

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Ms. Doreen Higa

Official School Name: Momilani Elementary

School Mailing Address:
2130 Hookiekie Street
Pearl City, HI 96782-1497

County: Honolulu State School Code Number*: 675

Telephone: (808) 453-6444 Fax: (808) 453-6448

Web site/URL: http://www.k12.hi.us/~momilani/ E-mail: Doreen_Higa/Momilani/HIDOE@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.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Ms. Kathryn Matayoshi

District Name: Leeward District Tel: (808) 692-8000

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.

_____ Date _____
(Superintendent's Signature)

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.

_____ Date _____
(School Board President's/Chairperson's Signature)

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation)

31	Elementary schools (includes K-8)
5	Middle/Junior high schools
6	High schools
	K-12 schools
42	TOTAL

2. District Per Pupil Expenditure: 9876

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. 21 Number of years the principal has been in her/his position 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			0	6	27	30	57
K	31	31	62	7			0
1	32	27	59	8			0
2	31	27	58	9			0
3	26	34	60	10			0
4	25	38	63	11			0
5	31	29	60	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							419

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
73 % Asian
0 % Black or African American
3 % Hispanic or Latino
11 % Native Hawaiian or Other Pacific Islander
5 % White
8 % 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: 0 %

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.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	3
(4)	Total number of students in the school as of October 1.	419
(5)	Total transferred students in row (3) divided by total students in row (4).	0.007
(6)	Amount in row (5) multiplied by 100.	0.716

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 3

Number of languages represented: 8

Specify languages:

Japanese, Korean, Cantonese, Tagalog, Ilocano, Spanish, Vietnamese, Lao

9. Students eligible for free/reduced-priced meals: 11 %

Total number students who qualify: 44

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: 2 %

Total Number of Students Served: 9

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</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>17</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>5</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>4</u>	<u>6</u>
Total number	<u>29</u>	<u>11</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 25 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	100%	96%	100%	92%	83%
Teacher turnover rate	0%	6%	0%	6%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Note: "Daily teacher attendance" percentages represent teacher attendance on an average day (first working day in September of the reporting year).

School year 2004-5; 82.6% pregnancy (1), family leave (1), personal illness (2)
 2005-6 91.3%, pregnancy (1), personal illness (2)

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

PART III - SUMMARY

Built in 1972, Momilani Elementary School (Kindergarten-Grade 6, 400 students) is located at the top of Pearl City in a peaceful setting with a panoramic view stretching from Honolulu, across Pearl Harbor, to Makakilo. Our school population comprises of students from a predominantly middle socioeconomic background. Approximately 70% of our children enter Momilani through Kindergarten "geographic exceptions" lottery.

Our mission is reflected in our school motto: "Quality education in a safe, caring environment." Believing all children can learn, the staff continually strives to improve the instructional strategies and curriculum to challenge every child—including academically talented, disabled, and at-risk students. Learning occurs in a secure, orderly, nurturing, inclusive, and drug-free environment where all staff members have high expectations for student achievement.

Momilani's vision is to provide a renaissance education in a small cosmopolitan environment through integration of disparate fields. Addressing different learning styles and multiple intelligences strengthens the learning process and helps students to develop to their fullest potential. Consistent school wide practices through our effective teaching strategies enhance unity and continuity in our academic program. Strong parent/community/business support and involvement increase our resources and support for providing an enriching comprehensive curriculum. Finally, collaboration, teamwork, shared vision and shared leadership are the driving forces behind our effective research-based school improvement process where "Learning for all"—high student achievement of State Standards is our goal.

One of the longest held traditions is Family Fun Night, a parent-child, school-community activity. Another activity is Open House held two days before school opens to kickoff the new school year. Parents, teachers and children meet one another in positive venues. These types of activities establish a long-lasting relationship which is the basis that provides an open forum for parents, teachers, students and community members for which assessment data and other news is disseminated, feedback collected, and new ideas are received.

Momilani is the recipient of three National Awards: Blue Ribbon Schools: 1996-97 and 2004-05. School Safety, Discipline and Drug Prevention Award: 1996-97.

