



## Chester W. Nimitz Elementary Academic Plan SY 2026-2027

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- ☐ Title I School  
☒ Non-Title 1 School

Submitted by Principal: Corey Allen

Corey Allen

Corey Allen (Apr 14, 2026 13:18:41 HST)

Approved by Complex Area Superintendent: John Erickson

John Erickson

John Erickson (Apr 14, 2026 13:37:27 HST)

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 | <a href="#">English Language Arts</a> | <a href="#">Mathematics</a>        | 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 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            |

### 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 |
| 3-6                        |                       | SBA Interim Assessment Blocks     |

### 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: 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:

TBD

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.

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>1 Math Achievement</b>    | <p><b>Nimitz Elementary students continue to score lower on Math assessments</b></p> <ul style="list-style-type: none"> <li>- <b>SBA Scoring:</b> For the 2024-25 school year, 74.1% of all students were proficient in Language Arts, while 66.5% were proficient in Math.</li> <li>- <b>Universal Screener (Spring):</b> In the same year, the Spring Universal Screener showed 60.1% of students "On or Above Grade Level" for Language Arts, compared to 53.1% for Math.</li> </ul> <p>Root Causes</p> <ol style="list-style-type: none"> <li>1. The Math FOL team have not completed their process on curriculum alignment</li> <li>2. Maintaining engagement in Math is difficult</li> <li>3. Lacking literacy achievement is a causing to lacking math reasoning achievement</li> </ol>                                                                                                                       |
| <b>2 Inclusive Practices</b> | <p><b>Nimitz Elementary special education students must be given more access to the general education setting</b></p> <ul style="list-style-type: none"> <li>- <b>Language Arts Gap:</b> The gap has steadily decreased from 31.3% in 2022-23 to 15.8% in 2024-25.</li> <li>- <b>Math Gap:</b> This gap fluctuated, starting at 27.7%, rising to 34.0% in 2023-24, and then narrowing to 19.1% in 2024-25.</li> <li>- <b>Science Gap:</b> There has been a significant narrowing of the gap in Science, moving from 22.0% in 2022-23 to 37.3% in 2024-25</li> </ul> <p>Root Causes</p> <ol style="list-style-type: none"> <li>1. Teachers engaged in the new Support Facilitation initiative still lack a common understanding of the support facilitation strategy</li> <li>2. The current path of expanding SPED students into inclusion settings requires significant changes in personnel and funding</li> </ol> |

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>3 Tier 1 Literacy</b> | <p><b>Nimitz Elementary must build consistent Tier 1 literacy instruction with a primary focus in writing</b></p> <ul style="list-style-type: none"> <li>- Teachers report in FOLs/GLCs a particular difficulty in determining curriculum goals and common instructional practice in writing</li> <li>- Writing Proficiency Average on SBAs SY22-23 to SY24-25 <ul style="list-style-type: none"> <li>- SY22-23: 74%</li> <li>- SY23-24: 72%</li> <li>- SY24-25: 73%</li> </ul> </li> </ul> <p><b>Root Causes</b></p> <ol style="list-style-type: none"> <li>1. Nimitz Elementary has not taken a school-wide focus on writing instruction and curriculum for at least 5 years</li> <li>2. There is currently no common instructional practice amongst educators to focus on writing</li> <li>3. From a student support perspective, questions about the quality and quantity of Tier 1/2 interventions implemented prior to a referral remain</li> </ol> |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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:** Special Education Student Population

**Identified Student Need(s):**

- A. Achievement Gap- SPED students must achieve more to lessen the gap between high needs and low needs students.
  - a. **Language Arts Gap:** 15.8% in 2024-25.
  - b. **Math Gap:** 19.1% in 2024-25.



