

# Noelani Elementary School Academic Plan SY 2025-2026

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- ☒ Non-Title 1 School
 ☐ Title 1 School
 ☐ Kaiapuni School (Self Contained)
 ☐ Kaiapuni School (Shared School Site)

Submitted by Principal Bryan A. Gusman	
<i>Bryan A. Gusman</i>	3/7/2025

Approved by Complex Area Superintendent Linell Dilwith	
[Insert signature] <i>L. Dilwith</i>	[Insert date] 4/8/25

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

## VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

**Please utilize the dropdown list to select the comprehensive instructional program(s) being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program.** Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	<a href="#">English Language Arts</a>	<a href="#">Mathematics</a>	Science	Social Studies
Kindergarten	'17 Wonders ▾	ORIGO Stepping Stones 2.0 ▾		
Grade 1	'17 Wonders ▾	ORIGO Stepping Stones 2.0 ▾		
Grade 2	'17 Wonders ▾	ORIGO Stepping Stones 2.0 ▾		
Grade 3	'17 Wonders ▾	ORIGO Stepping Stones 2.0 ▾		
Grade 4	'17 Wonders ▾	ORIGO Stepping Stones 2.0 ▾		
Grade 5	'17 Wonders ▾	ORIGO Stepping Stones 2.0 ▾		

**Please list all supplementary instructional materials used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name.** Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Kindergarten	OG	None	Mystery Science, BrainPop Jr.	BrainPop Jr, EPIC reading
Grade 1	OG, PebbleGo, Raz Kids, EPIC, Brainpop Jr.	Math games, Brainpop Jr.	Mystery Science, PebbleGo, Brainpop Jr.	PebbleGo, Brainpop Jr.
Grade 2	OG, Storyworks, EPIC, Brainpop Jr.	Brainpop Jr.	STEMscopes, Mystery Science, Brainpop Jr.	BrainPop Jr., EPIC reading
Grade 3	Storyworks, Scholastic News, Brainpop Jr.,	None	Mystery Science	Our Communities, Brainpop Jr.,
Grade 4	Storyworks, Novels	None	Mystery Science	Hawaiians of Old
Grade 5	Storyworks, Novels	None	STEMscopes	The United States: Making a New Nation

## HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

**How does your school document HMTSS student interventions? Please select all that apply. If “Other” is selected, please explain.**

☒ Panorama      ☒ School-created template      ☒ Other: EAA Team process (data teams)

## UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

**Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If “Other” is selected, please manually identify the assessment.** Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Kindergarten	I-Ready ▾	I-Ready ▾
Grade 1	I-Ready ▾	I-Ready ▾
Grade 2	I-Ready ▾	I-Ready ▾
Grade 3	I-Ready ▾	I-Ready ▾
Grade 4	I-Ready ▾	I-Ready ▾
Grade 5	I-Ready ▾	I-Ready ▾

## IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- ☒ Current Comprehensive Needs Assessment (CNA)
- ☐ Other current assessment/self-study report:
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2023

Type of Last Visit: Full Self-Study -

Year of Next Action: 2026

Type of Next Action: Mid-Cycle Report (No Visit) -

Year of Next Self-Study:

2029

**Please identify critical student learning needs and the root/contributing cause why these needs have been prioritized.**

*"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"*

Please number the student need and root/contributing cause for ease of cross-referencing.

**1** **Student Need:** Close the gap between high needs and non-high needs students in English Language Arts, Math, and Science.

	LANGUAGE ARTS			MATH			SCIENCE		
SUBGROUP	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
All Students	82.0%	76.7%	80.7%	79.2%	76.9%	75.2%	75.0%	75.9%	63.6%
Disadvantaged	50.0%	50.0%	61.1%	50.0%	46.8%	42.1%	70.0%	50.0%	25.0%
Special Education	14.2%	26.6%	25.0%	21.4%	6.6%	8.3%	25.0%	16.6%	0.0%
English Learner + Exits	35.0%	55.0%	64.7%	50.0%	38.0%	68.4%	0.0%	30.0%	33.3%
High Needs	48.0%	51.0%	58.3%	53.8%	43.7%	46.0%	57.1%	37.5%	28.5%
Non-High Needs	93.3%	85.8%	88.1%	88.0%	88.8%	85.4%	79.3%	92.1%	80.0%
Achievement Gap	45.3%	34.8%	29.8%	34.2%	45.1%	39.4%	22.2%	54.6%	51.5%

SUBGROUP - Attendance	SCHOOL YEAR		
	2021-22	2022-23	2023-24
All Students	88.4%	87.6%	91.6%
Disadvantaged	71.1%	75.3%	81.7%
Special Education	55.0%	76.1%	81.8%
English Learner + Exits	85.4%	92.1%	100.0%
High Needs	80.4%	83.0%	86.4%
Non-High Needs	91.1%	89.4%	94.1%

**Root/Contributing Cause:**

1A) Disadvantaged students continue to lag behind non-high needs peers. This is in part due to significantly lower attendance rates during the last three years.

1B) In Language Arts high needs students showed improvement, however non-high needs students also improved (although at a slower rate) this is due to a change instructional approach in language arts and math. Teachers have taken a data driven approach to standards based lesson development, consistency across grade levels in assessments and evaluation, and rigorous evaluation to provide high needs students the support they need to catch up to non-high needs students.

1C) Science scores dropped for high needs and non-high needs students in grade 5 due to minimal science instruction provided from March 2020 to May 2021.

