

NA ALAKA'I HO'ONA'AUAO READING LEADERSHIP AWARDS

**The Third-Grade Reading Goal and Beyond:
21 Hawaii Public Schools Reflect on Achieving and
Sustaining Reading Gains**

August, 2007



HAROLD K.L. CASTLE
FOUNDATION

TABLE OF CONTENTS

FOREWORD ii
TOP 2003–2006 HSA READING PROFICIENCY SCORE GAINS iii

SCHOOL SELF-REFLECTIONS

ALIAMANU ELEMENTARY SCHOOL 1
BENJAMIN PARKER ELEMENTARY SCHOOL 4
EWA BEACH ELEMENTARY SCHOOL 7
HELEMANO ELEMENTARY SCHOOL 9
KALAHEO ELEMENTARY SCHOOL 12
KALIHI UKA ELEMENTARY SCHOOL 15
KALIHI WAENA ELEMENTARY SCHOOL 19
KAUMANA ELEMENTARY SCHOOL 21
KILAUEA ELEMENTARY SCHOOL 23
KIPAPA ELEMENTARY SCHOOL 26
LANAKILA ELEMENTARY SCHOOL 29
MAJOR SHELDON WHEELER ELEMENTARY SCHOOL 31
MAKAHA ELEMENTARY SCHOOL 34
MAKAKILO ELEMENTARY SCHOOL 38
MAKAWAO ELEMENTARY SCHOOL 41
NANAKULI ELEMENTARY SCHOOL 44
PA'IA ELEMENTARY SCHOOL 48
PALOLO ELEMENTARY SCHOOL 52
PRINCESS MIRIAM LIKELIKE ELEMENTARY SCHOOL 54
ROYAL ELEMENTARY SCHOOL 58
THOMAS JEFFERSON ELEMENTARY SCHOOL 61

FOREWORD

In August, 2007, The Harold K.L. Castle Foundation recognized outstanding public school leadership by presenting \$210,000 to 21 public schools that led the state in third grade reading gains from 2003 to 2006. These *Nā Alaka'i Ho'ona'auao* Reading Leadership Awards were presented to recipients from the islands of O'ahu, Maui, Hawai'i and Kaua'i that gained 20 percentage points or more in Hawai'i State Assessment (HSA) third-grade reading proficiency exams over a three-year period. The Foundation was especially inspired by the fact that all selected schools happened to be designated as "Title I" schools in 2006 because of the high percentage of economically disadvantaged students that they serve. The term *Nā Alaka'i Ho'ona'auao*, translates roughly into "the leaders who forge a path in education," and the Foundation feels that this phrase characterizes the schools' achievements.

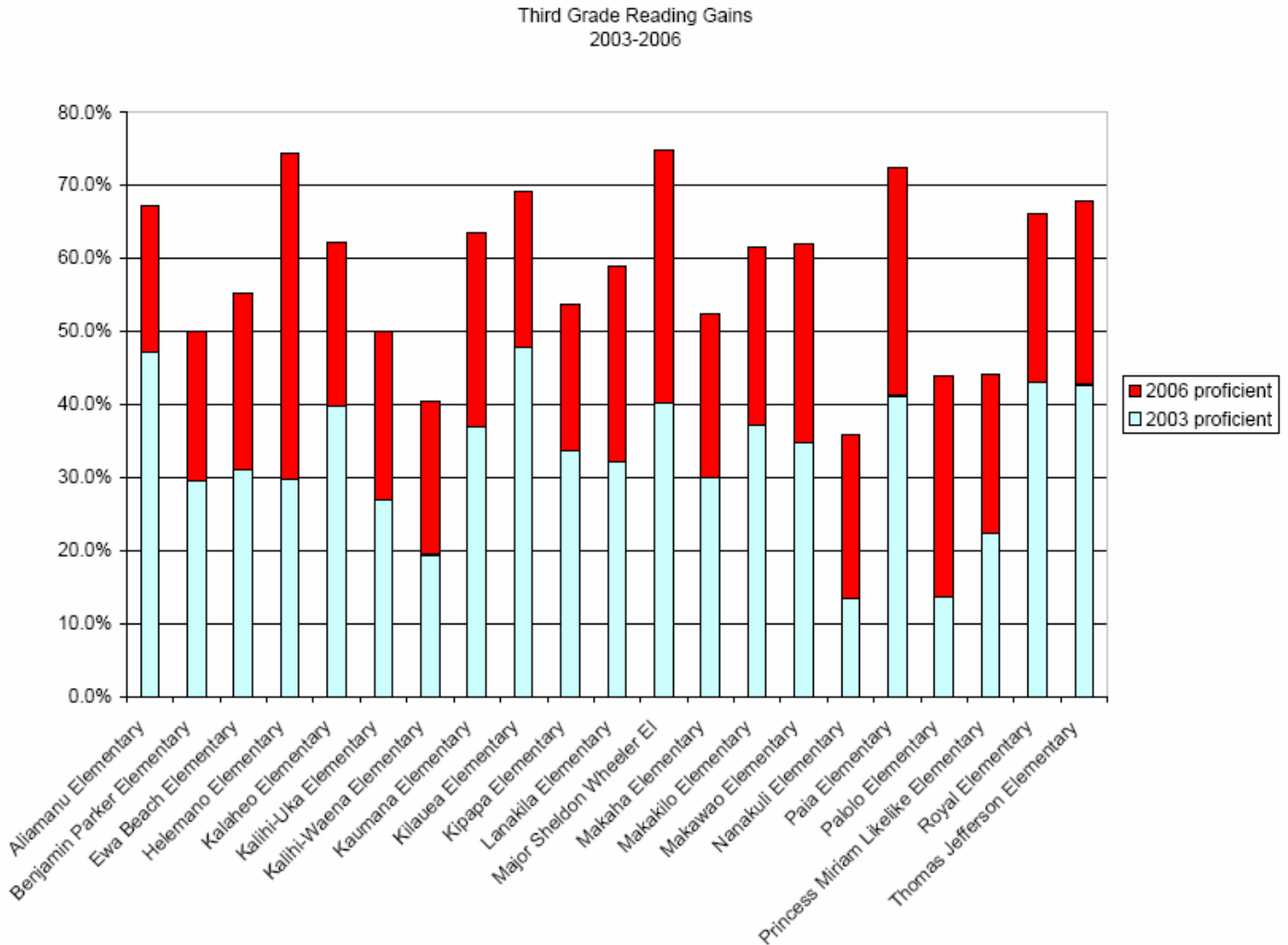
The Harold K.L. Castle Foundation and its partners in this project, the Hawai'i P-20 Initiative, the Hawaii Department of Education, and the Good Beginnings Alliance, believe that the 21 *Nā Alaka'i Ho'ona'auao* Reading Leadership Award recipients have a great deal to teach us about how to help all Hawai'i's students to read at grade level by third grade. This ambitious, statewide reading goal is the cornerstone of Hawai'i's belief that all children deserve a high-quality education that prepares them for the future. The Harold K.L. Castle Foundation believes that identifying, rewarding, and spreading the successful practices of our in-state achievers will help us to reach this goal and close the achievement gap in Hawaii.

The Na Alaka'i Ho'ona'auao Reading Leadership Award is the culmination of a three-year journey, beginning with a reading task force convened by the Foundation in the hopes of finding, rewarding and spreading best practices in early literacy. In the past year, the Foundation, the Hawai'i P-20 effort at the University of Hawaii, the Hawaii Good Beginnings Alliance, and the DOE have worked together to refine the program elements. Superintendent Pat Hamamoto and Robert McClelland from the Office of Planning and Evaluation have been key leaders and partners for the data and design for this award.

The School Self-Reflections that follow were drafted by each of the 21 award recipients as an informal "talk story" memo that can help to further the dialogue about effective strategies for raising reading achievement in elementary schools. These self-reflections are not intended to serve as formal case studies, sources of primary data, or endorsements of any particular programs or products. Rather, the reflective profiles provide a glimpse of the many different approaches and strategies that can contribute to reading proficiency gains, and are intended to both spark and further dialogue between the educators, nonprofit organizations, government entities, and community efforts that are working on behalf of a common vision of excellence for all Hawai'i's children. The Foundation is supporting the development of formal case studies of a subset of these 21 schools, which will be available in 2008.

TOP 2003–2006 HSA READING PROFICIENCY SCORE GAINS

Schools Achieving Increases of 20 Percentage Points or More in the Number of 3rd-Grade Students Scoring "At or Above Proficiency" on the Hawaii State Assessment (2003 to 2006)*



*In order to qualify for a Na Alaka'i Award, schools needed to have 28 students or more in third grade.

ALIAMANU ELEMENTARY SCHOOL

District: Aiea-Moanalua-Radford

Principal: Jane Sugimoto

Complex Area Superintendent: Al Navares

Aliamanu Elementary School is a Pre-K – 6 school and presently has an enrollment of 728 students. We are expanding in enrollment tremendously this year because two of the housing areas which were demolished and rebuilt are bringing new families into our school. It is expected that by the end of this school year, our enrollment will be at about 800+ students.

Third Grade Reading Improvement

There are a number of things that we have done over the past few years that have greatly helped us improve our 3rd grade reading achievement. First, is a commitment by our K-2 grade levels to ensure that our students know how to recognize grade level “sight words” and are proficient with their phonics. By focusing on the reading benchmarks, the grade levels below grade 3 have helped most students to be on or very close to grade level reading by the time they begin grade 3.

Second, our school implemented the Accelerated Reading (AR) Program about three years ago. A 3rd grade teacher’s class (avg. size of 26) who really took off on this program read 1000 books within one school year. Students who did not enjoy reading when they started the year, began reading during recesses and lunch breaks. Our library increased the number of books bought for the AR program and we also increased the number of AR licenses as more teachers got involved in the AR program.

Third, we have had a Reading Program which targeted specific students with reading difficulties in grades 1-3. We had two half-time teachers who specialized in teaching reading work with these targeted students and their students made tremendous gains. Of course, it helped that they only worked with 3-6 students at a time.

School-wide Reading Strategies

Four years ago, Laura Fukumoto, our 5th grade teacher and a former LART for Central District developed something called **MAMBO** for our teachers K - 6. She trained everyone on it and through the years, every grade level has tweaked it to fit their grade level needs.

Basically, according to Mrs. Fukumoto, the “**MAMBO** is an over-arching strategy (or plan) that helps students dance their way through the reading process. It is an acrostic upon which students hang comprehension strategies. **MAMBO** encourages students to take full responsibility for the comprehension process, thus emphasizing Hawaii’s GLO # 1: Being a Responsible and Independent Learner. Each letter of **MAMBO** promotes Good Reader Strategies:

- M:** Good readers **MOTIVATE** themselves
- A:** Good readers stay **ALERT** and **ACTIVE** during the reading process.
- M:** Good readers **MONITOR** their own comprehension, recognizing **MUDDY** words and **MUDDY** parts
- B:** Once they recognize muddy words/parts, Good readers are able to **BREAK THROUGH** the mud for better clarity and meaning

- O: Good readers effectively ORGANIZE information to help them analyze the text and make connections/generalizations and draw conclusions.”

Another school-wide program that our school supports is a strong writing program in the belief that writing helps with the reading process. We adopted the Step-Up-to-Writing Program. This is also a Radford Complex initiative. This was followed a year ago with the 6 + 1 Writing Traits program.

School Culture

Regularly scheduled articulation time is crucial because teachers need the time to discuss and plan how best to teach and how best to assess standards-based education for their grade level. We also provide each grade level with two days of substitutes to be used for quarterly assessments, development of rubrics, and other grade level activities related to standards-based instruction.

Five years ago, our school initiated a new bell schedule which allowed the teachers to have more time to articulate without taking any time away from the amount of time for students to learn. This was achieved by shortening the recess time. In this schedule, students are released each Wednesday at 12:25 and from 12:30 p.m. to 2 p.m., the teachers are given articulation time to work on grade level standards-based education. Once a quarter, we use the time to do cross grade-level articulation. This has been very useful and many schools have adopted Aliamanu’s schedule.

We are a Professional Learning Communities school (PLC) and this year, we tweaked our bell schedule again. We were trying to accomplish two things: 1-time for teachers in grades 3 – 6 to do some collaborative learning and teaching of instructional strategies that work. 2-provide our students with enrichment activities (character education with our counselors in the classroom, music, library instruction, PE, etc.)

It works this way: Once every two weeks after lunch, the teachers in a grade level meet with our Curriculum Coordinator and the Principal to work on things like Marzano’s instructional strategies. While they are meeting, counselors, the PE instructor, the librarian, etc. are in the classrooms working with the students for that ninety minutes block on time.

Really crucial to the success and coordination of the school’s over-all curriculum is our indispensable Curriculum Coordinator, Naomi Mihara. She is a whiz and knows what every single grade level and department is doing. She meets weekly with the Administrators and together they plot out what the goals of the weekly guided articulation and also the collaborative time. An important part of the success of our program is her ability to act as liaison between the Administrators and the teachers as well as to act as buffer sometimes between grade levels. Her caring manner is key to dealing with everyone involved.

Early Education

We place heavy emphasis on the reading process in grades K-2. Today, children coming into Kindergarten are expected to know a lot. Making parents aware of the changes in expectations is critical to getting parents to partner with the children’s’ teacher. There is a Kindergarten

Orientation on the very first day of school to explain the Kindergarten curriculum and the children are divided into two groups and for the next few school days, they will alternate the days that they attend school. During their day in school, the children are here only for half the day. While they are in school, the teachers and staff test all the children. The information garnered from the one-on-one testing gives the teacher a head start on what the child needs to learn.

As stated before, the K-2 teachers work hard on the reading process. Along with the Step Up to Writing, the 6+ 1 Traits of Writing, AR, MAMBO, and the HCPS III reading and writing benchmarks, the teachers have a strong hold on our children's reading.

Parental Engagement in Early Literacy Efforts

Parents are encouraged to help their children with not just reading but in all aspects of school. Like many schools, we ask that our parents read to our Kindergarten and first grade children every night. We also encourage our parents to take their children to the library.

BENJAMIN PARKER ELEMENTARY SCHOOL

District: Castle-Kahuku

Principal: Wade Araki

Complex Area Superintendent: Lea Albert

Reverend Benjamin Parker School is the oldest school in Kaneohe. The school currently serves about 330 students. The majority of our students are of Hawaiian and Part-Hawaiian ancestry. Multiple generations of families from our neighborhood attended Benjamin Parker School and there is tremendous pride in supporting the school. Our school receives support from Title I, Reading First and Pihana Na Mamo Federal Grants. Grant funds enable us to continue to provide our students with research-based reading and math programs.

Third Grade Reading Improvement

Our starting point was looking at the lack of gains our school made even with Title I funds. Our school then explored the reasons why we were not making gains. We came to the conclusion that because each grade level was using a different reading program, there was little consistency across grade levels. Using the whole language approach, our students lacked a strong phonetic foundation. As the students moved up through the grade levels, the number of non-benchmark readers increased.

We researched Title I schools using research-based reading programs that were showing gains in reading achievement. Our faculty visited those schools to observe their practices and reading programs. After much discussion, our faculty had more of an idea of what they thought would be beneficial for our school and students. From there, our school decided to pilot the Open Court reading program, with one class per grade level implementing the program. After seeing the success of those classes, our school adopted the program as our official school-wide reading program.

We obtained a Reading First grant which allowed us to receive training from CORE (Consortium on Reading Excellence). We also received visits from CORE consultants who observed classroom practices. They gave constructive feedback to help us gain fidelity to the program. From there, we established grade level coaches to help continue the necessary help to other colleagues, regarding procedures and strategies used in Open Court. The faculty was also able to visit classrooms within our school, across grade levels, to observe successful practices in Open Court. The kindergartens through second grade teachers were trained in direct instruction and implemented it throughout the day.

Our school also developed school-wide agreements, such as an uninterrupted 90-minute reading block and the utilization of word walls and sound spelling cards. Our school also focused on fluency practice within the classroom day, as well as outside the school day, such as for homework. The school decided to assign grade levels certain Direct Instruction (DI) Instant Words, such as Kindergarten mastering the first 100 DI Instant words, 1st grade mastering the second 100 DI words, and so on. The faculty looked at assessments, such as DIBELS (Dynamic Indicators of Basic Early Literacy Skills), to determine students who needed intensive and strategic help, as well as students who were reading at their benchmark level. For the students who needed intensive and strategic help, our school provided additional support, such as

remedial programs (Corrective Reading and Read Naturally) to bring them up to their benchmark level. Other students also received smaller group instruction during a workshop block to address their specific needs, as well as working with a PTT (Part-time teacher).

To help with reading responses, a school-wide graphic organizer was created to help with consistency across grade levels. The graphic organizer helped scaffold the structure of the reading responses for our school.

To help determine what interventions to use, we used our DIBELS assessment to identify specific students who needed intensive intervention. The students who needed intensive intervention were given Corrective Reading program to raise their reading level. The students who needed strategic intervention were given Read Naturally to supplement our Open Court reading program.

We assessed our progress using the DIBELS data and saw an increase in reading scores. As students progressed through the grade levels, there was an increase in the number of benchmark-reading students.

