

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Mr. Michael Ono

Official School Name: Lanakila Elementary

School Mailing Address:  
717 North Kuakini Street  
Honolulu, HI 96817-2211

County: Honolulu State School Code Number\*: 129

Telephone: (808) 587-4466 Fax: (808) 587-4468

Web site/URL: lanakilaelem.k12.hi.us/schoolInfo.html E-mail: michael\_ono@notes.k12.hi.us

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mrs. Patricia Hamamoto

District Name: Honolulu Tel: (808) 586-3310

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Garrett Toguchi

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aka Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |           |                     |
|-----------|---------------------|
| 38        | Elementary schools  |
| 9         | Middle schools      |
|           | Junior high schools |
| 6         | High schools        |
| 1         | Other               |
| <b>54</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 11659

Average State Per Pupil Expenditure: 11659

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 1 Number of years the principal has been in her/his position at this school.

5 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	4	3	7	7			0
K	50	39	89	8			0
1	27	27	54	9			0
2	26	28	54	10			0
3	27	17	44	11			0
4	30	29	59	12			0
5	30	22	52	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							359

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
52 % Asian  
1 % Black or African American  
1 % Hispanic or Latino  
26 % Native Hawaiian or Other Pacific Islander  
2 % White  
17 % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 9 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	14
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(3)	Total of all transferred students [sum of rows (1) and (2)].	31
(4)	Total number of students in the school as of October 1.	359
(5)	Total transferred students in row (3) divided by total students in row (4).	0.086
(6)	Amount in row (5) multiplied by 100.	8.635

8. Limited English proficient students in the school: 25 %

Total number limited English proficient 91

Number of languages represented: 13

Specify languages:

Cantonese, Mandarin, Ilocano, Tagalog, Visayan, Japanese, Samoan, Vietnamese, Chuukese, Cambodian, Lao, Marshallese, Tongan

9. Students eligible for free/reduced-priced meals: 66 %

Total number students who qualify: 237

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11 %

Total Number of Students Served: 38

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>12</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>2</u>
Special resource teachers/specialists	<u>5</u>	<u>9</u>
Paraprofessionals	<u>5</u>	<u>13</u>
Support staff	<u>8</u>	<u>4</u>
Total number	<u>39</u>	<u>28</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	95%	94%	95%	95%
Daily teacher attendance	95%	95%	97%	97%	95%
Teacher turnover rate	48%	65%	70%	52%	41%

Please provide all explanations below.

Student dropout rate applies only to middle/high schools. We are an elementary school.

"Teacher turnover rate" reflects retirements, and probationary status teachers who were placed elsewhere by the Department of Education.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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Lanakila Elementary School, opened in 1925, is located amidst small businesses, churches, community services and middle-class residences, as well as government-subsidized housing. "Lanakila" means, "victory." The land upon which our school stands was named in honor of the victory of Kamehameha the Great over enemy soldiers in the battle of Nuuanu.

Our vision, "Lifelong learning...together we can make a difference!" incorporates our belief in shared decision-making, collaboration and cooperation among all stakeholders, including school staff, parents, and community. Our mission is that through standards-based education, family, school, and community members of Lanakila will work together toward the development of all children to their optimal potential. All students will become literate, responsible, contributing, self-fulfilled members with personal, social and economic competencies in our democratic society.

Research-based guidelines and targets, and assessment tools, are used to monitor the reading progress of students. Teachers provide high quality standards-based instruction, and create action plans for individual students, as well as for general class instruction, based on formative and summative assessment data. Plans are revisited at regular intervals as a means to customize instructional strategies to meet the needs of students. Lanakila's staff has set the goal of "adequate progress" for every child. Even students at "benchmark" need to improve in reading to meet their potential.

The Comprehensive Student Support System is a school-based delivery of support and services that ensures student achievement and personal growth. It is a collaborative effort involving the school, the family, and the community, to provide resources and assistance so each child will meet the educational standards for his/her grade level. If a student is not achieving success, the team looks into possible reasons why. The Primary School Adjustment Program helps kindergarten to grade two students with difficulties, adjust to the school environment.

