

Nuʻuanu Elementary School Academic Plan SY 2025-2026

3055 Puiwa Lane, Honolulu, HI 96817
(808) 307-0100
<https://www.nuuanu.k12.hi.us/>

Non-Title 1
School

Title 1
School

Kaipuni School
(Self Contained)

Kaipuni School
(Shared School Site)

Submitted by Principal Ned Uemae		Approved by Complex Area Superintendent Linell Dilwith	
Ned Uemae	03/28/25		4/14/25

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	English Language Arts	Mathematics	Science	Social Studies
Grade K	'23 Wonders ▾	Ready ▾		
Grade 1	'23 Wonders ▾	Ready ▾		
Grade 2	'23 Wonders ▾	Ready ▾		
Grade 3	'23 Wonders ▾	Ready ▾		
Grade 4	'23 Wonders ▾	Ready ▾		
Grade 5	'23 Wonders ▾	Ready ▾		

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
Grades K - 5			Mystery Science	
English Learner	Imagine Learning			

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

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
Grade K	I-Ready ▾ DIBELS ▾ HI KRA ▾	I-Ready ▾
Grade 1	I-Ready ▾ DIBELS ▾	I-Ready ▾
Grade 2	I-Ready ▾ DIBELS ▾	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)
- 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 visit

Year of Next Self-Study: 2029

From WASC Visit:

Learner Needs #1: Focus on vocabulary building instruction to increase the number of EL and SPED students meeting their Growth to Target goals (EL students only) or SBA ELA proficiency benchmark scores or achieving iReady EOY on-grade level scaled scores.

Learner Needs #2: A number of students do not reach proficiency due to the lack of practice, incorrect application of a skill or non-mastery of a fundamental pre-skill. We would like to provide short term assistance geared to practicing and reinforcing specific learner needs before a referral for intervention services is considered. Specific entry and exit criteria will be provided by the classroom teacher during Kid Talk.

Learner Needs #3: The VC recommends using grade-level articulation time to look at a variety of formative and summative assessment data sources and to use that data to inform their instruction of ALL students.

Learner Needs #4: The VC recommends the site schedule professional development addressing inclusive practices and differentiation for ALL students.

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

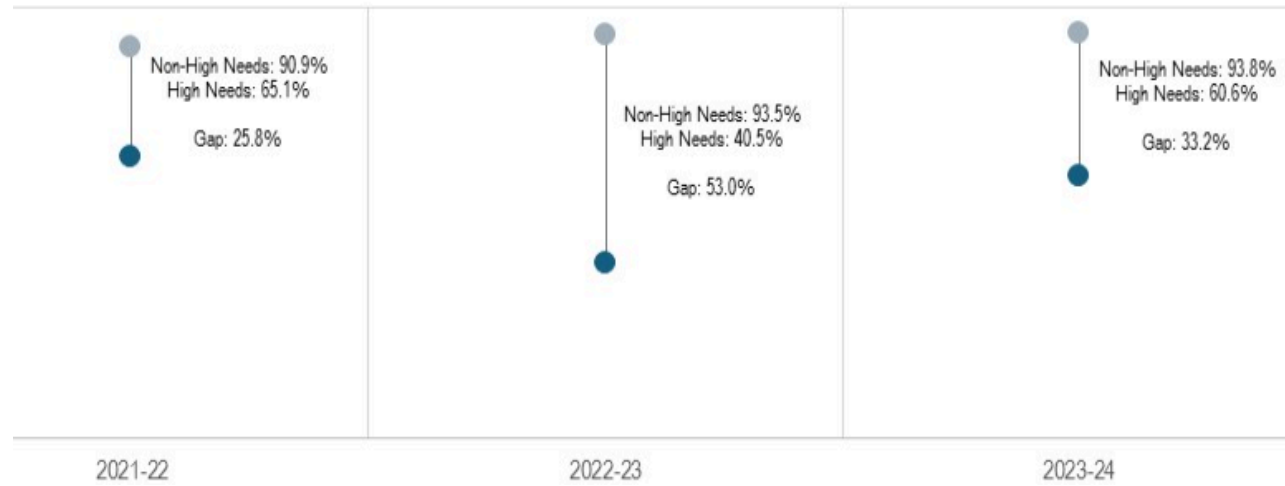
"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

