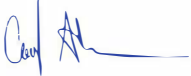




Nimitz Elementary School Academic Plan SY 2025-2026

520 Main Street
808-307-4400
nimitzelementary.hidoe.us

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

Submitted by Principal: Corey Allen	
	3/17/25

Approved by Complex Area Superintendent: John Erickson	
 <small>John Erickson (Apr 9, 2025 18:20 HST)</small>	

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
Kindergarten	'23 Wonders ▾	enVision Mathematics Common Core ▾	STEMScopes	
Grade 1	'23 Wonders ▾	enVision Mathematics Common Core ▾	STEMScopes	
Grade 2	'23 Wonders ▾	enVision Mathematics Common Core ▾	STEMScopes	
Grade 3	'23 Wonders ▾	enVision Mathematics Common Core ▾	STEMScopes	
Grade 4	'23 Wonders ▾	enVision Mathematics Common Core ▾	STEMScopes	
Grade 5	'23 Wonders ▾	enVision Mathematics Common Core ▾	STEMScopes	
Grade 6	'23 Wonders ▾	enVision Mathematics Common Core ▾	STEMScopes	

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
K-6	BrainPop	BrainPop	BrainPop	BrainPop
K-6	Pebble Go	Pebble Go	Pebble Go	Pebble Go
K-6			Mystery Science	
Grades 1-4		IXL		
SPED	IXL	IXL	IXL	IXL



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:

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
K-6	I-Ready ▾ Reading	I-Ready ▾ Math
K-6	DIBELS ▾	Other: ▾ Envision Math Diagnostic Assessments



IDENTIFIED SCHOOL NEEDS

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

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

Year of Last Visit: SY21-22

Type of Last Visit: Full Self-Study ▾

Year of Next Action: SY24-25

Type of Next Action: Mid-Cycle Report & Visit ▾

Year of Next Self-Study:

SY27-28

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 Math Achievement	<p><u>Student Need:</u> Nimitz Elementary students continue to score lower on Math assessments</p> <p><u>Root/Contributing Cause:</u></p> <ul style="list-style-type: none"> - Nimitz Teachers have been focusing on implementing a new curriculum for the past 2.5 years, and have focused less on instruction - Nimitz Math RTI Program is in its infancy, and we have yet to see its results, much less make appropriate adjustments
2 Healthy Clustering and Inclusive Practices	<p><u>Student Need:</u> Nimitz Elementary special education students must be given more access to the general education setting</p> <p><u>Root/Contributing Cause:</u></p> <ul style="list-style-type: none"> - At this point in time, we have not seen the results of our current actions in expanding support facilitation - Some Nimitz Teachers still remain confused on how best to implement inclusive practices <ul style="list-style-type: none"> - Clustering action was rushed at end of SY23-24
3 ELA Curriculum Implementation and Literacy Practices	<p><u>Student Need:</u> Nimitz Elementary must build consistent literacy instruction practices on top of an implementation of a new ELA curriculum</p> <p><u>Root/Contributing Cause:</u> Tier 2 Referrals inconsistently identify interventions used prior to referrals in Reading</p> <ul style="list-style-type: none"> - Teachers are not consistently familiar with appropriate literacy practices <ul style="list-style-type: none"> - Tier 1 Literacy PD is not consistent school-wide - Teacher turnover creates delays in building consistency in practices school-wide - Teachers are not implementing ELA curriculum consistently