School-wide Reading Strategies

Our school encourages reading achievement by promoting reading through various activities. We have a yearly reading goal for each grade level in which students earn reading awards (medals) for reading a set number of books. We have a school-wide reading goal in which students create the incentive, such as shaving the principal's hair off or having the principal dress up as Captain Underpants, for reading a set number of books as a school. We also have workshops for parents that teach parents about the importance of reading and helpful strategies they can use to encourage reading. Books are given as gifts for attending workshops. We also have book fairs and literacy nights to promote the joy of reading. Other grade levels have reading buddies in which students read to students in other grade levels.

Our school generated a list of school agreements to be implemented in all grade levels. These are some examples of our agreements:

- Maintain and follow the school-wide 2 ½ hours reading block for language arts instruction. This includes a 90 minute “sacred reading time.”
- Support full implementation of Open Court and Corrective Reading with fidelity to each program.
- Participate in classroom visitations/observations by administrator, external consultants, coaches, and coordinators.
- Attend and participate in faculty meetings and staff development opportunities where reading instruction is a “key topic.”
- Goals: Maintain complete fidelity to program as designed so that 80% or more of students become proficient readers. Pace lessons to ensure that all sections of lessons – green, red, and blue – are completed as stated in lesson planners.
- Coaches: Peer and Academic coaches will work with groups of teachers and administrators to provide effective demonstrations, observations, side-by-side instruction, feedback and troubleshooting to support faculty members to sustain the implementation of our reading program.

- Teaching to the Standards: Teachers will be given 1 sub/waiver day to revise Curriculum-Pacing Maps. A Standards Board for reading and math will be on display in each classroom.
- Two Word Walls in all Classrooms: Parts of Speech Color Coded Word Wall and High Frequency Word Walls
- Classroom Libraries: Teachers will continue to acquire leveled books to build class libraries. All classes will continue to use a school-wide reading log and work toward grade level goals.
- Assessments: Tests will be turned in to Title I coordinator to help monitor progress of students (Cumulative Pre-Test and Post-tests, Unit Tests). Teachers will color code test scores on the collection sheet. Teachers will use the HSA reading response writing formats and rubrics to score Linking to the Concepts and Personal Response questions.
- DIBELS testing will be administered for grades K-6. Teachers will administer progress monitoring tests to students in grades K-3.

School Culture

Our school leadership supports the faculty to help create a successful school culture. If there are needs that arise, a teacher is able to voice their concerns to the leadership who helps address the concern. The leadership also gives the faculty time to plan and articulate across grade levels which helps to increase consistency across grade levels. The leadership also implements certain school-wide procedures to help maintain the consistency.

Early Education

For early education, our school has a Head Start program for students who qualify for this program. Our school also works with PACT (Parents and Children Together) to run the Kindergarten KAMP (Kindergarteners Are Most Precious) for the kindergarteners and their parents. This program helps to ease the transition into kindergarten and also allows our teachers and staff to talk with parents about education.

Parental Engagement in Early Literacy Efforts

Our school conducts three to four workshops throughout the year to help parents understand the importance of reading. We try to bring consultants and experts in the reading field to help explain new research and strategies that have helped increase reading achievement. We also encourage reading for enjoyment at home and ask the parents to get involved with the monitoring of reading logs. Incentives are provided for students to encourage them to read, classroom libraries have been established to provide a variety of reading materials for our students.

EWA BEACH ELEMENTARY SCHOOL

District: Campbell-Kapolei-Waianae

Principal: Sherry Lee Kobayashi

Complex Area Superintendent: Mamo Carreira

Ewa Beach Elementary School is one of nine schools in the Campbell Complex, servicing students from PreK (special needs) through Grade 6, in the older Ewa Beach community. We are a Title I school with 54% of our 375 students receiving federal assistance. We are an America's Choice School Design School, which is standards-based and data driven, since January 1999.

Third Grade Reading Improvement

As an America's Choice School, we have Reader's and Writers' Workshops during a daily 2 ½ hours uninterrupted English/Language Arts Block. During the Readers' Workshop, there is a mini lesson, which could be on one of the seven reading strategies in the different genres or any other areas students may have difficulties in. The mini lesson is followed by independent work time. It is during this time that the teacher would work with students in small groups or individually, or conference with students. The Readers' Workshops concludes with an author's share, where students share about the books they have read, make connections to their reading, or share about the type of strategies they used while reading, all which should connect to the mini lesson.

Ewa Beach Elementary uses literature-based leveled reading books as their instructional as well as their independent reading materials. Students are given the DRA (Diagnostic Reading Assessment) to determine their independent and instructional reading levels. Based on this assessment and other data gathered (HSA scores, running records, etc.), the teachers determine needs and then create their instructional groups and/or lessons.

School-wide Reading Strategies

Part of our English/Language Arts is our 25 Books Campaign. Students must read at least 25 chapter books for the upper grades and 166 books for the lower grades, both fiction and non-fiction books, since research has shown that if students read a million words or more, they tend to do better in school, and score better on tests. An incentive for this program is a huge culminating event at the end of the year with a celebration. In the past, we've had a shave-a-thon, school carnival, and water play. This incentive gets many of the students fired up to reach their reading goal by the end of the year.

School Culture

The school has a leadership team, composed of the principal, a literacy coach, a math coach, the technology coordinator, the librarian, the counselor, the student services coordinator, as well as the parent-community outreach coordinator. They are responsible for the implementation of the curriculum and all other mandates. But they are also responsible for giving support to the teachers as necessary. They run the professional development sessions with the teachers and other staff members. Along with that, they also insure that there are celebrations and recognitions along the way. There are quarterly reading goals celebrations, authors of the quarter (which is videotaped and broadcasted via closed circuit), 25 Books Campaign Celebration, and

academic and attendance awards assemblies. Students and teachers are recognized for their accomplishments.

Early Education

Early education is important to the school. Many of our students enter elementary school without preschool experience and we offer a Kick Start Program for upcoming kindergarten registered students. This program runs for 3–4 weeks in the summer prior to the students' kindergarten year. Here, students get a head start on what to expect in kindergarten. There is also a PPT (paraprofessional tutor) in each kindergarten classroom to assist the teacher with their students. We also have PSAP, Primary School Adjustment Program, for those students in K-2 that may have trouble transitioning into the school setting.

Also in the lower grade, we have Teacher Concept, or sometimes known as looping. This is where the students remain with their teacher for two years. Students develop a strong relationship with their teachers and time is not lost due to transition during the students' second year of school since the teacher and students already know each other. Academic instruction can begin almost immediately. There are safety nets in place also. Safety nets are tutoring programs that help students that are struggling in the classrooms. Tutoring may take place during school or after school hours.

Ewa Beach Elementary School practices the inclusion model. Special needs students or ESL (English as second language) students are included in the regular education classroom and are not pulled out for services. The special education and ESL teachers go into the classroom and differentiate the instruction for their students. These teachers also assist any other students that may be having difficulty in the classroom.

Parental Engagement in Early Literacy Efforts

Parents play an important role in the education of the students. They are asked to read with their child daily and sign their reading log. Parents are asked to become volunteer readers in the classrooms. We have workshops for parents to help them help their children at home and we also have a Community Read Aloud, when community members are invited into each of the classroom to read their favorite books or books to demonstrate that reading is enjoyed by people of all ages and that reading is a life-long activity that is very important even after they leave school.

These are the programs and practices that Ewa Beach Elementary School has in place that may have contributed to the increase in the reading scores of our third grade students for the past six years. We have a very dedicated faculty and staff that work very hard to make sure learning is happening in the classroom. We are very committed to continue to strive for excellence in all grade levels.

HELEMANO ELEMENTARY SCHOOL

District: Leilehua-Mililani-Waiialua

Principal: Dennis Kato

Complex Area Superintendent: Patricia Park

Helemano Elementary has a long history of working with diverse populations. Over fifty years ago Helemano was a Kindergarten to Grade 8 plantation school. It has since evolved into a school that educates our military (army and navy) as well as our local population. Our students come from diverse ethnic backgrounds-Asian/Pacific Islanders being the most predominant, followed by our Caucasian population. Ten percent of our students are English Language Learners and fifteen percent qualify for Special Education services. Half of our population is eligible for free or reduced lunches thus qualifying us as a Title I school.

This diverse population requires that Helemano's leadership and staff make a concerted effort to address the needs of all our students to ensure student achievement and success.

Third Grade Reading Improvement

Helemano's journey of success can be attributed to many factors. The stability of our administration and teaching staff was a critical factor helping to mitigate the enormous requirements and challenges imposed on the school system by both the federal and state Department of Education. Fortunately, Helemano was blessed with competent and dedicated teachers who embraced change as a vehicle to improve student achievement.

Perhaps the most important factor toward the increase in reading scores were the third grade teachers themselves. At the beginning of each school year, students were assessed and a baseline was established. Results of these assessments were analyzed and students were placed in flex reading groups. Each teacher then aligned instructional strategies and materials for their respective reading groups based on student's strengths and weaknesses. Formative assessments were conducted throughout the school year to provide feedback to students and to guide teacher instruction.

In 2004, Grade 3 teachers analyzed their results on the Hawaii State Assessment, as well as their formative and summative results and discovered that their scores were beginning to plateau. This was indicative of scores in other grade levels within our school. As a result, a reading consultant was contracted to analyze our reading program. The consultant suggested incorporating various thinking strategies into their program. These instructional changes helped our students become more successful as readers. Our readers now were given additional strategies to use before, during and after reading to help them understand "what good readers" do when they read. These strategies encompassed both fiction and non-fiction materials in other content areas.

Schoolwide Reading Strategies

For Helemano to successfully address the needs of their students and maintain a high level of achievement, the teachers had to analyze data. They examined what they were doing in the classroom and reflected on their practices, their successes and failures. We began to look at the following research based initiatives:

- Brain-based strategies
- Standards Based Change Process (SBCP)
- Continually refining our Progress Folios
- Three-Way Conferencing
- Integrating Art in the Curriculum

As a result of these initiatives, the teachers continued to improve on the craft of teaching.

School Culture

As mentioned, Helemano's leadership has been one of stability. Mr. Kato has established a school that seeks to develop and sustain quality relationships with the students and the community, and where all stakeholders support one another. At one time, Helemano was a small school numbering approximately 400 students. Even as the school doubled in size, the supportive culture continued to permeate throughout the school. Faced with many difficult challenges, the staff continued to work collaboratively and professionally, maintaining a positive environment that embodied respect and trust.

The "trust factor" was an important ingredient in our school culture. Even though education has gone through many paradigm shifts, Helemano embraced change as an opportunity to improve the quality of instruction. Teachers were willing and committed participants in the change process. They believed in what the school was trying to accomplish in order to reach our school vision: "where children work to achieve their highest potential."

Early Education

Approximately 15 years ago, our kindergarten teachers began to question why our students came to kindergarten unprepared for school. They conducted a survey and found that less than ten percent of our students entered our school with any preschool experience. As a result, Helemano initiated a Summer Pre-Kinder/Transition program.

The goals of our program are:

- To familiarize students with their first formal educational setting
- To begin introducing the importance of enjoying good literature
- To begin teaching pre kinder academic skills and thinking
- To establish various kindergarten routines to ensure a smoother transition as the child enters kindergarten
- The importance of working together as a family during our parent/child activity
- To experience the importance of celebrating achievements
- To educate our parents about how they can help their child at home
- To begin emphasizing the importance of students becoming self-directed learners

At Helemano, we value programs that give children an opportunity to succeed in a formal educational setting. We feel that our Summer Pre Kinder program provides our students with a foundation that will set them up for success.

In addition, we have made accommodations to house a federally funded program (Headstart) on our school campus. This program furthers our commitment towards early childhood education.

Parental Engagement in Early Literacy Efforts

Helemano also sponsors various parent involvement activities. “Feed Me a Story” is one attempt to get parents to look at reading in their homes. Dinner is served and books are given to entice families to come to this event. This night activity has become an annual event with more and more families attending. Two local celebrities or local authors are invited to speak to our families about the importance of early literacy. They also share their experience as a reader and correlate the importance of reading and their occupation.

Each grade level does a parent/child involvement activity during the year. The activity is connected to the Hawaii Content and Performance Standards (HCPS III). In the lower grades, we connect our parent involvement with literacy standards by incorporating reading aloud and strategies used when reading.

For the past fifteen years, our school has made a concerted attempt to provide parents with books to borrow for their families. The Parent Lending Library consists of books ranging from Kindergarten to Grade 5 appropriate text and parenting materials for our families. The library was established to meet the needs of our families that do not readily have access to our public libraries.

KALAHEO ELEMENTARY SCHOOL

District: Kapaa-Kauai-Waimea

Principal: Erik Burkman

Complex Area Superintendent: William Arakaki

Kalaheo Elementary School educates children from kindergarten to fifth grade. Our current enrollment is 512. We have been consistently at 500 students for the past six years or so. We have been in and out of Title One over these past six years, yet tend to average around 35% of students qualifying for free and reduced meals.

Third Grade Reading Improvement

The key practices that we use to strive for our goal of ensuring every child can read with comprehension by third grade come from a combination of sources and means.

- Professional development from educational leaders for our administration and leadership team.
- Self-reflection and professional reflection by our teaching staff.
- Professional development on best teaching practices.
- Collaboration that focuses on learning results within grade levels and vertically across grade levels.
- Timely interventions for students struggling in the initial stages of learning.

The most important professional development for our administration came from Mike Schmoker, and Dufor and Eaker's Professional Learning Communities model. From these educational leaders we learned that small, high performing teams focusing on short-term goals are the engine of improvement. We learned strategies focusing on the essential skills in reading that all students must perform at high levels.

We have found collaborative professional reflection on effective practices is the best way to improve our instruction. Grade level teams implement focused 30-40 minute meetings twice a month to identify the most current learning challenge and develop a common strategy all teachers will use to address it. At the next meeting, the strategies are reviewed for results. If the learning challenge is met, then another learning challenge is tackled. If not, then another strategy is chosen and the process repeats until satisfactory results are achieved.

We also collaborate across grade levels (K to 1st, 1st to 2nd and so on). These conversations have enabled us to make clear, agreed upon performance expectations for what the student should know and be able to do in reading by the end of the year. Every year these expectations are revisited and updated if necessary. Also, through this vertical articulation we have been able to create reading and math strategies for the students that scaffold (build upon what the student learned the previous year).

Our professional development for teachers has largely focused on learning the Hawaii Content and Performance Standards. We have worked hard to get a clear understanding of appropriate student performance for each reading standard. Included in this understanding is the student performance, assessment strategies, best practice instructional strategies and ways to provide intervention for students who struggle to meet the expectations. We have also been trained to

teach the Key Links strategies for negotiating text. We have found these strategies to be very helpful.

School-wide Reading Strategies

Our main intervention is to give students immediate additional time and support on the specific standard they are struggling to meet. Students are assessed at the end of every quarter using a common assessment for the grade level. The common assessment is developed by teachers and concentrates on the essential skills or is provided by Benchmark Tracker/Learnia. From these assessments we identify the students who are struggling. We use tutors or part-time teachers in every grade level to give these students the extra help they need. These support personnel enable our teachers to work with individual students and small groups. We also have one teacher dedicated to reading support. This teacher provides alternative reading instruction to our emerging and lowest performing readers. Her main responsibility is to support our first grade. We believe all children should be reading with fluency by the end of first grade. She also teaches our “gap” students in grades 3-5 using alternative reading strategies.

We collect data from our quarterly common assessments to examine progress, compare class to class, as well as identifying students for extra help. All of our students receive a beginning of the year reading pretest to assess their starting point and a post-test. We also use the Hawaii State Assessment data to set goals for the school and specific grade levels.

Kalaheo uses various strategies to encourage reading achievement. We participate in the Pizza Hut “Book It” program, use a reading for fun program where students can earn class rewards for the number of books they read, and individual teacher rewards for reading achievement.

We have found that consistency from grade level to grade level has helped our students’ reading achievement. We’ve been using Harcourt Trophies reading series for the past five years. All of our teachers teach the students the Key Links strategies for negotiating text. These strategies help the students’ comprehension by teaching them to revisit the story for details, highlight key vocabulary words and look for evidence. We also use the acrostic P.A.R.T. to help our students remember key strategies for comprehension:

Preview

- Bookwalk – Look through the book
- Titles, pictures, captions
- Chapter titles and headings (2nd grade)
- Vocabulary – Look for words that are tricky (teacher initiated)
- Read summary, conclusions, questions at the END first (2nd grade)

Ask Questions

- What do I already know about this?
 - Make predictions
 - Change title into questions
- *These strategies are modeled in Kindergarten

Read and Find Answers

- Crispy point
- Look at pictures
- Does it make sense?
- Try that again
- Get your mouth ready
- Stretch

Tell About What I Learned

- Tell, draw or write
- Confirm predictions (Was I right? Am I correct?)

School Culture

The school leadership helps us create a successful school culture in many ways. Because we have clearly articulated goals, we are able to work together on the same page to achieve the goals. We have embedded the general learner outcomes into an acronym P.R.I.D.E. and regularly teach and model three school rules of Respect Yourself, Respect Others and Respect Property. There is much collaboration with staff, parents and administration on the academic plan and areas to concentrate resources and funds. Kalaheo has community partners that support the school morale as well as academics. For example, once a month the local Kalaheo Missionary Church provides a free latte or smoothie to every staff member. Agricultural companies support our field projects and local businesses and service organizations are always ready to help with any job that is needed. Everyone feels they are part of the success at Kalaheo. It is a team effort.