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

1	<u>Student Need:</u> Increase student achievement in ELA and Math for our High Needs Students
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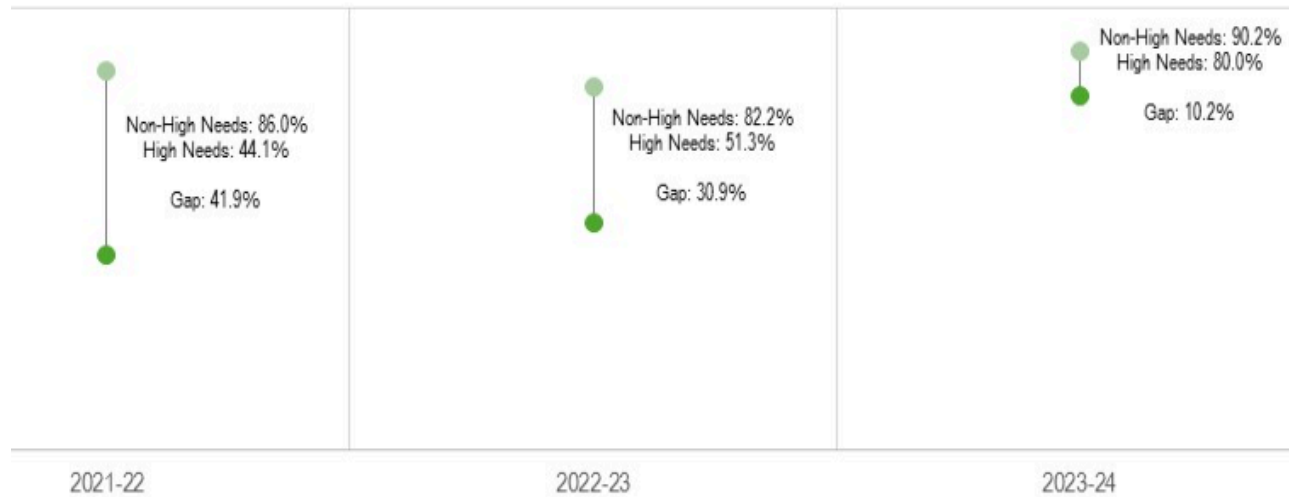
LANGUAGE ARTS PROFICIENCY - ACHIEVEMENT GAP

● Non-High Needs ● High Needs



MATH PROFICIENCY - ACHIEVEMENT GAP

● Non-High Needs ● High Needs



Root/Contributing Cause:

1A) Although the Achievement gap has gotten smaller over the past three years, there continues to be a gap between High Needs and Non-High Needs students. Both SpEd and Disadvantaged subgroups have made gains in their proficiency levels in ELA while EL + exits have slightly decreased in proficiency. Proficiency levels in Math and Science have increased greatly for all subgroups. There has been inconsistent implementation of ELD with EL Learners with a lack of progress monitoring throughout the year.

2

Student Need: Increase interventions and support for students not reaching grade level benchmarks. According to 2023 State Assessments, Nu'uuanu had 86.3% proficient in ELA, 87.8% proficient in Math, and 82.6% proficient in Science. The Key Performance Indicator (KPI) of the expected average Annual percentage to meet the ELA Quintile Target of 82.07% by 2029 is 0.12%, the Math Quintile Target of 76.85% by 2029 is 0.28%, and the Science Quintile Target of 76.41% by 2029 is 0.83%.

SBA/NGSS Proficiency per year

SUBGROUP	LANGUAGE ARTS			MATH			SCIENCE		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
All Students	84.2%	81.3%	86.3%	75.1%	75.1%	87.8%	71.4%	71.4%	82.6%

**UNIVERSAL SCREENERS -
iReady LANGUAGE ARTS**

	SCHOOL YEAR							
	2021-22		2022-23		2023-24		2024-25	
PROFICIENCY LEVEL	FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING
On or Above Grade Level	62.7%	77.4%	59.4%	75.2%	60.1%	74.8%	60%	
One Grade Level Below	20.2%	8.4%	20.9%	8.9%	23.7%	10.0%	37%	
Two or More Grade Levels Below	6.3%	3.6%	6.1%	2.3%	4.8%	1.0%	3%	
Not Specified	10.6%	10.4%	13.3%	13.3%	11.2%	14.0%		

**UNIVERSAL SCREENERS -
i-Ready MATH**

	SCHOOL YEAR							
	2021-22		2022-23		2023-24		2024-25	
PROFICIENCY LEVEL	FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING
On or Above Grade Level	39.5%	69.4%	40.2%	72.0%	41.0%	74.8%	46%	
One Grade Level Below	38.9%	12.3%	38.9%	11.3%	41.4%	11.0%	48%	
Two or More Grade Levels Below	5.7%	2.7%	4.0%		3.3%		5%	
Not Specified	15.8%	15.4%	16.6%	16.6%	14.1%	14.0%		

**UNIVERSAL SCREENERS -
Kindergarten DIBELS
(NWF-CLS)**

	SCHOOL YEAR							
	2021-22		2022-23		2023-24		2024-25	
	FALL	SPRING	FALL	SPRING	FALL	SPRING*	FALL	SPRING
Core Support	53%	83%	31%	92%	36%	-%	60%	
Strategic Support	12%	6%	13%	6%	9%	-%	16%	
Intensive Support	35%	12%	57%	2%	55%	-%	24%	

*DIBELS Universal Screener was not administered Spring 2024.

**UNIVERSAL SCREENERS -
First Grade DIBELS (ORF-WC)**

	SCHOOL YEAR							
	2021-22		2022-23		2023-24		2024-25	
	FALL	SPRING	FALL	SPRING	FALL	SPRING*	FALL	SPRING
Core Support	87%	90%	86%	92%	93%	-%	84%	
Strategic Support	6%	4%	5%	6%	4%	-%	8%	
Intensive Support	8%	6%	9%	2%	4%	-%	8%	

*DIBELS Universal Screener was not administered Spring 2024.

**UNIVERSAL SCREENERS -
Second Grade DIBELS
(ORF-WC)**

	SCHOOL YEAR							
	2021-22		2022-23		2023-24		2024-25	
	FALL	SPRING	FALL	SPRING	FALL	SPRING*	FALL	SPRING
Core Support	90%	90%	90%	88%	91%	-%	87%	
Strategic Support	5%	6%	4%	6%	5%	-%	9%	
Intensive Support	5%	3%	6%	6%	4%	-%	4%	

*DIBELS Universal Screener was not administered Spring 2024.

Kindergarten Entry Assessment

PROFICIENCY LEVEL	SCHOOL YEAR	
	2023-24	2024-25
Demonstrating Readiness	27%	52%
Approaching Readiness	51%	24%
Emerging Readiness	22%	24%

Source: LEI Kulia (11/2024)

Root/Contributing Cause:

2A) Over 25% of students begin the year at least one year below in ELA according to the iReady Screener and approximately 40% of students begin at least one year below in Math.

- Limited and inconsistent differentiation and support for grade level materials. Former curriculum was not aligned to the standards and did not provide students with enough exposure and opportunities to meet grade level expectations. Lack of schoolwide consistency in vocabulary, routines, and instructional strategies.
- Possible gaps in foundational skills aligned to the Science of Reading and Science of Math.

2B) At least 8% of students in K-2 do not meet Core proficiency level in DIBELS by the end of the year which affects foundational reading skills in later grade levels.

- Inconsistent implementation in the Science of Reading instructional strategies to support all learners.
- Lack of early intervention support for struggling readers.

2C) Approximately 50% of incoming Kindergarteners do not demonstrate readiness at the beginning of the school year.

- Lack of rigorous preschool experiences to prepare students for schooling.
- Limited opportunities for productive struggle prior to Kindergarten for students to build problem solving skills and perseverance.

3

Student Need: Develop skills and strategies that contribute to a positive social-emotional learning environment.

Panorama Student SEL Percent Positive (Gr. K-2) Teacher Rating	SCHOOL YEAR							
	2021-22		2022-23		2023-24		2024-25	
	FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING
Emotional Regulation	82%	93%	84%	87%	83%	91%	82%	
Perseverance*	70%	85%	71%	83%	65%	90%	68%	
Self-Efficacy	60%	84%	66%	79%	55%	84%	67%	
Self-Management	55%	73%	53%	74%	49%	78%	56%	
Social Awareness	70%	92%	75%	82%	72%	83%	72%	

*Previously labeled as "Grit"

Panorama Student SEL Percent Positive (Gr. 3-5)	SCHOOL YEAR							
	2021-22		2022-23		2023-24		2024-25	
	FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING
Emotional Regulation	57%	61%	52%	56%	51%	48%	51%	
Growth Mindset	57%	53%	56%	56%	56%	50%	38%	
Perseverance*	62%	67%	63%	64%	62%	65%	63%	
Self-Efficacy	64%	67%	65%	66%	57%	62%	56%	
Self-Management	78%	80%	77%	77%	75%	79%	81%	
Sense of Belonging	77%	75%	75%	76%	76%	81%	70%	
Social Awareness	75%	77%	70%	71%	69%	71%	62%	
Supportive Relationships	category added Fall 2024						84%	

*Previously labeled as "Grit"

Root/Contributing Cause:

3A) Self-management continues to be the lowest SEL topic for grades K-2.

- Limited opportunities for students to build self-management and perseverance skills aligned to grade level expectations.

3B) Growth Mindset continues to be one of the lowest areas for grades 3-5.

- Student misconceptions about Growth Mindset. Limited opportunities to reflect on personal growth and mindset.

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.

1 Targeted Subgroup: English Learners (EL)

Identified Student Need(s):

SUBGROUP	LANGUAGE ARTS			MATH			SCIENCE		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
All Students	84.2%	81.3%	86.3%	75.1%	75.1%	87.8%	71.4%	71.4%	82.6%
English Learner + Exits	61.5%	55.5%	54.5%	30.7%	33.3%	69.2%	50.0%	0.0%	50.0%

Increase student proficiency rates on the state tests and ACCESS testing.

2 Targeted Subgroup: Disadvantaged (FRL)

Identified Student Need(s):

SUBGROUP	LANGUAGE ARTS			MATH			SCIENCE		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
All Students	84.2%	81.3%	86.3%	75.1%	75.1%	87.8%	71.4%	71.4%	82.6%
Disadvantaged	75.0%	57.1%	84.2%	50.0%	71.4%	84.2%	45.4%	28.5%	77.7%

Increase student proficiency rates on the ELA, Math, and Science state tests.

3 Targeted Subgroup: Special Education (SpEd)

Identified Student Need(s):

SUBGROUP	LANGUAGE ARTS			MATH			SCIENCE		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
All Students	84.2%	81.3%	86.3%	75.1%	75.1%	87.8%	71.4%	71.4%	82.6%
Special Education	20.0%	11.7%	33.3%	30.0%	35.2%	66.6%	0.0%	0.0%	60.0%

Increase student proficiency rates on the ELA, Math, and Science state tests.



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> <i>Reference the Identified School Needs section.</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 (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.	2C	<p>EA.1.1.1 (1) Because approximately 50% of incoming Kindergarteners do not demonstrate readiness at the beginning of the school year, according to the KEA, early literacy instruction will be provided to all students through consistent implementation of the Instructional Routines for Phonological Awareness and Alphabetic Principle in Tier 1 instruction.</p> <p>EA 1.1.1 (2) In SY 23-24, 22% of incoming Kindergarteners entered with only Emerging Readiness. In SY 24-25, 24% of incoming Kindergarteners entered with only Emerging Readiness. Therefore, Tier 2 instruction will be provided for students identified as needing additional support to develop foundational skills for learning. WASC LN #2</p> <ul style="list-style-type: none"> • Small group instruction • Differentiated instruction, materials, and products • 1:1 support 	<ul style="list-style-type: none"> • KEA assessments • DIBELS/iReady screeners • Focus Four document/score sheet 	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$

		EA 1.1.1 (3) All kindergarten students will be assessed using the Kindergarten Entry Assessment WASC LN #2, 3 (Dawn Kodama-Nii, Curriculum Coordinator)		
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.	2A 2B 2C	EA 1.1.2 (1) Over 25% of students begin the year at least one year below in ELA according to the iReady Screener along with the WASC recommendation to focus on vocabulary building instruction, the school will strengthen Tier 1 instruction in all ELA classrooms by implementing vocabulary routines. WASC LN #1 EA 1.1.2 (2) Since at least 8% of students in K-2 do not meet Core proficiency level in DIBELS by the end of the year which affects foundational reading skills in later grade levels, common vocabulary routines will be utilized in all core content areas. WASC LN #1 (Erin Fukumoto, 2nd gr teacher)	<ul style="list-style-type: none"> • Pre/Post tests • Grade level data teams • Student work KPI ELA Proficiency Targets: SY 23-24 Target: 83% • <i>Actual: 86.3% (met)</i> SY 24-25 Target: 84.7% SY 25-26 Target: 86.3% SY 26-27 Target: 88% SY 27-28 Target: 89.7% SY 28-29 Target: 91.3%	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$

<p>Mathematics Proficiency</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 2C</p>	<p>EA.1.1.3 (1): Approximately 40% of students begin at least one year below in Math according to the iReady Screener paired with the WASC recommendation to focus on vocabulary building instruction, Tier 1 math instruction will be supported by implementing common math vocabulary schoolwide.</p> <p>WASC LN#1</p> <p>EA.1.1.3 (2): Due to the low proficiency rates measured by the schoolwide Universal Screener in addition to the WASC recommendation to provide training on differentiation for all students, professional development on the BTC model by Dr. Liljedahl will continue for all teachers.</p> <p>WASC LN#4</p> <p>(Jason Smith, 3rd gr teacher)</p>	<ul style="list-style-type: none"> • iReady mid and end of the year diagnostic. • SBA Mathematics Score. • Grade Level Articulation Meeting Notes to Reflect on the BTC Implementation <p><u>KPI Math Proficiency Targets:</u></p> <p>SY 23-24 Target: 76.3%</p> <ul style="list-style-type: none"> • <i>Actual: 87.8% (met)</i> <p>SY 24-25 Target: 77.6%</p> <p>SY 25-26 Target: 78.8%</p> <p>SY 26-27 Target: 80%</p> <p>SY 27-28 Target: 81.2%</p> <p>SY 28-29 Target: 82.5%</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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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><i>Required for all schools.</i></p>	<p>1A</p>	<p>EA.1.1.4 (1): The 33.2% achievement gap in ELA and the WASC recommendation to focus on vocabulary building instruction indicates that additional Targeted EL/instructional support will be provided, addressing identified language and learning needs, with an emphasis on academic vocabulary. WASC LN#1</p> <p>EA.1.1.4 (2): Implementation of EL Curriculum - T.E.A.M. & Finish Line with gr. 1-5 will continue to be used to support English Learners. (Tricia Kimura - EL Coordinator)</p> <p>EA.1.1.4 (3): Due to the achievement gap of 33.2% in ELA and 10.2% in math, All IDEA students will continue to receive instruction based on their Individualized Education Program. (Neal Nakagawa, SPED Teacher)</p> <p>EA.1.1.4 (4): Aligned to the WASC recommendation to provide short term assistance geared to practicing and reinforcing specific learner needs before a referral for intervention services is considered, all students will receive scaffolded instruction to support developmental and specific learning needs through small group instruction and/or intervention. WASC LN #2</p> <p>EA.1.1.4 (5): Provide support to students who are in need of additional targeted, supplemental instruction in reading or math via Na Hoku services. (Dawn Kodama-Nii, Curriculum Coordinator)</p>	<ul style="list-style-type: none"> • iReady diagnostic assessments • SBA scores (gr. 3-5) • WIDA screener and ACCESS for EL scores • IEP Progress Reports 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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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><i>Required for all schools.</i></p>	<p>2C</p>	<p>EA.1.1.5 (1): As was noted that only 52% of incoming Kindergarteners enter Demonstrating Readiness, the school will continue to implement a system to ease transition of students into kindergarten:</p> <ul style="list-style-type: none"> • Offer Kindergarten Summer Transition program to incoming kindergarten students focused on routines and expectations. • Provide families with information of expectations for students entering kindergarten. • Offer a family orientation for incoming kindergarten students. (Tiffany Okita, Kindergarten teacher) <p>EA.1.1.5 (2): Provide orientation visits for the fifth grade students to the nearby middle school. (Kristie Davis, Counselor)</p> <p>EA.1.1.5 (3): Transition IEP sheets/ meetings are conducted at the end of the school year with students moving to another school. (Dee Wong, SSC)</p> <p>EA.1.1.5 (4): Transition meeting is open to all students scheduled by the counselor with the Complex Area Resource Teacher. (Kristie Davis, Counselor)</p>	<ul style="list-style-type: none"> • Feedback on implementation systems • Kindergarten Summer Bridge Attendance • # of participants in the feeder school orientation • Percent of Transition meetings held for IDEA students 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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<p>Science Proficiency 1.1.6. All students are proficient in science by the end of fifth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p>		<p>EA.1.1.6 (1): As the KPI Science Proficiency Targets are set as meeting 76.41% in SY 28-29, teachers will continue to integrate the “Anchor Layer” in Mystery Science instruction.</p> <p>EA.1.1.6 (2): Use of Mystery Science, AINA in Schools, and teacher-created supports to supplement learning. (Marjorie Tupper, 4th gr teacher)</p>	<ul style="list-style-type: none"> • Mystery Science assessments • Report card grades <p><u>KPI Science Proficiency Targets:</u> SY 23-24 Target: 72.26% • <i>Actual: 82.6% (met)</i> SY 24-25 Target: 73.09% SY 25-26 Target: 73.92% SY 26-27 Target: 74.75% SY 27-28 Target: 75.58% SY 28-29 Target: 76.41%</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>
<p>Social Studies Instruction 1.1.7. All students receive HCSSS aligned lessons in Social Studies.</p>		<p>EA.1.1.7 (1): Teachers share how they have successfully integrated/taught new social studies standards.</p> <p>EA.1.1.7 (2): Because there is a WASC recommendation to focus on vocabulary building instruction to support EL and SPED students, teachers will develop ways to differentiate within social studies lessons to address the needs of EL and SPED students, including how to teach content vocabulary. WASC LN#1 (Megan Kimura, 5th gr teacher and Erin Nakamura, 1st gr teacher)</p>	<ul style="list-style-type: none"> • Use of revised DOE report cards with HCSSS strand. • Meeting notes of teachers’ ideas and strategies used in the classroom • Work samples from lessons/units 	<p><input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>

<p>Writing Instruction</p> <p>1.1.8. All students receive writing instruction aligned to ELA CCSS in Opinion, Narrative, and Informational writing genres.</p>		<p>EA.1.1.8 (1): Students will utilize evidence-based writing strategies to develop writing in different genres.</p> <p>EA.1.1.8 (2): Develop grade level rubric for opinion writing to use with students to promote teacher and student clarity.</p> <p>EA.1.1.8 (3): The WASC recommendation includes additional support for students who do not reach proficiency, therefore, teachers will provide writing scaffolds for students who need support. WASC LN#2</p> <p>EA.1.1.8 (4): Share student writing during data teams to articulate, gather data, and inform instruction of all students. WASC LN#3</p> <p>(Lisa Nakamura, 4th gr teacher)</p>	<ul style="list-style-type: none"> • Selection of a strategy within the chosen type of writing • Graphic organizers to use with students • Rubric to use with students • Student work to share 	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
<p>Computer Science Instruction</p> <p>1.1.9. All students receive digital literacy instruction aligned to the CS standards.</p>		<p>EA.1.1.9 (1): Conduct weekly 45 minute Computer Science classes as part of our “Specials” classes.</p> <p>EA.1.1.9 (2): Use Code.org Computer Science curriculum for all grade levels. (Colleen Skrimstad, Technology teacher)</p>	<ul style="list-style-type: none"> • Attendance sheets • Utilizing the Monitoring Student Progress section in Code.org. 	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>

★ 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> <i>Reference the Identified School Needs section.</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 (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>
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>		<p>EA.1.2.1 (1): Continue to implement the school's attendance policy:</p> <ul style="list-style-type: none"> • Policy in the Parent & Student Handbook • Attendance letters • Parent meetings • Home visits • Social worker consult (when necessary) <p>(Kristie Davis, Counselor)</p>	<ul style="list-style-type: none"> • Infinite Campus Reports • Lei Kulia • Daily Attendance Rates • # of Attendance Letters • # of Parent meetings and home visits 	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$

<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>3A 3B</p>	<p>EA.1.2.2 (1): Continue PBIS initiatives (e.g. teaching the 3B behavioral expectations schoolwide, quarterly recognition system)</p> <p>EA.1.2.2 (2): Continue implementing SEL program</p> <p>EA.1.2.2 (3): Continue providing Tier 2 and 3 behavioral interventions for identified students</p> <p>EA.1.2.2 (4): As teachers analyze the data from the Panorama SEL, they will use the Panorama Playbook or teacher-created resources to incorporate at least one strategy or implement at least one lesson that focuses on the greatest area of need for the grade band of K-2 and 3-5.</p> <p>(Kristie Davis, Counselor)</p>	<ul style="list-style-type: none"> • HMTSS Assessment Tool & Blueprint • Panorama survey results (Fall, Winter, Spring) 	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>		<p>EA.1.2.3 (1): Provide All students with 45 minutes per week of Hawaiian Studies education.</p> <p>EA.1.2.3 (2): Integrate lessons from AINA in Schools. (Sarah Yani, Hawaiian Studies Kumu)</p>	<ul style="list-style-type: none"> • Student work samples • Percentage of participation in schoolwide activities related to Nā Hopena A'o 	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input checked="" type="checkbox"/> Other:__, \$</p>

★ **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> <i>Reference the Identified School Needs section.</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 (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>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>		<p>EA.1.3.1 (1): Opportunities provided to ALL students in career, community, and civic engagement through:</p> <ul style="list-style-type: none"> • Guest speakers (i.e., police, firefighters, etc.) • Partnerships with community businesses (i.e., Home Depot) • Service clubs (i.e., Student Council, Peer Mediation) • Field trips (i.e., Camp Erdman, Waipao, Hawaii Nature Center, Geology Bus Tour, etc.) • Buddy activities (teaching compassion and kindness, responsibility) and cafeteria monitors (service responsibility) <p>(Ned Uemae, Principal)</p>	<ul style="list-style-type: none"> • Student reflections • Percent of participation in civic engagement activities 	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$



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> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
2.1.1. All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by SY 26-27.		EA.2.1.1 (1): Communicate opportunities for teachers to attend EL PD that support SIQ hours. (Tricia Kimura, EL Coordinator)	<ul style="list-style-type: none"> Percentage of teachers with SIQ hours completed and/or TESOL certification 	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input checked="" type="checkbox"/> Other: __, \$
2.1.2. All teachers are effective or receive		EA.2.1.2 (1): In order to be effective, all teachers will be provided supports including: <ul style="list-style-type: none"> Schoolwide PD/Trainings WASC, LN #4 	<ul style="list-style-type: none"> Training feedback and reflections 	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$

the necessary support to become effective.		<ul style="list-style-type: none"> Year 1 and 2 teachers to receive complex or school-level mentors Opening of School videos, packet, and information on DOE guidelines and policies District, complex and school trainings (Ned Uemae, Principal) <p>EA.2.1.2 (2): Sharing effective instructional strategies as needed through data teams, faculty meetings, and other schoolwide structures (i.e., Focus Four, observations, classroom visits, etc.)</p> <p>EA.2.1.2 (3): With the WASC recommendation, teachers will use grade-level articulation time to look at a variety of formative and summative assessment data sources and to use that data to inform their instruction of ALL students.</p> <p>WASC, LN #3 (Dawn Kodama-Nii, Curriculum Coordinator)</p>	<ul style="list-style-type: none"> Teacher reflections Documentation of Professional Development plans Satisfactory completion on observations Planned meetings with administrator Documentation of results in the EES system 	<input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$
2.2.2. All schools' support staff are effective or receive the necessary support to become effective.		<p>EA.2.2.2 (1): Provide weekly operations meetings with various role groups represented for Certificated and Classified staff. Plans for support are discussed and implemented.</p> <p>EA.2.2.2 (2): In order to be effective, all support staff will be provided supports including:</p> <ul style="list-style-type: none"> Opening of School videos, packet, and follow all DOE guidelines and policies District, complex and school trainings (Ned Uemae, Principal) 	<ul style="list-style-type: none"> Weekly Operations mtg mins Attendance sheets for various trainings offered to the support staff 	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$



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> 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 to execute the enabling activity.</i>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>		<p>EA.3.3.1 (1): Provide regularly scheduled SCC meetings to:</p> <ul style="list-style-type: none"> • Ensure all role groups are represented. • Share and address school level plans and issues. • Discuss and solicit input regarding school improvement, initiatives, and programs. <p>(Ned Uemae, Principal)</p>	<ul style="list-style-type: none"> • SCC mtg agenda/mins • SCC membership • Attendance sheets • Ratings on the SCC self-assessment survey 	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> 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> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
<p>3.3.2. All families are engaged in school events and activities to support student success.</p>		<p>EA.3.3.2 (1): Sharing school information with families via our School Messenger system.</p> <p>EA.3.3.2 (2): Information shared on our school website, Facebook and electronic message board.</p> <p>EA.3.3.2 (3): Distributing flyers and online surveys to our families.</p> <p>EA.3.3.2 (4): Teachers use various communication items like phones, email, device applications, communication logs, student planners, etc. to communicate with parents.</p> <p>EA.3.3.2 (5): Open House, Meet & Greet sessions, Kindergarten Orientations, and EL Parent Training.</p> <p>EA.3.3.2 (6): Collaborating with Aikane (Parent Teacher Organization) to organize family engagement activities (i.e. STEM Night) (Ned Uemae, Principal)</p>	<p>Data Used:</p> <ul style="list-style-type: none"> • School Messenger Reports • Communication logs • Survey Results • Attendance Sheets 	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:____, \$</p> <p><input type="checkbox"/> Other:____, \$</p>

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 Nuʻuanu Elementary'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)*

1086 hours

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

Yes, we submitted a SCC Waiver Request Form to provide our teachers and staff with additional Professional Development opportunities to strengthen their practice.

Bell Schedule: [Bell Schedule \(Revised 1/24\)](#)