Community partnerships provide support to the school. Sailors of the U.S.S. Chosin assist with our annual Fun Run, read aloud in classrooms, and participate in campus beautification projects. Good Shepherd Church provides scholarships for their after school tutoring/mentor program, and funds for the Jump Start pre-school program, as well as summer reading camp for incoming first graders. Lanakila students are selected to participate in summer programs at the Kalihi YMCA. Punahou School, a Honolulu private school, provides free summer school to selected students through its Partnership In Unlimited Education Opportunities program (PUEO).

Winter, spring and summer intersession camps target students who need additional instruction. The curriculum content is determined by data analysis and student needs.

Parents are encouraged to join the school's Parent Teacher Ohana (Parent Teacher Association counterpart). The Parent Activities Committee schedules workshops on topics such as Everyday Math (core math curriculum), Achieve 3000 (online reading program), standards-based education and assessment, parenting, and ways to help their child academically.

Open House is held at the beginning of the school year to inform parents about grade level curriculum and the different assessments. Each winter the school invites parents to observe reading instruction during the ninety-minute, uninterrupted reading block (URB).

Hawaii Reading First has recognized Lanakila as a "Beacon School" for the implementation of scientifically based reading research programs to improve reading instruction and student achievement.

The staff at Lanakila actively pursues grant opportunities to help fund professional development programs, as well as programs to enrich student learning. The school has received support in reading, math, art, drama, nutrition, and science.

In 2007, Lanakila was one of twenty-one Hawaii schools to receive a grant from the Harold K. L. Castle Foundation for making significant progress in third grade reading from 2003-2006, as identified by the Hawaii Department of Education.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The Hawaii State Assessment determines whether our students are meeting the Hawaii Content and Performance Standards III. Students in grades three to five are assessed on the Hawaii State Reading and Math Assessment in the spring of each school year. Student proficiency is reported in terms of the percentage of students that meet or exceed the state's proficiency benchmarks for reading and mathematics.

The assessment has four proficiency levels. 1) Exceeds Proficiency: Assessment results indicate that the student has demonstrated the knowledge and skills that exceed the content standards for this grade level. 2) Meets Proficiency: Assessment results indicate that the student has demonstrated the knowledge and skills that meets the required content standards for this grade level. 3) Approaches Proficiency: assessment results indicate that the student has demonstrated some knowledge and skills in the content standards for this grade level. 4) Well Below Proficiency: assessment results indicate that the student has demonstrated little or no knowledge and skills in the content standards for this grade level.

Thirty-three percent of Lanakila students were proficient in reading in 2004, and 81% were proficient in 2008, reflecting a growth of 48 percentage points over five years.

There were similar gains in math. 11% were proficient in 2004, based on Hawaii State Assessment data, and 67% were proficient in 2008. This reflects a growth of 56 percentage points.

The Hawaii State Department of Education benchmarks for Adequate Yearly Progress in 2008 were 58% in reading, and 46% in math.

Analysis of grade level assessment data shows that each grade level is making similar gains from year to year, despite having different cohorts of students. Grades 3, 4 and 5 students surpassed NCLB targets for Adequate Yearly Progress in 2006-2008.

Sixty-five percent of Lanakila students come from economically disadvantaged homes. In 2004, 25% of disadvantaged students achieved proficiency in reading and 4% in math. In 2008, 80% had met proficiency in reading and 65% had met proficiency in math.

The largest category of NCLB subgroups is the Asian/Pacific Islander group. In 2004, 33% of this subgroup met proficiency in reading, and only 11% of students in this subgroup met proficiency in math. In 2008, 80% met proficiency in reading, and 67% met proficiency in math. These impressive gains are the results of the rigorous instructional program and student support system Lanakila has developed over the years.

In addition to summative assessments, e.g., HSA (Hawaii State Assessment), Standard Achievement Test and Terra Nova, Lanakila also utilizes formative assessments on an ongoing basis to monitor student progress and inform instruction. Research-based assessments, including reading and math program assessment, DIBELS (Dynamic Indicators of Basic Early Literacy skills) and Benchmark Tracker, complement the use of teacher-created assessments. All formative assessments correlate with the Hawaii Content and Performance Standards III. Teachers and school-level teams continually analyze assessment data and student work in order to track student progress at the individual, class, grade and school levels.