## 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<br><i>"What do we plan to accomplish?"</i>                                                                                                                                                                                 | Root/<br>Contributing<br>Cause<br><i>"Why are we doing this?"</i> | Enabling Activities<br><i>"How will we achieve the desired outcome?"</i><br><br>and Name of Accountable Lead(s)<br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>                                                                                                                                       | Monitoring of<br>Progress<br><i>"How will we know progress is being made?"</i> | Anticipated<br>Source of Funds<br><i>"What funding source(s) should be utilized?"</i><br><i>Estimate the additional amount needed for enabling activities.</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, 2027. Include dates and descriptions for carrying out this enabling activity |                                         |
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|                                                                                                                                                                                                                                            |                                                                   |                                                                                                                                                                                                                                                                                                                                          |                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | AMR Semester 1<br>Check<br>December 11, 2026                                                                                                                                                                        | AMR Semester 2<br>Check<br>May 14, 2027 |
| 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.<br><br><i>Required for all schools.</i> | N/A                                                               | EA1.1.1(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.<br><br>- Leads: Kristy Alama and Roxanne Kauffman, Kinder GLC and Curriculum Coordinator | KEA Completion Rate                                                            | <input checked="" type="checkbox"/> WSF, \$<br><input type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant: __, \$<br><input type="checkbox"/> Other: __, \$ |                                                                                                                                                                                                                     |                                         |

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| <p><b>Reading Proficiency</b><br/>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><i>Required for all schools.</i></p> | <p><b>3 ELA Curriculum Implementation and Literacy Practices</b></p> | <p>1.1.2 (1) Tier 1 Literacy Professional Development- Nimitz Elementary School teachers will learn Tier 1 instructional practices for literacy based in the Science of Reading and aligned with the Comprehensive Literacy State Development Grant of HDOE</p> <ul style="list-style-type: none"> <li>- Lead: Logan Okita, RTI Reading Coach, Ashley Enriques, RTI Reading Coach</li> </ul> <p>1.1.2. (2) In the ELA FOL, teachers will collaborate on priority curriculum targets for writing to achieve vertical cohesion in Writing instruction and curriculum</p> <ul style="list-style-type: none"> <li>- Lead: Logan Okita, RTI Reading Coach, Ashley Enriques, RTI Reading Coach</li> </ul> <p>1.1.2. (3) 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"> <li>- Lead: Logan Okita, RTI Reading Coach, Ashley Enriques, RTI Reading Coach</li> </ul> | <p>iReady Diagnostic Data</p> <p>DIBELS Assessments</p> <p>ELA Scope and Sequence Creation</p> | <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 type="checkbox"/> Other: __, \$</p> |  |  |
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| <p><b>Mathematics Proficiency</b></p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p> <p><i>Required for AMR schools.</i></p> | <p><b>1 Math Achievement</b></p> | <p>1.1.3 (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"> <li>- Lead: Roxanne Kauffman, Tony Pablo- Curriculum Coordinator, Technology Coordinator</li> </ul> <p>1.1.3 (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"> <li>- Lead: Roxanne Kauffman, Math and Science Coordinator</li> </ul> <p>1.1.3(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"> <li>- Lead: Roxanne Kauffman, Math and Science Coordinator</li> </ul> | <p>SBA Math Proficiency</p> <p>iReady Math Proficiency and Growth</p> | <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 type="checkbox"/> Other:__, \$</p> |  |  |
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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><b>2 Healthy Clustering and Inclusive Practices</b></p> | <p>1.1.4(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.</p> <ul style="list-style-type: none"> <li>- Lead: Kasey Lahousse, Vice Principal</li> </ul> | <p>Inclusion Rate</p> <p>ELA Achievement Gap</p> <p>Math Achievement Gap</p> | <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 type="checkbox"/> Other:__, \$</p> |  |  |
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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> | N/A | <p>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"> <li>- Leads: Corey Allen &amp; Erika Rodgers- Principal and PCNC</li> </ul> <p>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"> <li>- 6th Grade Field Trip to Aliamanu Middle School</li> <li>- 6th Grade Math Placement report to Aliamanu Middle School</li> <li>- 6th Grade SPED Transition Meetings to Aliamanu Middle School</li> <li>- Leads: Corey Allen- Principal</li> </ul> | <p>Panorama SEL Sense of Belonging measure</p> | <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 type="checkbox"/> Other: __, \$</p> |  |  |
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