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	<p><u>Targeted Subgroup:</u> Special Education</p> <p><u>Identified Student Need(s):</u></p> <ul style="list-style-type: none"> A. Least Restrictive Environment- SPED students and Nimitz Elementary must be given more access to the GenEd environment to expose SPED students to their GenEd peers B. Achievement Gap- SPED students must achieve more to lesson the gap between high needs and low needs students.
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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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
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.	N/A	EA.1.1.1 (1) All Kindergarten students will take the Kindergarten Entry Assessment. Data from the assessment will be included in report card assessments, parent teacher conferences, and Nimitz Support Team discussions amongst referrals made. - Leads: Kirsten Jensen and Roxanne Kauffman, Kinder GLC and Curriculum Coordinator	KEA Completion Rate	<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>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.</p>	<p>3 ELA Curriculum Implementation and Literacy Practices</p>	<p>EA1.1.2 (1) ELA Curriculum Implementation Process- Nimitz Elementary School will implement a new curriculum while emboldening schools-wide research-based literacy practices</p> <ul style="list-style-type: none"> - Lead: Logan Okita, RTI Reading Coach <p>EA1.1.2 (2) RTI Reading- The Nimitz Reading RTI Program will identify and target students flagged in the iReady Reading Diagnostic, screen for additional Tier 2 and Tier 3 needs, and use the Nimitz Student Support Team to determine next steps.</p> <ul style="list-style-type: none"> - Lead: Logan Okita, RTI Reading Coach 	<p>iReady Diagnostic Data</p> <p>DIBELS Assessments</p> <p>ELA Scope and Sequence Creation</p>	<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>		
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<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><i>Required for AMR schools.</i></p>	<p>1 Math Achievement</p>	<p>EA1.1.3 (1) The Nimitz Math Cadre will continue to build vertical alignments between grade levels in order to prioritize items on scope and sequences and build a common vocabulary for Nimitz teachers in regards to Math</p> <ul style="list-style-type: none"> - Lead: Roxanne Kauffman, Tony Pablo- Curriculum Coordinator, Technology Coordinator <p>EA1.1.3(2) The Nimitz Math RTI Program- Students identified in iReady diagnostics with Tier 3 needs in math will be supported by push-in and pull-out tutors in their math needs. Tutors coordinated by CC will be utilized to make appropriate determinations on level of Tier 2 or Tier 3 supports that are needed.</p> <ul style="list-style-type: none"> - Lead: Roxanne Kauffman, Math and Science Coordinator <p>EA1.1.3(3) Build Thinking Classrooms- Upper grade teachers will undergo professional development on collaborative instructional practices geared toward math achievement based on the Build Thinking Classrooms method of Peter Lijedahl</p> <ul style="list-style-type: none"> - Lead: Roxanne Kauffman, Math and Science Coordinator 	<p>SBA Math Proficiency</p> <p>iReady Math Proficiency and Growth</p>	<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>		
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One-Year Academic Plan SY 2025-2026 for AMR Schools

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>	2 Healthy Clustering and Inclusive Practices	EA1.1.4 (1) Nimitz Elementary Inclusive Practices Initiative- Nimitz Elementary will continue its partnership with district, state, and fellow schools to implement more effective inclusive practices at Nimitz Elementary to build a less restrictive SPED program. <ul style="list-style-type: none">- Lead: Kasey Lahousse, Vice Principal	Inclusion Rate ELA Achievement Gap Math Achievement Gap	<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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One-Year Academic Plan SY 2025-2026 for AMR Schools

<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>N/A</p>	<p>EA 1.1.5 (1) Nimitz A4L Transition Program- Due to the high percentage of military community families that attend Nimitz Elementary, all students that attend Nimitz Elementary between the first and last day of school are introduced to the Anchored 4 Life Program. Students in this program give tours to the newest students at Nimitz while ensuring a peer is partnered with said new student to ensure a smooth social transition into the general student population.</p> <ul style="list-style-type: none"> - Leads: Corey Allen & Erika Rodgers- Principal and PCNC <p>EA 1.1.5 (2) 6th Grade Transition Activities- 6th Grade teachers at Nimitz Elementary ensure 6th grade students are prepared for the setting of Middle School, which will test student independence and decision making. To assist in this transition, 6th grade teachers facilitate...</p> <ul style="list-style-type: none"> - 6th Grade Field Trip to Aliamanu Middle School - 6th Grade Math Placement report to Aliamanu Middle School - 6th Grade SPED Transition Meetings to Aliamanu Middle School - Leads: Corey Allen- Principal 	<p>Panorama SEL Sense of Belonging measure</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>		
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One-Year Academic Plan SY 2025-2026 for AMR Schools