2

**Student Need:** By school year 2028-2029 improve language arts *proficiency* to 86.8% and math proficiency to 84.2% to meet KPI Targets. Average annual progress in Language Arts is 1.6% and Math is 1.2% to meet the targets. There are no KPI targets for Science, however, Noelani recognizes the need for Science scores to rise alongside ELA and Math. To that end, our internal proficiency goal by SY 2028-2029 is 80%. This requires a 4.1% yearly increase to achieve our goal.

Language Arts Proficiency				
SCHOOL YEAR	3	4	5	ALL GRADES
2021-22	79.4%	80.0%	86.1%	82.0%
2022-23	76.6%	74.6%	79.6%	76.7%
2023-24	81.5%	88.7%	72.3%	80.7%

Math Proficiency				
SCHOOL YEAR	3	4	5	ALL GRADES
2021-22	84.0%	80.3%	73.6%	79.2%
2022-23	83.3%	72.0%	75.9%	76.9%
2023-24	87.8%	75.8%	62.1%	75.2%

Science Proficiency	
SCHOOL YEAR	Grade 5
2021-22	75.0%
2022-23	75.9%
2023-24	63.6%

**Root/Contributing Cause:**

2A) ELA and Math scores have lagged due to inconsistent analysis of common grade level assessments and instructional practices.  
 2B) Improvement of ELA, Math, and Science instruction lack scaffolds that make learning accessible to all students.  
 2C) Science scores have lagged due to inconsistency in identifying big idea standards, misaligned language use, and little vertical articulation.

3

**Student Need:** Maintain strategies for all areas of SEL, however focus special effort in growing students' self efficacy.



**Root/Contributing Cause:**

3A) Isolation from classmates at critical socialization points from March 2020 - May 2021 resulted in a perceived lack of respect by classmates during previous Panorama surveys.

3B) Students may lack confidence in handling challenges. (Providing additional support may boost student independence and self-confidence and have a positive effect in other areas).

In order to address student subgroup(s) achievement gaps, please list the targeted subgroup(s) and their identified need(s). Enabling activities should address identified subgroup(s) and their needs.

**4** Targeted Subgroup: English Learners

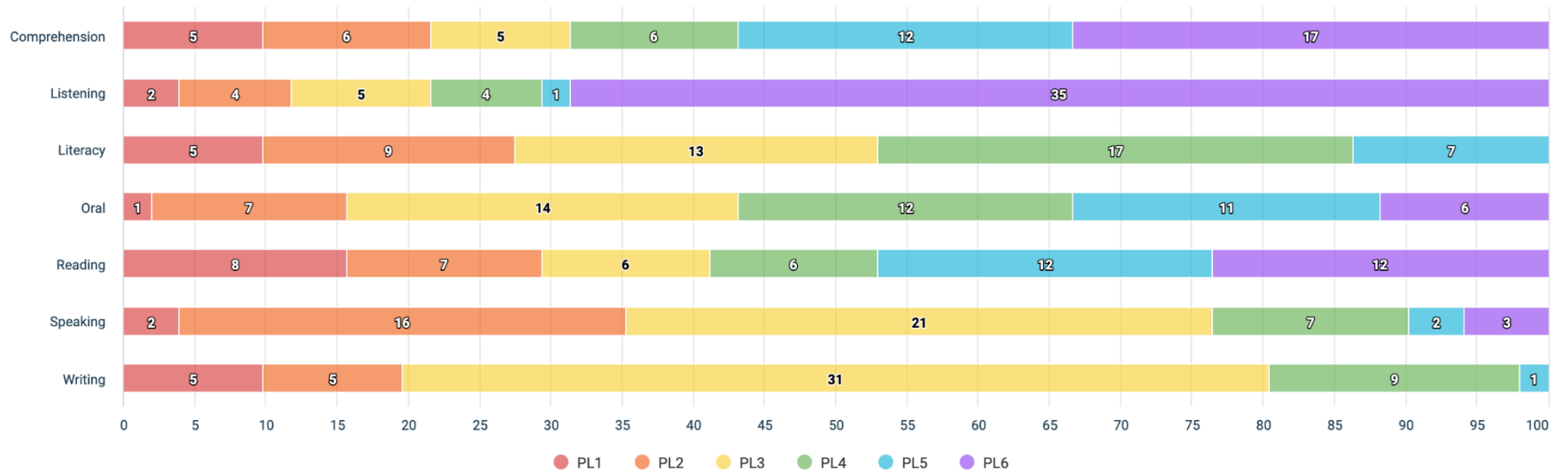
	2021-22		2022-23		2023-24	
DISAGGREGATED ENROLLMENT	#	%	#	%	#	%
Fall enrollment	411		389		416	
English Learners (EL)	41	9.9%	42	10.7%	40	9.6%

	LANGUAGE ARTS			MATH			SCIENCE		
SUBGROUP	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
All Students	82.0%	76.7%	80.7%	79.2%	76.9%	75.2%	75.0%	75.9%	63.6%
Disadvantaged	50.0%	50.0%	61.1%	50.0%	46.8%	42.1%	70.0%	50.0%	25.0%
English Learner + Exits	35.0%	55.0%	64.7%	50.0%	38.0%	68.4%	0.0%	30.0%	33.3%
High Needs	48.0%	51.0%	58.3%	53.8%	43.7%	46.0%	57.1%	37.5%	28.5%
Non-High Needs	93.3%	85.8%	88.1%	88.0%	88.8%	85.4%	79.3%	92.1%	80.0%
Achievement Gap	45.3%	34.8%	29.8%	34.2%	45.1%	39.4%	22.2%	54.6%	51.5%