Our commitment to excellence is evident in the following key initiatives: One of Momilani's strengths is the ability to consistently exceed Federal/State Standards. This past spring, our sixth graders scored 98% for Reading and 94% for Mathematics on the annual Hawaii State Assessment Test. Planning is strategic. All grade-level instructional delivery accurate through careful alignment of curricula to State Standards is completed by the end of the third quarter in order to be fair to students taking the annual State Assessment Test given early fourth quarter. Early intervention reading and math programs as well as tutorials for ongoing identified non-proficient students are provided. Before-/after-school, character education, and self-esteem support programs provide for physical and emotional security and to encourage every student to feel that Momilani is their home away from home. We are family and we take care of each other; older students set examples for younger ones.

The school's master schedule is modified to allow for teacher articulation and planning time within the instructional day for the improvement of standards-based curriculum and instruction. Opportunities for teachers to work as partners are provided through team and "cluster" teaching in order to strengthen and support the teaching and learning process.

Our drug abuse prevention programming is integrated in the curriculum through art, music, science, social studies, literature, and math. The annual culminating drug-free event involves the entire student body, faculty and staff members, parents and a wide range of supporting agencies from the community—city and county, state, federal, and private.

Momilani's commitment to excellence bears fruit at all levels of school operations. Our statewide test results validate student achievement of Hawaii Content and Performance Standards. Among our proudest achievements are winning the National Blue Ribbon Award twice and Honolulu Magazine's biannual "Grading the Public Schools" (2008) ranking Momilani Elementary, No.1 public school in State of Hawaii.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In 2000, the decision was made to move our statewide assessment from a norm-referenced test, SAT9, to a standards-based criterion referenced assessment to measure student performance in the content areas of Language Arts and Mathematics. This was based on the premise that a norm-referenced exam did not reflect the uniqueness, nor the breadth and depth of the Hawaii Content and Performance Expectations for Language Arts and Mathematics. The Hawaii State Assessment has four proficiency levels.

Level 1: “Well Below Proficiency” means that the assessment results indicate that this student has demonstrated little or no knowledge and skills for the content standard for this grade.

Level 2: “Approaches Proficiency” means that the student has demonstrated some knowledge and skills in the content standards for this grade. With more support and effort, the student should be able to reach the proficient level.

Level 3: “Meets Proficiency” means that the assessment results indicate that the student has demonstrated knowledge and skills required standards for this grade. The student is ready to work on higher levels of this content area.

Level 4: “Exceeds Proficiency” means that the assessment results indicate that the student has demonstrated knowledge and skills that exceed the content standards for this grade. The student is ready for more advanced work in the content area.

Hawaii State Assessment (HSA) Test results (measure the progress of all children in attaining the level of performance specified in our content and standards) indicate Momilani’s significant movement to the achievement of Hawaii Content and Performance Standards (HCPS) and the No Child Left Behind (NCLB) goals.

Any slight decrease in test scores may be attributed to a significant increase in special education students who were part of the testing group, entries of new students or exits of top fifth graders to private schools greatly affect the results of our small population being tested

In school years 2004-2005 and 2005-2006, third and fifth graders were assessed with the Stanford Achievement Test, ninth edition. For school years 2005-2009, all students in Grades 3-6 were administered the Hawaii State Assessment HCPS III. Scores are reported in terms of the national percentiles.[\[1\]](#)

Over the two year period SY 2004-2006, our students in Grades 3 and 5 exceeded State Adequate Yearly Progress (AYP) benchmarks (reading 44%; math 28%) by 41% in Reading and 47% Math.

Under a new test publisher, American Institute for Research, Momilani’s Hawaii State Assessment three-year results (SY 2006-09) show a movement from 85% to 92% in Reading scores exceeding AYP benchmark by 34% pts. Math scores remained steady at 85% exceeding State AYP benchmark by 39% pts. Disadvantaged subgroup gained 28% in Reading and 14% in Math. All sub-groups made gains. A longitudinal data cohort show increase in scores.

This new HSA assessment fosters changes in our instruction—primarily a shift toward more thoughtful teaching and learning where teacher observation of literacy development is essential. In 2006 teachers went on a journey to learn to Build Academic Vocabulary from our standards based on research[\[2\]](#) where the more students

understand the academic terms in content standards, the easier it is for them to understand information they may read or hear about topics. By grade levels, content academic vocabulary was identified for teacher instructional use. Teaching is specific and consistent with vocabulary used in standards.

The results validate our emphasis on higher-order literacy (reading and writing) proficiencies, close alignment and backward mapping of instruction to HCPS III, and early identification of non-proficient students.

Higher student achievement results are evident from high expectations for all students and appropriate supports.