Early Education

There are many components to our kindergarten transition. Every spring we hold a kindergarten orientation for parents and students. We offer a Jump Start program during the summer for all incoming students with no preschool experience and others until space is filled up. Parent-teacher conferences are held at the beginning of the school. The class is transitioned ½ at a time and for a half day on the first two days. We have a parent/child breakfast on their first day, and a kindergarten family picnic at the end of the second week. All counselors, PSAP EA's, tutors, SSC and our PCNC are made available to assist any kindergartner who may need assistance during the first couple of weeks. Explicit K-2 programs are PSAP, Second Step, P.A.R.T. for reading and math problem solving strategies.

KALIHI UKA ELEMENTARY SCHOOL

District: Farrington-Kaiser

Principal: Katheryne Yoshida

Complex Area Superintendent: Ronn Nozoe

Kalihi Uka Elementary School, located in upper Kalihi Valley of Honolulu, opened its first four classroom doors in 1921 to 117 children in Grade 2 through Grade 5 with Mrs. Elizabeth Abrehamsen, Principal, and three teachers. Today with fifteen classrooms, a library, computer lab, physical education room and cafeteria, the year round school serves 260 students in Preschool, Junior Kindergarten and Kindergarten through Grade 5. Student enrollment is comprised of 59% receiving Federal financial assistance through the free and reduced cost lunch program, 20.2% English limited proficiency, and 6.8% Special education.

Third Grade Reading Improvement

In 2001, Kalihi Uka School adopted the comprehensive school reform model America's Choice School Design (ACSD) to help students achieve National and State Content and Performance Standards in English Language Arts and Mathematics.

As students enter the third grade, their reading achievement is supported by their English Language Arts Specialist Teacher who utilizes particular practices to foster motivation for excellence in literacy products and performance. The practices focus upon the grade level priorities in the development of reading comprehension, vocabulary and literary analysis. Reading folders and portfolios hold student work with graphic organizers and written constructed responses. Reading responses are generated by open-ended question prompts. The teacher monitors reading comprehension through the review of student writings. Students must have supporting evidence through examples from text. A checklist is utilized by students to self-assess their responses.

During their Readers and Writers Workshop, third graders are guided through reading in various genres. The teacher guides the students by using research-based practices such as modeling reading strategies and discussing stories with the entire class. As students demonstrate progress and independence with reading strategies, they are organized into reading groups. Comprehension checks continue and are closely analyzed and evaluated by the teacher specialist. A sample comprehension check would be that the teacher will note that students are demonstrating progress in making thoughtful predictions and validating those predictions with story text. The successful application of reading comprehension strategies to reading in other content areas is a key component. Hence, the integration of Social Studies concepts and generalizations through unit studies and chapter text sets is a major part of the third grade reading program.

To assess each student's needs, teachers administer the Dynamic Indicators for Basic Early Literacy Skills (DIBELS), Developmental Reading Assessment (DRA) assessments at the beginning, middle and end of the school year. The data results are analyzed by teachers to determine which students need additional assistance in the classroom. The students are then targeted for in-class interventions with small group and individual instruction according to their instructional needs. In addition the following periodic measures are implemented:

- *DIBELS Progress Monitoring for Intensive and Strategic students
- * Monthly Running Records
- *Everyday Mathematics Unit Tests
- *Navigator Mathematics Screener & Pre/Post Module Assessments
- *Increased constructed response writing practice in all Mathematics classes

School-wide Reading Strategies

To encourage reading achievement school wide through all grade levels, the school implements the 25 Book (or 1 million words) Campaign, Prime Time Books and the Book of the Month program. Students must read for 30 minutes daily after school and meet reading requirements for their grade level. Reading materials include a variety of books, magazines, newspaper articles, and poetry; fiction and nonfiction. The Principal's Book of the Month involves the school principal reading aloud to each classroom once a month. Each book is selected for its quality literature and character value emphasis. The principal discusses vocabulary and comprehension questions with the students for each Book of the Month. The classroom teachers have the students complete a written response to the Book of the Month selection.

School improvement efforts are structured by a 2-1/2 hour English Language Arts and Skills block and a 2 hour Mathematics and Science block. The school's master schedule ensures that these blocks are institutionalized for students' optimum learning and that teacher specialization in the upper grades 3, 4 & 5 occurs. Students are taught rituals and routines to maximize the instructional time spent during these learning blocks. Effective practices also include small class size and small group instruction. The instructional needs of the students are addressed through an in-class safety net program, summer safety net program and special programs for the subgroup students. The latter includes small group instruction for Language Arts and Mathematics Special Education classes provided by the Special Education Resource teacher and Language Arts for students whose native language is not English provided by the English Language Learner (ELL) teacher. Specific interventions focus upon personalized instruction to move students forward in meeting and exceeding standards.

School Culture

Throughout all of the school's efforts in making student achievement gains in reading, the faculty, staff and community members have come together as a school wide professional learning community. Faculty, staff and community members meet regularly for dialogue and discussion of standards based education curricular topics and issues. It is the kind of open and honest dialogue based upon inquiry that propels the school to move forward in tackling the challenges of an increasingly diverse student population. Kalihi Uka Elementary School is a life long learning organization committed and dedicated to advancing educational excellence.

The School Leadership group called the Strategic Plan Council works together as a collaborative team to facilitate the school's curricular/instructional programs, student support and school operations. The Strategic Plan Council fosters a successful school culture by garnering the efforts of school staff members in upholding the school's vision that "At Kalihi Uka Elementary School, we will work to our fullest potential, contribute positively to our community, and strive to be life-long learners." The Strategic Plan Council uses the decisions and recommendations made by the Professional Learning Communities, Grade Levels and Support Team to improve curriculum

planning and instructional delivery. During the Professional Planning and Collaboration Days and at monthly Professional Learning Communities, Grade Level and Teacher Meetings, the school's faculty and staff meet to discuss and analyze the results of implemented targeted interventions and enabling activities. At the Teacher Meetings, the principal meets with the teachers to plan and develop grade level plans, discuss English Language Arts and Mathematics and Science curriculum/instruction, analyze student work, review professional literature, and to hold student case reviews. Focus Walks are conducted to support teaching practices in the classroom to assure that students' academic, social and emotional growth is sustained.

To assess the school's starting point and progress, the Strategic Plan Council conducted a comprehensive needs assessment for the entire school in 2005. Student weaknesses in reading and mathematics were noted. A three year School Strategic Plan (SSP) was developed for 2005-2008 to address student needs. With identified measures, the school analyzed existing baseline data and established annual benchmarks. Through the strategic plan, the school endeavors to meet the goals of improved student achievement, comprehensive student support, and continuous quality performance. Ongoing review of the prioritized strategic actions is conducted by school faculty, staff, and parent and community members.

Early Education

The school's Early Childhood Programs include Junior Kindergarten, Kindergarten, and Special Education Preschool and Head Start Preschool classes. At the beginning of each school year, the school conducts Junior Kindergarten & Kindergarten Orientation for students and parents and at the end of the school year a "Move on Day" Transition activity for students moving on to the next grade. Our Primary School Adjustment Program (PSAP) targets students with social and emotional needs in their adjustment to school during these early years. The PSAP educational aides provide child-led play sessions to help students to express themselves about their thoughts and feelings.

During the Grades PreK, Junior K and K-2 years, students are focused upon the attainment of Hawaii Content and Performance Standards III during their Readers and Writers Workshops, Mathematics and Science Workshops and Skills Blocks. Students also engage in Social Studies, Health/Physical Education, Fine Arts, and Career and Life Skills content area learning. Students are taught to strive to become complex thinkers and problem solvers as they demonstrate the General Learner Outcomes. Reading achievement is guided throughout these primary years by Grade Level Pacing Plans with the three priorities of: 1) Comprehension processes 2) Vocabulary and concept development and 3) Literary response and analysis.

Parental Engagement in Early Literacy Efforts

Student success in school is partnered by parental support in the home. Family literacy has been the focus of parent workshops and classes. Workshops provide parents with training in supporting the growth and development of their child's love of reading and writing. Parents receive training on how to read aloud and how to check for understanding. The school has coordinated sessions with the Read to Me Foundation in having reading experts share their knowledge and experiences with parents. In addition, a Parent Academy class is held twice a week for parents of children for whom English is a second language. Parents attend an English class on campus taught by an instructor from the Farrington Community School for Adults.

Also, parents volunteer in the classroom to assist teachers with the Prime Time Book program in the primary grades. Finally, the school's Classroom Parent Program networks parents in order to provide an avenue of communication from school to home regarding school activities and events through the Classroom Parent's contact with the other parents in the classroom. The Classroom Parent Program encourages parents to explore and plan opportunities for families to participate in literacy activities to support student achievement.

Journeying Forward

While improvement and progress become an uplifting reality, the school realizes that the students who are educated today will need a learning environment that is in alignment with the demands of a workplace and workforce of tomorrow. Tomorrow will bring an ever increasing technology-based world requiring our students to be able to have the knowledge, skills and attitudes that are based upon literate citizenship. As a small school, Kalihi Uka Elementary is grateful and appreciative of this resource opportunity to receive the Harold K.L. Castle Foundation grant award. The purpose and intent of this grant award is well-understood by the school in its endeavor to establish a technologically advanced literacy learning environment that will foster creative and critical thinking amongst its students.

KALIHI WAENA ELEMENTARY SCHOOL

District: Farrington-Kaiser

Principal: Laura Sato

Complex Area Superintendent: Ronn Nozoe

Kalihi Waena Elementary School is an average size school with approximately 550 students enrolled in grades Kindergarten through fifth grade. We service a population of over 75% free and reduced lunch and 26% English Language Learners.

Third Grade Reading Improvement

Under the leadership of Principal Jeannette Uyeda, the school implemented a school-wide reading program, Harcourt Trophies in 2002. This standardized the approach to teaching reading. Consultants were brought in to train teachers to use the program for three consecutive years, 2002-2004. This program provided consistency to the curriculum being taught and the progression of rigor through the different grade levels. The program was implemented with fidelity and produced positive gains for most of our subgroups. For third grade in particular, they reduced the class size by moving to 5 classes. This was done because the third grade is a transition year for students moving over from Linapuni School. Unfortunately, the budget did not allow that to continue for 2006-07 school year. Our school wide DIBELS progress monitoring was used to track effectiveness of the reading program. Hawaii State Assessment also provided test scores that reflected the impact of the reading program on our reading achievement.

School-wide Reading Strategies

The leadership team made the decision to have a dedicated block for reading. This was an honored block of 90 minutes was never interrupted. Everyone helps with teaching reading. All the resource teachers and staff available worked with classroom teachers to assist with the differentiated block of instruction. Part-time teachers are also hired to fill the other classrooms. The added personnel helped work with small groups of students or individual students under the guidance of the classroom teacher.

The leadership also decided to teach reading in homogeneous groups from grades 1-5. Students are grouped by ability and move to different classrooms for their reading block. Although this alleviates the wide gaps in ability, there still exists the need for differentiated instruction within the homogeneous groups. This is another strategy used to help meet the needs of each student. The school adopted best practices that should be observed in every classroom. Think-pair-share, Choral reading, and think aloud are all being used by teachers to build critical thinking skills to improve comprehension and reading achievement. For our lowest reading groups, especially Special Education and English Language Learners, additional programs are employed. Reading Mastery and Corrective Reading are two programs we used. Within the Harcourt Trophies program, there are intervention options for grades 2-5. These strategies are used at the teacher's discretion.

School Culture

The school leadership, led by Jeannette Uyeda, built a structure within which the faculty could meet and plan collectively as grade levels. This articulation time was built into the schedule

utilizing the IRA (Instructional Resource Augmentation) teachers. The students report to their music, computer, library and physical education teachers every 8 days. This frees up the grade level teachers to meet for 4 hours. This practice improved communication and worked to achieve the consistency and fidelity of program implementation. Teachers planned 8 days of instruction and analyzed student work. They would develop the monthly constructed reading responses scoring rubric. To facilitate the articulation time agenda was used with minutes turned in for review.

To build capacity of leadership, the principal had reading coaches for every grade level. They were facilitated by the Reading curriculum coordinator through monthly meetings. Faculty meetings were used to analyze student work and develop teachers' use of different assessments. Organized use of the time available to work with teachers was efficiently used to incorporate professional development.

Early Education

We have a Head Start preschool on our campus providing an opportunity for inclusion of our special education preschool student to help them to adjust to school. We also have a Jump Start program offered during the summer that runs for 10 days for incoming Kindergarteners. This is an excellent way to see if there are students that need support when school starts. It helps the staff to see if there is a need for a separate Junior Kindergarten based on the observations of the student behaviors. Kinder Kamp is also available so that the kindergarteners can attend the first few days of school with their parents. It engages them in interactive games and some separation while teachers talk with the parents and teachers read to small groups of students.

Parental Engagement in Early Literacy Efforts

We are promoting the Dolly Parton Pre-Kindergarten Imagination Library. We sign up parents for the program. It targets children from birth to 5 years old. It sends them a free book every month until they enter Kindergarten. Our different programs on campus also provide parent workshops to help equip parents with information to help support the school in its efforts to raise student achievement. English Language Learners program puts on two parent workshops per year. PCNC facilitator coordinates several parent workshops per year. She held one prior to the Hawaii State Assessment to inform parents with strategies to help our students be prepared to take the test. She also puts on special events one of which is our Books and Breakfast where parents come to eat breakfast with their child and can read with them before school starts. We also have a Primary School Adjustment Program Home School Liaison. This person coordinates activities that are interactive in nature for parents to come to school to participate in with their child. The Child Aide for the program supports children who are having trouble adjusting to school and she works with the parents to help the child to adjust.

KAUMANA ELEMENTARY SCHOOL

District: Hilo-Laupahoehoe-Waiakea

Principal: Lloyd Matsunami

Complex Area Superintendent: Valerie Takata

Kaumana Elementary is located four miles above downtown Hilo on the east side of the island of Hawaii. The school opened in a rural farm community in 1906 and still retains a “small town” feel with a current enrollment of 230 students. Approximately sixty percent of students receive free or reduced lunch, over fifty percent of students list their ethnic identity as Part-Hawaiian, and over thirty percent of families are headed by single mothers. Embracing these challenges, Kaumana Elementary school has maintained the highest status “Good Standing, Unconditional” under the “No Child Left Behind” (NCLB) criteria for the past four years. Although there are a many factors involved in this achievement, efforts to improve instructional strategies, the use of formative assessments to guide instruction, and focused interventions based on the specific needs of individual students has probably had the greatest impact.

Third Grade Reading Improvement

In an effort to improving the effectiveness of instructional strategies, Kaumana Elementary adopted the America’s Choice workshop model. Implementation began for grades K-2 in 2004-2005, and will be school-wide by the end of the 2007-2008. The use of formative assessments such as the Developmental Reading Assessment (DRA), individual reading conferences, and Guided Instruction have been instrumental in determining areas of need for individual students. Targeted instruction and close monitoring of progress based on the individual needs of students has been made possible with the use of a supplemental instructional program that provides individual and small group instruction to students with identified areas of need.

The criteria used to select the specific interventions and programs used for school improvement are based on the availability of funding, considerations of being in alignment with our complex schools and complex area initiatives, and the guiding principle of “what has been shown to be effective with students and schools with similar conditions?” While there are many advantages to being a small school, funding remains a challenge. Kaumana Elementary has been dependent on the generosity and assistance from various grants, state programs, and our complex area superintendent to maintain our current level of operations. To assess our starting point and progress in reading improvement, we have monitored reading scores on the Voyager Passport Program assessments, Benchmark Tracker, and the Hawaii State Assessment.

School-wide Reading Strategies

To encourage and celebrate reading achievement of all students, Kaumana Elementary participates in the Read a Million Words Campaign, Book of the Month, and Home Reading Logs. The theme for our million word campaign is the “Galaxy of Readers”. Each year fun activities are planned to launch and celebrate student’s meeting the million word goal. The numbers of students that met the Galaxy of Readers goal target in 2005/2006 was 73%. Last year, the number jumped to 83%. The Principal’s Book of the Month is another reading program that has K-6 participation. Eight books that align with the General Learner Outcomes traits are selected for the year and are read and discussed in class by all students. Each student is expected

to keep an “in-class” and “home” reading log. Progress is monitored and students are rewarded quarterly for attaining their reading goals.

School-wide reading strategies for primary readers include strategies for decoding, stretching the word, crispy pointing, and looking for picture clues. Mature reading strategies include note taking, chunking information, reading responses, and interpretation of texts. Reading strategies are directly taught and monitored in students reading notebooks. Examples of student work meeting proficiency are displayed in classrooms for other students to refer to for samples of good work. Students are encouraged to discuss their interpretation of the text and share their learning with others.

School Culture

The school leadership works to support the focus on reading achievement in a number of ways. Reading is believed to be the foundation of learning and is given priority with available funding. Weekly leadership team meetings are held to discuss the five design tasks of America’s Choice (standards and assessments, curriculum and instruction, leadership and organization, professional development, and parent engagement), and school-wide data is analyzed to determine need areas to increase student engagement. Also, student achievement in reading is recognized and celebrated regularly throughout the year.