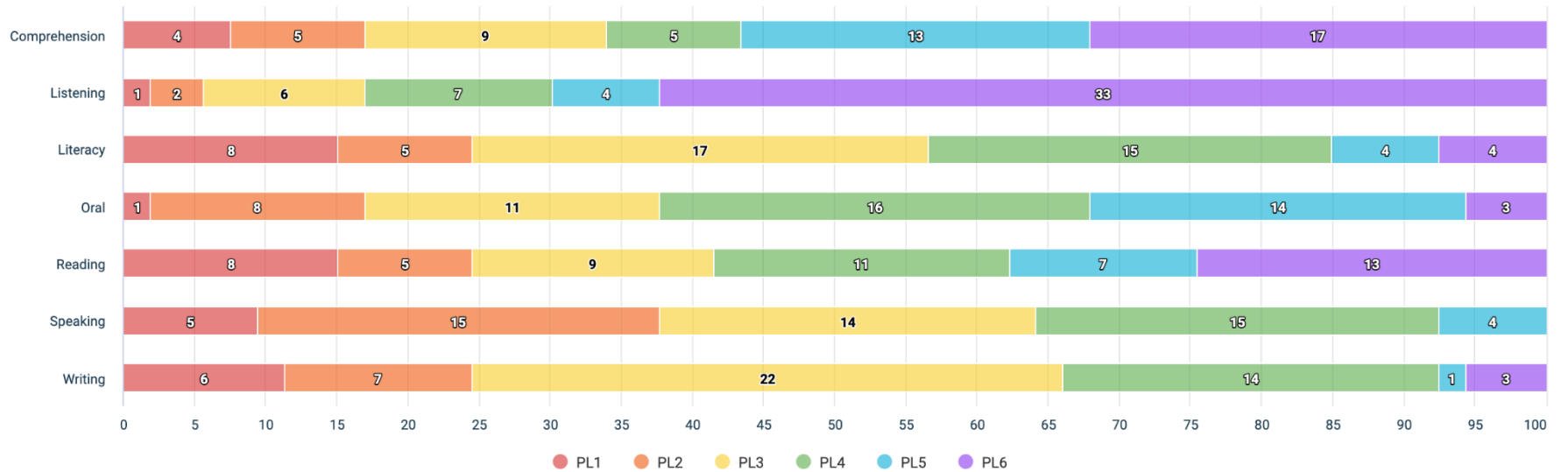
WIDA ACCESS scores (Proficiency Level by Domain)

2021-2022

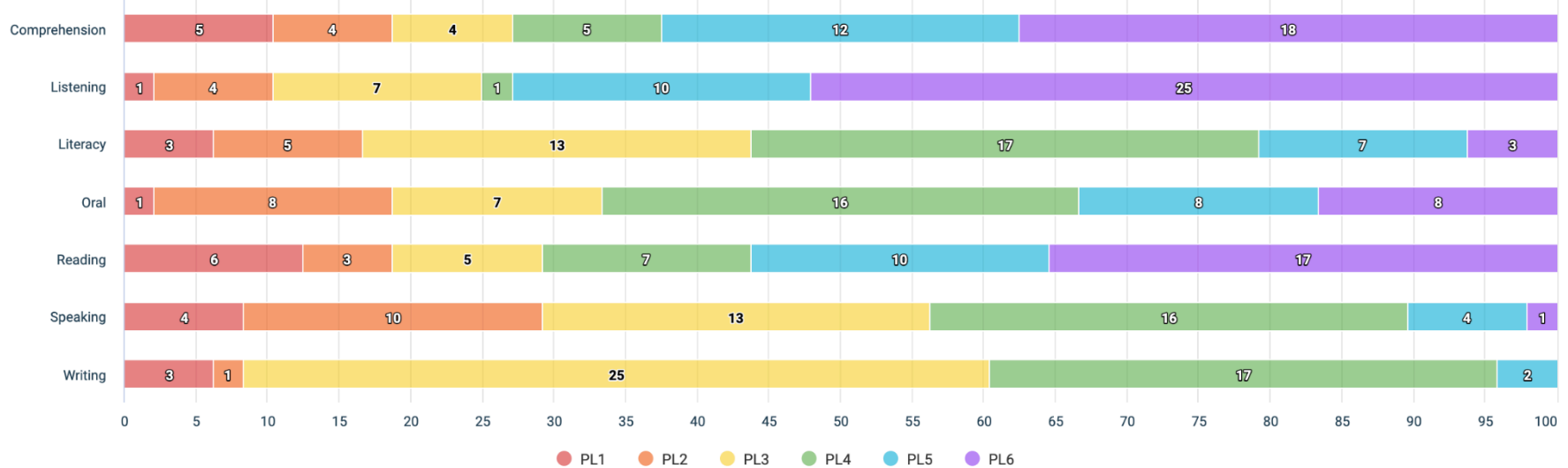




## 2022-2023



## 2023-2024



### Identified Student Need(s):

4A) EL students need to improve proficiency in comprehension (average of listening and reading), speaking, and writing.

5

### Targeted Subgroup: Special Education

	2021-22		2022-23		2023-24	
DISAGGREGATED ENROLLMENT	#	%	#	%	#	%
Fall enrollment	411		389		416	
Received special education services (SPED)	19	4.6%	19	4.8%	21	5.0%
Inclusion Rate - SPED students in general ed classes most of the day	4	22.2%	2	11.7%	6	26.0%

**Identified Student Need(s):**

5A) Through the IEP process, have robust team discussion to consider all opportunities for students to interact with typical aged peers to increase the inclusion rate.