Hawaii Department of Education's assessment system websites:

- Student Assessment Section (SAS) url: www.sas.so.k12.hi.us
- Accountability Resource Center Hawaii url: www.arch.k12.hi.us/PDF/trends/Act51_School285.pdf

[1] See Part VII Assessment Results.

[2] Marzano, Robert and Pickering, Debra, Building Academic Vocabulary, ASCD, 2005.

2. Using Assessment Results:

Momilani manages data and knowledge to inform decisions and measure progress of student, teacher and school performance. Results from annual state standards-based criterion reference assessment, norm-referenced Gates-MacGinitie Reading[1] and Metropolitan Math Achievement[2] Tests, and other formative assessments used to measure the students in reading and mathematics, drive school improvement.

Formal and informal data on student achievement, including analysis of student products, tests, observations, and interactive means provide information and insights which help the staff to align the school's curriculum, improve areas of weakness, evaluate the outcomes of 1) program materials, 2) teaching strategies, 3) learning activities, 4) curriculum content, 5) master schedule, and 6) classroom management and define supports for non-proficient students. Teachers and the administrator use this information to develop goals for teaching, as the subject for observations, discussions, and collegial feedback (including feedback from students).

The principal and staff spend time analyzing evaluative data (national/state/school assessments) as the basis for interventions and allocating resources for improvement. They reach consensus on what successful student performance looks like and then collectively and collaboratively they work to identify weaknesses of the curriculum, non-proficient student, instruction, or other causes and brainstorm how to appropriate corrective or assistance remediation efforts. They seek professional development activities that focus on the identified areas that are in need of improvement. They also capitalize on the findings of current research in making curriculum decisions.

Students also conduct their own assessments, which, when combined with other assessments, lead to sustained achievement and excellence and provide a basis for evaluation and modifications of students' personal learning plans. With this approach, students are empowered with the ability analyze, organize, interpret, explain, synthesize, evaluate, and communicate important experiences or ideas.

Through ongoing, multiple assessments, at-risk, non-proficient, ELL, [3] SpEd, [4] 504, [5] and accelerated students are identified and provided appropriate supports to achieve Momilani's vision.

[1] Riverside Publishing

[\[2\]](#) Pearson Assessments

[\[3\]](#) English Language Learner.

[\[4\]](#) Special Education.

[\[5\]](#) Section 504 of the Rehabilitation Act

3. **Communicating Assessment Results:**

Momilani communicates its assessment results through the Hawaii Department of Education websites, online and print press releases, and parent communications.

These websites allow people who are interested in Momilani’s achievement scores, summary of progress on school improvement, and how we achieved National Blue Ribbon Awards twice.

We have been fortunate enough to be featured in local newspapers (cir. 206,007) and magazines. One of our proudest achievements is being recognized as the number one ranked school out of all 258 public institutions throughout the State. This feature in Honolulu Magazine [\[1\]](#) (cir. 30,000) has shared our high achievement with a large and broad audience for one of the State’s smallest school. As a result our requests for geographic exception numbers are high with entrance into Kindergarten by lottery only. Public-private partnerships abound with our success.

We have also been proactive in responding to educators from local and overseas schools interested in our Blue Ribbon School programming. The principal and the leadership team regularly host site visitations, professional development workshops, and effective schools consultations. We benefit from this free flow exchange of ideas.

On a grass-roots level, student performance is communicated with parents in a timely manner via oral/written means (e.g. communication tablet, parent bulletins, blogs, email, conferencing). Teachers begin the new school year by welcoming students and parents to their classrooms two days before school actually begins. Positive relationships are built through this initial “Hi!” “Hello—glad to meet you” meeting. Light discussions include grade-level curriculum, expectations for students, and how parents are value-added participants in their child’s education. Mid-quarter, teachers meet with parents/guardians/student to share the student’s progress based on both qualitative and quantitative data. Given our small school size, we have been fortunate that our parents, teachers and community partners all participate in communicating our assessment results.

[\[1\]](#) “Grading The Public Schools,” Honolulu Magazine, May 2008.

4. **Sharing Success:**

After winning our two previous National Blue Ribbon Awards, Momilani has shared its success and best practices by hosting school visitations, providing workshops for educators, and leading K-12 articulation school groups.