Research-based guidelines and targets, as well as research-based assessment systems, are used for monitoring the reading progress of students. Assessment systems used by Lanakila are DIBELS (Dynamic Indicators of Basic Early Learning Skills), HSA (Hawaii State Assessment), Benchmark Tracker, Terra Nova, and Stanford Achievement Test. These assessments correlate with the Hawaii Content and Performance Standards III.

Teachers develop customized action plans for students not making adequate progress. This process also includes students making grade level benchmarks, but not meeting their potential.

Lanakila's assessment reports are available at the school's website:  
<http://165.248.6.166/data/school.asp?schoolcode=129>

## **2. Using Assessment Results:**

Student, class and school data are continually reviewed. Student and class data are analyzed and discussed, then used to develop action plans to improve teaching and student learning. The entire staff looks at the Hawaii State Assessment and Benchmark Tracker constructed response test data. Academic decisions are made based on the assessment results. The action plans are implemented and revisited at appropriate intervals.

Time is provided for teachers, as well as the Immediate Intervention Team, to look at individual student data at grade level and cross grade level articulation, and faculty meetings.

Articulation is scheduled twice a month for reading, twice a month for math, and once a month for cross grade level articulation. In grade level professional learning communities, teachers examine class reading and math data, as well as student work. End-of-the-unit and end-of-the-year math test results are also analyzed.

Students who do not meet grade level benchmarks are given additional instruction in an intervention program. Those still not making adequate progress receive additional support as determined by the school's Immediate Intervention Team.

In addition to current assessment results, literacy coordinators examine longitudinal data to determine the effectiveness of programs and strategies being used.

The Academic/Financial Plan committee also examines school-level data. For example, the School Quality Survey, Teacher Staff Development Needs Survey, etc., are used to determine school-wide needs.

The staff continually relies on research to get new ideas, and has the flexibility to implement selected ideas quickly. Best practices learned at conferences and workshops may be adopted if it addresses the needs of students and direction of the school.

## **3. Communicating Assessment Results:**

PTO (counterpart of Parent Teacher Association) meetings inform parents of student achievement. Parent Activities Council meetings focus on how parents can help their child make academic gains. A monthly Parent Bulletin updates parents on school happenings, including academics. The School Community Council, comprised of the student council president, community members, parents, and teachers, are informed of school curriculum and student achievement.

Parent/Teacher conferences are held twice a year, during the first and second quarters of the school year. At the conferences, the standards-based report card is shared, and the teachers, students and parents work closely together to establish goals for the child for the remaining school year. Each quarter a copy of the benchmarks is sent home in a letter, explaining what the child will be graded on in the next report card. Parents have an opportunity to discuss the results of norm-referenced assessments.

Parents of the fourth and fifth graders receive the results of the Hawaii State Assessment. Parents receive a copy of "The Family Report" booklet, which explains the child's strengths and needs, ranking, and how the family can support student learning.

Every fourteen weeks, intervention program progress reports are sent home to parents of children in intervention programs. A summary of the skills taught, and the results of the instruction, are included in the progress report.

Banners highlighting the outstanding accomplishments of the school and students are posted on the school fences along the streets, outside the school office, and in the cafeteria.

Assessment scores are posted on the school's website.

#### **4. Sharing Success:**

Due to media exposure, community members have asked to observe our reading and intervention programs. Teachers, principals, state superintendent, deputy superintendents, and Board of Education members have commented on the dedication of the staff, and the fidelity to the school wide reading program. The purpose of these visits is to see how Lanakila's efforts can be replicated at other school sites. We continue to welcome visitors and suggestions to improve our school structure and operations.

In March 2007, a group of Lanakila teachers shared the school's Math/Science Partnership (MSP) grant at the National Council of Supervisors of Mathematics meeting in Atlanta, Georgia. The presentation included the school's efforts to raise student achievement through professional learning communities that included pedagogy as well as teacher content knowledge in mathematics. In February 2008, a session was again conducted at the MSP Regional meeting in San Francisco, by another team of teachers.