**6****Targeted Subgroup:** Disadvantaged

	2021-22		2022-23		2023-24	
DISAGGREGATED ENROLLMENT	#	%	#	%	#	%
Fall enrollment	411		389		416	
Eligible for free/reduced meals	58	14.1%	63	16.1%	80	19.2%

Regular Attendance			
SUBGROUP	2021-22	2022-23	2023-24
All Students	88.4%	87.6%	91.6%
Disadvantaged	71.1%	75.3%	81.7%
Special Education	55.0%	76.1%	81.8%
English Learner + Exits	85.4%	92.1%	100.0%
High Needs	80.4%	83.0%	86.4%
Non-High Needs	91.1%	89.4%	94.1%

	LANGUAGE ARTS			MATH			SCIENCE		
SUBGROUP	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
All Students	82.0%	76.7%	80.7%	79.2%	76.9%	75.2%	75.0%	75.9%	63.6%
Disadvantaged	50.0%	50.0%	61.1%	50.0%	46.8%	42.1%	70.0%	50.0%	25.0%
High Needs	48.0%	51.0%	58.3%	53.8%	43.7%	46.0%	57.1%	37.5%	28.5%
Non-High Needs	93.3%	85.8%	88.1%	88.0%	88.8%	85.4%	79.3%	92.1%	80.0%
Achievement Gap	45.3%	34.8%	29.8%	34.2%	45.1%	39.4%	22.2%	54.6%	51.5%

**Identified Student Need(s):**

6A) Language Arts, Math, Science: There is a need for students to be consistently monitored through the EAA data team process and provided appropriate supports as needed.

6B) Attendance: While attendance continues to improve, disadvantaged students require special attention and encouragement to attend school on a regular basis. Lack of regular attendance has a direct correlation to lagging proficiency scores.



## Priority 1 High-Quality Learning For All

### ★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this? Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>  <i>Estimate the additional amount needed to execute the enabling activity.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	<p>In SY 24-25, 100% of incoming Kindergarteners participated in the KEA.</p> <p>73% of students demonstrated readiness. 27% identified as needing additional support (21% approaching readiness and 6% emerging readiness).</p> <p>100% of students who are in need of additional support or with emerging readiness received support via small</p>	<p>Early literacy instruction through consistent implementation of OG will be provided for all students.</p> <p>All Kindergarten students will participate in the KEA and iReady Diagnostic.</p> <p>Tier 2 instruction provided for students identified as needing support to develop foundational skills for learning.</p> <ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Targeted instruction</li> <li>• Differentiated materials</li> </ul> <p>To provide timely support to develop foundational skills (social, emotional, and academic readiness) teachers will :</p> <ul style="list-style-type: none"> <li>• implement weekly SEL lessons</li> <li>• Utilize OG strategies to support phonetic awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Percent of kindergarteners who are assessed for kindergarten readiness.</li> <li>• 100% of Kindergarten students assessed as not ready will be identified and receive additional personalized support.</li> <li>• iReady Diagnostic will reflect improvement in reading and math during the 2nd and 3rd quarter</li> </ul>	<ul style="list-style-type: none"> <li>• WSF, \$</li> <li>• Title I, \$</li> <li>• Title II, \$</li> <li>• Title III, \$</li> <li>• Title IV-A, \$</li> <li>• Title IV-B, \$</li> <li>• IDEA, \$</li> <li>• SPPA, \$</li> <li>• Homeless, \$</li> <li>• Grant: __, \$</li> <li>• Other: __, \$</li> </ul>