During school visitations, visitors gain a first-hand experience of Momilani’s educational programming, instructional strategies, and teacher-student interaction that data or school reports cannot completely portray. For the past six years, our scope expanded internationally by hosting superintendents, principals, and teachers from Japan and Korea’s ministries of education. Attendees of visitations are exposed to a Blue Ribbon School environment.

Following National and State recognition awards, the principal shared the strengths of Momilani's successful effective schooling practices, curriculum alignment, and data analysis at conferences, meetings, workshops and trainings. Among our successful disseminations workshop is "DOG" Data Organizes Goals. This workshop explains how to use assessment data to drive school improvement through curriculum alignment, staffing, selection of instructional materials, and professional development. These workshops have reached over a hundred administrators throughout the State.

Momilani shares effective schooling practices based on Blue Ribbon Award indicators at K-12 articulations groups at the school and complex levels. First, we disseminate best practices to the general assembly. Then the general assembly breaks into smaller groups to devise strategies of how to implement these 'Blue Ribbon' best practices at their respective schools. These discussions of breadth and depth produce ever evolving new ideas that everyone can benefit from.

If awarded a third Blue Ribbon, Momilani will explore new dissemination practices via online multimedia. We plan on continuing to actively share student evidences of learning with parents, community members, student teachers, and visitors through training, hosting visitations, workshops and open houses. This will help spread the message to our ever growing community of partner educators, community members and aspiring Blue Ribbon awardees.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Language Arts encompasses reading comprehension and critical thinking skills, word recognition skills, literature studies, writing, and composition (including spelling and grammar), and speaking and listening skills. Our efforts at content improvement focus on the implementation of an early intervention program for at-risk students based on successful strategies of the Reading Recovery Program. Programs such as Wordly Wise, Daybooks, and Project Write help to guide us.

Mathematics comprises the following skill areas: number sense/numeration, number operations, computation, estimation, measurement, geometry, statistics/probability, patterns/relationships and algebra. Math is integrated in the content areas through writing, creating word problems, art, solving real-life problems, compiling and presenting data in science, social studies, and other content areas. The unique features of our math curriculum include a hands-on developmental approach to learning, and using a variety of strategies to help all students learn. The course that best exemplifies our efforts at content improvement is problem solving. Through the development of critical thinking processes and solving real-life problems, students' skills with word problems are enhanced.

Science essential components are: science as inquiry, habits of mind, living organisms, matter and its interactions, forces of nature, motion, energy, forces that shape Earth, ecology, space and astronomy, and technology. The unique feature of our science curriculum is an activity-based program, which provides many hands-on explorations, enabling our students to construct science concepts through inquiry and investigation. Our program emphasizes science thinking processes such as observing, measuring, classifying, interpreting data, experimenting, controlling variables, hypothesizing, and drawing conclusions; as well as critical thinking processes involved in concept formation, decision making, research/inquiry, and problem solving. Students utilize the step-by-step scientific process approach to problem solving, which consists of the following: statement of problem, hypothesis, materials needed, procedure, results, and conclusion. Major themes connect science concepts together. These concepts are also linked to curricular areas--literature, math, social studies, music/art, and health. Students participate actively in science projects, robotics, and interactive web-based technology programs. Our best efforts at content improvement are the focus on student-generated projects, which have been, strengthened through curriculum fairs.

Social Studies' interdisciplinary and inquiry approach to learning in a collaborative environment supports our best efforts to improve teaching and foster active learning. By using the interdisciplinary approach, we can more easily incorporate the multiple intelligences into our curriculum. Intellectual stimulation, high level of motivation, active involvement, and meaningfulness of an inquiry-based approach is systemic. Our collaborative learning environment through partnership and group work increase students' academic achievement, foster more active involvement in the learning task and develop critical thinking skills.

The Arts include exploration of varied art forms—performing arts, (chorus, drama, opera, puppetry) and visual arts, and their uses to express ideas and feelings. Every student participates in grade-level drama productions. The fine arts are integrated in all the content areas, especially in language arts, math, and social studies. Our best efforts toward improving content in the arts curriculum is the contracting of services from professional artists in the community, as well as seeking voluntary expertise (parents, teachers, community resources).

Foreign Language - Our Hawaiian Studies language program encompasses cultural awareness and appreciation, comprehension (listening and reading), and production (speaking). Japanese and Chinese languages are taught in after-school programs.

Technology – infused in all curricular areas. Students experience culminating cross-curricular projects utilizing different applications. Momilani participates annually in Robotics and District Technology Showcases.