Early Education

Approximately 70% of kindergarten students at Kaumana Elementary attend preschool. To facilitate the transition into kindergarten, invitations to perspective students and parents to visit the school are made to preschools in the area and kindergarten offers a new family orientation program. The school also has an active Primary School Adjustment Program (PSAP) to assist students with the transition to a successful elementary school experience.

Parent Engagement in Early Literacy Efforts

Parent involvement in reading and academics is encouraged by offering parent workshops to share reading strategies, providing book bags, and school library cards to parents. Parent interaction and feedback is solicited through parent activities and the School Community Council.

Journeying Forward

Reflecting on the factors involved in the success of the Kaumana Elementary School reading program, one must also consider and credit the competent and hard working faculty and staff (K-6). The teachers, educational assistants, administration, title one coordinator, tutors, parent coordinator, office personnel, cafeteria, and custodial staff, all share in the responsibility for student learning. This focus on the individual student, their strengths, areas of need, and the tutorial assistance has produced an environment where there is an expectation and opportunity for students to perform at the grade level benchmarks in reading and writing. Our goal is build on the accomplishments with our reading and writing program, and transfer this success to the subjects of math and science.

KILAUEA ELEMENTARY SCHOOL

District: Kapaa-Kauai-Waimea

Principal: Fred Rose

Complex Area Superintendent: William Arakaki

We currently have an enrollment of 320 students.

Third Grade Reading Improvement

We practice a “walk to read” model of instruction. Students are placed in small, homogeneous groups to receive direct instruction. Part-time teachers are hired to help lower the group sizes. Other school staff are also assigned to teach reading groups. For example, the P.E. teacher and the librarian have reading groups. Group sizes range from 5 or 6 to as many as 14. The larger groups are progressing well and have no particular difficulty in learning to read. The smaller groups are composed of more challenged and struggling readers. We place our best teachers with the struggling readers. There is an explicit understanding that success in reading doesn’t occur only in third grade. Rather success depends upon the cumulative efforts of everyone prior to Grade 3. Skills/achievement is an aggregate of what has been provided in the past.

Instruction for students in kindergarten to 4th grade are carefully coordinated and inextricably linked so that all students receive appropriate instruction. We have a 90 minute instructional period that is devoted strictly for reading/language arts. Assemblies are scheduled for later times in the day. Field trips leave after the reading period. Instructional time is precious. Non-productive and unrelated activities are either eliminated entirely or kept to a bare minimum if those activities aren’t related to reading.

Students progress at their own rate. When a student is ready to move on to a higher group, they are moved to a higher group and monitored to ensure success. Weekly checkouts help teachers gauge the progress of each student. If students continue to struggle, they are evaluated for supplemental services. Those services might include extra time (double dose), fluency practice, guided reading, Corrective Reading, or an Orton-Gillingham based program. We also have a computer-based program that has been effective for some students. We are constantly searching for alternatives that may be an effective intervention for students experiencing difficulties in achievement.

Another critical factor in our success was the utilization of a “Reading Coach”. This person became our resident expert in reading instruction. Teachers were able to easily access this expertise. Lessons could be modeled, coaching could be arranged, and corrections crafted when needed. Teachers came to view this resource as a supportive relationship. When funding was available, we could afford this “luxury”. Now that we are no longer Title I or a Reading First school, that funding is no longer available. We have had to transition to a professional learning community model to provide teachers with support.

During our time as a Reading First school, we also found a particularly valuable resource in our consultant from the Consortium on Reading Excellence (CORE). She was able to work with our reading coach and also with the faculty to fine tune some of what we were doing. In point of fact, our experience with improving reading is the result of a number of factors. The Institute for

Beginning Reading provided us a basis for the start of our journey towards improved reading instruction. It was further assisted by our experiences with Reading First. That being said, our journey has and continues to progress through the effort and openness of our teachers and staff. If they weren't dedicated to providing what is best for students, we would not have been able to progress as we have.

School-wide Reading Strategies

Teachers meet regularly to discuss students and make decisions on what interventions to use. Teachers meet twice a month for consultation and articulation. This is the time devoted to our professional learning communities. Early interventions are preferred to waiting to see if a problem will correct itself, or waiting to see if a student "matures". Some interventions have diagnostics to determine if the intervention is appropriate. Others required professional judgment.

Teachers use weekly checkouts that are structured within the Reading Mastery program to make gross judgments regarding adequate progress. The Dynamic Indicators of Basic Early Literacy test is also used for more focused assessments – do kids have phonemic awareness, do they understand phonemic segmentation, etc.

As students achieve the foundations of reading, teachers integrate instruction so students can begin to see the connections of what we have traditionally defined as discrete disciplines. Reading is celebrated at all grade levels. The school also participates in the Pizza Hut reading program.

School Culture

The principal needs to provide needed resources so teachers can do their jobs effectively – this means time, materials, personnel, professional development. Reading instruction also needs to be viewed as an inviolable activity. By designating the reading period as "sacrosanct", it sends the message that reading is of the utmost importance. Nobody is allowed to schedule activities that conflict with the reading period unless it absolutely cannot be avoided and if that activity is absolutely worthwhile. Instructional time is also precious. Instruction in some shape or form needs to occupy the entire period. Non-instructional activities need to occur at other times, or if not truly important, not at all.

Teachers need to have a reliable supply of instructional materials so they can more easily do their job. Because students move at their own rate, it is necessary to have more materials than students in each grade level. Some students will be beginning the next level before other students finish that same level. Ensuring a sufficient supply helps avoid the stress of not enough materials for all students. Teachers also need the opportunity for professional development. Like their students, teachers achieve mastery/competence at different times. Holes/gaps in their own learning, unexpected idiosyncrasies, or systemic flaws need to be addressed in a timely manner either in small groups, individually, or with the staff as a whole.

Early Education

When there was sufficient funding, the district provided a "Healthy Start" program designed to assess students at the beginning of the summer and will be entering kindergarten in August.

Students without pre-school experience were targeted for assistance. The results of the testing were used to formulate a program to help students with “kindergarten readiness.” Students would come to the school with their parents for a four week period. Skills/tasks would be introduced at school. Parents would then practice those skills with their children at home. These skills could continue to be worked on after the initial 4 week session. Some of the skills were pre-literacy in nature. In late spring, the school also works with local pre-schools in transitioning their students to kindergarten. As outlined earlier, the kindergarten through grade 2 students receive direct instruction in Reading Mastery. “Optimize” can be utilized for struggling students. “Read Naturally” can be used for fluency practice.

Parental Engagement in Early Literacy Efforts

As a former Title I and Reading First school, we have had regularly scheduled parent workshops that have been held in conjunction with English as Second Language students and with our Parent Community Network Coordinator. The participants are provided with activities that help give them ideas to provide experiences for their children that will contribute to their literacy.

KIPAPA ELEMENTARY SCHOOL

District: Leilehua-Mililani-Waialua

Pincipal: Bruce Naguwa

Complex Area Superintendent: Patricia Park

Kipapa Elementary, built in 1932, is the oldest school in the Mililani Complex. It services a population of about 640 students from low income to middle class families with diverse ethnic backgrounds from preschool to grade 5. Approximately 40% of the student body receives free-reduced lunch which qualifies Kipapa for Title I services. About 18% of the student body receives special education services.

Third Grade Reading Improvement

Over the past three years Kipapa has experienced a rise in the reading achievement for its third grade students because of the school's commitment to the Standards-Based Change Process (SBCP), teacher in-service and professional development, and parent involvement activities.

The SBC Process is a research-based system developed by Dr. Kathryn Au to assist schools in aligning their curriculum, instruction and assessment to the State's standards and implementing it to meet the needs of each school's unique student population. The SBC Process immerses teachers in ongoing curriculum development, through which they gain expertise and confidence that translates into greater achievement for their students.

At Kipapa, the Process began with the faculty creating a common philosophy and vision for the "Excellent Reader" which became everyone's focused goal. After creating the vision, the next step in the Process afforded the teachers the opportunity to develop a deep understanding of the standards and benchmarks. This understanding enabled them to write clear and effective I Can statements which rephrased the benchmarks of a standard into student- and parent-friendly language. The I Can statements allowed students to become actively involved in their own learning by helping them understand the expectations. I Can statements are displayed on classroom walls, in student folders and on selected work and reflection sheets.

Teachers worked together during in-service workshops, professional development days, and articulation meetings to develop a coherent staircased curriculum within and across grade levels. During these sessions, each grade level developed their curriculum guide which included: a pacing guide, lessons/units, evidence/assessment pieces, procedures to collect evidence, rubrics, and student exemplars. The teachers also used the time in these sessions to analyze their common assessments and make instructional improvements based on the data from their students. Additionally, at three points during the school year, every grade level shared the results of their pre-mid-post assessments that addressed a school-wide area of need. This process of gathering, analyzing, and sharing evidence of student progress toward the standards/benchmarks allowed Kipapa to move from external to internal accountability. The cross-grade level sharing and open discussion of the Preschool-Grade 5 assessment results, reflections, and instructional next-steps helped to refine the school's staircased curriculum. The resulting improved instruction and learning brought the teachers back to re-examine the school's vision to reflect the gains made by their students.

School Culture

The success of the SBC Process at Kipapa was based on the leadership team's effort to nurture the existing collaborative culture of the school. Because the teachers trusted the leadership and knew the leadership had a vision that supported and honored the professionalism of Kipapa's teachers, they were eager to step out of their comfort zones to embrace new endeavors. A multi-year plan was developed with specific curriculum goals and a focused professional development program. Through this professional development program, the teachers were provided with the strategies and time they needed to meet the curriculum goals. The leadership hired consultants when existing staff was unable to guide the faculty through school initiatives; guest speakers were invited to share best practices and new information on research-based programs and strategies; and teachers were encouraged to attend workshops and conferences. In addition, the leadership team gave careful consideration to the workload of teachers when determining the initiatives of the school. The team applied for waiver days and the school schedule was modified to provide teachers with time for professional development, in-service, and articulation. The leadership team also looked for ways to creatively use school resources to improve the student-teacher ratio; to provide funds for interventions, support personnel, and supplies to raise student achievement; and to send participants to workshops and conferences. In an additional effort to assist teachers as they worked to improve student achievement, the principal recruited and hired highly-qualified personnel (PTTs, PPTs, subs, and teachers) to fill vacancies in support staff. All of these efforts fostered an atmosphere of collegial respect and collaborative leadership, enabling the entire school community to work toward improving teaching and learning.

Early Education

Because over 50% of our students enter kindergarten with little or no preschool experience, Kipapa School is committed to providing transition assistance for incoming kindergarteners. There are several initiatives in place to assist both parents and students. In the spring, parents of future kindergarteners are invited to an orientation and tour of the school and classrooms, sponsored by the PCNC (Parent Community Networking Coordinator). For incoming kindergarteners who did not attend preschool, transitional interventions such as KinderCamp are offered during the summer. During each five-day session, the students are taught skills to prepare them for kindergarten. Before the new school year begins, the kindergarten teachers invite parents to an orientation that provides an overview of the grade level curriculum and a question/answer session. When school begins, all kindergarten students are tested using teacher-developed assessments to determine placement in the kindergarten and Jr. Kindergarten classes. If K-2 students experience difficulties during the school year, other interventions are offered after school and during the school's fall, winter and spring intersessions. For example, after school tutoring focusing on reading and math is offered for grades 1-5 as well as homework assistance for students attending the A+ after school program. Title I funds provide additional support during the school day in the classrooms and through pullout tutoring. Title I also provides funds for intersession classes for grades K and 1. These sessions focus on academic and social skills to improve student success in school. In addition to the transitions provided for the regular education students, Kipapa also provides support for currently enrolled special education preschool students by including them in many of the regular education kindergarten and HeadStart preschool activities.

Parental Engagement in Early Literacy Efforts

Kipapa's parents are involved in many school-sponsored literacy activities. The Brown Bag Lunch Program is one of the first workshops offered during the school year. Brown Bag Lunches were created more than 15 years ago as a way to bring Kipapa's parents into the classrooms and to encourage them to read with their children. It has since evolved into an opportunity for parents to gain insight into standards-based teaching and learning. Each classroom is scheduled for a time in the library where parents enjoy a lunch with their child. Then the parents are given an overview of a standards-based lesson. The teacher models the lesson with the children to show parents how it parallels classroom instruction. The parents are then given the opportunity to practice the strategies they observed by working with their child during the remainder of the session. The parents can also use the strategies to work with their child at home. Because Brown Bag Lunches are conducted yearly from preschool to grade 5, Kipapa parents have the opportunity to learn with their child from year to year and to gain a better understanding of the school's curriculum.

A second school-wide program for parents is "Literacy Nights at Kipapa." One of the most popular workshops was The Read Aloud Program (RAP). This series of six evening meetings emphasized the importance of reading aloud and the value of parents as reading role models for their children. As a bonus, parents were provided a Family Reading Handbook to take home. Another exciting evening that parents enjoyed was spent with renowned author, Lisa Matsumoto, and illustrator, Michael Furuya. Lisa's animated reading and Michael's display of his original illustrations brought their books to life.

Curriculum Fair is another program designed to engage parents in the school's literacy efforts. Student work is displayed in the library, and parents are invited to an evening viewing where their child can share his/her standards-based projects.

Other initiatives are grade-level related. For example, each grade level produces a Parent Handbook to share information about its literacy standards and expectations. To further reinforce literacy, fun parent/child activities are planned by each grade level with the assistance of the PCNC. Examples of these activities are, Gingerbread Man, Gingerbread Houses, Mini Manapua, Ice Cream Making, Nature Art, Bread Making, Supermarket Learning Nights, Snowman Workshop, and Cultural Celebrations. Each activity encompasses a literacy component: read-alouds, reading recipes, reading directions, writing cookbooks, etc. Through day and evening literacy activities, Kipapa's parents are provided with many opportunities to become partners in literacy with their children and with Kipapa's teachers.

LANAKILA ELEMENTARY SCHOOL

District: McKinley-Roosevelt

Principal: Geriann Lee

Complex Area Superintendent: Raelene Chock

Lanakila Elementary School is in Liliha-Palama, nestled amidst small businesses, churches, community services and residences. Our vision, “Lifelong learning ... together we can make a difference!” incorporates our belief in shared decision-making, collaboration and cooperation. We have a small school with a current enrollment of 307 students. Our faculty is committed to a challenging curriculum, and school-wide training on best practices based on research is conducted on a regular basis.

Third Grade Reading Improvement

In 2003-2004, we received a Reading Excellence Act (REA) grant, which provided a framework for increasing the reading achievement of our students. All of our kindergarten through grade 3 teachers attended training on scientifically based reading research. The entire faculty (pre-kindergarten through fifth grade) received further training on Harcourt Collections, Lanakila’s school-wide reading program. In addition, teachers received training on various research-based reading intervention programs. All of this resulted in not only raising the quality of instruction but also creating a cohesive reading curriculum and teaching team.

In addition to high quality professional development, the REA grant provided training and funds for implementation of a progress monitoring system called the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Using DIBELS, all Lanakila students are tested in reading three times a year (in August, December and May). Students who are not at “benchmark” are provided with supplementary reading intervention targeted to their needs. For kindergarten to grade two students, this intervention takes place during the school day. For third through fifth grades, intervention classes are held after school. In addition, all intervention program students are progress monitored either monthly or every two weeks, depending on their needs. The progress monitoring results are reviewed and action taken if students are not making adequate progress.

School-wide Reading Strategies

Another successful practice implemented during the REA grant was to increase the amount of instructional time devoted to reading. Lanakila started a daily, 90-minute uninterrupted reading block for all kindergarten through fifth grade classes. Students on each grade level were placed into flexible, performance-based groups in order to better meet their learning needs. The addition of well-trained part-time teachers to each grade level not only lowered class size, but enabled the performance-based groups to be further refined. Reading intervention classes also served to increase reading instructional time.

From 2004 through the current school year, a Reading First grant has enabled us to sustain, develop and refine the reading initiatives started during the REA grant. An up-to-date, more rigorous, research-based reading program (2007 Scott Foresman Reading Street) has been adopted. Again, training was provided to implement the new program. Regular, weekly articulation sessions have been scheduled. During these sessions, teachers analyze their reading assessment data (from Reading Street, DIBELS, Benchmark Tracker, SAT-10 and Hawaii State

Assessment) and create action plans to boost the students' progress. Teachers work on aligning the Reading Street lessons to the rigor of the Hawaii standards and benchmarks for reading, as well as developing assessments to evaluate students' proficiency in meeting the standards and benchmarks. Teachers also share successful instructional strategies, plan lessons as a grade level and train new teachers during these articulation sessions.

The Lanakila staff has also set the goal of "adequate progress" for every child. Even students who are at "benchmark" need to improve in reading. For those students having difficulty achieving the "benchmark," a school-wide system of support is available through an "Immediate Intervention" team. The team consists of the literacy coordinators, counselor, student services coordinator and principal. The team works with the students, teachers and families to provide the support necessary for students to achieve.

School Culture

Lanakila has been able to sustain improvement in reading for all students by continuing the initiatives that have proven successful in the past. Moreover, the staff continually relies on research to get new ideas and has the flexibility to implement selected ideas quickly. Teamwork has been the greatest asset at Lanakila. All staff, including the administrator, teachers, office personnel, custodians and cafeteria personnel work together with the students and their families to increase achievement.