	<p>group/1-to-1 targeted instruction, EL support, and SPED services.</p> <p>Noelani has entered a partnership with EOEL to establish a preK class on campus to address the needs of in-district students with the highest needs.</p> <p>It is our goal to have 100% of students who participate in the Noelani EOEL preK program demonstrate readiness as determined by the KEA.</p> <p>100% of students outside of the Noelani EOEL program and lack Kindergarten readiness will participate in enabling activities to support readiness.</p>	<ul style="list-style-type: none"> <li>• Embed counting and cardinality practice in morning routines</li> <li>• Engage family support in literacy and sight word activities</li> </ul> <p>Accountable Lead: Kindergarten GLC</p>	<p><i>assessments for 75% of students</i></p> <ul style="list-style-type: none"> <li>• <i>Percentage of students meeting proficiency as determined by Grade level common quarterly assessment used to monitor</i></li> </ul>	
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<p><b>Reading Proficiency</b></p> <p>1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.</p>	<p>1A,1B, 2A</p>	<p>All grade levels will use common grade level assessments as the basis for the EAA data team process. This process includes yearly recalibration of ELA strands that clarify grade level expectations based on real time data.</p> <p>Continue the process of unpacking ELA strands vertically between grade levels with the goal of alignment and calibration.</p> <p>All teachers will post success criteria.</p> <p>Progress monitoring analysis of iReady reading data as it compares to classroom progress, at minimum, after each iReady assessment is taken (3x).</p> <p>All teachers will continue to work toward Sheltered Instruction Qualification. All teachers will use Sheltered Instruction Strategies specific for EL students. Teachers will be able to identify the appropriate strategy for the students and will proactively seek guidance from EL Team.</p> <p>Accountable Leads: Level I - ELA Team</p>	<ul style="list-style-type: none"> <li>• The 3rd grade literacy dropped from 91.5% to 78.4%. This is in part due to the change in the metric from near, at, and above to at and above. Our goal will be to increase the 3rd grade literacy rate to 85%.</li> <li>• To keep on KPI target, SBA proficiency rates will increase to 81.7% in 25-26 for all tested grades.</li> </ul>	<ul style="list-style-type: none"> <li>• WSF, \$50,000</li> <li>• Title I, \$</li> <li>• Title II, \$</li> <li>• Title III, \$</li> <li>• Title IV-A, \$</li> <li>• Title IV-B, \$</li> <li>• IDEA, \$</li> <li>• SPPA, \$</li> <li>• Homeless, \$</li> <li>• Grant:__, \$</li> <li>• Other:__, \$</li> </ul>
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<p><b>Mathematics Proficiency</b></p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p>	<p>2A, 2B</p>	<p>All Grade levels will utilize the Stepping Stones curriculum for concept building, including fact fluency, and supplement with small group instruction.</p> <p>All grade levels will use common grade level assessments based on Stepping Stones Unit resources.</p> <p>All grade levels utilize Stepping Stones “Mathematical modeling task” and “Convince a friend” to build academic language.</p> <p>All grade levels will implement the Core Collaborative Impact Team process. Continuation of standards unpacking using the Impact Teams methodology. This will enable teachers to develop targeted instruction which in turn will provide accurate data for analysis of student growth and learning.</p> <p>All teachers will post success criteria.</p> <p>Progress monitoring analysis of iReady math data as it compares to classroom progress, at minimum, after each iReady assessment is taken (3x).</p> <p>All teachers will provide literacy instruction within their math lessons to increase understanding of math concepts in high-needs and EL students.</p> <p>Accountable leads: Level I Mathematics Team</p>	<ul style="list-style-type: none"> <li>• 1A: 80.7% of our students in grades 3 - 5 are proficient in Mathematics. SBA proficiency rates will increase by 1.23% to 81.93%.</li> <li>• <i>Percentage of students who demonstrate proficiency on iReady math scores 3x a year</i></li> <li>• <i>Percentage of students demonstrating proficiency on Stepping stones assessments</i></li> <li>• <i>Percentage of students who are proficient in mathematics as determined by SBA</i></li> <li>• <i>Percent of students who are not proficient in mathematics by the end of fifth grade who receive additional personalized support.</i></li> </ul>	<ul style="list-style-type: none"> <li>• WSF, \$50,000</li> <li>• Title I, \$</li> <li>• Title II, \$</li> <li>• Title III, \$</li> <li>• Title IV-A, \$</li> <li>• Title IV-B, \$</li> <li>• IDEA, \$</li> <li>• SPPA, \$</li> <li>• Homeless, \$</li> <li>• Grant:__, \$</li> <li>• Other:__, \$</li> </ul>
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<p><b>Science Proficiency</b></p> <p>All students are proficient in NGSS by the end of fifth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p>	<p>1C, 2B, 2C</p> <p>Knowing, and understanding, science concepts is important for students' success in life. In addition, the scientific process establishes a concrete way for students to exhibit the soft skills necessary to succeed academically and professionally (grit, curiosity, communication, etc.)</p> <p>The proficiency rate, while taken in 5th grade, represents a score representative of six years of science education.</p>	<p>Vertically align NGSS standards in K-5 to allow for retaining high proficiency rate through targeted focus instruction (unit focus).</p> <p>Create NGSS common language and K-5 Scope and Sequence. Provide extra support by front-loading vocabulary and experiences to build background knowledge of students, with special emphasis on EL students.</p> <p>Research and select a single viable NGSS curriculum across K-5 that provides additional literacy support for small group instruction</p> <ul style="list-style-type: none"> <li>○ Build background knowledge on science concepts <ul style="list-style-type: none"> <li>■ Supplement with local phenomena to engage students and make meaningful connections to students' lives and environment</li> </ul> </li> <li>○ Provide interventions to students to minimize the gap</li> <li>○ Provide hands-on learning that allows students to participate in science and engineering practices.</li> </ul> <p>All teachers will provide literacy instruction within their science lessons to increase understanding of science concepts in high-needs and EL students.</p> <p>All teachers will post success criteria.</p>	<ul style="list-style-type: none"> <li>● Science Proficiency will increase 4.1% to 67.7% on the HSA Science assessment.</li> </ul>	<ul style="list-style-type: none"> <li>● WSF, \$15,000</li> <li>● Title I, \$</li> <li>● Title II, \$</li> <li>● Title III, \$</li> <li>● Title IV-A, \$</li> <li>● Title IV-B, \$</li> <li>● IDEA, \$</li> <li>● SPPA, \$</li> <li>● Homeless, \$</li> <li>● Grant:__, \$</li> <li>● Other:__, \$</li> </ul>
