation will be inputted on the progress monitoring sheet to document the targeted skill, current goal, exit criteria, baseline data, data check, number of RTI support minutes being provided each day and weekly progress monitoring sheet data. Through the weekly or biweekly progress monitoring, we can determine if the student is meeting the exit criteria or grade level standards. Some progress monitoring tools are DIBELS oral reading fluency passages, Read Naturally Cold Read scores, etc. In the middle and end of each cycle (6-8 weeks), the RTI coordinator will meet with each teacher to review the data and determine if the student will exit, modify instruction, or make no changes.

3b. Students performing above grade level:

Our classroom teachers do an excellent job of challenging students who are above grade level. They provide resources such as complex texts, critical thinking activities or adapt the expectations for an

assignment to adjust to the students' level of proficiency.

Students in grades 3 - 6 can also be nominated for our Enrichment Program. The Enrichment Program is a pull-out program during the grade level's intervention block where students work on thematic-based units such as robotics, research, video editing and much more. The selection process begins with the students taking the Otis-Lennon Scholastic Ability Test (OLSAT) and the Williams Creativity Test. Students must score at least a stanine 7 on BOTH tests as well as achieve proficiency on the Smarter Balanced Assessment (SBA). After scores for both tests are reported to a committee that consists of an administration, the Enrichment Team, the Counselor, and two classroom teachers. Based on ONLY the scores, the team will determine eligibility into the program.

Students are challenged with a theme for their projects and they work on team building and Problem of the Week for homework. Students must maintain their grades as well as work completion to maintain their involvement in Enrichment. Our Enrichment has received numerous awards for Robotics Competitions, Olelo Youth XChange Competition as well Scholastic's Hardest Math Problem Competition.

The sixth grade Enrichment students are tasked with leaving their Legacy at the school. They identify a problem/need that the school has, develop a solution and present their idea to a committee for approval. Once approved, they bring their solution to fruition. The school has multiple murals, various painting projects, an AED (Automated External Defibrillator), a recess equipment shed, trophy case, message board, and other projects all done by the sixth grade students.

3c. Students with disabilities:

In school year 2019-2020, our school worked with the district inclusion team and Stetson Learning to implement co-teaching and inclusion practices. Utilizing a Form 1 & 2 process, we were able to build our master schedule based on students with high needs. This process has helped us to create three more co-teaching teams in the upper grades in school year 2020-2021. Each co-teaching team receives two full-day planning days throughout the school year and 30-45 minutes planning block each week to help better close the achievement gap between the students who are on grade level and students with high needs and disabilities. There were also trainings related to the inclusion practices and different models of student support being introduced to the school faculty.

Through this process, we also implemented the Student Placement Discussion cards to start and guide the conversations between special education teachers and general education teachers in regards to the student's placement in the following school year. After the discussion cards were turned in, student mapping and groupings were generated based on the type of support the students need. We've been using this system to generate our master schedule in the past two years and will continue to implement it this school year.

In Winter, 2022, our special education teachers received training from the district team on the program System 44 and Read 180. It is a reading program that includes online instruction, small group instruction, and independent reading. This will be the new curriculum and resources that we will use for some of our students who are receiving special education. We are looking forward to seeing how these new resources will meet the needs of our special education population.

3d. English Language Learners:

Our registrar notifies our English Language (EL) Coordinator of any potential students. Contact is then made with the parents. The student is screened within thirty calendar days from the start of the school year or within fourteen days of the first day of attendance. Based on the results, a Native Language Proficiency test is administered within forty-five days for those who scored a 1 or 2 on the listening or speaking portion of the assessment. Initial/Annual Parent Notification letters are sent out within thirty calendar days from the start of the school year or within fourteen days of the first day of attendance.