| Desired Outcome<br>"What do we plan to accomplish?"                                                | Root/<br>Contributing<br>Cause<br>"Why are we doing this?" | Enabling Activities<br>"How will we achieve the desired outcome?"<br><br>and Name of Accountable Lead(s)<br>"Who is responsible to oversee and monitor implementation and progress?"                                                                                                                                                                                                                                                                                  | Monitoring of Progress<br>"How will we know progress is being made?" | Anticipated Source of Funds<br>"What funding source(s) should be utilized?"<br>Estimate the additional amount needed for enabling activities.                                                                                                                                                                                                                                                                                                            | Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity |                                      |
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|                                                                                                    |                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                          | AMR Semester 1 Check<br>December 11, 2026                                                                                                                                                                           | AMR Semester 2 Check<br>May 14, 2027 |
| 1.2.1. All students desire to and attend school regularly.<br><br><i>Required for all schools.</i> | N/A                                                        | 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.<br><br>- Leads: Corey Allen, Derrick Nii, Andrew Ma-Principal and Grade Level Counselors | Chronic Absenteeism Rate                                             | <input type="checkbox"/> WSF, \$<br><input type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant: __, \$<br><input type="checkbox"/> Other: __, \$ |                                                                                                                                                                                                                     |                                      |

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| <p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>            | N/A | <p>1.2.2 (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"> <li>- Leads: Jin Hi Kim, Andrew Ma- Grade Level Counselors</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                    | <p>Panorama SEL Survey</p> <p>Student SQS Safety Measure</p>                                                                                                                                               | <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 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>1.2.3(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"> <li>- Leads: Jin Hi Kim, Andrew Ma- Grade Level Counselors</li> </ul> <p>1.2.3(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"> <li>- Leads: Jin Hi Kim, Andrew Ma- Grade Level Counselors</li> </ul> | <p>Panorama SEL Survey</p> <ul style="list-style-type: none"> <li>- Fall</li> <li>- Winter</li> <li>- Spring</li> </ul> <p>Negative Behavior Referral Rate</p> <p>Bi-Weekly Student Support Team Notes</p> | <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 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<br>"What do we plan to accomplish?"                                                                                                               | Root/<br>Contributing<br>Cause<br>"Why are we doing this?" | Enabling Activities<br>"How will we achieve the desired outcome?"<br><br>and Name of Accountable Lead(s)<br>"Who is responsible to oversee and monitor implementation and progress?"                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Monitoring of<br>Progress<br>"How will we know progress is being made?"                                          | Anticipated<br>Source of Funds<br>"What funding source(s) should be utilized?"<br>Estimate the additional amount needed for enabling activities.                                                                                                                                                                                                                                                                                                         | Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity |                                         |
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|                                                                                                                                                                   |                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                          | AMR Semester 1<br>Check<br>December 11, 2026                                                                                                                                                                        | AMR Semester 2<br>Check<br>May 14, 2027 |
| 1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.<br><br><i>Required for all schools.</i> | N/A                                                        | 1.3.1 (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<br><br>- Leads: Corey Allen, Roxanne Kauffman- Principal and Curriculum Coordinator<br><br>1.3.1 (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.<br><br>- Leads: Derrick Nii, Andrew Ma- Grade Level Counselors | Math Achievement<br><br>Exhibition Day<br>Parent/Community Feedback<br><br>Career Day Staff and Speaker Feedback | <input type="checkbox"/> WSF, \$<br><input type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant: __, \$<br><input type="checkbox"/> Other: __, \$ |                                                                                                                                                                                                                     |                                         |