Health, Wellness, Physical Education, Character and Drug Education - Health, Wellness, Physical, Character and Drug Education curriculums are integrated throughout the different content areas during class and through after-school programs. “Heartitudes,” written by our counselor is a themed bi-monthly values activity for parents and child to discuss and embrace.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Momilani’s reading curriculum follows Hawaii’s Curriculum Framework for Language Arts (2008). This framework suggests ways that classroom instruction and assessment can be designed to best address the Hawaii Content and Performance Standards (HCPS) III system-wide to ensure educational quality and equity for all students.

Recognizing that data is a powerful indicator of progress, the selection of “Storytown” was based on its benchmark, diagnostic and themed assessments. Teachers look at individual data to evaluate evidences of progress and make sense of the data to determine changes in practice. Performance data is the primary driver for school improvement with professional development in alignment to identified needs/goals. Harcourt’s “Storytown” (2009) provides a wealth of instructional resources: decodable, phonics, leveled for general, ELL, strategic intervention, advanced populations, libraries—print, audio and online, grammar, writer’s companion, spelling, graphic organizers, Questioning the Author--Comprehension, and assessments.

Reading program spirals up the grades with skill building; depth and breath increases as the lessons scaffold. There is consistency in applied strategies in the delivery of instruction for all grade levels. Across all content areas, students are able to demonstrate mature reading comprehension skills. In addition to “Storytown,” students utilize, “Wordly Wise,” “Day Books,” KidBiz/TeenBiz, iPod Touches, and Daily Oral Language.

Reading buddies, partnerships with engaged parents, families, community, and the Navy, ensure multiple learning opportunities for students in and out of school. Student’s reading logs capture independent reading outside of the classroom with adult checking for comprehension. PTSA hosts annual Reading Night for students and parents. Through fundraising efforts no core textbook is over 5 years old.

The expectation for every Kindergartener is to begin reading fluently by December and write by January. Ninety-five to 100% of Grade 1 students complete the year at or above grade level. This past spring 2009, our sixth graders scored 98% in reading on the State standards-based criterion reference exam.

3. Additional Curriculum Area:

Mathematics

Our teachers in a quality, caring environment teach for understanding by finding ways to engage students actively in their mathematics learning with special emphasis on problem solving. We know that what we teach in math and how we teach it are very critical to student learning. Teaching needs to reflect not only on “what to do”, but also “how to do it” and “why.” When students understand why, their understanding and skills can be applied more easily to new tasks.[1] When students learn the meaning of mathematics procedures, it makes those procedures easier to remember. Mathematics learning plus problem solving approach equals students with critical thinking skills.

Momilani’s mathematics curriculum[2] focuses on the development of concepts, skills, and applications related to numbers. Students are taught from concrete to abstract to: solve problems in meaningful situations; use manipulatives; work cooperatively with others within small groups; develop own procedures to discuss, explain,

modify, write about and value; use thinking strategies to learn basic facts. Mathematics is incorporated throughout the curriculum.

Mathematics instructional delivery includes:

1. Additional focused instruction on perennial testing weak area such as open-ended constructive math response to problem solving.
2. Professional development focused on critical thinking skills along with visual and kinetic learning over traditional techniques that emphasize memorization. Logical and conceptual programs, such a Singapore Math, work well with non-proficient as well as gifted students.
3. “Cluster” teachers specializing in mathematics deliver the instruction. Our research has shown that grade level team teaching teams “clustering” reading and mathematics have higher achievement results. Specialty teachers are most able to offer quality, caring instruction and support in the delivery of their content area to their students.

We believe that students who understand mathematics can think and reason mathematically and use what they have learned to solve problems, both in and out of school. Our sixth graders scored [\[3\]](#) 94% proficient in 2009 Hawaii State Assessment--Mathematics.

[\[1\]](#) This is conveyed to the student in the opening of the lesson.

[\[2\]](#) Curriculum Framework for Mathematics, Hawaii Dept. of Education, 2008.

[\[3\]](#) See Part VII Assessment Results.

4. **Instructional Methods:**

What’s different in our school? “Quality education in a caring environment” is conducive to empowering students to eagerly shoot their hands up to participate!