A schedule is developed for the EL teacher to provide services based on the needs of students. All students at Maunawili Elementary receive EL services within their general education classroom during language arts

or science and intervention period. This year, during intervention, students also have access to Imagine Learning when not receiving direct instruction from the EL teacher during intervention. Monitoring of the program and support is provided by the EL teacher. All students identified as monitoring students (Monitored Functionally English Proficient - MFEP) report cards are monitored for any NY and/or WB (Well Below). If they receive one of those grades, a Student Focus Team meeting is conducted with next steps. The EL Coordinator and/or EL teacher attend any or all IEP or 504 meetings for any student who also receives EL services.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The two most impactful ways we provide students with a positive learning environment are promoting student voice in our academic practices and implementation of our Positive Behavior Intervention and Supports (PBIS) system. By wrapping around supports in academics and behavior, we have been successful in engaging our students to promote the growth of the whole child. Increasing student voice and choice was an identified need area by the Western Association of Schools and Colleges (WASC) visiting committee during our accreditation visit in the 2018-2019 school year. Based on their feedback and our own self-reflection/study, we needed to provide students with more opportunities and ownership over their own learning experiences. One way we have improved in this area is by focusing on Learning Targets and co-constructing learning criteria with students. This allows students to actively engage in lessons because they are collaborating with teachers on what they need to learn and determining how and when they have learned it. This change in instruction gives students agency over their own goals and achievement. Another way we have increased student voice is through the implementation of Problem Based Learning (PBL). Last school year, our teachers went through an introductory exploration of PBL and implemented a sample of core components with students. This year, our teachers are participating in a whole course of professional development so that we can fully implement PBL schoolwide next school year. Teachers are beginning to introduce PBL this year and we are already seeing students excited and eager to problem solve issues that are relevant and interesting to them.

Through our PBIS, 3 BEEs (Be Safe, Be Respectful, Be Responsible), we have been proactive in modeling positive behaviors on campus while recognizing students when they demonstrate one of the 3 BEEs. Students are rewarded with a BEE Buck which they can then exchange for treats or lunch with their favorite staff member. Students are taught and modeled the behavior expectations in the different settings around campus and posters of our behavior matrix are posted around the school as a constant reminder. When a staff member rewards students with a BEE Buck it allows them not only to acknowledge the student's positive behavior but creates a positive connection between adult and child. Students are excited when rewarded with BEE Bucks and this has increased their mindfulness and care of others. Through clear expectations, incentivizing model behavior, and positive reinforcement, we are cultivating a culture of respect and care which has been successful in engaging all students.

2. Engaging Families and Community:

The majority (53%) of students that attend Maunawili are on a Geographical Exception (GE). This means that most of our students live outside and beyond the neighborhood in which we are located. In order to build a strong sense of community among a population that does not physically inhabit the same space, we are constantly engaging with our families through a number of different venues. We understand that the efforts we make on campus will only produce maximum results with the support of our families. We do this by soliciting regular feedback from school community members, working with our School Community Council (SCC) on school issues, and partnering with our MES 'Ohana PTO to provide family engagement activities.

Our school's Vision and Mission were collaboratively developed with feedback and input from our parents, students, and community members during the 2018-2019 school year. Based on parent responses to surveys conducted, we have hosted Family Engagement nights where teachers are able to share with parents what students are learning in class and provide tips and strategies they can utilize when working with their child at home. We invite families onto our campus for school events such as Grandparent's Day, Winter Jubilee, and Spring Festival to celebrate special occasions together. We regularly partner with our families for school activities such as our 'Āina Club, campus tree planting project, and classroom volunteer opportunities. We are always looking for ways to engage with our families and expand opportunities to build community among our families.

Our SCC members consist of certificated and classified staff members, student representatives, parents, and

community members. Our SCC works collaboratively on our school's Academic and Financial Plan each year. With the support of our SCC, we have been able to request and receive special waiver days throughout the school year so that our staff can receive Professional Development. The SCC is vital in ensuring that all role groups are well informed and allowed access to how our school operates.

We partner regularly with our MES 'Ohana PTO to provide fun family engagement activities to build a sense of place and unify our students, staff, and families. Ice Cream Socials and Movie Nights have created an inclusive school climate. Special events such as our Trunk or Treat and end of the year celebration, Glow Jam, draws hundreds of our community members allowing families to connect with each other. We pride ourselves on the strong bonds we have built among all members which is reflected in our shared vision and goals for our students.