Teachers share their experiences and expertise with pre-service teachers, and one of the Lanakila teachers did a presentation to school complex teachers on, "Long Term Sustainability In the School."

The Reflective Teaching Model is a peer coaching program that Lanakila teachers learned about during professional development from the MSP grant a couple of years ago. Teachers continue to practice this model, and share it with teachers at other schools.

One of the effective strategies used by Lanakila is to train several teachers as reading and math coaches and then rotate them back to the classroom. This builds capacity and sustainability for the school.

Lanaila has been highlighted in newspaper articles, *Honolulu* magazine, and news items of a local television station. We invite you to learn about us online. Our school website informs parents and community members about the school. The school website is located at <<http://lanakilaelem.k12.hi.us>>

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

All curriculums align to the Hawaii Content and Performance Standards III, following the specific goals and benchmarks of each content area.

Scott Foresman's language arts program ties in with our Scott Foresman reading program. Some of the skills addressed in this curriculum are language study, communication, the use of technology, consideration of others' ideas, public speaking, demonstrating confidence, and effective nonverbal skills, which are practiced in everyday activities. Upper elementary students participate in the district speech festival.

Effective writing skills are crucial to communicate critical thinking. It is used in constructed response assessments and other writing activities, and is an integral part of learning in all content areas. Each teacher has the *6 Traits of Writing Kit*.

Teachers use the Scott Foresman science program, tying in with our reading program, so students learn science concepts while practicing and building their reading skills. Teachers also create units to embed more inquiry into lessons to help students apply, assimilate and adapt content and concepts learned. The Full Option Science System (FOSS) is a supplementary, inquiry-based program with hands-on activities.

Each grade level has created its own social studies curriculum using a variety of reading materials including trade books, newspapers, and teacher-collected materials. *Achieve 3000*, an online program, provides web-based articles. The curriculum includes many hands-on activities and research projects.

Field trips and guest speakers enhance the social studies curriculum. A part-time Hawaiian studies specialist teaches all students the Hawaiian language, arts and culture.

Students use various software and multimedia programs to enhance classroom learning. All computers in the school have access to the school library site, which students use for library materials, the public library catalog, newspapers, and magazine articles, as well as online supplementary programs for reading and math. Students recommended by their teachers attend an after school technology enrichment class.

All classroom teachers teach art, integrated with other curriculum areas. With various mediums, students learn the basic elements of line, shape, texture, value and time/motion. Fifth graders participate in an on-site Academy of Arts program.

Some teachers use the *Comprehensive Musicianship Program for Music* series for teaching, and align it to the standards. Other grade levels create their own curriculum, also aligned to the standards.

A part-time, fully certified physical education teacher meets with all classes regularly. Classroom teachers reinforce skills with additional physical education periods. With an emphasis on fitness, students participate in the Lanakila Fun Run, as well as the Niketown Fun Run. Students also participate in Jump Rope For Heart.

Health education is integrated with other subject areas, such as reading, physical education, and character education. A grant funded the Power Up With Produce Program that teaches children about nutrition. Fifth graders participate in the Drug Awareness and Resistance Education (DARE) program taught by police officers.

A local arts council offers hula lessons in an after school program. The fourth grade curriculum includes Hawaiian studies, and students learn the hula in class. Students also learn Hawaiian songs and the hula from the Hawaiian studies specialist. Students perform at school assemblies.

All student learn the Hawaiian language, and Mandarin is offered to interested students in an after school program.

Our school's mission is for every student, "to become a responsible, contributing, self-fulfilled member of society with personal and social competencies." Character education is taught to all classes by a part-time teacher. The character education and Positive Behavior Support programs address our mission, and the profile of a Lanakila student who is: 1) respectful; 2) safe; 3) responsible.