Curriculum and instruction is strategically aligned and delivered with our student in the center. Special needs, non-proficient, at-risk, non-English speaking, and other sub-group students learn in inclusive environments with minimal pullout, meeting self-esteem needs in addition to academic ones. By strategic design, instruction is delivered one quarter ahead to ensure that the students taking the State criterion assessment administered at the beginning of the fourth quarter have been taught what is being tested.[\[1\]](#)

Momilani’s instructional method is based on the team teaching approach with cluster teaching of core content. Team teaching consists of two teachers in a double classroom sharing teacher duties. Team teaching spaces are equipped with technology and have audio equipment to engage all sixty students from the back to the front of the classroom. Most grade levels have one male and one female teacher teams to serve as role models for our students with varying social circumstances such as blended families.

Within each team teachers specialize in complementary cluster subjects. One teacher specialist teaches language arts and the partner mathematics. Team and cluster teaching maximizes teacher effectiveness, eliminating teaching in silos, strengthens instructional delivery, supports differentiation, learning communities, and builds caring, supportive relationships amongst all role groups to ensure learning for all. Team teaching allows for flexible grouping to meet diverse student needs. When necessary, one teacher provides supplemental lessons while the other continues with instruction. This allows us to reach higher standards while not leaving any child behind or feeling like an underachiever.

Momilani’s team and cluster teaching has consistently produced results evidencing student learning, minimizing disciplinary problems, and empowering students to enjoy learning. Ultimately, this approach has led us to a nomination for a third National Blue Ribbon Award.[\[2\]](#)

[\[1\]](#) One year’s standards-based curriculum.

[\[2\]](#) 1996-96, 2004 National Blue Ribbon Awards.

5. Professional Development:

Momilani’s professional development includes support for learning communities—such as interaction with peers at state and national conferences and technological resources to stay connected with their peers—to enable them to form networks with other teachers/schools and disseminate information within the school community. Our professional development is driven by a combination of assessment data, peer feedback, and compliance, which are clearly aligned to goals/targets to accomplish our school’s vision of exceeding mandated Federal and State goals/standards in a small and caring environment.

Topics for professional development directed at teacher’s instructional needs to enhance knowledge and skills included: Literacy, open-ended constructed math responses, Singapore Math, Thinking Maps, critical thinking, “Project Write”, technology tools and applications, standards-based learning, building academic vocabulary, appropriate interventions for struggling learners, Wellness curriculum, Learning Criteria[\[1\]](#), and differentiated instruction. Also, instructional resource augmentation personnel support each teacher several times a week by modeling lessons, providing guidance in curriculum development, assessing student needs, adding resources, and initiating projects.

The principal and instructional staff meet regularly to analyze assessment data and to improve our school’s delivery of service (align curriculum or identify the need for further staff development). Formal/informal meetings are held to discuss items such as current practice, student performance and other significant school issues. Teachers also collaborate weekly (three hours within the instructional day) to analyze instruction and data to further plan for effective instruction. Improved test scores are the result of total curricular alignment of instructional delivery to core standards.

Members of Momilani engaged in an ongoing cycle of continuous improvement are committed to and persistently reaching toward Momilani’s ideal vision. Our teachers in collective synergy and continuous learning are driven to constantly expand their competence to produce Momilani’s desired outcomes. Momilani students become direct beneficiaries of improvement of teaching and learning skills. Learning for all-- is success for all.

[\[1\]](#) From Model Schools focus on Rigor, Relevance and Relationships.

6. School Leadership:

A small staffed school, Momilani’s learner-centered leadership team is guided by the Principal, who has many roles and responsibilities as sole administrator, personnel manager, visionary for new initiatives, community liaison with partners, and the person who equips staff to meet student achievement goals. Under shared leadership[\[1\]](#), power, and decision-making while committed to core values and results, the implementation of school/state/national goals, standards, initiatives, and plans is monitored, and assessed.

Momilani Principal’s focuses on leadership strategies[\[2\]](#) to improve student achievement by:

1. Placing student and adult learning at the center.

2. Providing a renaissance education that is inclusive to all
3. Facilitating teaching methods that empowers student to exceed Federal/State performance standards.
4. Encouraging professional development in course offerings by colleges/university, Hawaii Department of Education, and private sources.
5. Maintaining open channels of communication to disseminate assessment data and collect feedback to ensure top performance and satisfaction.
6. Encouraging participation of community, public and private partners.

The Principal and the leadership team are learners, creating and participating in professional learning opportunities, risk takers, trying new initiatives--keeping what works, and creative problem solvers. They capitalize on the leadership skills of others, building capacity for school improvement.