3. Creating Professional Culture:

Our Learning Teams (Grade Levels) and Data Teams are anchored in the work of Richard DuFour, who has done extensive work on PLCs. Utilizing DuFour's work, our Leadership Team co-constructed criteria of highly effective Learning Teams which helped us to establish the implementation of common agendas and meeting norms. We also co-constructed our norms of collaboration of each Learning Team and solidified our focus on learning (What we want students to learn, how will we know they learned it, what do we do if they do/do not learn it). We expanded on this foundation to strengthen and solidify our Data Teams process so that each meeting is student-centered; and, we are consistently looking at student work to inform our practice. The strengthening of our teams has truly created a culture of collaboration in which our teachers engage in professional and collegial discussion focused solely on student growth and achievement.

Our Instructional Leadership Team (ILT) leads the school in our instructional practices. Analyzing Smarter Balanced Assessment (SBA) data, common formative and summative assessments, diagnostic scores (iReady), and report card grades, the ILT determines the Targeted Instructional Area (TIA) for the school. Once they identify this need area, they determine a Powerful Instructional Practice (PIP), which is a research-based strategy, that will address this need and can be implemented across different content areas. A SMART goal is set so that we can measure how the instructional practice will show growth and improvement in our student data. The ILT maps out the professional learning cycle which includes teacher-led professional development during faculty meetings and providing professional readings on the PIP to teachers to read independently or together within Learning Teams. The ILT also creates the schedule for learning walks, and develops the feedback form, so that we can observe how our PIP is being implemented, and provide space for feedback to grow and expand our knowledge. Members of our ILT are also gathering feedback from their Learning Teams to bring back to ILT to refine and revise the professional learning cycle plan. This year, our TIA is on reading comprehension (informational texts) and our PIP is close reading strategies. We have been able to apply the PIP to multiple content areas (science, ELA, social studies, etc.); and, based on our growth and current data, we are looking to transition our TIA to writing. Our ILT members and the process they lead, exemplifies teachers leading teachers to build capacity.

4. School Leadership:

Defining Maunawili as a Professional Learning Community (PLC) has helped us to realign our systems and processes. This ensures we are data driven, intentional, and proactive. As a PLC, we all accept responsibility for student success and we all are accountable to our beliefs, practices, and results. We have built and solidified teams while defining common understandings, expectations, and practices. This has led to a culture of Shared Leadership and reinforces the belief that all teachers are Teacher Leaders. This was accomplished by redistributing the responsibilities and duties of our previous Instructional Leadership Team (ILT) to be shared by all teachers. Presently, all teachers and Educational Assistants (EAs) belong to one of our three Leadership Teams and share in the school-wide decision making and continuous school improvement process.

Previously, our Grade Level Chairs (GLCs) assumed the responsibility of school decision making, operational procedures, and leading the staff in professional learning cycles in curriculum and instruction. To further our collaborative work, it was imperative to break up this enormous workload of a select few and

share the responsibilities among everyone on staff. At the beginning of the 2019-2020 School Year, we restructured and created three Leadership Teams: Steering/GLCs (Operations, CNA, Academic Plan), ILT (Instruction, curriculum, and assessment) and MTSS (RTI, PBIS, and SEL). There is grade level representation in each one of these teams and each team monitors progress, diagnoses next steps, and reports progress utilizing the Academic Review Team (ART) process to the rest of the staff.

Each Leadership Team is responsible for specific goals and enabling activities in our Academic Plan and has a lead facilitator: Steering/GLCs (Academic Coach), ILT (Librarian and Vice-Principal), MTSS (RTI Coordinator) who leads the team and works with their members to determine their goals for the year, plan professional development, and map out their meeting schedules. This has spread the responsibility around to each member of the staff and allows the Principal flexibility to sit in each Leadership Team meeting when necessary. This has resulted in a collaborative process where everyone is well informed, has a voice, and can offer feedback. When major school decisions are made or new initiatives are implemented it has gone through an effective communication and feedback cycle. All staff have gained agency and our Shared Leadership has built internal capacity and improved our ability to grow student achievement.