Parental Engagement in Early Literacy Efforts

Lanakila continually reaches out to inform and involve parents. All kindergarten parents attend an orientation session, which gives an introduction to the school, as well as an overview of the reading program. Parents learn about the main components of reading and are given ideas for how they can support their children at home. All Lanakila parents are provided with a set of Early Childhood Standards, which is a simple checklist of skills that will help their children to be ready for kindergarten.

Throughout the year, the Lanakila staff also conducts monthly parent meetings, several of which focus on reading, e.g., How to Read Aloud to Children, The Five Big Ideas in Reading, Helping with Homework, etc. In addition, individual parent conferences are held twice a year, at the end of first and second quarters. Lanakila parents have been supportive of all reading initiatives.

Journeying Forward

Lanakila's ultimate goal is to have 100% of students reading at grade level or higher. The Na Alaka'i Ho'ona'auao Award will help us to achieve this goal. First, we can learn about the successful practices of other Na Alaka'i Ho'ona'auao schools. This sharing of ideas will help all schools to improve. Second, the funding that is available each year determines the number and types of intervention classes that can be offered. This Award will enable Lanakila to provide more intervention classes that can further differentiate reading instruction for a greater number of students. It will also help us to do more parent involvement activities to address the diverse needs of our students and families. Last, but not least, our entire staff is inspired by the achievement of so many Title One schools and is proud to be recognized as one of them.

MAJOR SHELDON WHEELER ELEMENTARY SCHOOL

District: Leilehua-Mililani-Waialua

Principal: Joe Lee

Complex Area Superintendent: Patricia Park

Major Sheldon Wheeler Elementary School is located on Wheeler Army Airfield in Central Oahu. Our current enrollment is 624 students in grades Kindergarten through Grade 5. Approximately 90% of our students are military dependents. We are also a Title I school, with 49% of students coming from economically disadvantaged households.

Third Grade Reading Improvement

Reading gains can be largely attributed to:

- A school-wide, research-based reading program
- Professional Development for K-3 instructional staff
- Research based intervention programs for struggling readers

In 2002 Wheeler Elementary was the recipient of Reading Excellence Act (REA) funding. As a result, K – 3 instructional staff received intensive training in beginning reading practices. Grant funding financed the purchase of a research based school wide reading program (*Harcourt Trophies*) in 2004. Funding was also used to purchase research based supplemental programs for struggling readers. These intervention programs are implemented in after school, in school, and summer school settings.

- ***On-site implementation and technical support from CORE:*** In 2005 additional REA funds enabled our school to contract a reading consultant with Consortium on Reading Excellence (CORE). The consultant documented proper program implementation and provided assistance in building grade level consistency and capacity. Use of materials to differentiate instruction for the range of learners in the classroom was also addressed.
- ***Development of grade level curriculum maps to ensure consistency and focus on benchmarks and standards:*** For the past two years, our teachers have continued the implementation of our school wide reading program with a renewed emphasis on the Hawaii Content and Performance Standards III. All grade levels have completed detailed curriculum maps and designed rigorous assessments that align our reading program with standards.
- ***School wide assessments, data collection, using data to inform instruction:*** The entire school administers the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment three times a year. The results from this assessment allow teachers to regularly monitor the development of pre reading and early reading skills. Selected students are also monitored monthly to evaluate the growth and evaluate the effectiveness of interventions. The school uses the DIBELS Data System to generate reports, identify students in need of intervention, monitor student progress, and share information with parents. In addition to DIBELS, students are given regular standards based assessments in reading. Teachers use the results to inform and adjust their instruction. Teachers meet regularly to analyze student work and discuss next steps to ensure that students will meet proficiency for grade level benchmarks in reading. We are currently working on designing a format to document and monitor progress for all students on all quarterly benchmarks in reading.

- ***Interventions for struggling readers:*** Wheeler Elementary offers a variety of interventions for students that need extra support in reading. Para professional literacy tutors assist students daily in Kindergarten, grade 1 and grade 2 classrooms. Identified K – 2 students also receive afternoon intervention services two to four times a week by trained part time teachers who utilize research based supplemental programs. In addition, selected students also attend summer transition classes to help facilitate the successful transition between grades in reading.
- ***Accelerated Reader (AR) Program:*** Teachers in grades 1 through 5 use the Accelerated Reader Program (AR) to encourage independent reading. The Star Reading Assessment is administered to determine student reading levels. Accelerated Reader points are awarded to students who read books and successfully complete book quizzes. Teachers determine student goals and reward students who meet their AR goals. Our school library has over 2600 titles and quizzes for students to choose from. Parents can also access the list of AR titles that are available through our school website.

School-wide Reading Strategies

Student achievement is the focus of all grade levels at Wheeler Elementary. Our Academic and Financial plan is student centered and focused on the Hawaii Content and Performance Standards. Input from all stakeholders is solicited and honored. Resources are dedicated to supporting teachers and students as they teach and learn in a standards-based environment.

The school’s Reading Curriculum Facilitator ensures that the reading goals and activities in the academic plan are implemented. Representatives from all grade levels and subgroups are represented on the Language Arts Team and members meet monthly to assess progress and address areas of concern. In addition to monthly curricular team meetings, grade level meetings, and bi-monthly grade level Instructional Planning Periods (IPP) help to ensure that issues regarding curriculum, instruction and assessment are addressed regularly.

School Culture

- ***Shared Leadership:*** Leadership is assumed at different levels in our school organization. The leadership team consists of the Principal, Vice Principal, Curriculum Facilitators, and Positive Behavior Support Facilitators. Curriculum facilitators of the four major content areas (language arts, math, science and social studies) focus on the content and performance standards. The facilitators of our Positive Behavior Support Team focus on the safety and well being of our students. All members of the school leadership team are truly committed to the teachers, students, and school community.
- ***Teacher Support:*** Deployment and redeployment of military family members has led to increased stressors that affect our entire school community. The transition of students into and out of our school throughout the school year contributes to both academic and social/emotional concerns. As a result, the school has chosen to use its resources to lower class size in all grades, K -5 to address the wide range of academic and behavioral needs of our students. In addition to lowering class size, curriculum coach/facilitator positions have been established for language arts and math. The school has also implemented Instructional Planning Periods (IPP) to provide teachers with articulation time during the school day to collaborate and plan for standards based learning. Resources are also

allocated to provide stipends for teachers to work on standards based curriculum and assessment during intercessions and summer breaks.

- ***Wheeler Warrior Incentive Program:*** Our school’s Positive Behavior Support (PBS) Team has facilitated the development and implementation of a school wide positive behavioral plan. The “Wheeler Way” matrix is posted in all classrooms and provides students with guidelines for positive behaviors in multiple settings in school. All classrooms utilize the Wheeler Warrior Stamp Card System to document evidence of positive behaviors in various settings throughout the school campus. Students who meet their goals are rewarded in the classroom or visit the Warrior Treasure Box.
- ***Wheeler Social Committee:*** Members of the Leadership Team and other Support Teachers coordinate regular activities for faculty and staff to interact in a variety of settings. Regular opportunities for faculty and staff to come together and celebrate successes are also integrated into meetings and training days.

Early Education

We currently have two Preschool classes on campus. Staff members regularly participate in all school initiatives and activities as they address Preschool standards. Articulation between Pre School teachers and Kindergarten teachers takes place on an informal basis. Wheeler Elementary is also in the second year of Junior Kindergarten implementation. Two of the six Kindergarten classes have been designated as Junior Kindergarten. Junior Kindergarten teachers have attended numerous trainings specific to early childhood education and implement best practices geared for the younger Kindergarten child.

A trained part time teacher provides afternoon intervention tutorials to Kindergarten children who are identified by DIBELS and the classroom teacher. Early Reading Intervention (ERI) published by Scott Foresman is used. Last school year, 69% of the students who received intervention services reached end of Kindergarten benchmarks on the DIBELS Spring Assessment. All Kindergarten classes also employ the assistance of parent volunteers to help with various classroom tasks throughout the school day.

Parental Engagement in Early Education Efforts

All grade levels implement at least one parent involvement activity that is related to standards based education each school year. Kindergarten and grade 1 both educate their parents on reading topics. Parents in the upper grades are also updated annually on the Hawaii State Assessment. At the classroom level, students in grades K – 3 have grade level reading programs that encourage daily reading at home.

Parents and community members are also actively engaged through our Wheeler Elementary PTO and School Community Council. Regular meetings are held to share our Academic and Financial Plan and school data results. The school reaches out to families through quarterly new parent orientations, coffee hours, and workshops for parents.

MAKAHA ELEMENTARY SCHOOL

District: Campbell-Kapolei-Waianae

Principal: Nelson Shigeta

Complex Area Superintendent: Mamo Carreira

Makaha Elementary School is located in the rural community of Waianae and is one of five elementary schools, one middle/intermediate school and one high school that form the Waianae Complex. Makaha's current enrollment for 2007-2008 is 550 students.

Third Grade Reading Improvement

School-wide consistency has helped Makaha Elementary make K-3 reading gains. The expectation for all teachers is to: identify student instructional needs using the Developmental Reading Assessment; implement the workshop model that provides time for the differentiation of instruction through whole class, small group and individual instruction; use best practices such as guided reading instruction that allow for guided and independent student practice; and monitor student progress through individual/group conferences as well as the daily workshop closing sessions. Implementation of these expectations has helped Makaha Elementary School make reading gains.

School-wide Reading Strategies

Over the past six years, Makaha Elementary School has been working towards the consistent implementation of the literacy workshop model in all K-6 classrooms. The model allows opportunities for the differentiation of instruction and for individual student practice.

Makaha Elementary has established a two and one-half hour literacy block school-wide which is separated into a one-hour readers workshop, a one-hour writers workshop and a thirty minute skills block. All of Makaha's classrooms begin the reader's workshop with a focused mini-lesson with specific skills and/or concepts being modeled by the teacher and continues with guided practice and independent student practice. During this student work-time, teachers also conduct individual student conferences and small group instruction using flexible groupings. Teachers end the workshop by bringing the class together for a closing meeting. At that time, teachers facilitate the sharing of reading/writing accomplishments, strategies, etc. applied during the work period. Feedback from the teacher/peers helps to assess student understanding and progress.

Makaha Elementary School uses the Developmental Reading Assessment (DRA) as a school-wide assessment to drive reading instruction. A DRA is given three times (pre/mid/post) during the school year to monitor student progress and update areas for instruction. Interventions for students are provided through the different modes of instruction. For example, best practices such as guided reading and shared reading allow for more effective utilization of support staff. In Makaha's inclusion classrooms, multiple guided reading groups are conducted at the same time using the available support staff (sped teacher and educational assistant). Teachers also use various classroom resources (leveled texts), grade-level resources, and the school-wide book room resources to address identified student need areas such as fluency.

Each year, Makaha Elementary School also focuses on a school-wide reading campaign that supports the reader's workshop. The campaign encourages each Makaha Elementary School student to read a million words. A kick-off assembly gets everyone excited about the reading challenge. Makaha's Read-a-Lot campaign is monitored in each classroom as students read books throughout the year at their independent level. Teachers chart progress and use individual student conferences to assess student reading development and encourage each child to read more difficult texts and a variety of genres throughout the year.

Professional development in the area of reading has also been a focus for Makaha Elementary School. Makaha has focused professional development in literacy on school-wide reading comprehension strategies that are based on the good habits of a proficient reader: making connections, questioning, visualizing, inferring, predicting, determining importance and synthesizing. Professional development has focused on how these strategies are taught within the components of the workshop model through guided reading, shared reading, partner reading, book discussions, and student conferences.

Makaha's teachers also participate in America's Choice literacy professional development sessions with other Hawaii A.C. schools, and also attend national conferences (America's Choice, International Reading Association, Association for Supervision and Curriculum Development and Model Schools.)

School Culture

Providing opportunities for teachers and staff to have professional discussions and dialogue is a big part of Makaha Elementary School's culture. Makaha has developed a professional development rotation schedule that provides opportunities for teachers (by grade levels) to work with Makaha's literacy coach and other professional development providers for a minimum of twelve days during the school year. During the professional development rotation, IRA teachers and the librarian provide instruction for grade-level students so an entire grade level can meet for up to three hours during the school day. The PD session provides time for grade level teachers to discuss struggling students and possible instructional strategies for improvement, analyze student work, read and discuss professional materials, conduct lesson study sessions, and be trained by Makaha's literacy coach and/or provider. Makaha's PD rotation schedule also provides individual PD days for the literacy coaches to work with teachers who share a common need.

Faculty sessions are also scheduled once a month for teachers to share and discuss curriculum topics school-wide. Makaha Elementary also uses faculty sessions to correct and analyze quarterly constructed responses in reading and math so all teachers (K-6) will have a consistent understanding on what meets standards.

Parental Engagement in Early Education Efforts

Parents are also asked to participate in the Read A Lot campaign. Information about the campaign is shared with them at Makaha's Open House at the beginning of each school year. A parent brochure is sent home with each child to explain how parents can support the campaign, and teachers share with parents how every Makaha student has a responsibility of reading a million words each year. Parents are informed that they play an important role in helping their child meet his/her goal of reading a million words. As part of the monitoring process, children

record information about the books they've read in a reading log or book log. All classrooms have a Read A Lot chart to celebrate student progress towards the reading goal and upper grade classrooms have a reader's response wall where children can post book reviews. Parents are asked to look for and ask about their child's reading log.

In the lower grades, parents are also made aware that in addition to reading books independently, young children also need to be read aloud to by parents and family members. We also share how our teachers read aloud to the children each day and how they are modeling aspects of a good reader.

Parents are also taught that the book their child is reading as part of the Read A Lot campaign is supposed to be at a "just right" level that will allow their child to read for pleasure as well as increase their vocabulary. Makaha asks each parent to provide twenty to thirty minutes of daily quiet, uninterrupted reading time and a comfortable spot for their child to read. Reading tips are also provided to parents so they can be involved in their child's reading. Retelling, predictions, similarities and differences connected to real-life, and character discussions are just some discussion tips that are shared with parents.

For those students that may not have enough family support to meet their Read-a-Lot goal, Makaha provides a Breakfast Club where students can be read to before the start of the school day by various staff members, and also a Homework Club for students to be with an adult after-school.

To end the Read A Lot campaign each year, Makaha celebrates our students' achievement with a year-end celebration. Last year, students who met their reading goal were treated to the movie Shrek 3 with popcorn, a drink, and were also given a t-shirt and a book as the reward for reading a million words. Contributions from generous donors as well as two book fairs helped to make the celebration possible.

Makaha Elementary also uses school-wide instructional reading components for consistency between grade levels. Teachers in each grade level use the America's Choice School Design Genre Study and Author Study materials which provide a different focus and developmental topic for each grade level. The Reader's Notebook is also used school-wide as part of the reader's workshop to consistently monitor and assess student progress. Students are taught to use the notebook as a tool to help them to better understand what they're learning and to reflect on their learning.

Providing early education opportunities is also an important focus for Makaha Elementary School. To help provide more early education opportunities within the community, Makaha Elementary School has created classroom space for two Head Start pre-school classes and for a Keiki Steps to Kindergarten transition class. Makaha's kindergarten teachers coordinate with the Head Start and Keiki Steps to Kindergarten programs to provide meeting dates and other transition opportunities for parents and students. Makaha's kindergarten teachers also work with the Keiki Steps to Kindergarten to provide a summer ramp-up session for students transitioning into kindergarten. It provides the Keiki Steps personnel with the opportunity to work directly with Makaha's teachers.

Parent involvement has always been a challenge for Makaha Elementary School, but the school feels it is slowly making progress. Makaha's Read A Lot campaign is the primary vehicle in which the school works to get parents involved in our literacy efforts since all children participate in the campaign. Every year, Makaha also hosts an end-of-the-year Showcase to celebrate student work. It has drawn large crowds of parents and family members over the years. The students show and explain to their parents how their work compares to grade level standards. The school believes that it is helping our parents to gain an understanding of standards-based learning. In addition, Makaha schedules two parent-teacher conferences to afford our teachers further opportunity to help parents understand standards as well as to explain how they can support their child's academic and social development. Parents are kept informed via monthly school and grade level newsletters.

MAKAKILO ELEMENTARY SCHOOL

District: Campbell-Kapolei-Waianae

Principal: Darin Piliialoha

Complex Area Superintendent: Mamo Carreira

Makakilo Elementary School, founded in 1968, is located in a residential area on the slopes of Makakilo. It is one of four elementary schools (grades Pre-5) in the rapidly growing Kapolei Complex in the Leeward District. The total enrollment of the school is 496 students. Children reside in neighboring single-family homes or in townhouses. In addition to the standard curriculum for all students, the school provides programs for students with limited English proficiency and for those who require special education services. Approximately 45% receive free or reduced lunch, which qualifies the school for Title 1 status.