### 2a. (Elementary Schools) Reading:

Students must learn to read in order to be able to "read to learn." Teachers reviewed all "scientific, research-based reading programs, and selected Scott Foresman's *Reading Street* as the core reading program. Fluency is explicitly taught, and instructional design is based on direct instruction, "I do, we do, you do." The program has a rigorous and sound vocabulary program, fluency practices, and nonfiction content. This program also supports the use of screening and diagnostic tools, and classroom-based instructional reading assessments to measure how well students are reading, and to monitor their progress. All teachers work together to provide rigorous instruction in the core reading program.

Through competitive Reading Excellence Act and Reading First grants, professional development helped Lanakila to apply scientifically based research, and the proven instructional and assessment tools consistent with this research, to ensure that all children would learn to read at or above grade level by the end of third grade.

Although the Reading Excellence Act grant addressed only kindergarten to grade three for training, the special education and English Language Learner teachers attended the training with the kindergarten to grade three classroom teachers. Strategies learned were shared and implemented by the fourth and fifth grade classroom teachers.

*Accelerated Reading* and *Achieve 3000* are online programs used to improve reading comprehension. *Achieve 3000* also helps students improve writing in nonfiction subject areas. Both programs can be accessed from home.

Lanakila has been able to sustain improvement in reading for all students by continuing the initiatives that have proven successful in the past.

### 3. Additional Curriculum Area:

*Everyday Mathematics*, a reform program, was adopted in 2004. In this program, students discover math concepts through manipulatives, explorations, group work, problem-solving strategies and math games. The curriculum features real-life problem solving, communication, and appropriate use of technology. The emphasis is on application of math to real world situations. Numbers, skill and math concepts are not presented in isolation, but are linked to situations and contents that are relevant to everyday lives.

*Everyday Mathematics* encourages students to explain and discuss their mathematical thinking in their own words. Opportunities are provided to verbalize their thoughts and strategies to give children the chance to clarify their thinking and gain insights from each other. This develops keener communication skills.

Additional mathematics instruction helps meet the needs of different groups of students. Computer teachers in labs provide math fluency practice for benchmark students, while teachers work with students needing intervention. Math Camp held during intersession targets students who need additional help. The curriculum includes constructed response, which helps improve writing skills. After school math enrichment has been very effective, the key being that students are taught by their regular math classroom teachers.

Parents are an important component group of our school's vision. Parent workshops have been held to explain this new reform math program, as well as assessments used, and how data is interpreted. Math games are part of the math curriculum, and is available online, so parents can help their child at home.

After a team of teachers attended the (NCTM) National Council Teacher of Mathematics Conference in 2007, refinement of all NCTM initiatives were addressed. i.e., Completion of the entire textbook prior to April; fine tuning the content of the after-school math enrichment class; search for math intervention options for students below benchmark.

#### **4. Instructional Methods:**

Teachers track the progress of each child. If a child is not making adequate progress, a more suitable plan of instruction is developed.

Students are benchmark tested in the fall, winter, and spring using DIBELS (*Dynamic Indicator of Basic Early Learning Skills*). Scores are analyzed after every testing to track student progress. Students scoring below benchmark are placed in an intervention program, and progress monitored on a regular basis. If a student still does not make adequate progress, another intervention program may be more suitable. An array of intervention programs address different needs of students who read below benchmark.

Teachers also meet in professional learning communities to examine student and class data, and to work together to improve instruction and learning.

Newly arrived ELL (English Language Learner) students receive intensive English instruction by an ELL teacher, in addition to beginning reading instruction suitable for a limited-English speaker. Students needing additional help may also be placed in a reading intervention program. Special education students have become successful using *Reading Mastery* and *Corrective Reading* programs. These students are assigned to special education resource teachers.

Math lessons include whole group and small group instruction, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended, hands-on explorations, and on-going practice, which provides differentiated instruction.

At a conference, teachers learned that homogeneous grouping is beneficial to students' learning. As a result, fourth grade teachers are now piloting this arrangement.

Kinder-Camp is held for two weeks during the summer, to prepare incoming kindergarteners for the rigor and routine of school. Less time is spent on school readiness when school begins.

*Achieve 3000*, an online supplementary learning program, is comprised of Associated Press articles that address reading, writing, math, technology. The same article is written on different levels, providing for differentiated instruction. It provides data on student learning, and correlates with the Hawaii State Assessment.