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>1A, 1B, 1C</p>	<p><b>The gap rate - General</b></p> <ol style="list-style-type: none"> <li>1. Continue to utilize the EAA Data Team Process as a means to identify and monitor students in high needs categories (low SES, SPED, EL).</li> <li>2. Continue to progress monitor students via iReady scores.</li> <li>3. Identify students in need of higher levels of support using Target Kid protocol.</li> <li>4. Support students through small group instruction, EL push in/pull out services, Special Education, and other methods.</li> <li>5. Monitor regular attendance and follow up.</li> <li>6. Utilize strategies specific for EL students as detailed in the Comprehensive EL Plan.</li> <li>7. Teachers not yet certified in Shelter Instruction to continue working toward certification.</li> </ol> <p>Subject specific:</p> <p><b>The gap rate - ELA</b></p> <ul style="list-style-type: none"> <li>• Communicate with parents at home reading strategies that can be utilized.</li> </ul> <p><b>The gap rate - Math</b></p> <ul style="list-style-type: none"> <li>• Grade levels utilize Stepping Stones “Mathematical modeling task” and “Convince a friend” to build academic language.</li> </ul> <p><b>The gap rate - Science</b></p> <ul style="list-style-type: none"> <li>• Front-loading of vocabulary instruction.</li> <li>• Utilize PBL/Scientific Method for science concepts.</li> </ul> <p>Accountable leads: Level I Teams</p>	<ul style="list-style-type: none"> <li>• <i>100% of high needs students who are not proficient in English Language Arts, Mathematics, and/or Science who receive additional personalized support through small group or one-on-one.</i></li> <li>• <i>100% of students who do not have Regular attendance will receive personalized support from the teacher and counselor.</i></li> </ul>	<ul style="list-style-type: none"> <li>• WSF, \$20,000</li> <li>• Title I, \$</li> <li>• Title II, \$</li> <li>• Title III, \$</li> <li>• Title IV-A, \$</li> <li>• Title IV-B, \$</li> <li>• IDEA, \$</li> <li>• SPPA, \$</li> <li>• Homeless, \$</li> <li>• Grant:__, \$</li> <li>• Other:__, \$</li> </ul>
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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p>	<p>It is generally accepted in education that some students struggle when transitioning between levels. One of the primary factors contributing to this decline is the discontinuity in the curriculum and teaching styles between different school levels. When students move from level to level they often encounter new subject matter, teaching methods, and assessment techniques. This abrupt shift can be challenging for some students, especially if they are unprepared for the change.</p>	<p style="text-align: center;"><b>PreK to Elementary</b></p> <p><u>Enabling Activities :</u></p> <ul style="list-style-type: none"> <li>• Incoming Kindergarten students are placed in small groups to learn classroom routines and familiarize students with school campus/support staff</li> <li>• Modified schedule during the first week to ease students' transition into elementary school</li> <li>• Individual meeting time with teacher (30 min) to get acquainted and assess</li> <li>• Quarter 1 rest-time period provided to allow transition from pre-K nap-time.</li> </ul> <p style="text-align: center;"><b>5th Grade to Middle School</b></p> <p><u>Enabling Activities:</u></p> <ul style="list-style-type: none"> <li>• Review Stevenson Middle School information packet with students.</li> <li>• SEL activities that focus on the topic of successfully transitioning to middle school.</li> <li>• Campus tour of Stevenson Middle School.</li> </ul> <p style="text-align: center;"><b><u>New Students</u></b></p> <p><u>Enabling Activities:</u></p> <ul style="list-style-type: none"> <li>• Schedule Moving Up Day event at end of the school year to allow current students to meet next year's grade level's staff and things to look forward to.</li> <li>• Pair new students up with current students through the Noelani Ambassadors program</li> </ul> <p>Accountable Leads: GLCs - Kindergarten &amp; 5th Grade, Counselor, SSC</p>	<ul style="list-style-type: none"> <li>• <i>100% of Kindergarten students who participate in transition activities</i></li> <li>• <i>100% of students struggling academically, socio-emotionally, or demonstrating negative behaviors receiving higher levels of support (ex. counseling)</i></li> <li>• <i>100% of 5th grade students participating in middle school exploratory activities.</i></li> </ul>	<ul style="list-style-type: none"> <li>• WSF, \$2,000</li> <li>• Title I, \$</li> <li>• Title II, \$</li> <li>• Title III, \$</li> <li>• Title IV-A, \$</li> <li>• Title IV-B, \$</li> <li>• IDEA, \$</li> <li>• SPPA, \$</li> <li>• Homeless, \$</li> <li>• Grant:__, \$</li> <li>• Other:__, \$</li> </ul>
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<p>All students will have the opportunity to participate in the Sakaimachi Exchange Program.</p>	<p>The Noelani mission statement reads: Noelani provides enriching opportunities to develop life long learners who contribute to our global society.</p> <p>Our vision statement reads: Noelani nurtures and inspires responsible global citizens.</p> <p>In order to provide real world experience for our students Noelani has partnered with Sakaimachi Elementary in Ibaraki Japan. This exchange provides insight into a slice of the global community.</p>	<p>Every Year</p> <ul style="list-style-type: none"> <li>● Sakaimachi student visit <ul style="list-style-type: none"> <li>○ Host exchange students</li> <li>○ Cultural assembly</li> <li>○ Interact with Japanese students</li> </ul> </li> <li>● Online group meetings <ul style="list-style-type: none"> <li>○ Held after school due to time difference</li> <li>○ Discuss the similarities and differences between Japanese and American culture.</li> <li>○ Assist Sakai students who are learning English.</li> </ul> </li> </ul> <p>Every Odd Year</p> <ul style="list-style-type: none"> <li>● Sakaimachi Elementary trip <ul style="list-style-type: none"> <li>○ Select students in grades 4 and 5 will visit Japan during Fall Break to homestay with Japanese families.</li> </ul> </li> <li>● Noelani teachers provide Hawaiian culture lessons for Sakai Elementary students</li> </ul> <p>Accountable Leads: Principal</p>	<ul style="list-style-type: none"> <li>● <i>Students will participate in lunch, after school, and online summer meetings to familiarize themselves with Japanese culture, language, and etiquette.</i></li> <li>● <i>Students will share about their experience at Noelani Craft Fair community booth (or other school community event).</i></li> <li>● <i>Select classrooms will experience cultural lessons taught by Sakai Elementary teachers.</i></li> <li>● <i>Schoolwide visitation and assembly exposes all students in the school to the cultural exchange, learning about Japan culture.</i></li> </ul>	<ul style="list-style-type: none"> <li>● WSF, \$</li> <li>● Title I, \$</li> <li>● Title II, \$</li> <li>● Title III, \$</li> <li>● Title IV-A, \$</li> <li>● Title IV-B, \$</li> <li>● IDEA, \$</li> <li>● SPPA, \$</li> <li>● Homeless, \$</li> <li>● Grant: __, \$</li> <li>● Other: Parent, SAF, Fundraising, \$10,000</li> </ul>
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this? Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly.</p>	<p>1A, 6B Consistent school attendance is paramount for student success. It directly correlates with improved academic performance, including higher grades, test scores, and graduation rates. Regular attendance facilitates consistent learning, minimizing knowledge gaps and maximizing comprehension. Furthermore, it fosters crucial social and emotional development by enabling students to build relationships, develop essential life skills like punctuality and responsibility, and engage more fully in the school community. These benefits extend</p>	<ul style="list-style-type: none"> <li>• Inform parents of attendance at intervals of 5 (letter to parents), 10 (call from counselor), 15 (call/meeting with principal).</li> <li>• Periodic reminders about the importance of school and attendance policy, limiting family trips during school days through newsletters/emails, Open House, New Parent Orientation, etc.</li> <li>• If needed, home visits for excessive absences</li> <li>• Encourage students to sign up for on campus after school classes.</li> </ul> <p>Accountable Leads: Counselor, Principal</p>	<p>The regular attendance rate will increase by 2% by the end of the 2025-26 school year.</p>	<ul style="list-style-type: none"> <li>• WSF, \$0</li> <li>• Title I, \$</li> <li>• Title II, \$</li> <li>• Title III, \$</li> <li>• Title IV-A, \$</li> <li>• Title IV-B, \$</li> <li>• IDEA, \$</li> <li>• SPPA, \$</li> <li>• Homeless, \$</li> <li>• Grant: __, \$</li> <li>• Other: __, \$</li> </ul>

	<p>beyond academics, preparing students for future success in higher education and the workforce by cultivating a strong work ethic and demonstrating reliability. Ultimately, prioritizing regular attendance is an investment in a student's comprehensive growth and future opportunities.</p> <p>The regular attendance rate has increased 4% from the previous year. Attendance</p>			
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<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>3A, 3B The growth across SEL categories shows that recent programs are likely helping students.</p> <p>Self-efficacy lags as compared to other SEL categories, indicating some students may lack confidence in handling challenges.</p> <p>By Provide additional support here to boost student independence and self confidence. Improvement in SEL skills like self management and grit can lead to better academic and life outcomes, setting students up for success beyond school.</p>	<ul style="list-style-type: none"> <li>Teachers continue to teach a minimum of one SEL lesson (Choose Love) per week.</li> <li>All K-5 teachers utilize the Choose Love curriculum for SEL lessons.</li> <li>Continue to award Kind Kid of the quarter</li> <li>Teachers will continue to review the PBIS matrix (Be Safe, Be Responsible, Be Respectful) and post it in their classrooms.</li> </ul> <p>Accountable Leads: Level II CSSS - PBIS leads</p>	<ul style="list-style-type: none"> <li>By the end of SY25-26, student perceptions for positive self-efficacy will increase to 75%</li> <li>100% of teachers will dedicate time to weekly SEL.</li> <li>100% of teachers will participate in Quarterly Kind Kid award presentations by the Principal</li> <li>100% of teachers will have their PBIS (Be Safe, Be Responsible, Be Respectful) matrix reviewed regularly and posted in each classroom</li> </ul>	<ul style="list-style-type: none"> <li>WSF, \$0</li> <li>Title I, \$</li> <li>Title II, \$</li> <li>Title III, \$</li> <li>Title IV-A, \$</li> <li>Title IV-B, \$</li> <li>IDEA, \$</li> <li>SPPA, \$</li> <li>Homeless, \$</li> <li>Grant:__, \$</li> <li>Other:__, \$</li> </ul>
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1.2.3. All students experience a Nā Hopena A'o environment for learning.	For students to have a Hawaiian sense of belonging, responsibility, excellence, aloha, and total well being it is critical to provide a learning environment that reflects the uniqueness of our culture.	<ol style="list-style-type: none"> <li>1. Introduce and foster concepts of Nā Hopena A'o via Hawaiiiana classes</li> <li>2. Through Na Hopena A'o teachers will continue to foster a sense of belonging, responsibility, excellence, aloha, total-well-being and Hawaii ("BREATH") intentionally through daily interactions, Hawaiiiana, Hawaiian studies, and various cultural opportunities.</li> </ol> <p>Accountable Lead: Level II - CSSS - PBIS Committee</p>	<ul style="list-style-type: none"> <li>• 100% of students will participate in Hawaiiiana classes</li> </ul>	<ul style="list-style-type: none"> <li>• WSF, \$</li> <li>• Title I, \$</li> <li>• Title II, \$</li> <li>• Title III, \$</li> <li>• Title IV-A, \$</li> <li>• Title IV-B, \$</li> <li>• IDEA, \$</li> <li>• SPPA, \$</li> <li>• Homeless, \$</li> <li>• Grant: __, \$</li> <li>• Other: OHE, \$25,000</li> </ul>
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★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>For students to experience life outside of the classrooms and to make connections that may inform their decisions as they progress toward adulthood.</p>	<p>Opportunities in career, community, and civic engagement will be provided for students through a variety of opportunities.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• Career Days.</li> <li>• Field Trips (ex: UH CTAHR, UH College of Engineering, Manoa Heritage Center, Lyon Arboretum, Hanauma Bay)</li> <li>• Campus and community beautification</li> <li>• Partnerships with area community groups (ex: elder care homes, assist in university research projects)</li> <li>• Japan Education opportunities (live exchange, virtual exchange, campus visits)</li> <li>• Kids Voting</li> </ul> <p>Accountable Leads: Grade Level Chairs</p>	<ul style="list-style-type: none"> <li>• Our target is for 100% of classes to participate in career, community, and civic opportunities by the end of the 25-26 SY.</li> </ul>	<ul style="list-style-type: none"> <li>• WSF, \$2,000</li> <li>• Title I, \$</li> <li>• Title II, \$</li> <li>• Title III, \$</li> <li>• Title IV-A, \$</li> <li>• Title IV-B, \$</li> <li>• IDEA, \$</li> <li>• SPPA, \$</li> <li>• Homeless, \$</li> <li>• Grant:__, \$</li> <li>• Other:__, \$</li> </ul>





## Priority 2

### High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
HQT 2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	To meet HDOE requirement for all teachers to be Sheltered Instruction Qualified by SY 26-27.	<ol style="list-style-type: none"> <li>Disseminate opportunities for teachers to attend EL PD that supports SIQ hours.               <ol style="list-style-type: none"> <li>State/District EL course offerings</li> <li>University courses</li> <li>Other advertised opportunities - EL Coordinator to disseminate via email to teachers</li> </ol> </li> <li>Teachers who have not received SIQ will submit a plan for certification no later than August 31, 2025.</li> </ol> <p>Accountable Leads: Principal, EL Coordinator</p>	<ul style="list-style-type: none"> <li>60% of teachers have received SIQ hours and/or TESOL certification.</li> <li>By the end of the 25-26 SY, 75% of teachers will receive 72 SIQ hours or TESOL certification.</li> </ul>	<ul style="list-style-type: none"> <li>WSF, \$1,957,238</li> <li>Title I, \$</li> <li>Title II, \$</li> <li>Title III, \$</li> <li>Title IV-A, \$</li> <li>Title IV-B, \$</li> <li>IDEA, \$415,232</li> <li>SPPA, \$</li> <li>Homeless, \$</li> <li>Grant: __, \$</li> <li>Other: __, \$</li> </ul>



## Priority 3

### Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>  <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>  <i>Estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	In order for a school to operate and respond to the needs of stakeholders a robust and well attended School Community Council is imperative.	<ul style="list-style-type: none"> <li>• Message the importance of this advisory group to all stakeholders by October 2025 explaining roles/responsibilities.</li> <li>• Principal will engage the SCC chairperson and ensure school level plans and issues are agendaized.</li> <li>• Publicizing all SCC meetings to stakeholders with an agenda and previous meeting minutes.</li> <li>• Maintain information regarding the SCC (members, agendas, minutes) to the Noelani Website - nes.k12.hi.us</li> <li>• Complete an evaluation at the conclusion of each meeting.</li> <li>• Complete a review of the Comprehensive Need Assessment, Comprehensive Financial Plan, and Academic Plan and subsequent SCC Assurances.</li> <li>• Complete a Principal survey and submit to the Honolulu District Complex Area Superintendent.</li> </ul> <p>Accountable Leads: SCC Chairperson and Vice Chairperson</p>	<ul style="list-style-type: none"> <li>• 75% of SCC members will be present at all meetings.</li> <li>• <i>All required stakeholders represented in SCC membership.</i></li> <li>• <i>Overall positive ratings on the SCC self-assessment survey.</i></li> </ul>	<ul style="list-style-type: none"> <li>• WSF, \$</li> <li>• Title I, \$</li> <li>• Title II, \$</li> <li>• Title III, \$</li> <li>• Title IV-A, \$</li> <li>• Title IV-B, \$</li> <li>• IDEA, \$</li> <li>• SPPA, \$</li> <li>• Homeless, \$</li> <li>• Grant:____, \$</li> <li>• Other:____, \$0</li> </ul>



★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>Family Engagement 3.3.2 All families are engaged in school events/activities and have regular two way communication.</p>	<p>When families are engaged in regular, two way communication, it eases parents' anxiety and strengthens our school community as a whole.</p>	<ol style="list-style-type: none"> <li>1. Continue ongoing events and provide a variety of academic events once a semester.</li> <li>2. Promote and encourage more parents to participate in SQS.</li> </ol> <p>Accountable Leads: GLCs and Principal</p>	<ul style="list-style-type: none"> <li>• SQS Survey return rate of 50%</li> </ul>	<ul style="list-style-type: none"> <li>• WSF, \$1,000</li> <li>• Title I, \$</li> <li>• Title II, \$</li> <li>• Title III, \$</li> <li>• Title IV-A, \$</li> <li>• Title IV-B, \$</li> <li>• IDEA, \$</li> <li>• SPPA, \$</li> <li>• Homeless, \$</li> <li>• Grant: __, \$</li> <li>• Other: PTA, \$5,000</li> </ul>

## APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Noelani Elementary School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

**Total student instructional hours per year** (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)

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**Did your school submit a SCC Waiver Request Form? Please explain.**

N/A

### Bell Schedule:

Start of School/ Instruction	8:00 AM - 9:45 AM	
Morning Recess	9:45 AM - 10:00 AM	
Instruction	10:00 AM - Lunch	
Lunch 1	Grades K - 2	11:00 AM - 11:30 AM
Recess/Teacher Prep		11:30 AM - 11:45 AM
Lunch 2	Grades 3 - 5	11:45 AM - 12:15 PM
Recess/Teacher Prep		12:15 PM - 12:30 PM
Instruction	End of Lunch Recess - End of School Day	
End School - M,T,Th,F	2:15 PM	
End School - Wednesday	1:30 PM	
End of Teacher Work Day	3:00 PM	