5. Culturally Responsive Teaching and Learning:

Through our school-wide MTSS, we are able to provide teaching and learning experiences that are culturally responsive and address students' academic, behavioral, and social emotional needs. Our MTSS Team developed a Professional Development (PD) plan for our entire staff this school year which focuses on behavior and SEL strategies. These strategies are presented in faculty meetings and teachers are given time to implement on their own and then share out results and next steps. The PD plan was thoughtfully laid out at the beginning of the year and staircases strategies and learnings to build our capacity.

One example of a PD our team led us through is the WOW (Welcoming students at the door, Own your environment, Wrap up class with intention) Strategy, to establish and build strong and healthy relationships with students. During this PD we emphasized the importance of greeting students when they enter the classroom, giving them encouragement to start the day, developing solid routines, modeling positive behaviors, and end of class acknowledgments. Teachers implemented this strategy from the beginning of the school year to cultivate a positive and respectful classroom environment. As we have progressed, our MTSS team provided PD on the 4 Functions of Behavior (Sensory, Escape, Attention, Tangible/Activity) and Severities of Behavior (Disruptive, Dangerous, Very Dangerous) so that we can recognize and have a better understanding of why our students are behaving and acting the way they are. The team has also provided PD on strategies such as Help/Prompt/Wait and Calming Corner so that we can handle student behaviors more appropriately and respectfully rather than taking a punitive approach. This has helped to foster more positive relationships with our students and cultivated learning environments that acknowledge and respect students' needs.

Teacher hosted classroom events, Family Curriculum nights, and regular communication with parents through google classroom and Seesaw App help to bridge the home to school connection. Inviting families to engage in their child's learning has built cohesion and clarity among all school community members. By building these strong and personal relationships with students and their families, teachers are able to develop learning experiences which tap into students' personal experiences and backgrounds which allow them to contextualize the learning so that it is more relevant to them. This has led to an increase in student engagement and mindfulness and ensured that we are culturally responsive in our teaching and learning approach.

PART VI - STRATEGY FOR EXCELLENCE

Establishing and nurturing our collective efficacy has been the most instrumental to our school's success. Through the development of solid school-wide systems and the restructuring of teams (Learning Teams and Leadership Teams), we have built and fostered a culture of collaboration grounded in shared goals and our collective work. All Learning Teams utilize the same templates for agendas and data teams while meeting dates and meeting expectations are firmly established at the beginning of each school year. This has created clear communication, accountability to each other, and alignment from Kindergarten to Grade 6. We truly believe in "ALL students are OUR students" and not "MINE" and "YOURS". We celebrate our successes together and highlight the bright lights on campus. We recognize our shared struggles and the dissonance we encounter when we are in the Learning Pit. The belief in our collective work and in each other has helped us to overcome obstacles, strengthened our capacity, increased our knowledge, and has created conditions for continual school improvement. This is reflected in our Smarter Balanced Assessment (SBA) scores, Panorama SEL scores, as well as our common assessments and teacher observations. Leveraging the expertise of our staff through teacher-led professional learning and monthly Principal-led professional development helps to keep us moving forward together. This collective work also builds clarity and ensures that we are constantly and consistently working on our school-specific goals.

We began this work in the 2018-2019 school year by grounding ourselves in the PLC work of Richard DuFour. We first looked within each Learning Team to build common understandings and expectations. Once these were firmly established, we then expanded this effort to build coherence between Learning Teams. This emphasis on the concept of Team has ensured that as a faculty and staff we are continuing to grow and improve. This has in turn, had a direct effect on student growth and achievement. We nurture our collective efficacy through inclusion activities at the beginning of each faculty meeting, team building exercises, and staff socials. These keep us professionally connected and help to build and foster personal bonds and relationships among all faculty and staff members. One of our Core Beliefs at Maunawili is that "Everyone shares responsibility for student success" and we strive to practice this every day by supporting and being there for each other. Through our collective efficacy, we have seen continuous success and improvement.