|                                                                                                                                                                                                          |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <b>K-12 Alignment</b><br>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. | N/A | <p>1.3.2 (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"> <li>- Leads: Corey Allen, Roxanne Kauffman- Principal and Curriculum Coordinator</li> </ul> <p>1.3.2 (2) 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"> <li>- Lead: Ramona Matsumoto- AVID Coordinator</li> </ul> <p>1.3.2 (3) 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"> <li>- Leads: Jin Hi Kim, Andrew Ma- Grade Level Counselors</li> </ul> | Grade Level RWL Project Exhibition Products<br><br>AVID CCI Certification | <input type="checkbox"/> WSF, \$<br><input type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant:___ \$<br><input type="checkbox"/> Other:___ \$ |  |  |
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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<br>"What do we plan to accomplish?"                                                              | Root/<br>Contributing<br>Cause<br>"Why are we doing this?" | Enabling Activities<br>"How will we achieve the desired outcome?"<br><br>and Name of Accountable Lead(s)<br>"Who is responsible to oversee and monitor implementation and progress?"                                                                                                                                                                              | Monitoring of<br>Progress<br>"How will we know progress is being made?" | Anticipated<br>Source of Funds<br>"What funding source(s) should be utilized?"<br>Estimate the additional amount needed for enabling activities.                                                                                                                                                                                                                                                                                                         | Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity |                                         |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
|                                                                                                                  |                                                            |                                                                                                                                                                                                                                                                                                                                                                   |                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                          | AMR Semester 1<br>Check<br>December 11, 2026                                                                                                                                                                        | AMR Semester 2<br>Check<br>May 14, 2027 |
| 2.1.1 All Nimitz Teachers will be supported in their professional development through Nimitz based teacher-leads | N/A                                                        | 2.1.1 (1) ARTeam Process- ART Team and FOL Leads will work with administration to coordinate professional development needs with FOL and the Comprehensive Needs Assessment to ensure professional.<br>- Leads: Kasey Lahousse, Vice Principal, Roxanne Kauffman, Math Curriculum Coordinator, Logan Okita, ELA Reading Coach, Ashley Enriques, ELA Reading Coach | Teacher Feedback                                                        | <input type="checkbox"/> WSF, \$<br><input type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant: __, \$<br><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<br>"What do we plan to accomplish?"                                                                                                                        | Root/<br>Contributing<br>Cause<br>"Why are we doing this?" | Enabling Activities<br>"How will we achieve the desired outcome?"<br><br>and Name of Accountable Lead(s)<br>"Who is responsible to oversee and monitor implementation and progress?" | Monitoring of<br>Progress<br>"How will we know progress is being made?" | Anticipated<br>Source of Funds<br>"What funding source(s) should be utilized?"<br>Estimate the additional amount needed for enabling activities.                                                                                                                                                                                                                                                                                                         | Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity |                                         |
|                                                                                                                                                                            |                                                            |                                                                                                                                                                                      |                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                          | AMR Semester 1<br>Check<br>December 11, 2026                                                                                                                                                                        | AMR Semester 2<br>Check<br>May 14, 2027 |
| 3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.<br><br><i>Required for all schools.</i> | N/A                                                        | 3.3.1 (1) SCC- All SCC meetings will be conducted per the Academic and Financial Plan Process Timeline<br>- Lead: Corey Allen, Principal                                             | Nimitz Elementary Community Engagement Web Page                         | <input type="checkbox"/> WSF, \$<br><input type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant: __, \$<br><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<br>"What do we plan to accomplish?"                                                                                                                                                                                      | Root/<br>Contributing<br>Cause<br>"Why are we doing this?" | Enabling Activities<br>"How will we achieve the desired outcome?"<br><br>and Name of Accountable Lead(s)<br>"Who is responsible to oversee and monitor implementation and progress?"                                                                                                                                                                                      | Monitoring of Progress<br>"How will we know progress is being made?" | Anticipated Source of Funds<br>"What funding source(s) should be utilized?"<br>Estimate the additional amount needed for enabling activities.                                                                                                                                                                                                                                                                                                            | Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity |                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
|                                                                                                                                                                                                                                          |                                                            |                                                                                                                                                                                                                                                                                                                                                                           |                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                          | AMR Semester 1 Check<br>December 11, 2026                                                                                                                                                                           | AMR Semester 2 Check<br>May 14, 2027 |
| 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<br><br><i>Required for AMR schools.</i> | N/A                                                        | 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<br><br>- Leads: Corey Allen, Roxanne Kauffman- Principal and Curriculum Coordinator | Exhibition Day<br>Parent/Community Feedback                          | <input type="checkbox"/> WSF, \$<br><input type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant: __, \$<br><input type="checkbox"/> Other: __, \$ |                                                                                                                                                                                                                     |                                      |

