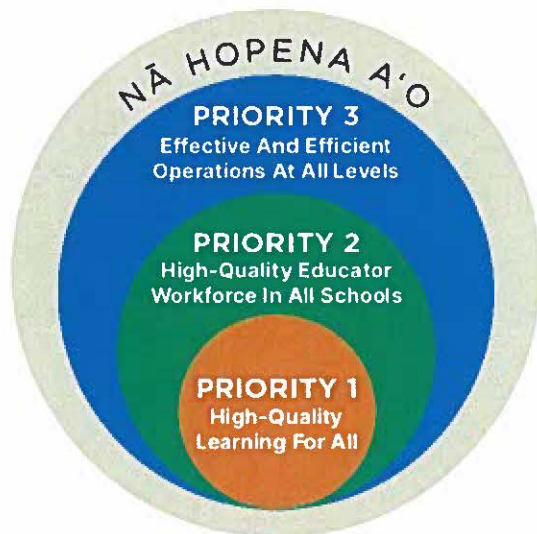




Noelani Elementary School

Academic Plan

SY 2026-2027

2655 Woodlawn Drive
(808) 307-8800
www.nes.k12.hi.us

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Bryan A. Gusman	
<i>Bryan A. Gusman</i>	4/2/26

Approved by Complex Area Superintendent Linell Dilwith	
<i>Linell Dilwith</i>	4/16/26

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

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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	English Language Arts	Mathematics	Science	Social Studies
Grades K - 5	'17 Wonders ▾	ORIGO Stepping Stones 2.0 ▾		

Please list all **supplementary instructional materials** used to 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

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
Grades K - 5	I-Ready	I-Ready

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:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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 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		
GROUP	2022 - 2023	2023-2024	2024 - 2025	2022 - 2023	2023-2024	2024 - 2025	2022 - 2023	2023-2024	2024 - 2025
All Students	77%	81%	81%	77%	75%	75%	76%	63%	84%
Disadvantaged	50%	61%	64%	47%	42%	60%	50%	25%	70%
IDEA	27%	25%	0%	7%	8%	0%	17%	0%	50%
English Learner	55%	65%	50%	38%	68%	70%	30%	33%	75%
High Needs	51%	58%	56%	44%	46%	62%	38%	29%	67%
Non-High Needs	86%	88%	89%	89%	85%	80%	92%	80%	89%
Gap	35	30	33	45	39	18	55	52	23

REGULAR ATTENDANCE	2022 - 2023	2023 - 2024	2024 - 2025
All Students	87.6%	91.6%	88.3%
Disadvantaged	75.3%	81.7%	71.6%
Special Education	76.1%	81.8%	88.0%
English Learners	92.1%	100.0%	83.3%
High Needs	83.0%	86.4%	80.1%
Non-High Needs	89.4%	94.1%	92.1%

Root/Contributing Causes:

1A.	Teachers need to develop a strong classroom community to help increase positive scores in areas such as belonging for our high needs students which may result in an increase in attendance.
1B.	In Math and Language Arts students are challenged when presented with inconsistent implementation of small group instruction and scaffolds to support learning.
1C.	While science scores have demonstrated a marked improvement, a significant gap remains. We believe this may be due to lack of common vocabulary across grade levels, struggles with informational reading, and challenges with math concepts, analyzing data, and graphing.

2

Student Need: By school year 2028-2029 our goal is to 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%.

	Proficiency Language Arts			Proficiency Math			Proficiency Science		
	2022 - 2023	2023 - 2024	2024 - 2025	2022 - 2023	2023-2024	2024 - 2025	2022 - 2023	2023-2024	2024 - 2025
Grade 3	77%	82%	69%	83%	88%	78%			
Grade 4	75%	89%	90%	72%	76%	79%			
Grade 5	80%	72%	84%	76%	62%	67%			
All	77%	81%	81%	77%	75%	75%	76%	63%	84%

Root/Contributing Causes:

2A.	Language Arts and Math scores continue to fluctuate due to inconsistent implementation of small group instruction and scaffolds that limit student access to complex or novel problems.
2B.	Due to a lack of vertical alignment in math, language arts, and science, there is a misalignment of standards that creates gaps in instruction and assessments.
2C.	When examining Math, tier 1 instruction focuses heavily on conceptual understanding without dedicating sufficient time to daily fluency practice and automaticity routines.
2D.	In English Language Arts instructional time lacks sufficient structured opportunities for students to orally practice academic language before writing.
2E.	In Science, instructional time can be improved by making connections when students are presented with informational reading, analyzing data, and graphing in a scientific context. Teachers need to support the transfer of skills learned in ELA and Math to Science.

3

Student Need: Based on the perceptual data, the survey results from Grades K–2 (Teacher-Observed) and Grades 3–5 (Student-Reported) are connected, showing our students struggle with self-management/focus, are reluctant to ask for help, and need support in regulating their emotions.

Root/Contributing Cause:

3A.	Student support systems focus primarily on behavioral compliance rather than proactively developing emotional-regulation and growth mindset.
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	3B. Instructional delivery relies heavily on direct instruction, resulting in limited student engagement with complex, open-ended tasks.
	3C. Student engagement is primarily being recipients of information rather than active inquiry and taking ownership of their learning.

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:** Disadvantaged

	LANGUAGE ARTS			MATH			SCIENCE		
GROUP	2022 - 2023	2023-2024	2024 - 2025	2022 - 2023	2023-2024	2024 - 2025	2022 - 2023	2023-2024	2024 - 2025
All Students	77%	81%	81%	77%	75%	75%	76%	63%	84%
Disadvantaged	50%	61%	64%	47%	42%	60%	50%	25%	70%

REGULAR ATTENDANCE	2022 - 2023	2023 - 2024	2024 - 2025
All Students	87.6%	91.6%	88.3%
Disadvantaged	75.3%	81.7%	71.6%
Special Education	76.1%	81.8%	88.0%
English Learners	92.1%	100.0%	83.3%

Identified Student Need(s): Disadvantaged students lag behind non-high needs peers in all categories including attendance, Language Arts, Math, and Science.

Root/Contributing Cause:

4A.	Attendance: School has not provided adequate non-academic activities to build a school-wide community that encourages students to come to school (e.g. buddies, school wide field trips, etc).
4B.	Language Arts, Math, Science: Teachers need to consistently monitor students through the data team process and provide appropriate support to increase proficiency.

5 **Targeted Subgroup:** English Learners

	LANGUAGE ARTS			MATH			SCIENCE		
GROUP	2022 - 2023	2023-2024	2024 - 2025	2022 - 2023	2023-2024	2024 - 2025	2022 - 2023	2023-2024	2024 - 2025
All Students	77%	81%	81%	77%	75%	75%	76%	63%	84%
English Learner	55%	65%	50%	38%	68%	70%	30%	33%	75%

Identified Student Need(s): Targeted support in academic writing and expressive language.

Root/Contributing Cause:

5A.	Instructional practices do not consistently include the intentional use of language scaffolds to support students' development and use of formal academic speaking.
5B.	Instructional time is not intentionally structured to provide regular, explicit opportunities for students to orally practice academic language prior to engaging in written tasks.

6

Targeted Subgroup: Special Education

Identified Student Need(s): The number of students who exhibit concerning behaviors has increased. Twelve of 28 students have RBTs or are serviced via EA's due to their behavior. This increase necessitates an increase in personnel (an additional EA, teacher, or both) to appropriately service students in environments conducive for all to make adequate yearly progress.

Root/Contributing Cause:

6A.	Lack of consistent application of behavior strategies throughout the school day in various settings
6B.	Misalignment of grade level expectations and the learning performance of identified students
6C.	Students with neurodivergent learning styles and challenging developmental backgrounds require more individual support and feedback to shape behavior



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?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <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 for enabling activities.</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. 100% of Kindergarten students will be assessed using the KEA within the first thirty days of entry. 100% of Kindergarten students identified as not ready will receive additional personalized supports.	N/A	Early literacy instruction through consistent implementation of OG will be provided for all students. All Kindergarten students will participate in the KEA and iReady Diagnostic. Teachers will calibrate and assess students using the Panorama diagnostic. Tier 2 instruction provided for students identified as needing support to develop foundational skills for learning. • Small group instruction • Targeted instruction • Differentiated materials To provide timely support to develop foundational skills (social, emotional, and academic readiness) teachers will : • implement weekly SEL lessons • Utilize OG strategies to support phonetic awareness • Embed counting and cardinality practice in morning routines • Engage family support in literacy and sight word activities Accountable Lead: Kindergarten GLC	• Data Team Meeting minutes • iReady Assessment 3x/year • Panorama teacher survey • Target Kid documentation	☒ WSF, \$1,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

Reading Proficiency 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. By June 2027, we will increase Reading Proficiency from 80.5% to 81.7%, as measured by SBA Reading scores. In addition, 50% of students in Fall and 65% of students in Winter will be on or above grade level as determined by the iReady diagnostic.	1B, 2A, 2B	All grade levels will complete common leveled formative assessments throughout the quarter to drive instruction and provide appropriate support. They will also complete common leveled summative assessments (e.g., approaching, on grade level, teacher made for EL students) to determine proficiency. Tier 2 instruction provided for students identified as needing support to develop foundational skills for reading proficiency. • Small group instruction 2x a week (20-30 minutes) • Targeted instruction based on iReady data • Differentiated materials Accountable Leads: Level I - ELA Team leads, Principal, Curriculum Coordinator	• Data Team Meeting Minutes • iReady Diagnostic • SBA Interim and Summative Scores • Target Kid Monitoring Data ○ Small Group monitoring data • Peer Walkthrough data	☒ WSF, \$ 7,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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Mathematics Proficiency 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. By June 2027, we will increase Math Proficiency from 75.0% to 77.0%, as measured by SBA Math scores. In addition, 40% of students in Fall and 65% of students in Winter will be on or above grade level as determined by the iReady diagnostic.	1B, 2A, 2B, 2C	All grade levels will provide an anchor chart/reference sheet (e.g. shell of math formula, bar and area models, or problem solving step chart/success criteria) as a scaffold for learners to organize information in math word problems. All grade levels will provide math fact fluency practice (choral, flashcards, partner, worksheet) to increase automaticity at a frequency of 2-3x/week. Grade level targets will be: K: (+&-) within 5 1: (+&-) within 10 2: (+&-) within 20 3: multiply and divide within 100 4: mixed operation 5: mixed operation Tier 2 instruction provided for students identified as needing support to develop foundational skills for math proficiency. • Small group instruction 2x a week (20-30 minutes) • Targeted instruction based on iReady data • Differentiated materials Accountable Leads: Level I - Math Team leads, Principal, Curriculum Coordinator	• Data Team Meeting Minutes • iReady Diagnostic • SBA Interim and Summative Scores • Target Kid Monitoring Data • Small Group monitoring data • Peer Walkthrough data	☒ WSF, \$21,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. By June 2027, we will close the gap rate in math from 18 to 15 and in ELA from 45 to 40.	1B, 1C 4B 5A, 5B	1. All teachers will utilize the data team meeting minutes to monitor the effectiveness of instruction in Math ELA Reading, ELA Writing, and Science. 2. Teachers will begin the process of unpacking standards for Social Studies so it can be added to the data team meeting process. 3. All students will take the iReady diagnostic a minimum of 3x per year. The results of the diagnostic will be analyzed during data team meetings and used as an independent third party measure when developing lessons and making determinations if students require tier 2 and 3 supports. 4. All teachers will review the intake, monitoring, and exit criteria for Target Kids. Teachers will use Tier 2 and 3 supports for those students and document their progress monitoring. 5. The counselor will support teachers with students who are approaching the 5/10/15 absence checkpoints and take appropriate action. 6. All teachers will participate in the actions detailed in the English Learners Success Plan and utilize the strategies learned when they achieve Sheltered Instruction Qualification. ELA • All grade levels will use common leveled formative assessments to guide instruction and quarterly summative assessments to determine proficiency. Math • All grade levels utilize Stepping Stones “Mathematical modeling task” and “Convince a friend” to build academic language. • Grade levels will conduct math fact fluency practice and bi-monthly fluency checks to build fact automaticity. Science • All grade levels will front-load vocabulary and provide literacy instruction within science lessons to increase understanding of science concepts in high-needs and EL students. EL - English Learners	• Data Team Meeting Minutes • iReady Diagnostic • SBA Interim and Summative Scores • Target Kid Monitoring Data • Small Group monitoring data • Peer Walkthrough data	☒ WSF, \$30,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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		• Based on walkthrough data, provide ongoing professional learning and coaching focused on modeling, practicing, and reflecting on the use of oral language scaffolds during daily instruction across content areas. • Support teachers in lesson planning that explicitly sequences oral language practice before writing, using shared planning templates and exemplars that highlight speaking-to-writing connections. Accountable leads: GLCs, EL coordinator, Curriculum Coordinator, Special Education Chair, Counselor, Principal		
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. By June 2027, all new students to Noelani will participate in transition activities (Kindergarten Orientation). All students in grades K-4 will participate in year end transition activities (Moving on Up Day). All 5th graders, regardless of future plans, will participate in transition activities to Stevenson Middle School.	N/A	PreK to Elementary • Incoming Kindergarteners are placed in small groups to learn classroom routines and familiarize students with school campus/support staff • Students will begin their school year on a modified schedule during the first week to ease students' transition into elementary school • Each kindergarten student will receive individual meeting time with teacher (30 min) to get acquainted and assess • To assist with transition, kindergarteners will be allowed rest-time during Quarter to allow transition from pre-K nap-time. 5th Grade to Middle School • 5th grade teachers will review Stevenson Middle School information packet with students. • 5th grade teachers will customize their SEL activities to focus on successfully transitioning to middle school. <u>All Students</u> • At the end of each school year, all students will participate in a Moving Up Day event to meet next year's grade level's staff and learn about things to look forward to. Accountable Leads: GLCs - Kindergarten & 5th Grade, Counselor/SSC via the Student Council	• Monitor KEA Participation Rate • Panorama Diagnostic • 5th grade transition activity participation rate • Ambassadors Program participation rate	☒ WSF, \$500 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.	1B, 2A, 2B, 3A, 3B 3C	All teachers and staff will review the HMTSS Blueprint as a basis for all student support systems. Every grade level will identify students in need of Tier 2 and 3 support through analysis of common data points (i.e., iReady, grade level assessments, GLOs/behavior). Every grade level will establish and implement common Tier 1 practices to ensure all students receive quality support. Accountable Leads: Principal, GLCs, Curriculum Coordinator	• HMTSS Blueprint revisions • Peer Walkthroughs • Target Kid (quarterly) • Data team meetings/minutes	☒ WSF, \$0 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
1.1.7 Science Proficiency 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. By June 2027, we will increase Science Proficiency from 84% to 85%, as measured by the HSA Science Interim and Summative Assessment.	1C, 2E	Science leads will meet to identify and align NGSS academic vocabulary for grade-level bands (K-2 / 3-5) once per semester All teachers will build background knowledge on science concepts. - Front-load content-specific vocabulary for EL students - Utilize local phenomena to engage students and make meaningful connections to students' lives and environment All teachers will provide literacy instruction within their science lessons to increase understanding of science concepts in high-needs and EL students. - For example: use of Formulaic Expressions, Collaborative Conversations All teachers will provide additional Graphing and Data Analysis instruction within their math or science instruction to provide students with more opportunities for practice.	• Data Team Meeting Minutes (focus on academic vocabulary results and correlation) • iReady Diagnostic (cross reference to math and reading scores) • SBA Interim and Summative Scores	☒ WSF, \$15,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <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 for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. By June 2027, we will increase the regular attendance rate from 88.3% to 90.5%.	4A	• Inform parents of attendance at intervals of 5 (letter to parents), 10 (call from counselor), 15 (call/meeting with principal). • Regular reminders about the importance of school and attendance policy, limiting family trips during school days through newsletters/emails, Open House, New Parent Orientation, etc. • If needed, home visits for excessive absences • Encourage students to sign up for on campus after school classes. Accountable Leads: Counselor, Principal	• Weekly attendance reports.	☒ WSF, \$500 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

1.2.2. All students demonstrate positive behaviors at school. By June 2027, we will increase scores in the Panorama survey: In grades 3 - 5 Emotional regulation from 60% to 70% Growth Mindset from 56% to 65%. In grades K - 2 Self Management from 82% to 86% Self Efficacy from 76% to 80%.	3A. Student support systems focus primarily on behavioral compliance rather than proactively developing emotional-regulation and self efficacy 3B. Instructional delivery relies heavily on direct instruction, resulting in limited student engagement with complex, open-ended tasks. 3C. Student engagement is primarily being recipients of information rather than active inquiry and taking ownership of their learning.	Grades K - 2 - Teachers will conduct lessons on how to: - control mood/temper when stressed - make amends after conflict - take ownership of their learning - build confidence - utilize peer and self assessment to improve their learning - have a growth mindset - regulate their emotions Grades 3 - 5 - Teachers will conduct lessons on: - Improving communication skills (asking for help or how to make their work better) - Goal Setting and Reflection to promote taking ownership of their learning. - class culture where learning is a process rather than a result) - Mindful communication and action (self-awareness and awareness of others) - Growth mindset and emotional regulation All teachers will consistently build a positive class culture throughout the year to develop students' emotional, social, or academic well-being. Accountable Leads: GLCs and Counselor	- Panorama Diagnostic - Lei Kulia	☒ WSF, \$500 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning. By June 2027, 100% of students will have participated in Hawaiiana Classes.	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.	1. Introduce and foster concepts of Nā Hopena A'o via Hawaiiana classes 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, Hawaiiana, Hawaiian studies, and various cultural opportunities. Accountable Lead: Level II - CSSS - PBIS Committee	• Attendance rate in Hawaiiana classes	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: OHE, \$25,000
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <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 for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. By June 2027, 100% of students will have had career, community, and civic opportunities.	N/A	Opportunities in career, community, and civic engagement will be provided for students through a variety of opportunities. Examples include: • Career Days. • Field Trips (ex: UH CTAHR, UH College of Engineering, Manoa Heritage Center, Lyon Arboretum, Hanauma Bay) • Campus and community beautification • Partnerships with area community groups (ex: elder care homes, assist in university research projects) • Japan Education opportunities (in-person exchange, virtual exchange, campus visits) • Kids Voting Accountable Leads: GLCs	• Grade Level Minutes	☒ WSF, \$1000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: PTA: \$10,000

K-12 Alignment 1.3.2. All students enter middle/high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	N/A	Each student will be provided the opportunity to participate in various activities such as: • Specials ○ STEM ○ Computer Science ○ PE ○ Hawaiian Studies ○ Library ○ Music • Japan school exchange program • Gifted and Talented program • Afterschool enrichment classes including but not limited to: ○ Coding ○ Cooking ○ Art ○ Media • Science Fair • Robotics • Speech Festival • Summer Learning Hub Accountable leads: Principal, Teachers	Calendared opportunities for students to participate	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: PTA, \$50,000
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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.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <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 for enabling activities.</i>
2.1.1 All teacher positions are filled with qualified hires. 100% of returning teachers will be Shelter Instruction Qualified by July 28, 2026. 100% of teachers will participate in once a semester TIPS training to strengthen student learning by increasing access to rigorous, language-rich opportunities and to build educator expertise through sustained, collaborative planning and reflection.	2D, 5A, 5B	- Any teachers who have not achieved SIQ will present a plan to the principal and expedited time line for completion. - All teachers will participate in Teacher Instructional Practice Support which aims to - Learn – Amplify curriculum using a sociocultural lens - Plan & Implement – Co-design instruction; one teacher facilitates while others observe - Observe – Gather evidence of how scaffolds support student learning - Reflect & Adjust – Debrief as a team and refine instruction using student evidence - Extend Learning – Apply pedagogical practices in classrooms and bring back insights to continue the professional learning - Attend WIDA Conference Accountable Leads: Principal, EL Coordinator	- Sheltered Instruction Qualification rate on July 28, 2026. - TIPS participation rate. - ACCESS Test scores	☒ WSF, \$2,000,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$480,000 ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
2.1.2 All teachers are effective or receive the	N/A	To be effective and improve performance levels in students, the following support will be available for all teachers:	Grade Level Meeting Minutes	☒ WSF, \$24,000 ☐ Title I, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

necessary support to become effective. 100% of year 1 and 2 teachers have a mentor that they will meet with regularly. 100% of teachers will take part in peer visitations. 100% of teachers will take part in articulation to develop intentional lessons tied to standards, execute the lessons, and analyze the results with their grade level, EL Coordinator, Special Education teacher, and Curriculum Coordinator.		• Cox Campus Science of Reading modules • Weekly articulation - Three 45 minute blocks once a week. • Level 1 and 2 Collaboration meetings • Grade Level Meetings • Feedback from peer visitations • Literacy Coaching cyles • Mentor time (for year 1 and 2 teachers) Accountable Lead: Curriculum Coordinator	• Data Team Meeting Minutes • Target Kid Data • Walkthrough Data • Mentor Reports	☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
2.2.2 All schools' support staff are effective or receive the necessary support to become effective. 100% of support staff will participate in regular meetings with their immediate supervisor. 100% of support staff will have access to essential training to effectively manage their responsibilities.	N/A	The following role groups will conduct regular meetings with their immediate supervisor Office Staff - SASA Custodians - Head Custodian Cafeteria - SFSM In turn, the Principal will meet regularly with immediate supervisor to provide support (leadership, employee management, financial, anticipated changes or events, and mental health support)	• Weekly Meeting Minutes • Training reports	☒ WSF, \$560,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		Immediate supervisors will communicate with their teams to determine what training is necessary and work with the Principal to execute the training in a timely manner. Accountable Leads: SASA, Head Custodian, SFSM, and Principal		
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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>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <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 for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. By October 2026, we will have filled all positions on the School Community Council.	To ensure participation from all stakeholders (students, certificated, classified, parent, and community)	• Message the importance of this advisory group to all stakeholders by October 2026 explaining roles/responsibilities. • Principal will engage the SCC chairperson and ensure school level plans and issues are agendaized. • Publicizing all SCC meetings to stakeholders with an agenda and previous meeting minutes. • Maintain information regarding the SCC (members, agendas, minutes) to the Noelani Website - nes.k12.hi.us • Complete an evaluation at the conclusion of each meeting. • Complete a review of the Comprehensive Need Assessment, Comprehensive Financial Plan, and Academic Plan and subsequent SCC Assurances. • Complete a Principal survey and submit to the Honolulu District Complex Area Superintendent. Accountable Leads: SCC Chairperson and Vice Chairperson	• SCC meeting minutes (special emphasis on attendance from all role groups.)	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <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 for enabling activities.</i>
3.3.2 All families are engaged in school events/activities and have regular two way communication. By the deadline to submit, we will have 50% parent participation in the School Quality Survey	When families are engaged in regular, two way communication, it eases parents' anxiety and strengthens our school community as a whole.	1. Execute school run family events focused on academics once a semester. 2. Promote and encourage more parents to participate in SQS. Accountable Leads: Counselor, Community Committee, and Principal	• School Quality Survey	☒ WSF, \$2000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Noelani Elementary School**, School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Jan 15, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Apr 16, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Grade Level Meetings, Faculty Meetings, Grade Level Chair Meetings, PTA Meetings
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 19, 2026**

Attested:

Noelani Elementary School, Principal	Signature	Date
Bryan A. Gusman	<i>Bryan A. Gusman</i>	Mar 19, 2026

SCC Chairperson	Signature	Date
Andrew Sakamoto	<i>Andrew Sakamoto</i>	Mar 19, 2026

SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
n/a		

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

n/a

Attested:

SCC Chairperson	Signature	Date
Andrew Sakamoto	<i>Andrew Sakamoto</i>	Mar 19, 2026

APPENDIX B: 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.**

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)	1086
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement

Noelani Elementary School, Bell Schedule:

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	