#### **5. Professional Development:**

Lanakila is committed to research-based characteristics of successful schools. Faculty meeting time is scheduled to reflect on what has worked.

Partnering with higher education professors has provided new knowledge, including strategies and practices help to improve student achievement.

Faithfully following chosen research-based programs has helped to create school-wide alignment. Much of the staff development is done with the entire faculty, including part-time teachers, and educational assistants. Data

analysis, Benchmark Tracker constructed response scoring, action planning and reflection are done at faculty meetings.

Cross-grade level articulation informs teachers about vertical spiraling of the math curriculum. Teachers increased their articulation time after realizing that collaboration makes fine-tuning of all initiatives possible and results in higher student achievement.

A sustainability plan has been developed to include training for trainers. Some teachers have been trained to be trainers for testing and intervention programs. Training scripts and packets were prepared for each program. School committee assignments were revised with the goal of empowering all teachers to become teacher-leaders. One of the effective strategies is to train several teachers as reading coaches and then rotate them back to the classroom.

Each year teachers worked on fine-tuning alignment to standards, determining the rigor of the benchmarks, creating formative and summative assessments of student learning, collecting exemplars, creating rubrics and improving their lessons. Teachers have completed curriculum maps of the reading program to find areas of weaknesses. These are addressed through additional assignments or lesson revisions to meet the rigor of the HCPS III benchmarks.

Teams of teachers are sent to workshops and conferences. They collaboratively discuss "bright ideas" from the training sessions and decide which ideas should be implemented. The leadership team and the Staff Development Committee work together to plan training sessions based on an analysis of student and teacher needs.

## **6. School Leadership:**

A factor for high student achievement was consistent leadership for five-and-a-half years. The leadership team includes the principal, two reading coaches/curriculum coordinators, student services coordinator, counselor, special education department chairperson, and librarian. The principal holds weekly leadership meetings, and the team tracks progress and creates plans to ensure that all faculty and staff members continue to follow the principles that have made a positive impact on student achievement. This team leads the staff in any school change process. Through collaborative decision-making, the team does over-all planning and scheduling to address school-wide needs and concerns.

It is believed that a program cannot rely only on extraordinary teaching. The school has to provide teachers with a support system to enable them to do their best teaching. Everyone in the school must share the accountability for student-by-student progress.

For example, the leadership team always seeks out the best possible staff development. We do not ask teachers to implement any program or strategy without training and time to plan for implementation. Curriculum coordinators regularly collect data for teachers and provide training and time for data analysis and action planning. The support staff assists with immediate intervention needs (e.g., attendance, tardy students, working with parents, etc.)

There is a commitment to implement research-based characteristics of successful schools. Members of the leadership team attended many training sessions with teachers that focused on the characteristics of successful schools. Following every session, the team scheduled time to conduct debriefing sessions to discuss what was learned and what could be implemented. Every debriefing session resulted in a plan of action for implementation.

The highest priority is student achievement and success and the team focuses on what is needed to "move" students to higher levels of achievement.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Hawaii State Assessment

Edition/Publication Year: HCPS III Edition 2007 Publisher: American Institute for Research (Lanakila Elem)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	53	60	17	5	8
% Advanced	38	38	2	0	0
Number of students tested	58	48	46	41	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	48	54	19	3	0
% Advanced	35	34	3	0	0
Number of students tested	40	35	31	29	29
<b>2. Racial/Ethnic Group (specify subgroup): Asian/Pacific Islander</b>					
% Proficient plus % Advanced	53	60	18	5	9
% Advanced	37	36	2	0	0
Number of students tested	57	47	45	38	47
<b>3. (specify subgroup): English Language Learners</b>					
% Proficient plus % Advanced	35	58			
% Advanced	25	42			
Number of students tested	20	12			
<b>4. (specify subgroup): Special education</b>					
% Proficient plus % Advanced	10				
% Proficient plus % Advanced	0				
Number of students tested	10				

Notes:

Subject: Reading

Grade: 3 Test: Hawaii State Assessment

Edition/Publication Year: HCPS III Edition 2007 Publisher: American Institute for Research (Lanakila Elem)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	67	75	50	46	27
% Advanced	10	13	0	0	0
Number of students tested	58	48	46	41	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	60	69	48	41	17
% Advanced	10	14	0	0	0
Number of students tested	40	35	31	29	29
<b>2. Racial/Ethnic Group (specify subgroup): Asian/Pacific Islander</b>					
% Proficient plus % Advanced	67	74	49	42	26
% Advanced	9	13	0	0	0
Number of students tested	57	47	45	38	47
<b>3. (specify subgroup): English Language Learners</b>					
% Proficient plus % Advanced	45	58			
% Advanced	0	8			
Number of students tested	20	12			
<b>4. (specify subgroup): Special education</b>					
% Proficient plus % Advanced	10				
% Proficient plus % Advanced	0				
Number of students tested	10				

Notes:

Subject: Mathematics

Grade: 4 Test: Hawaii State Assessment

Edition/Publication Year: HCPS III Edition 2007 Publisher: American Institute for Research (Lanakila Elem)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	50	71	29	19	0
% Advanced	37	39	2	4	0
Number of students tested	52	41	41	47	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	40	72	18	14	
% Advanced	30	41	0	0	
Number of students tested	40	29	22	29	
<b>2. Racial/Ethnic Group (specify subgroup): Asian/Pacific Islander</b>					
% Proficient plus % Advanced	49	72	26	20	
% Advanced	35	41	3	4	
Number of students tested	51	39	38	46	
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced	31			10	
% Advanced	19			0	
Number of students tested	16			10	
<b>4. (specify subgroup): Special education</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 4 Test: Hawaii State Assessment

Edition/Publication Year: HCPS III Edition 2007 Publisher: American Institute for Research (Lanakila Elem)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	65	68	68	47	0
% Advanced	8	15	2	2	0
Number of students tested	52	41	41	47	0
Percent of total students tested	100	100	100	99	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	60	69	73	45	
% Advanced	8	17	0	0	
Number of students tested	40	29	22	29	
<b>2. Racial/Ethnic Group (specify subgroup): Asian/Pacific Islander</b>					
% Proficient plus % Advanced	65	69	66	46	
% Advanced	8	15	3	2	
Number of students tested	51	39	38	46	
<b>3. (specify subgroup): English Language Learners</b>					
% Proficient plus % Advanced	44			20	
% Advanced	6			0	
Number of students tested	16			10	
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: Hawaii State Assessment

Edition/Publication Year: HCPS III Edition 2007 Publisher: American Institute for Research (Lanakila Elem)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	67	65	31	20	11
% Advanced	42	43	2	2	0
Number of students tested	48	40	49	44	55
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	69	65	30	12	13
% Advanced	47	29	4	0	0
Number of students tested	32	17	27	26	40
<b>2. Racial/Ethnic Group (specify subgroup): Asian/Pacific Islander</b>					
% Proficient plus % Advanced	67	63	31	18	11
% Advanced	41	39	2	0	0
Number of students tested	46	38	49	39	55
<b>3. (specify subgroup): English Language Learners</b>					
% Proficient plus % Advanced	40		20		
% Advanced	0		0		
Number of students tested	10		10		
<b>4. (specify subgroup): Special education</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 5

Test: Hawaii State Assessment

Edition/Publication Year: HCPS III Edition 2007 Publisher: American Institute for Research (Lanakila Elem)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	79	80	49	41	36
% Advanced	21	10	0	0	2
Number of students tested	48	40	49	44	55
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	78	76	44	35	28
% Advanced	22	6	0	0	0
Number of students tested	32	17	27	26	40
<b>2. Racial/Ethnic Group (specify subgroup): Asian/Pacific Islander</b>					
% Proficient plus % Advanced	78	79	49	38	36
% Advanced	22	11	0	0	2
Number of students tested	46	38	49	39	55
<b>3. (specify subgroup): English Language Learners</b>					
% Proficient plus % Advanced	30		20		
% Advanced	0		0		
Number of students tested	10		10		
<b>4. (specify subgroup): Special education</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: