



Nu'uaniu Elementary School Academic Plan SY 2026-2027

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- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Ned Uemae	
Ned Uemae	☐ Date 04/02/26

Approved by Complex Area Superintendent Linell Dilwith	
	☐ Date 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
K - 5	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	Teacher Created	Teacher Created

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
K-5			Mystery Science	
English Learner	Imagine Learning			
K-1	Heggerty Phonemic Awareness Program			

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
Gr K	HI KRA ▾ DIBELS ▾ I-Ready ▾	I-Ready ▾
Gr 1-2	DIBELS ▾ I-Ready ▾	I-Ready ▾
Gr 3-5	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:

Type of Next Action:

Year of Next Self-Study:

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?"

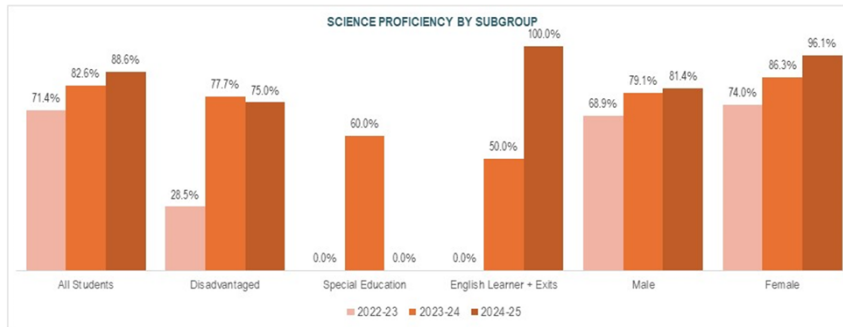
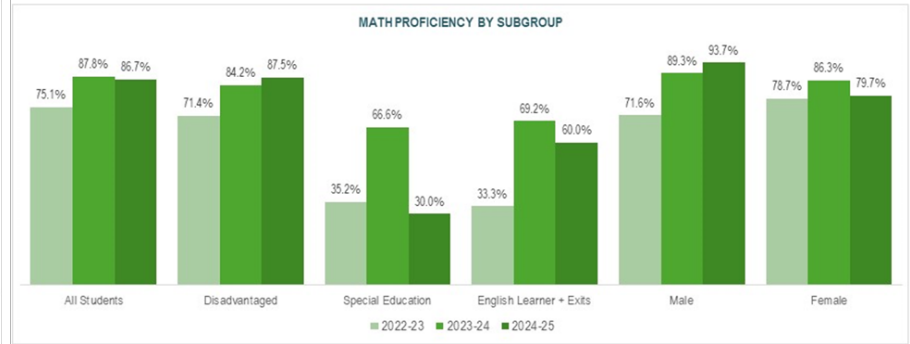
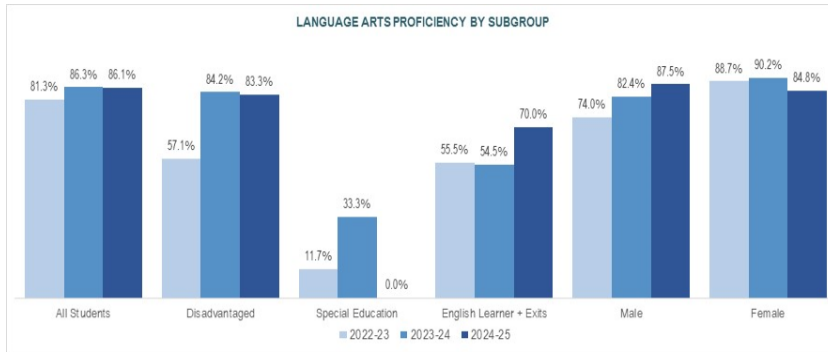
Please number the student need and root/contributing cause for ease of cross-referencing.

1	<u>Student Need:</u> Over the last three years, approximately 40% of students in K-5 began the school year at least one grade level below according to the iReady ELA Universal Screener. Students score the lowest in Vocabulary with only 45% of students performing on grade level. Students need to learn fundamental key vocabulary terms required for success in Reading and Writing used in all content areas. <u>Root/Contributing Cause:</u> (1a) Lack of schoolwide consistency in vocabulary, routines, and instructional strategies (1b) Inconsistent implementation of explicit instruction on Informational Text strategies with a focus on Academic Vocabulary
2	<u>Student Need:</u> Over the last three years, only 40-45% of students performed at or above grade level on the iReady Math Universal Screener. There was a slight dip of 1% on the Math SBA results last year.

	Students need to learn how to apply mathematical problem solving strategies in various math contexts. <u>Root/Contributing Cause:</u> (2a) Limited and inconsistent differentiation and support for all students (2b) Inconsistent data analysis schoolwide that impacts instructional decisions
3	<u>Student Need:</u> According to the Student Perception Survey (grades 3-5), Classroom Engagement has dropped 10%, Classroom Relationship has dropped 11%, and Pedagogical Effectiveness has decreased by 5% over the past three years. Further analysis indicates that students are not feeling connected, valued, or supported in their learning environment. Students need to learn how to engage meaningfully in their own learning and while building positive relationships with their teachers and peers. <u>Root/Contributing Cause:</u> (3) Inconsistent implementation of engagement strategies to build classroom culture and academic rigor in all classrooms

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	<u>Targeted Subgroup:</u> Only 67% of students met GTT which is lower than the State’s target of 75%. <u>Identified Student Need(s):</u> EL students need additional support in speaking, listening, reading, and writing to improve proficiency rates using WIDA/ACCESS testing. <table><tr><th colspan="2">EL Growth To Target Results</th><th>State Goal: 75% by SY 2025</th></tr><tr><td>2022-23</td><td>80%</td><td>12/15 students on track</td></tr><tr><td>2023-24</td><td>100%</td><td>14/14 students on track</td></tr><tr><td>2024-25</td><td>67%</td><td>4/6 students on track</td></tr></table> Source: CNA Workbook, ARCH ADC 2025	EL Growth To Target Results		State Goal: 75% by SY 2025	2022-23	80%	12/15 students on track	2023-24	100%	14/14 students on track	2024-25	67%	4/6 students on track
EL Growth To Target Results		State Goal: 75% by SY 2025											
2022-23	80%	12/15 students on track											
2023-24	100%	14/14 students on track											
2024-25	67%	4/6 students on track											
2	<u>Targeted Subgroup:</u> SpEd proficiency rates have decreased in ELA, Math, and Science. <u>Identified Student Need(s):</u> SpEd students need additional support by school personnel to provide appropriate, timely, differentiated instruction to address individual needs in all content areas.												





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. Annual Target: 100% of Kindergarteners that score in "Intensive" on the Universal Screeners will receive school level supports (SpEd, EL, Na Hoku, other services as needed) 75% of Kindergarteners that score in "Intensive" on the BOY Universal Screeners will demonstrate proficiency by the end of the school year	100% of Kindergarteners were assessed using the KEA. 54% of incoming Kindergarteners performed at "Demonstrating Readiness" 27% of incoming Kindergarteners performed at "Approaching Readiness" 19% of incoming Kindergarteners performed at "Emerging Readiness"	EA.1.1.1 (1) Early literacy instruction will be provided to all students through consistent implementation of Heggerty for Phonological Awareness and Alphabetic Principle in Tier 1 instruction. EA 1.1.1 (2) Additional Tier 2 instruction or school related services will be provided for students identified as needing additional support to develop foundational skills for learning. EA 1.1.1 (3) Universal Screener data will be used to identify and monitor students who may need additional instructional supports. EA 1.1.1 (4) All kindergarten students will be assessed using the Kindergarten Entry Assessment within the first 30 days of school. (Dawn Kodama-Nii, Curriculum Coordinator)	Adult Actions ☐ Communicate KEA Results w/ parents ☐ Documentation of services Student Outcomes ☐ KEA assessments ☐ DIBELS/iReady screeners ☐ Focus Four document and score sheet ☐ Na Hoku Progress Reports (Tier 2/3 Services) ☐ IEP (other school related services) ☐ Interim Measures	☒ WSF, \$ ☐ 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 receive necessary and timely support to become proficient. Annual Target: • 100% of students that score in “Intensive” on the ELA Universal Screeners will receive school level supports (SpEd, EL, Na Hoku, other services as needed) • 75% of students that score in “Intensive” on the BOY ELA Universal Screeners will demonstrate proficiency by the end of the school year • 100% of students demonstrate growth in the Universal Screeners by the end of the school year • Increase ELA SBA Proficiency by 2% (86.2% → 88%) KPI Language Arts Proficiency Targets: SY 23-24 Target: 83% • Actual: 86.3% (met) SY 24-25 Target: 84.7% • Actual: 86.1% (met) SY 25-26 Target: 86.3% SY 26-27 Target: 88% SY 27-28 Target: 89.7% SY 28-29 Target: 91.3%	(1a) Lack of schoolwide consistency in vocabulary, routines, and instructional strategies (1b) Inconsistent implementation of explicit instruction on Informational Text strategies with a focus on Academic Vocabulary	EA.1.1.2 (1) Utilize universal screening data to identify students requiring literacy support and provide targeted reading interventions tailored to their specific needs. EA.1.1.2 (2) Sustain targeted literacy interventions while utilizing ongoing assessment data to refine and individualize instruction for optimal student growth. (Na Hoku ELA and Focus Four Support) EA.1.1.2 (3) Provide Science of Reading trainings to all teachers through Cox Campus. EA.1.1.2 (4) To focus on vocabulary building instruction, the school will strengthen Tier 1 instruction in all ELA classrooms by implementing vocabulary routines from the Cox Campus vocabulary routine training. EA.1.1.2 (5) Schedule “Kid-Talk” team meetings five times a year to make intervention recommendations based on classroom observation/student work, Universal Screener data and report cards. (Erin Fukumoto, Grade 2)	Adult Actions ☐ Kid Talk documentation ☐ Cox Campus teacher certification ☐ Documentation of services Student Outcomes ☐ iReady diagnostics ☐ DIBELS (K-2) ☐ Na Hoku Reading support documentation ☐ EL progress reports ☐ Focus Four documentation ☐ IEP progress reports ☐ SBA Data for Grades 3-5 ☐ Interim Measures	☒ WSF, \$ ☐ 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 fifth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. Annual Target: • 100% of students that score in “Intensive” on the Universal Screener will receive school level supports (SpEd, EL, Na Hoku, other services as needed) • 75% of students that score in “Intensive” on the BOY Math Universal Screener will demonstrate proficiency by the end of the school year • 100% of students demonstrate growth in the Universal Screeners by the end of the school year • Increase Math SBA Proficiency by 2% (86.7% → 89%) <u>KPI Math Proficiency Targets:</u> SY 23-24 Target: 76.3% • Actual: 87.8% (met) SY 24-25 Target: 77.6% • Actual: 86.7% (met) SY 25-26 Target: 78.8% SY 26-27 Target: 80% SY 27-28 Target: 81.2% SY 28-29 Target: 82.5%	(2a) Limited and inconsistent differentiation and support for all students (2b) Inconsistent data analysis schoolwide that impacts instructional decisions	EA.1.1.3 (1): iReady diagnostic data is used to determine the students with the highest needs for small group interventions. Small group instruction as follows: • Na Hoku tutoring during school and after school for students who are below one or more grade level below. • In-class small group instruction for students who need support according to math test proficiency. EA.1.1.3 (2): Scheduled “Kid-Talk” team meetings are held five times during the school year where teachers can make intervention recommendations based on classroom observation, iReady diagnostic, report cards, and Ready Math assessments. EA.1.1.3 (3): All teachers will display and reference vocabulary posters/word walls in the classroom to support challenges with academic vocabulary and schoolwide math problem solving strategies. • Walkthroughs done by the math committee and/or leadership team. (Jason Smith, Grade 3)	<u>Adult Actions</u> ☐ Kid Talk documentation ☐ Walkthrough documentation ☐ Documentation of services <u>Student Outcomes</u> ☐ iReady Diagnostic Data ☐ Focus Four Data ☐ Ready Math Assessment Data ☐ SBA Data for Grades 3-5 ☐ Interim Measures ☐ IEP progress reports	☒ WSF, \$ ☐ 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. <i>Required for all schools.</i> Annual Target: • 100% of students that score in "Intensive" on the Universal Screeners will receive school level supports (SpEd, EL, Na Hoku, other services as needed) • 100% of High Needs students are identified and monitored • 100% of students demonstrate growth in the Universal Screeners by the end of the school year	EL students need additional support in speaking, listening, reading, and writing to improve proficiency rates using WIDA/ACCESS testing. SpEd students need additional supports by school personnel to provide appropriate, timely, differentiated instruction to address individual needs in all content areas.	High Needs Students: EA.1.1.4 (1): Facilitate comprehensive language development by implementing evidence-based curricula, specifically TEAM, Finish Line, and Wonders. This instructional model will be supplemented by data-driven digital resources, such as Imagine Learning, and scaffolded classroom activities to support English Learners in achieving linguistic and academic proficiency. (Tricia Kimura, EL Coordinator) EA.1.1.4 (2): All IDEA students will continue to receive specialized instruction based on their individualized education program (IEP) (Neal Nakagawa, SpEd) Targeted Supports: EA.1.1.4 (3) : Na Hoku: Provide support to students who are in need of additional targeted, supplemental instruction in reading or math via Na Hoku services. EA.1.1.4 (4): Focus Four: Classroom teachers work with selected students (students farthest away from grade level expectations) to conduct focused lessons using research-based instructional strategies to close the gap towards grade level standards. (Dawn Kodama-Nii, Curriculum Coordinator)	<u>Adult Actions</u> ☐ Schedules and documentation of services <u>Student Outcomes</u> ☐ IReady & Imagine Learning diagnostic scores (MOY & EOY) and quarterly grades ☐ IEP progress report; continuous collaboration between special ed, services providers and general ed teachers ☐ iReady Diagnostic, DIBELS, Growth Monitoring (iReady), Na Hoku Reports ☐ Na Hoku progress reports ☐ Focus Four documentation ☐ Interim Measures	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.5. All students transition successfully at critical points, from elementary to middle school. <i>Required for all schools.</i> Annual Target: • 100% of students needing transitional support will receive school level supports (parent-teacher meeting, counseling, other services as needed) • 100% of students will be provided an opportunity to engage in orientation visits (next year's class, district middle school)	There is a need to support all students in various transitions throughout their years at the elementary school level. Systems are in place to provide support as students transition to Kindergarten, from grade level to grade level, and as they transition to middle school.	Incoming Kindergarten: EA.1.1.5 (1): • 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. (Trina Kahawai-Travis, Kindergarten) Transitioning to next grade level: EA.1.1.5 (2) • Provide an opportunity for students to engage with the next grade level's teacher to learn about expectations. • Student vertical transferring forms provided to next grade level teachers. (Jinny Aki, Grade 3) Transitioning to Middle School: EA.1.1.5 (3) • Provide orientation visits for the fifth grade students to the district middle school. • Transition meetings between Nu'uuanu Elem and Honolulu District middle schools are available for all students (scheduled by the counselor with the Complex Area Resource Teacher).	<u>Adult Actions</u> ☐ Orientation / Meet & Greet (sign in, agenda) ☐ Vertical transferring documents shared with the next grade level teachers (grade 1-5) for students who need more attention ☐ Gr. 5 Orientation/ registration documents ☐ Middle school general ed student transition mtg schedule & forms ☐ For 504/SPED students, Counselor and SSC will schedule transition meetings or IEP revision meetings with the team <u>Student Outcomes</u> ☐ 5-Week Summer Kindergarten Transition Program ☐ Interim Measures	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:_State_, \$
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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. Annual Target: 100% of students needing academic, behavioral, or social/emotional support will receive school level supports (SpEd, EL, Na Hoku, counseling, other services as needed)	(3) Inconsistent implementation of engagement strategies to build classroom culture and academic rigor in all classrooms	EA.1.1.6 (1): Reinforce PBIS initiatives (e.g. teaching the 3B behavioral expectations schoolwide, quarterly recognition system) especially with student groups and/or school settings that have increased behavior challenges EA.1.1.6 (2): Ensure the systems of student support provide targeted interventions for whole child development (academic, behavior, social emotional and physical health) - Provide Tier 2 and 3 academic and behavioral interventions for identified students with targeted supports - 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 - Provide Scaffolded instruction to support developmental and specific learning needs will be implemented through small group instruction and/or intervention (Na Hoku, Focus Four) - Use the HMTSS Assessment Tool and Blueprint to analyze current schoolwide practices to ensure appropriate and comprehensive support for all students EA.1.1.6 (3): Implement Welcome Wednesdays schoolwide to greet students as they arrive on-campus to build an inclusive and welcoming culture throughout the school. (Kristie Davis, Counselor Dawn Kodama-Nii, Curriculum Coordinator)	Adult Actions ☐ HMTSS Assessment Tool & Blueprint ☐ Kid Talk records ☐ Staff Survey of Welcome Wednesday participation and impact Student Outcomes ☐ 3B award records ☐ Second Step student work & assessments ☐ Panorama survey results (Fall, Winter, Spring) ☐ iReady Diagnostic Data ☐ Focus Four Data	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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★ **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. <i>Required for all schools.</i>	Average Daily Attendance is approximately 95%. Regular Attendance is one of the most reliable predictors of academic performance, supports social/emotional development, and prepares students for future success in the workplace.	EA.1.2.1 (1): Continue to implement the school's attendance policy: - Policy in the Parent & Student Handbook - Attendance letters - Parent meetings - Home visits - Social worker consult (when necessary) (Kristie Davis, Counselor)	<u>Adult Actions</u> ☐ Use of Infinite Campus reports ☐ Lei Kulia ☐ attendance letters ☐ # of parent meetings and home visits <u>Student Outcomes</u> ☐ Daily Attendance Rates	☒ WSF, \$ ☐ 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. <i>Required for all schools.</i>	Positive behaviors foster a safe, productive, and encouraging learning environment for all students. Only 70% of students in gr 3-5 provided a favorable rating in "Sense of Belonging" on the Panorama SEL. They also had a 45% favorable rating in "Growth Mindset".	EA.1.2.2 (1): Reinforce PBIS initiatives (e.g. teaching the 3B behavioral expectations schoolwide, quarterly recognition system) especially with student groups and/or school settings that have increased behavior challenges EA.1.2.2 (2): Implement the schoolwide SEL program with a focus on Growth Mindset and Sense of Belonging EA.1.2.2 (3): Continue providing Tier 2 and 3 behavioral interventions for identified students 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. (Kristie Davis, Counselor Dawn Kodama-Nii, Curriculum Coordinator)	<u>Adult Actions</u> ☐ Kid Talk records ☐ HMTSS Assessment Tool & Blueprint <u>Student Outcomes</u> ☐ 3B award records ☐ Second Step student work & assessments ☐ Panorama survey results (Fall, Winter, Spring)	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	By encouraging Hawaiian values K-5, Nā Hopena A'o builds community, strengthens a cultural foundation, and supports resiliency which is needed on all school campuses.	EA.1.2.3 (1): Providing all students 45 minutes per week of Hawaiian Studies. EA.1.2.3 (2): Annual May Day Program for all students. EA.1.2.3 (3): Integrate lessons from AINA in Schools. (Sarah Yani, Hawaiian Studies)	<u>Adult Actions</u> ☐ Lesson plans integrating AINA in schools <u>Student Outcomes</u> ☐ Assignments, Activities ☐ Projects, Performances	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

★ **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. <i>Required for all schools.</i>	More than 50% of our school community are college graduates according to the ARCH ADC report. By providing career, community, and civic engagement opportunities at the elementary school level, students are exposed to various post-secondary options that they may be unaware of. It also builds purpose and connection to classroom learning.	EA.1.3.1 (1): Opportunities provided to ALL students in career, community, and civic engagement through: • 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) (Ned Uemae, Principal)	<u>Adult Actions</u> ☐ Documentation (field trip forms, guest speaker forms, schedules) <u>Student Outcomes</u> ☐ Student discussions / reflections ☐ Percent of participation in civic engagement activities	☒ WSF, \$ ☐ 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

- ★ 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 that include SIQ hours and/or TESOL certification by SY26-27. Annual Target: All teachers are SIQ or TESOL qualified by the beginning of school year 2026-2027	Only 50% of teachers are currently SIQ or TESOL qualified. Sheltered instruction ensures that all students have equal access to instruction.	EA.2.1.1 (1): Communicate opportunities for teachers to attend EL PD that support SIQ hours. (Tricia Kimura, EL Coordinator)	☐ Percentage of teachers with SIQ hours completed and/or TESOL certification	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
2.1.2 All teachers are effective or receive the necessary support to become effective. Annual Target:	"Teacher Effect" is the most important school-based factor in student success. Effective teachers build cognitive development and are able to bridge the gap for struggling students.	EA.2.1.2 (1): In order to be effective, all teachers will be provided supports including: - Schoolwide PD/Trainings - Meghan Hargrave (ELA strategies) - Dr. Lijedahl (Building Thinking Classroom) - Year 1 and 2 teachers to receive complex or school-level mentors - Opening of School videos, packet, and information on DOE guidelines and policies	☐ Training feedback and reflections ☐ Teacher reflections ☐ Documentation of Professional Development plans	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

All teachers receive Effective or higher on the EES.		District, complex and school trainings (Ned Uemae, Principal) 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.) EA.2.1.2 (3): 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. (Dawn Kodama-Nii, Curriculum Coordinator)	☐ Satisfactory completion on observations ☐ Planned meetings with administrator ☐ Documentation of results in the EES system ☐ Focus Four document and score sheet	☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
2.2.2 All schools' support staff are effective or receive the necessary support to become effective.	An effective school staff creates a safe culture for learning.	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. EA.2.2.2 (2): In order to be effective, all support staff will be provided supports including: - Opening of School videos, packet, and follow all DOE guidelines and policies - Color Coding Professional Development - District, complex and school trainings (Ned Uemae, Principal)	☐ Weekly Operations mtg mins ☐ Attendance sheets for various trainings offered to the support staff	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ 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>	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. <i>Required for all schools.</i>	The SCC serves as a bridge between the school staff and the community. It builds transparency and advocacy for the school. It also provides an opportunity for the families and community to have a voice at the school.	EA.3.3.1 (1): Provide regularly scheduled SCC meetings to: • Ensure all role groups are represented. • Share and address school level plans and issues. • Discuss and solicit input regarding school improvement, initiatives, and programs. (Ned Uemae, Principal)	☐ SCC mtg agenda/mins ☐ SCC membership ☐ Attendance sheets ☐ Ratings on the SCC self- assessment survey	☐ 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.	Two way communication allows a "partnership" between the family and the school. It builds connection and engagement with the families.	EA.3.3.2 (1): Sharing school information with families via our School Messenger system. EA.3.3.2 (2): Information shared on our school website, Facebook and electronic message board. EA.3.3.2 (3): Distributing flyers and online surveys to our families. EA.3.3.2 (4): Teachers use various communication items like phones, email, device applications, communication logs, student planners, etc. to communicate with parents. EA.3.3.2 (5): Open House, Meet & Greet sessions, Kindergarten Orientations, and EL Parent Training. EA.3.3.2 (6): Collaborating with Aikane (Parent Teacher Organization) to organize family engagement activities (i.e. STEM Night) (Ned Uemae, Principal)	Data Used: ☐ School Messenger Reports ☐ Communication logs ☐ Survey Results ☐ Attendance Sheets	☒ WSF, \$ ☐ 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 **Nuʻuanu 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 **September 23, 2025, December 2, 2025 and March 31, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **December 2, 2025 and March 31, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Grade Level, Department, Academic Review Teams, School Leadership Team
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: **March 31, 2026**

Attested:

Nuʻuanu Elementary School Principal	Signature	Date
Ned Uemae	<i>Ned Uemae</i>	04/02/26

SCC Chairperson	Signature	Date
Tricia Kimura	<i>Tricia Kimura</i>	04/02/26

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
Tricia Kimura	<i>Tricia Kimura</i>	04/02/26

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 <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1086 hours
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Nu'uanu Elementary School Bell Schedule:  Bell Schedule (Revised 1/24)	