Third Grade Reading Improvement

Makakilo adopted the “Success for All” (SFA) school reform model in August, 1999, with the focus of improving reading achievement. Backed by continual research performed at Johns Hopkins University, SFA emphasizes prevention and early interventions to address learning problems, helping to ensure the success of each and every child. Highly developed reading instruction in grades 1-5 occurs daily in an uninterrupted 90-minute block. Students are grouped by instructional reading levels, assessed at the end of every quarter and regrouped based upon multiple measures. Because reading placement is determined by these multiple measures, most students want to do well on assessments given in class throughout the quarter. SFA grouping by instructional reading levels reduces the need for special education placements and retention.

The Success for All curriculum includes KinderCorner for grade K, Roots 3rd edition for first grade, and Wings for grades two and above. “Kindergorner” is a full-day, comprehensive kindergarten program. It fosters children’s language, cognitive, mathematical, emotional, interpersonal, creative and physical development. The program is complete with literacy and math programs and rich thematic units to teach basic science and social studies concepts. Reading instruction focuses on phonemic awareness, phonics and word skills, oral language development (vocabulary), concepts of print and tracking (letter-sound correspondence), listening comprehension and writing.

“Reading Roots 3rd Edition” is a comprehensive program for beginning readers. Students progress to literacy through a series of steps. They learn and practice decoding skills in Fast Track Phonics for Roots. Opportunities for application of these skills along with story comprehension and writing make up the basis of the Reading Roots 3rd edition program. Within the last 3 years, the addition of Fast Track Phonics instruction in Roots has provided a greater emphasis on prevention and early intervention. Sounds are assessed every 10 days and teachers plan lessons to accelerate or review accordingly.

Wings concentrates on comprehension reading skills and strategies for reading levels 2 and above. Strategies such as clarification, prediction, questioning, summarizing along with skills such as finding main idea, sequencing, compare & contrast, fact & opinion, drawing conclusions, making inferences, characterization and cause and effect spiral and scaffold in the instruction throughout reading levels grade 2 and above.

School-wide Reading Strategies

In the past three years, we have begun to refine our SFA implementation by analyzing student data to drive our instruction and interventions. Using past HAS results, end of quarter 3 (Gates MacGinitie) grade level reading targets were established. Identified students who were near the targets (grades 3-5) received once a week (30 minutes) small group tutoring in reading strategies for one quarter. Throughout the year, 36 “struggling readers” from grades one through five received 20 minutes of highly structured one-on-one tutoring, four times a week in decoding and comprehension strategies. SFA Teachers, Homeroom teachers, and tutors continuously monitored their students’ progress focusing on Written Constructed responses at the Wings level. Teachers worked on standards alignment and criteria for rubrics. We began to have students monitor their own progress, set goals and reflect on accomplishments or areas in need of improvement. These student reflections along with their Story Tests were kept in Student Progressfolios and shared with parents at Parent-Teacher Conference.

In SFA, teachers are reassigned to teach different reading levels each quarter depending upon the number of students in each level. They may not necessarily teach their homeroom grade level for rreading, but have students from other grade levels. Therefore, the African Proverb of “it takes a whole village to educate one child” truly applies.

School Culture

SFA provides the foundation for a successful school culture. Reading strategy and skills instruction spirals and scaffolds, and many of the rituals and routines within the 90-minute reading block are consistent at all reading levels. Bi-monthly meetings conducted by the SFA facilitator provide opportunities for articulation and collaboration. SFA Trainers provide regular feedback on program implementation, professional development and support in data analysis and teacher coaching. A teacher from each component level, along with the facilitator and principal attend the annual SFA Experienced Sites Conference for further professional development. Upon returning from trainings, workshops, or conferences, individuals are held responsible to share gained information with others at the school.

Early Education

At Makakilo, all kindergarten parents are invited to attend an orientation session at the beginning of the year to help the transition into kindergarten. During this session, parents receive information about the school’s Reading program and the importance of reading with their children. Parents and students are also given the opportunity to meet their new teacher and visit their new classroom. Students are slowly transitioned into the school through an initial one-on-one testing. For a few days, the students only come to school for half of the day to begin interaction with a portion of their classmates. After that, they begin spending a regular full day at school. A smooth transition is also being made from kindergarten to grade one through the SFA Reading program. The KinderCorner reading activities in the semester prior to first grade are similar to the ones that will be one in their grade one Reading “Roots” class. By familiarizing themselves with the grade one schedule, the kindergarteners are able to enter grade one confidently. Our SPED-Preschool incorporates some of the KinderCorner strategies for reading readiness.

Parent Engagement in Early Literacy Efforts

Each year, to promote parent involvement, students and parents sign a Title 1 Success Compact Agreement stating their willingness and commitment to support the school's literacy program. Makakilo has a schoolwide "Reading Log" program. About 85% of all parents at the school have actively participated in the SFA Reading Log program by reading 20 minutes to their child at home at least four times a week. Workshops have been provided to parents at the Roots level on how to help their child become a better reader. Our PCNC coordinates monthly Lunch and Learn sessions in which parents make a craft while learning how to help their child. KinderCorner and Roots provide activities for parents to do with their child at home to promote literacy. In addition to the State Report card, an SFA Progress report is also sent home quarterly to parents.

Journeying Forward

High teacher retention rates, fidelity to the SFA reading program, regular professional development and administrative support all contribute to student success. The rapidly growing city of Kapolei directly impacts our student population as more students enter and exit our school. This creates an anticipated challenge in the year to come.

MAKAWAO ELEMENTARY SCHOOL

District: Baldwin-Kekaulike-Maui

Principal: Emily DeCosta

Complex Area Superintendent: Ken Nomura

Makawao School, located on the slopes of the majestic Haleakala Mountain, educates students from Makawao, Haliimaile, Kokomo, Olinda, Kaupakalua, and Camp Maui. The school population is comprised of families from lower and middle socio-economic levels with approximately 48% on free or reduced lunch status. Our student population represents a wide variety of ethnic backgrounds. Active parental support, from volunteering in the classroom to providing campus improvements, is integral to the school's culture. The stable staff fosters consistency and focus on long-term goals. Makawao is in its ninth year of implementing the research-based "Success for All" literacy program. Presently, there are 493 students enrolled in Makawao Elementary.

Third Grade Reading Achievement

For the past eight years Makawao Elementary School's focus has been to increase our students' reading achievement levels. It is our commitment to ensure that all our students are reading by grade 3. As a school we strongly believe a student's most productive learning time is during the morning hours. We have dedicated a sacred block of 90 minutes every morning only to reading. Our teachers are rigorous in their commitment in maintaining the integrity and original intent of the "Success for All" reading program.

As a team the teachers strongly feel third graders still need phonics. They have found that phonics seemed to be the "missing link" for those students who were not making adequate progress. By using a structured phonics program they have provided these students with the proper decoding skills needed to improve their reading skills.

Last year another focus area for Makawao Elementary last year was to increase the students' awareness in writing constructive responses. As a collaborative group we began to implement a strategy called "RAISE". Our teachers believe if students are committed to using the RAISE strategy their scores and learning will be raised.

Step 1: **L:** Look for clue words in the prompt given each week, which will help them understand what the question is asking.

Step 2: **R:** Restate the question.

Step 3: **A:** Answer the question after thinking.

I: Include your evidence with at least (2) details from the text.

S: Support your explanation. Include your own thoughts.

Step 4: **E:** End by going back to the question. Write your conclusion.

Assessment is another key factor in raising achievement levels in our students. Not only is assessment used to place students in homogeneous reading groups, but data that is gathered from our various student assessments, (Phonics for Reading Assessment,, Scholastic Reading

Inventory (SRI), DIBELS, PLATO, and Hawaii State Assessment), is used by our teachers to identify areas of concern that then become focus areas of instruction.

With the assistance of Title I funds Makawao Elementary has obtained Reading Tutors to work with struggling Grade K to Grade 2 readers during the regular school day. It has also allowed our school to secure services of a part-time teacher / family support personnel who contacts parents if students are not reading on a nightly basis. With our King Kekaulike Complex 21st Century Grant Program, additional tutors are hired to work with all students who are in need of extra assistance during after school hours.

School Culture

The Grade 3 teachers at Makawao Elementary are highly committed and dedicated to student achievement. As a team they have worked endless hours during non instructional time to collaborate, evaluate and improve their teaching strategies. This team effort is the major factor why our students in the third grade are consistently moving up the achievement ladder. Even during their lunch hour, teachers are sharing with one another student's test data and successes. Since all teachers in the grade level focus on the same standards and strategies each day, it clarifies and simplifies their direction.

Makawao Elementary has a highly committed staff that is always willing to go that extra mile for their students. Being a very caring school, Makawao is a school that shares the "ohana" concept. Every individual is valued for what they have to offer. To provide teachers with opportunities to collaborate and discuss learning and teaching strategies among grade levels Makawao Elementary has implemented a once a month block schedule. During this time as Resource Teachers conduct classes, the regular classroom teachers are meeting to discuss and plan their curriculum for the month.

The administration is supportive in all initiatives that will enhance student achievement. Professional Development is offered as a need arise. The administration is constantly striving to become more encouraging and visible within the school environment. Teachers and students are all aware of the road we are all traveling on together.

Early Education

The committed educators at Makawao Elementary it is believe that literacy and learning starts at an early age. Therefore we are a participating school for the Dolly Parton Imagination Library. This program gives young children in our community the gift of reading. Once a parent signs up their young child into the program, their child will receive a free book for their appropriate age once a month up to their fifth birthday.

Another early childhood program Makawao Elementary is committed to is the Good Beginnings Program. This program services families within the Makawao community ad well as with neighboring communities. Good Beginnings at Makawao School is a family education program for parents and their children between the ages of birth to age five. During each class parents participate with their children in play and learn activities under the direction and guidance of the early childhood teachers. Following the activity period, parents participate in a discussion time

to share experiences with other parents and learn more about their child's development. This program also introduces youngsters to the world of learning.

Parental Engagement in Early Education Efforts

The involvement of our parents is another major reason for improvement within our school culture. We believe our children will be successful if parents are active participants in their child's learning. As part of our reading program we require all our students to read a minimum of 20 minutes a night with the assistance of their parents. Each child keeps a reading log which the parent must sign nightly. The school also offers a time before the start of school for any student who did not have the opportunity to work with their parent to read to an adult on campus. At Makawao School this valuable time is called our "Breakfast Club".

Every month during the school year the Reading Coordinator makes random checks in every classroom to assure reading is done nightly. This prize patrol activity celebrates a class' efforts with a popcorn party if a 100% of the students have done their nightly reading.

With all of us working together as a team our students will become successful. We must also keep embedded in our minds and our hearts that learning best takes place love and concern is paramount for the well being of our greatest resource . . . our youth.

NANAKULI ELEMENTARY SCHOOL

District: Nanakuli-Pearl City-Waipahu

Principal: Wendy Takahashi

Complex Area Superintendent: Keith Hayashi

Nanakuli Elementary is a coast school with 480 students enrolled as of July 2007. There are about 60 staff including certificated and non-certificated professional and paraprofessionals to support these students. About half of the teachers are new comers to these islands and choose to settle in this rural community school to start their career in education. They bring their youthful enthusiasm to the school and are stalwart defenders of our children's natural warmth and capacity to achieve academically.

Third Grade Reading Improvement

Three years ago NES initiated the training of language arts teachers in the Orton-Gillingham based phonemic and phonics program, Multi-Sensory Language (MSL) taught by Ron Yoshimoto. This became the core of initial decoding and encoding skills taught to all students. MSL is the core culture for teaching initial alphabetic principals and everyone in the school uses the same system.

After attending a professional development with Sopris West and it's Reading First federal support, we selected "Read Well" for kindergarten to second grade and Language for third to sixth. These highly structured scope sequence programs allow teachers to plan and deliver efficiently without having to search for materials or create assessments.

Initial placement in Read Well is determined by an introductory placement assessment. Students who had MSL phonemic training scored well in initial testing. This determines their starting point in Read Well and the end of unit testing determines their continuing to the next level or further reteaching in the current position.

Students are provided instruction in small groups in order to address their different reading levels. The direct instruction model of delivery is used and celebrations of accomplishments are frequent. Sometimes students "walk to read" or in other words, join a small group for reading instruction in another class in order to meet their individual instructional needs.

School-wide Reading Strategies

Several times a year the student body gathers to celebrate reading accomplishments in the Golden Sunshine Book Club which encourages students to read a million words a year. Each language arts classroom plots student independent reading on a grid to monitor reaching yearly reading targets. This applies to all students from kindergarten to sixth grade.

Quarterly reading assessment reports are filed with the principal to monitor ongoing student reading performance identifying which students meet state standards and which students are below or well below. This monitoring allows the administration to oversee students gains and provide support as necessary. The most meaningful strategy has been the introduction of MSL into the school environment. Students are taught the letter name, the key word and the most common pronunciation of the letter sound. Cards are held up with the picture of the key word and students are required to say the letter name, key word and letter sound. This is done for all

sounds in the English language. Everyday they practice with the phonemic deck of letters and learn a new sight word or "red flag word." Red flag words do not follow the English convention and must be memorized. This one strategy has eliminated most of the inventive spelling approach relied on by students in the whole language philosophy of learning to read. It is exciting to hear a first grader spell "when" efficiently using the correct letter sounds and letter to encode. Students actually work the cards independently with each other or the whole class. Parents were invited to a Reading Night at the school in the Fall and given card decks and rehearsed in the phonemic drills. This allowed families to rehearse the letter sounds at home with the same materials that are used in the school. MSL decks are unique and not available commercially. The training for the parents was provided by Ron Yoshimoto and Kapu Mamiya. MSL as a core culture for teaching reading is revolutionary. Ron Yoshimoto is the guru from Assets School now employed by the DOE. We can't do this job without his commitment.

Students in grades 3 through 6th are given a "Language" inventory that identified their starting point in "Language" reading levels A to C. Third, fourth, fifth, and sixth graders were placed in homogenous groups using level A, B or C as test scores indicated. As students complete units of study, they must pass the content mastery at the 80%. Students who miss that target require reteaching. Language allows students to regain two academic years of reading by completing two levels in a year. The late start in SY 06-07 only allowed one level of completion. Scores on the HSA indicate that level C must be accomplished to show gains in comprehension and improved reading performance.

Currently, students are making gains in decoding with the leveled text material and need more comprehension instruction. Teachers have been trained in the implementation of "Reading Success", a comprehension program for 3rd grade on up. Students who are decoding at the 3rd grade level are started in Foundations and move on to level A and later B and C. This provides the practice in precise comprehension strategies which are applied in the social studies and science content area readings. This was the necessary next step after the introduction of Language. Students needed direct instruction in how to follow the main idea through the context of the paragraph. The process leads to mentally tracking the discussion for the subject, setting, content and then summarizing the substance in a few words. This prepares them for the larger context of the world of work and more immediately improved performance on state benchmarks. Their next step will be more reading in the content areas in "Rewards", another comprehension tracking system.

School Culture

School leadership has done the research to find the quality material to lead the curriculum change to improve direct services to students. Material selected is supported by training in the delivery of the program. Teachers are not left to read the manual and figure it out but receive training from company representatives who know their product line and have classroom experience in the delivery of instruction using the program. One major attempt was to match the curriculum resources to the needs of the faculty of which is a large percentage of new teachers.

The administrator has procured and provided high quality professional development for the faculty and staff. For examples, several days of instruction for "Language" were provided to the teachers with a trainer who went through the manuals and the delivery design, modeling and

explaining the instructional process and also provided feedback to teachers as a result of classroom visitations. Teachers were rehearsed in the "I do, we do, you do" model of moving students to independent practice from instruction.

The faculty and staff share a sincere desire to make a difference with our students. The level of commitment to attaining academic proficiency results in an acute awareness of using the resources wisely. The financial resources have been used to lower class sizes and to purchase research validated program materials and the professional development necessary to implement those programs. Time is considered our most valuable resource, and as such, is thoughtfully and carefully used.

One of the most important understandings for the instructional staff has been about assessments. There has been a continuous progression in understanding the purpose of and use of assessments. First, we learned how to collect, analyze, and evaluate quarterly assessment data. Then, we began to use end of unit assessments to adjust instruction and to provide interventions. Now, we continue to work on more frequent and on going assessments that affect our instruction during the lessons. More and more, teachers use the assessment data to provide additional support so that all students are given the opportunity to be successful.

Because a large percentage of students are still not proficient, the faculty and staff share the vision that we must accelerate learning. One year's growth is not enough to "catch up" and we believe that it is necessary, and finally we believe that we are able to provide more than a year's growth in reading. This is what we expect of ourselves and our students this year.

Early Education

NES is the site of a SPED preschool for qualified students where MSL is the foundation of reading instruction. The school has provided space and support for morning play program and Keiki Steps for preschool children and their families. Transition to kindergarten is provided through a summer program of orientation for students coming into the school for their first academic year. Parents receive orientation when students enter and are tested for initial placement into Read Well. MSL is emphasized heavily at the start of school to develop an anchor for the alphabetic system upon which Read Well follows with an additional scheme.

Students who are drilled in MSL fall back to it when they are lost or confused about letter names and letter sounds. Teachers remark how K to 2nd grade students think about the key word graphic and then get to the letter name or sound.

The emphasis on reading in kindergarten to second grade is supported by a two and a half hour reading uninterrupted reading block. Students have whole group instruction and then move to independent work while the teacher provides half hour blocks of guided reading for three separate groups. Students who cannot be serviced in their homeroom "walk to read" with another teacher for an appropriate reading group placement. Each teacher keeps an assessment binder of all assessments for each unit for each student. Guided reading includes a workbook practice of phonemics and then a leveled reading text practicing the strategies learned in the practice session. Unique to Read Well is the mixed teacher and student text where the teacher reads informational content and students read a word or two that is in their range. This allows challenging and stimulating material to be presented and engages students in real world

knowledge to develop a schema for larger studies and applications. No longer are students restricted to text with the letter sounds they know. The teacher reads her text and the students read their part. It is a shared process.

Read Well is a product of Sopris West and the manuals are cleanly developed so that teachers can read and deliver the instruction. It isn't left to individual interest or whim. Teachers don't determine what is taught or what level a reading piece is. This is all developed by Sopris. Further the contract includes training and ongoing monitoring by a company trainer. This provides teachers with modeling and on-sight supervision of the delivery of instruction and management of reading groups. Connie Colbaugh was once a lower elementary classroom teacher and models classroom management in a polished and deliberate manner. Teachers benefit from her delivery in the classroom and her precise correction for what needs to be done. The benefit of an outside representative is that they bring the power of the company with them and the influence of being an outsider. Connie is further credentialed by her continuing success in Samoa where she has been a continuing representative trainer for k-1 for Sopris West. Her talent for training and modeling is exemplary. She is well respected by our staff.

DIBELS, MSL and Read Well are the anchor units for instruction in K to 2. Every student entering kindergarten is tested on DIBELS inventory. DIBELS is the ongoing benchmarking reading assessment given to every student 3 times a year. Then students are plotted on a graph showing their progress over time according to DIBELS assessments.

Parental Engagement in Early Literacy Efforts

The most remarkable event was an MSL training for all interested parents. Nearly 100 families showed up to be trained in MSL for k to 2 or MSL for 3 to 6. It was an evening put on by Ron Yoshimoto and NES staff where families were arranged in smaller groups and rehearsed the letter sounds that go with the MSL alphabet cards. This event allowed parents to understand and share in the development of phonemic understanding. Decks of phonemic cards were provided to each family to practice at home with. Parents commented at a later meeting that they noticed greater facility in encoding and decoding for their novices. The enthusiasm of families in this model encourages more involvement in allowing families to teach reading skills at home.

Children are required to go home and read every night and return each day to record their independent reading for the Golden Sunshine Book Club. Each room has its own library of leveled reading materials which students are encouraged to borrow. Communication with parents and families is facilitated by conferences and a daily Home School Notebook in which parents and teachers write notes about the student. A writing project using art and writing on culturally connected topics have been held for grade 1,2,and 3 students and their families.

Each year the librarian sponsors a Book Fair where students and parents can participate and purchase books for their own collection. This is the beginning of their passion to read and own books.

PA'IA ELEMENTARY SCHOOL

District: Baldwin-Kekaulike-Maui

Principal: Susan Alivado

Complex Area Superintendent: Ken Nomura

Pa'ia currently has an enrollment of 210 students. Students live in the Kuau, Upper and Lower Pa'ia communities. In addition, we are one of two Maui sites for the Hawaiian Language Immersion Program for grades K-5. The Immersion students are from various outside communities and are transported daily to Pa'ia.

Third Grade Reading Improvement

One of the efforts to raise the student's reading achievement has been to make reading a school wide initiative. The school adopted a school wide reading program, Houghton Mifflin. The first 90-100 minutes is an uninterrupted reading block. All grade levels, whether English or Hawaiian speaking, use the program with fidelity. Modifications are made to account for the unique differences in the alphabet and language. Funding was targeted so that all classes had the necessary kits/materials to implement the program.

In addition, a CORE consultant was contracted to provide intensive training to the staff on the use of the program, data analysis for grouping, emphasis on pacing and if needed modeling of delivery of instruction on a quarterly and currently bi-yearly schedule. Every year, one of the days is dedicated to training any new staff to Houghton Mifflin.

To provide the 30 minute daily targeted assistance (Universal Access), all staffing were assigned to a grade level which initially included the School Counselor, Student Services Coordinator, Librarian, all EA's, PTT's, SPED staffing and even the Principal. During this time, the support staffing went into the classrooms to work with small groups according to the specific focus or needs of the students.

Some support staffing received training in supplemental intensive reading programs. During Universal Access time, these support staff worked with students identified by the teacher using the supplemental programs. The Reading First Coordinator and Principal attended a day long session on the various programs available. In addition, consultation with the CORE consultant was done to maximize the availability of programs for each grade level once the Houghton Mifflin interventions were exhausted. For grades K-1, we use Early Reading Interventions; for grades 2- 4 Voyager or Reading Mastery and for grade 5 Corrective Reading. The Corrective Reading is also used in the middle school which minimizes the need for transitioning should the student continue to need reading support when they leave Pa'ia. Every effort is also made to ensure that new staffing receive training in the supplemental programs.

By providing support staffing in the classrooms, we have been able to implement an inclusion model for our special needs students. Students remain in class with support during reading. Should a student require additional time, they are pulled out during the afternoon block. All services provided on campus are open to any student who demonstrates a need. In other words, the Special Education staff provides services to groups of students regardless of their identified

or non identified status. This allows every student the opportunity to hear grade level appropriate content.

There is never enough data. The DIBELS assessment is used for grades K-5 in the English and for K-1 (translated version), 4-5 (English) in the Immersion. Although Na Pua Ko, a modified version of a translated DIBELS is used in Immersion from K-5, the Na Pua Ko is the only source of DIBELS type information for Immersion grades 2-3. Whenever feasible, a summative assessment is taken. The only three grades which we have not been able to accommodate is Immersion Grades K-2. Lower grades in English, take the SAT, Immersion 3-4 take the HAPA (structured portfolio in lieu of HSA) and all others in 3-5 take the HSA. Currently the English Grades 2-5 and Immersion Grades 4-5 take a monthly assessment in reading on the computer. This instant feedback to students and teachers allows for immediate remediation should the results not reflect the learning curve expected. Students plot their scores and set goals for the next month. Teachers are allowed to take the test along with students to see if there are areas in their teaching which may hinder the students understanding (different terminology/vocabulary, model of lesson structure or examples etc.).

Constructed responses are done weekly. For reading, the questions can be taken from the end of the selection questions in Houghton Mifflin, from the released HSA questions or from the literary focus of the month. Students are taught to use a rubric to self-evaluate and the rubric is also used to provide feedback from the teacher. In the lower grades, modeling is done initially as a whole group and eventually the students move towards doing individual responses. Sporadically, time is spent on calibrating the teacher feedback to students. Outside feedback was provided to teachers on the use of the rubric and scoring of individual papers. This year, part of a Wednesday staff meeting will be devoted to teachers reading each others class responses and providing feedback to each other. Staff has been trained in Step Up to Writing and a review was done at the opening of school this year.

Professional Development has also been a key factor in improving our student achievement. The complex has had a common waiver day and has brought in high profile speakers. Pa'ia applied for six waiver/professional development days to focus on our area of need. All of Pa'ia's staff is required to attend and participate in the trainings, as we all need to know what the students are focused on and how we can each help them whether through formal instruction or "teachable" moments. The school has utilized floating substitutes to allow for articulation and to maximizing the number of participants in training. This year we are doing a Professional Learning Community approach to learning about differentiation of instruction. The school purchased Tomlinson's text as a jumping off point and as a whole we are learning how we can better meet the needs of our students. Strategies learned will be used in our "Companions" a detailed guide used as a resource with the pacing charts to keep focused and on task. In addition to this, Edison Alliance has provided opportunities for groups of teachers and administration to attend multiple conferences/trainings yearly, a team building retreat, an Instructional Leadership Conference, ASCD conference, and a Leadership Conference. This year at the request of the schools, a new teacher orientation was implemented to get all new staff acclimated to the Pa'ia's culture and expectations.

School Culture

The past two years, Edison Alliance has assisted us in utilizing our resources, using data to drive instruction, and providing professional development in leadership, instructional strategies and day to day management of classroom routines. For example, there must be the standard of the week posted on the door for reading so anyone visiting can take a quick glance and know what they should expect to see happening in the classroom. In the classroom, a vocabulary wall, a wall of current student work and an “I can” statement should be visible for each lesson. Reference to the “I can” statement should be noticed at the beginning of the lesson, during the lesson and in closing the lesson. Increasing rigor (student engagement) is also a focus. Some strategies used is Think-Pair-Share, I do – We do – You do, appropriate Wait Time, Hands on, Visual Cues, and teaching Vocabulary in various ways. We’ve also modified how teachers receive mentoring support. The model we’ve used allows for mentors to plan with teacher and demonstrate a lesson, then moving to mentors planning with teacher and they co-teach lesson and finally mentor plans with teacher and the teacher presents and gets feedback from the mentor as an observer. This model has been most successful in creating new habits and moving people to try new ideas. This year and hopefully the next, we will be working with Edison Alliance on creating a culture that can maintain and sustain our current gains and continue to better meet the needs of all of our students without outside interventions of a consultant.

Initially, to provide a unified culture, discussions and decisions were made as a whole staff during our staff meetings on Wednesdays. Participation in activities is expected from the whole school although there are still pockets of activities which need to be integrated. At the upcoming 20th Anniversary of the Hawaiian Immersion Program in the state, the whole school will participate in the opening activities. Last year, we implemented a school leadership team. We meet weekly for an hour to brainstorm, discuss and sometimes decide on school-wide issues. The team is made up of a representative from Edison Alliance, the principal, the reading coordinator, a teacher representing K-2 and English Program and a teacher representing 3-5 and the Immersion Program. The team decides which issues are announced to the staff, which issues need to be brought up as a discussion issue at a staff meeting, and determine the quarterly goals. For first quarter we are addressing: High Quality Instructional Program, Teaching Grade Level Standards and Differentiation through Professional Learning Communities.

Early Education

Due to our size, the Jr. K program within Pa‘ia is not a separate class. During the summer prior to entering K, the students are given an opportunity to participate in a transition program in partnership with Good Beginnings for three weeks. The teachers and principal attended a training session prior to the start of the program. Within the school, teachers often dialogue with each other and have on a case by case situation, moved students informally (with parental awareness) between grade levels for a limited time period. We have a parent orientation on the first full day of K where parents come to meet key staff, learn and ask questions about Pa‘ia and get to make an ID name tag. For coming to the orientation, each parent gets to take home an alphabet mat for their child and is given a few simple activities to do with their child at home.

Parental Engagement in Early Literacy Efforts

Parental engagement has been the most challenging area. Approximately half of our student population lives outside of Pa'ia. When we attempted the Motherread/Fatheread program the turnout was not very promising however the ideas of the program have not been lost and we did send staff to be trainers of the program. We strongly encourage our parents to read daily with their children with teachers providing incentives especially in the lower grades. This year, one of our school goals is to increase parent engagement. We would like to plan to have a couple of Family Night events, where parents and students can learn together academically, have wellness activities and incorporate ideas from the Motherread/Fatheread program.

PALOLO ELEMENTARY SCHOOL

District: Kaimuki-Kalani

Principal: Ruth Silberstein

Complex Area Superintendent: Estelle Wong

In 2001 – 2002, Palolo Elementary School was the lowest, or one of the lowest schools in test scores in the State of Hawaii. It was not because the school was not addressing the students' needs. Teachers worked hard with our 280 student population of which 98% were of poverty level, and 45% of immigrant status. In 2002 – 2003, No Child Left Behind was conceived leaving the school with many questions, such as, what are we to do, how to do it, and is there anyone there able to help us? No Child Left Behind affected all schools. The state itself was forming teams to address the needs of schools. As the state developed the supportive systems, Palolo School had taken steps to move forward.

Third Grade Reading Improvement

Looking at the Reading Program that we had, we realized there were no strong phonics components and no spellers to help our students build vocabulary and learn proper grammar. In September, 2003, the Harold K.L. Castle Foundation came to our rescue with funds to help us purchase Spellers. Our students were now exposed to additional words besides those that were in a process program in use at the time. Thus began the steep uphill climb. In January, 2004, an audit was done by PriceWaterhouse Coopers. As a result of the audit, we were placed into corrective action status. The Los Angeles County Office of Education, Division for School Improvement, came into our school and started the formal process movement for the entire school reform. We suddenly saw reading standards become visible in each classroom. Walkthroughs in classrooms became frequent, observing best practices that result in effective teachings and learnings. Lesson plans were focused on standards, learning objectives, content, and assessment pieces. It was such a big change for everyone. Teachers, students, parents, and the community, with all efforts put forward, still did not make AYP. Then Restructuring status entered into the picture.

The Edison Alliance Group came into our school and thus continued past efforts and began to increase effective and professional development changes. The positive aspect at this point in time is that test scores improved yearly. The consistent increase of scores was indeed a steep uphill climb. Besides school reform, the community people also helped the school. As the school changed its reading program to one that fitted the needs of the students, instructional strategies also changed. Gone were the days of just lecturing. Now students shared ideas and concepts of what was read. They started to become articulate. Differentiated instruction was implemented to meet the needs of a diverse population. Groupings of students were based on assessment resources. Where did the community people fit in? After school there were volunteer tutors that came consistently to help our students learn even further. As an NCLB status school, there were also agencies that came in to help and tutor our students.

Early Education

There are four Headstart Classes on our campus. This allows for the sharing of teaching practices, field trips, and a smooth transition for the students from Headstart into Kindergarten.

Parent Engagement in Early Literacy Efforts

Parent involvement still needs to be worked on as survival, not education, is first priority and of utmost importance in the lives of our many immigrant families. However, the school continues to invite its parents to many school activities even though very few participate. This is another challenge that the school faces.

Journeying Forward

With everyone's efforts, Palolo Elementary School did make AYP (adequate yearly progress) this year. It is a celebration. However, because we made AYP, the school is no longer eligible to continue the NCLB School of choice transfers, and is also unable to participate in the SES (supplemental educational services) that the federal government provides to all status schools. In a way, Palolo Elementary School is on its own. But the school is so fortunate to be considered for an award from the Harold K.L. Castle Foundation. And with this assistance, we also carry all the initiatives of school reform that are common in all school reform agencies today, such as, audits, looking at curriculum, instruction, assessment, and best practices. You will find these common areas of concentration in almost every reform agency, public or private. Because of the successes of school reform, there will be many configuring different models.

The bottom line is, no matter what program or configuration of reform you implement, the knowledge and skills of the teachers along with a positive attitude towards change are the most important elements. It is because the role of the teacher has the closest point of impact with the students. School leadership helps to support the efforts of the teachers in order to help all students learn and increase in their reading achievement and all other content areas.

PRINCESS MIRIAM LIKELIKE ELEMENTARY SCHOOL

District: McKinley-Roosevelt

Principal: Vernon Young

Complex Area Superintendent: Raelene Chock

Princess Miriam K. Likelike Elementary has 381 students enrolled in grades Pre-K to 5, which include preschool special education students and the Even Start preschool class.

Third Grade Reading Improvement

Likelike School has implemented “best practices” to raise reading achievement.

- K-3 teachers committed to using the Reading Excellence Act (REA) *Trophies* program with faithfulness.
- K-3 teachers use reading program assessments and the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) to determine needs of students.
- Teachers support struggling students through interventions such as, grouping according to needs and individual tutoring during and after school.
- Teachers integrated test-taking skills and strategies during instruction throughout the year.
- Teachers believe that all students can learn. Teachers set high expectations for themselves as well as their students and monitor their progress.

Likelike School adopted the *Harcourt Trophies* Reading Program in 2003. This reading program is an REA approved program that provided the teachers with the 5 Big Ideas (Phonemic Awareness, Phonological Awareness, Fluency, Vocabulary, and Comprehension), a common framework for teaching reading.

Last year’s third grade students were the first group to have used *Trophies* since kindergarten. Teachers noticed that the students coming up through the grades each year demonstrated increasing knowledge, skills, and familiarity with the program. The *Harcourt Trophies* reading program includes guided comprehension questions and the systematic presentation of the comprehension processes that have helped students become proficient readers.

Teachers in the lower grades have used the *Harcourt Trophies* reading program with faithfulness, which enabled them to have a common understanding of how reading is taught. Each year of implementation also allowed the teachers to become more familiar and confident with the program.

The reading program offers a battery of assessments that inform the teacher and students of learning progress.

- Student progress is assessed almost weekly using the Trophies End-of-Selection tests. These check vocabulary, comprehension processes, and literary response on the guided reading.
- Following every group of 5 selections, teachers administered the Holistic Assessment. This test includes long unfamiliar reading passages and constructed response items that mirror the Hawaii State Assessment (HSA).

- The program also includes a placement test as well as a beginning, middle, and end-of-year test that check vocabulary, comprehension and language skills.

Decisions on what types of interventions that would meet the needs of students that had reading difficulties were determined. Based on the assessment data, the school had grouped students into smaller homogeneous groups that keyed in on students' specific needs. Extra personnel were utilized to support differentiated instruction in these smaller groups.

Individual students' Hawaii State Assessment (HSA) test results from the prior years grades 3 and 4, Stanford Diagnostic Reading Test (SDRT) and Stanford Diagnostic Mathematics Test (SDMT) from grades 1 and 2, and the Stanford Early Achievement Test 2 (SESAT2) for grade K provided information about starting points and specific student needs. DIBELS was administered within the first three weeks of the school year to assess the starting point for students at the "Intensive" and "Intervention" levels, who needed more instruction in phonemic awareness, phonics, and oral reading fluency.