1.1.6 All teachers will use common data practices to assess students	N/A	EA 1.1.6 (1) Common Assessment FOL- At least quarterly, a group of vertically aligned teachers will meet to determine which assessments all grade levels will use to monitor progress in students, ongoing practices for data analysis, and realign cohesiveness of data analysis between grade levels. - Leads: RTI Coach and SSC- Logan Okita and Jason Wong	Records of Data Analysis Meetings	<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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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.						
Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	N/A	EA 1.2.1.(1) Nimitz Elementary Attendance Messenger and Follow Up System- Parents of students with High Alert and Chronic Absenteeism rates will be notified of their child's attendance status on a monthly basis. Further follow up of admin phone calls, meetings with social worker, and family court referrals will be made in collaboration between admin and counselors. - Leads: Corey Allen, Derrick Nii, Andrew Ma-Principal and Grade Level Counselors	Chronic Absenteeism Rate	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input checked="" 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: __, \$		



One-Year Academic Plan SY 2025-2026 for AMR Schools

<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	N/A	<p>EA1.2.2. (1) Choose Love Curriculum- Nimitz Elementary will continue to utilize the Choose Love SEL curriculum, which encourages the universal values of Compassion, Courage, Forgiveness, and Gratitude. Counselors and Teachers will conduct one Choose Love lesson monthly to build these values in Nimitz students.</p> <ul style="list-style-type: none"> - Leads: Derrick Nii, Andrew Ma- Grade Level Counselors 	<p>Panorama SEL Survey</p> <p>Student SQS Safety Measure</p>	<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>	N/A	<p>EA1.2.3. (1) SOAR- Nimitz Elementary utilizes the SOAR positive behavior model to build consistency in positive behavior practices for Nimitz students. Self Discipline, Ohana, Attitude, Respect align greatly with the values of Nā Hopena A'o, particularly Belonging, Responsibility, Excellence, and Aloha.</p> <ul style="list-style-type: none"> - Leads: Derrick Nii, Andrew Ma- Grade Level Counselors <p>EA1.2.3. (2) AMR Protective Factor Commitments- Nimitz students will be positively supported by adults and students in a trauma-informed community through school-wide greetings at the door, morning business SEL activities, and a systematic approach to behavior concerns.</p> <ul style="list-style-type: none"> - Leads: Derrick Nii, Andrew Ma- Grade Level Counselors 	<p>Panorama SEL Survey</p> <ul style="list-style-type: none"> - Fall - Winter - Spring <p>Negative Behavior Referral Rate</p> <p>Bi-Weekly Student Support Team Notes</p>	<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 1.3 All students graduate high school prepared for college and career success and community and civic engagement.						
Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this? Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
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>	N/A	EA1.3.1(1) Nimitz RWL Initiative- In conjunction with the Radford Complex, Nimitz teachers (by grade level) will create a Real World Learning experience that engages students outside of the classroom, with a community partner, and will be exhibited to parents and the community - Leads: Corey Allen, Roxanne Kauffman- Principal and Curriculum Coordinator EA1.3.1(2) Nimitz Career Day- Every year, Nimitz Elementary will welcome professionals from the community to the Nimitz campus to speak to students about career opportunities in the real world. - Leads: Derrick Nii, Andrew Ma- Grade Level Counselors	Math Achievement Exhibition Day Parent/Community Feedback Career Day Staff and Speaker Feedback	<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: __, \$		