| ★ Other Systems of Support                                                                                                                               |                                                                   |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                     |                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| Desired Outcome<br><i>"What do we plan to accomplish?"</i>                                                                                               | Root/<br>Contributing<br>Cause<br><i>"Why are we doing this?"</i> | Enabling Activities<br><i>"How will we achieve the desired outcome?"</i><br><br>and Name of Accountable Lead(s)<br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>                                                                                                                                                                                 | Monitoring of<br>Progress<br><i>"How will we know progress is being made?"</i>                   | Anticipated<br>Source of Funds<br><i>"What funding source(s) should be utilized?"</i><br><i>Estimate the additional amount needed for enabling activities.</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, 2027. Include dates and descriptions for carrying out this enabling activity |                                         |
|                                                                                                                                                          |                                                                   |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                          | AMR Semester 1<br>Check<br>December 11, 2026                                                                                                                                                                        | AMR Semester 2<br>Check<br>May 14, 2027 |
| 3.5.1 Nimitz Elementary students with additional academic, behavior, or health needs are appropriately supported<br><br><i>Required for AMR schools.</i> | N/A                                                               | 3.5.1 (1) The Nimitz Elementary Student Support Team, consisting of academic, behavioral, and administrative supports, will meet bi-weekly to review the specific needs of students, determine appropriate supports, and carry out appropriate action with teachers to ensure student success.<br><br>- Leads: Corey Allen, Principal and Jason Wong, Student Services Coordinator | iReady Achievement<br><br>DIBELS Achievement<br><br>RTI Data Tracking<br><br>SST Standing Agenda | <input type="checkbox"/> WSF, \$<br><input type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant: __, \$<br><input type="checkbox"/> Other: __, \$ |                                                                                                                                                                                                                     |                                         |

**SCC Recommendations to the Academic Plan and Financial Plan:**

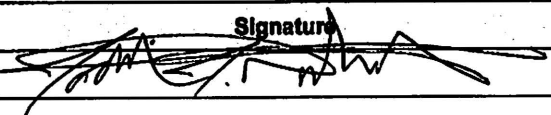
The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the 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: |
|---------------------|---------------------------------------|---------------------------------------------|
| NA                  |                                       |                                             |
|                     |                                       |                                             |
|                     |                                       |                                             |

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

NA

**Attested:**

| SCC Chairperson | Signature                                                                            | Date    |
|-----------------|--------------------------------------------------------------------------------------|---------|
| Todd Matsumoto  |  | 2/27/26 |

## 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.

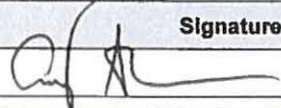
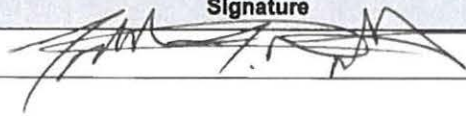
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Chester W. Nimitz Elementary** 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 **Feb 27, 2026** to share the school data and gather input on student priorities.  
☒ A School Community Meeting was conducted on **Dec 5, 2025** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.  
☐ Other (list):
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: **Feb 27, 2026**

## Attested:

| Chester W. Nimitz Elementary Principal | Signature                                                                            | Date    |
|----------------------------------------|--------------------------------------------------------------------------------------|---------|
| Corey Allen                            |   | 2/27/26 |
| SCC Chairperson                        | Signature                                                                            | Date    |
| Todd Matsumoto                         |  | 2/27/26 |

**SCC Recommendations to the Academic Plan and Financial Plan:**

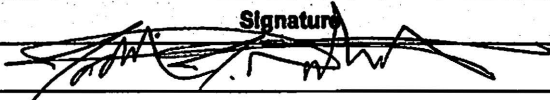
The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the 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: |
|---------------------|---------------------------------------|---------------------------------------------|
| NA                  |                                       |                                             |
|                     |                                       |                                             |
|                     |                                       |                                             |

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

NA

**Attested:**

| SCC Chairperson | Signature                                                                            | Date    |
|-----------------|--------------------------------------------------------------------------------------|---------|
| Todd Matsumoto  |  | 2/27/26 |

## 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 (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                                                                                                                |
| Has an SCC Waiver Request Form been submitted to address bell schedule compliance?                                                                                                                     | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A, we meet the requirement |

### Chester W. Nimitz Elementary 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