Monitoring student progress on a regular basis, setting objectives to reach the school's goal (HSA targets) and providing descriptive feedback to students about their learning progress has helped to raise reading achievement over the past four years.

School-wide Reading Strategies

Likelike School encourages reading achievement through all grade levels in the following ways:

- Professional development training in literacy was offered to all teachers.
- Time for teachers to articulate about student progress in reading was provided twice a month.
- After school activities for students was provided by the librarian, who also communicated to teachers about new books and computer programs that were purchased for the school library as well as workshops that were currently offered throughout the state.

Teachers were given training in standards-based instruction with the assistance of the McKinley Complex Resource Teachers, who provided the training and resources in reading curriculum, instruction and assessment. In addition, all teachers were given the opportunity to attend professional development courses after school or on the weekend which the school would subsidize the cost.

At the beginning of the school year, teachers devoted much time to review and analyze the test data. Decisions on next steps to increase student achievement were discussed and a plan of action was determined. Testing procedures and skills were integrated into daily instruction at the onset of the school year. Teachers also supplemented the teaching of test-taking strategies by using programs like "Achieve Hawaii", "Soaring Scores", and "Options", which gave the students practice in test-taking that closely mirrored the state assessment.

Building vocabulary is an area of need for all students at Likelike. Our students scored poorly on the vocabulary subtest for the SESAT 2 for grade K and the SDRT for grades 1 -2. Teachers were using various methods to teach vocabulary and in the spring of 2007 a school-wide agreement was made to use the instructional 6 Step process for teaching vocabulary that was

introduced by the Los Angeles County Office of Education (LACOE). Emphasis on vocabulary development would help the students to acquire skills and strategies that they could use during a test or when reading on their own. Teachers provided additional activities to help students build their ability to both know and use new vocabulary.

The school-wide implementation of the REA *Harcourt Trophies* reading program provided a common framework for the teaching of reading. The reading strategies in the program are taught and reinforced within every grade. Students have become familiar with the terminology because the reading strategies spiral through the grade levels. Teachers display posters of the reading strategies. The reading strategies are:

- Make and confirm predictions
- Create mental images
- Self-question
- Summarize
- Read ahead
- Reread to clarify
- Use context to confirm meaning
- Use text structure and format
- Adjust reading rate

School Culture

Likeline School's leadership believed in open communication and worked collaboratively in making the best decisions for the school. Decisions impacting student achievement were shared with all stakeholders involved with the school.

This past school year, under the guidance of our administrators, a plan was proposed to target our students "approaching" proficiency. These students were offered school sponsored after school tutoring and intersession tutoring. All staff members mentored these students by providing encouragement and advice and friendship. The school leadership strongly believed that everyone was accountable for educating the students at Likeline School and the administrators kept everyone focused throughout the year.

Early Education

Likeline Elementary School has provided preschool services to eligible families in the community for the past five years through a federal Even Start Family Literacy grant. Families with children between the ages of three and four years old can apply to attend the Even Start preschool program located on the Likeline School campus. Parent participation in the adult education component is mandatory. The purpose of the Even Start Family Literacy preschool program is to provide at risk students with the opportunity to develop the skills and experiences that will enable them to succeed in the classroom. The preschool students are included in all the school activities including lunch and recess. They receive all services provided to other students in the school, including, computer and library classes as well as physical education and Hawaiian instruction.

Our Even Start curriculum emphasizes kindergarten readiness. The federal guidelines require that the preschool use a curriculum that provides developmentally appropriate practices. Pre-tests and post-test help assess student growth on these measures. The Even Start preschool students and other students with little or no preschool experience, who will be entering kindergarten in the fall, are invited to attend a transition summer school program to enable them to become acquainted with their teachers, classmates, and the procedures for the coming school year.

The school has also provided subsidized summer school for students entering grades 1-5 for the past 5 years. Teachers identified students requiring extra help, and offered the program to those students. Students in grades K-2 also received additional help through the federally funded Supplemental Educational Services after school tutoring program.

Parent Engagement in Early Literacy Efforts

Our Even Start grant focuses on Family Literacy. The parents of the preschool students are required to attend adult education classes. Here they are able to obtain their high school diploma and/or take classes in basic life skills or English as a Second Language. The parents can choose to receive job skills training provided by the Even Start staff and are provided opportunities to receive on the job training through internship programs. Parents are required as participants in the program to volunteer their services to the school community.

The parents are also visited by the Even Start staff at their homes and are provided with literacy activities that support all members of their families in their literacy efforts. The staff assist the parents in providing their children with educational experiences outside of the school setting while helping them to understand that most of what their preschool aged child learns is at home.

Parents learn that they are their child's first teacher. All Likelike School parents are invited to attend parent workshops. Through the combined efforts of the counselor, the Primary School Adjustment Program (PSAP), Title I, and the English Language Learners (ELL) program training in basic parenting skills, reading and mathematics strategies, and workshops to develop skills that their child would need to succeed in school were offered. Our school also has a "Kinder Camp" prior to the first day of school where parents are invited to attend an orientation while their child becomes acquainted with their teacher and peers.

Journeying Forward

Increasing reading achievement will continue to be a challenge for the school. Setting the foundation for early reading is crucial for the development and success of all learners. This will be the premise from which we will begin. Reflecting on our past practices and analyzing current test data will set the direction for this year. Best practices such as teachers believing that all students can learn, setting high expectations for themselves as well as their students, teachers committed to improving their instruction in reading, supporting struggling students through interventions, and most importantly involving parents in raising proficient readers will continue to be a school-wide effort in our journey to develop life-long learners.

ROYAL ELEMENTARY SCHOOL

District: McKinley –Roosevelt

Principal: Ann Sugibayashi

Complex Area Superintendent: Raelene Chock

Royal School is the oldest public school on O’ahu, founded in 1839 by King Kamehameha III to educate the children of Hawaiian royalty. Today, we are an urban elementary school located on three acres in downtown Honolulu. Our 375 students come mainly from families who live in nearby neighborhoods where apartments, low-income rentals, State housing units and transitional shelters are prevalent. Many students are from single-parent households. 65% are eligible for free or reduced priced meals. 28% are ELL students, with a growing number of these students coming from the Pacific Islands. 11% are eligible for special education services.

Because of these challenges, we realize the need to work together—within our school and throughout our school community—to help our students progress and achieve. We thank the Harold K.L. Castle Foundation for working together with us and becoming one of our partners through your generous \$10,000 grant from the Na Alaka’i Ho’ona’auao Awards program.

Third Grade Reading Improvement

As our school’s population has changed, so have some of our practices. In order to raise third grade reading achievement over the past three years, the following steps were implemented.

- *Adoption of a Direct Instruction Program:* We use Reading Mastery, a scientifically-based researched reading program. Skills are taught in a sequence that builds on previously mastered skills and understanding. Guided practice and weekly fluency assessments of student mastery reinforce skills.
- *Supplementing that program with strategies and practices that are aligned with the Hawaii content and Performance Standards:* A guide containing supplemental decoding, fluency and comprehension strategies has been created and used in K-3.
- *Articulation within the grade level and across grade levels at the school:* Faculty meets regularly to define and clarify what “proficient reading” looks like at each grade level.
- *Small Group instruction:* We have been fortunate to have the services of several part-time teachers. Because of this added support, we are able to keep reading groups small in grades K-3 and provide instruction at each student’s appropriate instructional level
- *Intervention during school, after school, and during some of the school breaks (winter break, summer session):* Placement in interventions is determined by:
 - Student scores on DIBELS (Dynamic Indicators of Beginning Early Literacy Skills)
 - Performance in class and quarterly assessments
 - Teacher Observation.

Programs and materials used in our interventions include Read Naturally, a software program that builds fluency and comprehension, Phonics for Reading, Six Minute Solution to develop fluency, and test preparation materials to improve comprehension

and reading response skills. We also use strategies and materials from the Teacher Reading Academies offered by the Reading First program.

- *Progress monitoring of students for fluency and quarterly assessments of all students:* K-3 students who are rated as “strategic” (some risk) and “intensive” (high risk) on the DIBELS assessments are progress monitored twice a month. All students take our school-developed quarterly assessments which test comprehension and reading response.

School-wide Reading Strategies

In order to encourage reading achievement through all grade levels, we use:

- *Articulation within the grade level and across grade levels:* In this way, we develop instructional coherence—being “on the same page”—between the grade levels. As a result of discussion, our faculty also developed a set of questions that are aligned with the HCPS III reading comprehension and response benchmarks. Exemplars of answers that “meet” the benchmarks are collected so that teachers and students know the expectations at each grade level.
- *Alignment of curriculum to the HCPS III benchmarks:* To ensure that the HCPS III benchmarks are taught, each grade level created curriculum maps
- *Small group instruction:* Use of part-time teachers helped to keep our groups small. This support enabled us to create small pull-out groups for grades 4 and 5 for students who are not reading at grade level.
- *Incorporating open-ended questions throughout reading instruction:* In our Hawaii State Assessment, the reading standards are tested with multiple choice and constructed response questions. We noticed that our students had difficulty writing organized, complete answers to the constructed response questions, so we created questions for each comprehension and response benchmark. These are used throughout reading instruction.
- *Use of graphic organizers to aid in comprehension:* Graphic organizers allow thinking to be made visible. These organizers are useful in developing comprehension. Some graphic organizers frequently used include Venn diagrams and story maps
- *Use of fluency strategies for those students who need support:* We use materials to build fluency (e.g. Six Minute Solution) as well as strategies such as repeated reading, paired reading and duet reading to help students develop reading fluency.

School Culture

The principal values focused, effective action and collaboration. To that end, she sets the direction in analyzing the strengths and weaknesses of the program. She provides teachers the time to articulate within and between grade levels during faculty meetings. In order to build expertise, she arranges for professional development as needed.

The reading coach, a position funded by the Reading First Program, manages the daily implementation of the reading program, observes, demonstrates and co-teaches in the classroom, provides training to new teachers and others as needed, assists teachers in data analysis,

coordinates DIBELS testing of students and helps teachers implement actions that will increase student performance. This collaboration is valued by all involved.

Early Education

Our school is home to a Head Start program. We also have Special Education preschool students. In the Special Education preschool, some of our kindergarten programs are modified and used. To ease the transition to kindergarten, we hold a yearly pre-K orientation for neighboring preschool students. This gives them an opportunity to visit a school campus and participate in short activities with the kindergarteners. At the beginning of each year, incoming kindergarteners start school in smaller groups for half the day, and are then transitioned into the full group, full day schedule.

Our K-2 reading programs are Reading Mastery and Language for Learning, both Direct Instruction programs that provide systematic, explicit, highly structured instruction. Language for Learning is a program designed to teach the “language of instruction.” Action words, pronouns, verb tense, opposites, plurals, prepositions and common knowledge are taught through this program. Language for Learning is provided to our English Language Learners (ELL), Special Education students, and any other students who would benefit from vocabulary development.

Parental Engagement in Early Literacy Efforts

Family literacy activities are school-wide efforts sponsored by ELL, Title I, Primary School Adjustment Program (PSAP), librarian and Parent Community Networking Coordinator (PCNC). Teachers and other staff volunteer to run these activities. These literacy activities have focused on reading, math and science. The reading activities have included Read Aloud Night, helping parents understand the HCPS III benchmarks and HSA assessment, and sharing of strategies that parents can use to help their children at home. Parents who have participated in these activities have commented “let’s have more of these” and “Now I know some things to try with my child.”

Journeying Forward

These practices have helped our students show improvements in achievement levels. While we are pleased with our students’ progress, we also know that we still have a long way to go to meet NCLB’s requirement of 100% of students reading on grade level by the end of grade 3. This will require focused effort from all in the Royal School community and the support of the bigger community.

THOMAS JEFFERSON ELEMENTARY SCHOOL

District: Kaimuki-Kalani

Principal: Vivian Hee

Complex Area Superintendent: Estelle Wong

Jefferson Elementary School serves about 400 students in grades K-6. Conveniently located in the heart of Waikiki, the Jefferson community honors diversity and builds partnerships that encourage and celebrate purposeful learning.

Third Grade Reading Improvement

For many years we have been administering the SAT. Our longitudinal data from grades 2 through 6 indicate that students who begin school at Jefferson and stay at Jefferson do better than students who are transient and move from school to school. In 2001, we examined the results HSA, DIBELS, Ekwall Shanker Reading Inventory, report card grades, and classroom anecdotal data for trends in our reading achievement. At that time, we saw our students' reading achievement rise and fall. Under our principal's leadership, we wrote many successful grant proposals. For three years, we received the Title II grant, Malihini. We also participated in the Reading Excellence and Reading First grants. Those grant monies funded reading programs and professional development. Teachers reviewed a variety of instructional materials and unanimously chose Harcourt Trophies. In 2002, we began to use Harcourt Trophies as our school-wide reading program. A consultant worked with our teachers. She demonstrated lessons and taught our teachers to use specific strategies to improve classroom instruction. K-6 Teachers were able to develop a common language around literacy instruction. We also purchased a variety of alternative programs, Phonics for Reading, Read Naturally, and Read Well for our struggling readers. We provided professional development to our teachers in the form of presenters, who spoke on Reading and Writing strategies. For years, we saw steady progress in our students' reading achievement.

School-wide Reading Strategies

A curriculum coordinator was needed to ensure ongoing improvement. A master schedule was developed so that teachers could have time for weekly articulation during the school day. Teachers met as a grade level and planned for classroom reading strategy implementation. Teachers used their time together to examine and report on student growth over time. Quarterly goals for DIBELS achievement were set and teachers tracked their progress on the goals.

By 2006, we had compelling evidence that our students demonstrated strong fluency strategies, but weaker comprehension strategies. "Constructed Response" is a weak area for our students; therefore, we included it in our 2007-08 Academic Plan. Our plan now indicates that our teachers will be given professional development in how to write and score constructed responses and how to differentiate instruction in the classroom.

Not wanting to wait until a new school year to begin this important work, during 2006-2007 school year, we examined how we taught comprehension strategies. As a school community, we began a book study around the book, Strategies That Work: Teaching Comprehension for Understanding and Engagement, by Stephanie Harvey and Anne Goudvis. During Articulation we used protocols to guide our conversations around our learning. We shared what was and

what was not working in our classrooms. Teachers visited each other's classrooms; some teachers visited the classrooms of teachers in other schools. This work brought us closer together as a professional learning community.

School-wide literacy events, i.e., Scholastic Book Fair and Cat In The Hat Celebration provided support for our emphasis on comprehension strategies. Additionally, our students participate in weekly library and computer classes that strengthen literacy skills. Our library is open before and after school to students and their parents.

Understanding the critical need for effective early literacy instruction, we purchased the DRA (Developmental Reading Assessment) and provided professional development to our primary teachers. They learned how to administer the assessment, interpret the results, and choose specific instructional activities targeted to each student's needs. Our Curriculum Coordinator was able to test almost all of our primary students on the DRA by the end of the 2006-07 school year. In August 2007, she followed up with the students she was unable to test in June. The assessment data was shared with classroom teachers. We created a Reading Developmental Continuum which will, in combination with the DRA (administered three times a year in the primary grades), allow us to track our students' growth over time.

Anticipating the future needs of our teachers, we purchased leveled libraries of instructional materials (for guided reading) in the spring of 2007. We placed the materials in a convenient location in the library. During the summer of 2007, primary teachers participated in a 2-day workshop entitled, "Effective Practices for Early Balanced Literacy Instruction." At that time, they were given training and resources, i.e., professional books and materials, supporting the instructional paradigm.

Given the preliminary work we did last year, we were able to hit the ground running when the new school year began. Our Curriculum Coordinator provided a reading constructed response to each grade level. Classroom teachers administered the constructed response. During our school's Professional Collaboration Day, teachers in all grades used a scoring protocol to score each of the constructed responses. The exit passes indicate overwhelming positive reaction to this work; teachers were particularly thankful for time to do this work together. During Articulation early this year, primary teachers examined guided reading materials. They were given time to talk to each other about which materials to use, how to use them, and with which students to use them. They are making decisions about how to use their resources to increase student achievement through more effective instructional practices.

Parental Engagement in Early Education Efforts

Our PCNC has conducted many activities and lectures for parents, focused on how to help children with homework and television shows that enhance classroom learning. Monthly newsletters are sent home. These newsletters contain helpful hints about the importance of daily reading to children and how parents can get involved in the school. We are planning to hold evening literacy events for parents to communicate with our parent partners about how they can extend school learning at home.



HAROLD K.L. CASTLE
FOUNDATION

The Harold K.L. Castle Foundation, based in Windward Oahu, has a 45-year history of building resources for Hawaii's future. Over the past five years, the Foundation has steadily increased its grantmaking in public education enhancement and redesign. The ultimate aim of the Foundation is to close the "achievement gap" that persists between students of different socioeconomic backgrounds and to close the "preparation gap" that leaves many graduating seniors unprepared for the rapidly increasing entry-level work and college requirements of this generation. We look forward to working with our partners on this exciting endeavor of supporting excellence in public schools and ensuring that every student in Hawaii can succeed.

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