One-Year Academic Plan SY 2025-2026 for AMR Schools

<p>K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p>	<p>N/A</p>	<p>EA1.3.2 (1) Nimitz RWL Initiative- In conjunction with the Radford Complex, Nimitz teachers (by grade level) will create a Real World Learning experiences that engages students outside of the classroom, with a community partner, and will be exhibited to parents and the community</p> <ul style="list-style-type: none"> - Leads: Corey Allen, Roxanne Kauffman- Principal and Curriculum Coordinator <p>EA1.3.2 (1) AVID- Teachers at Nimitz Elementary will utilize instructional practices that are aligned with the AVID mindset which encourage the refinement of individual determination skills that prepare students for college and career readiness.</p> <ul style="list-style-type: none"> - Lead: Ramona Matsumoto- AVID Coordinator 	<p>Grade Level RWL Project Exhibition Products</p> <p>AVID CCI Certification</p>	<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>		
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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> <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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
2.1.1 All Nimitz Teachers will be supported in their professional development through Nimitz based teacher-leads	N/A	EA 2.1.1 (1) 21 Hour PLCs- Utilizing parts of our 21 hours additional professional development time, teachers will be placed in PLC groups to enhance their differentiation skills in order to handle a range of student abilities within the GenEd environment. <ul style="list-style-type: none">- Leads: Logan Okita, Reading and Social Studies Coordinator, Tony Pablo, Technology Coordinator, Ashley Enriques, ELA and Social Studies Coordinator, Roxanne Kauffman, Math and Science Coordinator	Teacher Feedback	<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 (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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
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>	N/A	EA 3.3.1. (1) SCC- All SCC meetings will be conducted per the Academic and Financial Plan Process Timeline - Lead: Corey Allen, Principal	Nimitz Elementary Community Engagement Web Page	<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: __, \$		



★ 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 (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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
3.4.1 Nimitz Elementary school, in concurrence with its real world learning (RWL) initiative, will have an "Exhibition Day/Night" for students to share their RWL with parents and the community <i>Required for AMR schools.</i>	N/A	EA 3.4.1 (1) Nimitz RWL Initiative- In conjunction with the Radford Complex, Nimitz teachers (by grade level) will create a Real World Learning experiences that engages students outside of the classroom, with a community partner, and will be exhibited to parents and the community - Leads: Corey Allen, Roxanne Kauffman- Principal and Curriculum Coordinator	Exhibition Day Parent/Community Feedback	<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: __, \$		



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 Nimitz 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)

1095 hours

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

No- Schedule is in Compliance

Bell Schedule:



NES Daily Bell Schedule SY24-25

PreK-K		1-2		3-4		5-6	
7:45-8:00 am	Morning Biz (15)	7:45-8:00 am	Morning Biz (15)	7:45-8:00 am	Morning Biz (15)	7:45-8:00 am	Morning Biz (15)
8:00- 9:30 am	Block 1 (90)	8:00-9:30 am	Block 1 (90)	8:00- 9:50 am	Block 1 (110)	8:00-9:50 am	Block 1 (110)
9:30- 9:45 am	Lower Grade Recess (15)	9:30-9:45 am	Lower Grade Recess (15)	9:50-10:05 am	Recess (15)	9:50-10:05 am	Recess (15)
9:45-11:00 am	Block 2 (75)	9:45-11:15 am	Block 2 (90)	10:05-11:45 am	Block 2 (100)	10:05-12:00 pm	Block 2 (115)
11:00-11:30 am	Lunch	11:15-11:45 am	Lunch	11:45-12:15 pm	Lunch	12:00-12:30 pm	Lunch
11:30-12:45 pm	Block 3 (75)	11:45-12:45 pm	Block 3 (60)	12:15-12:30 pm	Recess	12:30-12:45 pm	Recess
12:45-1:00 pm	Lower Grade Recess	12:45-1:00 pm	Lower Grade Recess				
1:00 -1:52pm	Block 4 (52)	1:00-1:52pm	Block 4 (52)	12:30-1:52pm	Block 3 (82)	12:45-1:52pm	Block 3 (67)
1:52-2:00pm	Closing Biz (8)	1:52-2:00pm	Closing Biz (8)	1:52-2:00pm	Closing Biz (8)	1:52-2:00pm	Closing Biz (8)

M/T/Th/F Dismissal @ 2:00pm, Wednesday Dismissal @ 1:10pm