The Principal provides professional development to other administrators and schools on leading learning communities/effective schooling practices including intense parent involvement, curricula aligned to high standards, on-going formative assessment of student learning, engaged, collaborative leaders and teachers, holding every student to high expectations.

Momilani's Principal of 21 years is active, an honored member of various organizations including Rotary, church, community, educational-related groups he fosters a deeply personalized environment, building trusting relationships, cognizant that teachers, staff, students and even parents and community members need support for emotions and culture. As a result, Momilani's school and community role groups^[3] walk hand-in-hand together with the Principal dreaming the same dream for the student: "Quality, caring education."

^[1] Includes teachers, classified staff, parent, community and student leaders.

^[2] Leading Learning Communities: Standards for What Principals Should Know and Be Able To Do, National Association of Elementary School Principals, 2nd Ed., 2008.

^[3] Yearly Momilani receives more than \$50,000 in cash donations plus gifts and in-kind services from Momilani Foundation, Momilani PTSA, Momilani School Community Council, U.S. Navy, Pearlridge Rotary, Lions Club, Grace Bible Church, and many Friends of Momilani.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Hawaii State Assessment
 Edition/Publication Year: Yearly Publisher: State of Hawaii Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	80	83	88	63	72
% Advanced	49	51	67	8	10
Number of students tested	61	59	58	60	58
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	79	83	89	66	72
% Advanced	49	54	70	9	11
Number of students tested	57	54	54	58	53

Notes:
 Asian / Pacific Islander

Subject: Reading Grade: 3 Test: Hawaii State Assessment
Edition/Publication Year: Yearly Publisher: State of Hawaii Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
90	90	90	91	82	79
90	31	25	41	5	12
Number of students tested	61	59	58	60	58
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	89	91	93	84	79
% Advanced	28	28	44	5	11
Number of students tested	57	54	54	58	53

Notes:
Asian/Pacific Islander

Subject: Mathematics Grade: 4 Test: Hawaii State Assessment
Edition/Publication Year: Yearly Publisher: State of Hawaii Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	76	85	80	72	72
% Advanced	53	55	55	28	21
Number of students tested	58	60	56	57	57
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	76	86	80	72	75
% Advanced	56	59	55	28	23
Number of students tested	54	56	56	53	52

Notes:
Asian / Pacific Islander

Subject: Reading Grade: 4 Test: Hawaii State Assessment
Edition/Publication Year: Yearly Publisher: State of Hawaii Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	83	87	79	88	82
% Advanced	22	27	21	24	23
Number of students tested	58	60	56	58	57
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	83	88	79	89	85
% Advanced	24	29	21	22	23
Number of students tested	54	56	56	54	52

Notes:
Asian/Pacific Islander

Subject: Mathematics Grade: 5 Test: Hawaii State Assessment
Edition/Publication Year: Yearly Publisher: State of Hawaii Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	85	83	76	73	76
% Advanced	55	57	63	15	12
Number of students tested	60	53	62	59	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	86	83	75	74	75
% Advanced	55	57	61	17	12
Number of students tested	56	53	57	54	52

Notes:
Asian / Pacific Islander

Subject: Reading Grade: 5 Test: Hawaii State Assessment
Edition/Publication Year: Yearly Publisher: State of Hawaii Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	95	89	84	75	88
% Advanced	52	21	27	8	14
Number of students tested	60	53	62	60	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	96	89	84	80	88
% Advanced	52	21	28	9	15
Number of students tested	56	53	57	54	52

Notes:
Asian / Pacific Islander

Subject: Mathematics Grade: 6 Test: Hawaii State Assessment
Edition/Publication Year: Yearly Publisher: State of Hawaii Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	94	84	84	89	71
% Advanced	74	66	56	14	33
Number of students tested	50	56	50	57	52
Percent of total students tested	100	100	100	98	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	94	83	87	88	74
% Advanced	74	64	61	13	34
Number of students tested	50	53	46	52	47

Notes:
Asian / Pacific Islander

Subject: Reading Grade: 6 Test: Hawaii State Assessment
Edition/Publication Year: Yearly Publisher: State of Hawaii Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	98	88	76	91	85
% Advanced	70	43	52	12	19
Number of students tested	50	56	50	57	52
Percent of total students tested	100	100	100	98	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	98	89	78	90	85
% Advanced	70	43	52	12	21
Number of students tested	50	53	46	52	47

Notes:
Asian / Pacific Islander