



Nānāikapono Elementary Academic Plan (Elementary) SY 2025-2026

89-153 Mano Ave
Wai'anae, HI 96792
808-305-7800

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

SW 5 & SW 6 - Title 1 Schoolwide Program Requirements

Submitted by Jessica Matsik	
Signature here <i>Jessica Matsik</i>	Date 4/15/2025

Approved by Complex Area Superintendent Disa Hauge	
<i>Disa Hauge</i>	4/15/2025



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
K-6	Other: ▾ Reading Wonders (Tier I)	i-Ready Classroom Mathematics ▾	Amplify Science (Tier I)	Studies Weekly (gr.6)
K-2	Other: ▾ Magnetic Reading Foundation (Tier I)	Select One ▾		
3-6	Other: ▾ Phonics for Reading	Select One ▾		
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

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



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: Internal spreadsheet

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 ▾	I-Ready ▾
K-6	DIBELS ▾	Select One ▾
1-6	Galileo K12 ▾	Galileo K12 ▾
	Select One ▾	Select One ▾



	Select One ▾	Select One ▾
	Select One ▾	Select One ▾

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(s) for those needs and gaps, as identified in one or more of the following:

<input type="checkbox"/>	Date completed:	11/6/2024	Current Comprehensive Needs Assessment (CNA)
<input type="checkbox"/>	Date completed:	3/15/2024	Other current accreditation self-study or external CNA (WestEd CNA, Updated)
<input checked="" type="checkbox"/>	Last full self study	4/22/2024	Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
<input checked="" type="checkbox"/>	Next full self-study	28-29	WASC (if currently in a full study cycle, estimate next full cycle)

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

“What should we prioritize to support our students and help us become the complex area we aspire to be? Why is this happening? What do we know?”

1	<u>School Area Need:</u>	Students need access to rigorous grade level, standards-based curriculum and instruction. Students need more opportunities for more engagement throughout the lesson and student to student academic conversations. Students need differentiated instruction, especially for higher levels that challenge students.
	<u>Root/Contributing Cause(s):</u>	Instructional teams are inconsistent in using data to drive instruction and respond to student needs, and also could provide rigorous coursework opportunities more frequently. (Process Review Tool: 3A.2, 3A.3, 3C.2)
2	<u>School Area Need:</u>	Students need instructional staff that sees the connection of the school's initiatives to the vision and mission by having clear communication and professional development.
	<u>Root/Contributing Cause(s):</u>	School leaders need to continue to solidify their structured processes to address teacher practices that impact student performance and outcomes. (Process Review Tool: 2C.2)
3	<u>School Area Need:</u>	Families need improved communication from the school and support to understand their children's progress and have access to tools to support their children at home, too.



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<u>Root/Contributing Cause(s):</u>		The school is inconsistent in providing families with communication around their child's progress as well as with opportunities to learn tools to support their children's progress at home. (Process Review Tool: 4A.3)
In order to address student equity, please list the targeted subgroup(s) and their identified needs. Enabling activities should address identified subgroup(s) and their needs.		
1	<u>Targeted Subgroup:</u>	English Learner
	<u>Identified School Area Need(s):</u>	EL learners are a diverse group with language, cultural, and socio-emotional needs that vary depending on the student's individual circumstances. They need individualized support that matches their needs.
2	<u>Targeted Subgroup:</u>	SPED
	<u>Identified School Area Need(s):</u>	Special education learners are a diverse group with specific learning needs. They need access to Tier 1 instruction to the fullest extent possible as well as individualized support as needed.
3	<u>Targeted Subgroup:</u>	Native Hawaiian
	<u>Identified School Area Need(s):</u>	60% of our school is Native Hawaiian and they need effective, accelerated instruction in an accepting environment with culturally responsive instruction.
	<u>Targeted Subgroup:</u>	Economically Disadvantaged
	<u>Identified Complex Area Need(s):</u>	63% of our school is disadvantaged and they need effective, accelerated instruction in an accepting environment with culturally responsive instruction.

**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 “What do we plan to accomplish?”	Root/ Contributing Cause “Why are we doing this?”	Enabling Activities “How will we achieve the desired outcome?” Name of Accountable Lead(s) “Who is responsible to oversee and monitor implementation and progress?”		Monitoring of Progress “How will we know progress is being made?”	Anticipated Source of Funds and Estimate of Additional Amount Needed
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness.	Instructional teams are inconsistent in using data to drive instruction and respond to student needs, and also could provide rigorous coursework opportunities more frequently. (Process Review Tool: 3A.2, 3A.3, 3C.2)				
		Enabling Activities EA 1.1.1a. RtIA and RtIB in order to meet the individual needs of all students. - Core Curriculum - Universal SEL Screener (Panorama) - Tiered Interventions - Progress Monitoring - Data-based Decision Making SW6	Accountable Lead Instructional coach ILT Rep School Leader	Student data (referral, attendance, DIBELS) Report Card Grades Standardized and summative assessment data Pacing Guides	
		EA 1.1.1b. Readiness Assessments: KEA Screener for all Kindergarten students in the first 30 days of entrance	Data and Assessment Coordinator	Impact team minutes	
		EA 1.1.1c. Based on the outcomes of the readiness assessments,	Teachers	Impact team minutes	



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		develop personalized learning plans for each student.			Title 1 ----- Total: \$175,000
		<p>EA 1.1.1d. Teacher and Staff Training:</p> <p>Provide professional development for teachers and staff on identifying and supporting the diverse needs of kindergarten students. Training should cover strategies for inclusive education, differentiated instruction, positive behavior support, and trauma-informed practices.</p> <p>Send Instructional Coaches to the Teaching Learning Conference where they will learn from a coach expert and be able to develop capacity at a higher level at school.</p>	School leaders Instructional coaches Consultants	Professional development calendar, agenda sign-in, and sheets Walkthrough data Coaching cycles	
		<p>EA 1.1.1e. Family Workshops and Resource Packs:</p> <p>Offer workshops for families throughout the year, focusing on strategies to support their children's development at home. Provide resource packs with activities, games, and information that reinforce the social, emotional, and academic skills being targeted.</p>	Engagement Coach (Kaiaulu)	Parent engagement feedback Family workshop agendas Attendance data	



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		<div>EA 1.1.1a. RtIA and RtIB in order to meet the individual needs of all students.<ul style="list-style-type: none">- Core Curriculum- Universal SEL Screener (Panorama)- Tiered Interventions- Progress Monitoring- Data-based Decision Making<div>SW6</div></div>	<div>Instructional coach</div> <div>ILT Rep</div> <div>School Leader</div>	<div>Student data (referral, attendance, DIBELS)</div> <div>Report Card Grades</div> <div>Standardized and summative assessment data</div> <div>Pacing Guides</div>							
1.1.1a All entering kindergarten students are provided necessary and timely support to develop foundational skills for learning.	Instructional teams are inconsistent in using data to drive instruction and respond to student needs, and also could provide rigorous coursework opportunities more frequently. (Process Review Tool: 3A.2, 3A.3, 3C.2)	<table><tr><th>Enabling Activities</th><th>Accountable Lead</th></tr><tr><td><div>EA 1.1.1a. RtIA and RtIB in order to meet the individual needs of all students.<ul style="list-style-type: none">- Core Curriculum- Universal SEL Screener (Panorama)- Tiered Interventions- Progress Monitoring- Data-based Decision Making<div>SW6</div></div></td><td><div>Instructional coach</div><div>ILT Rep</div><div>School Leader</div></td></tr><tr><td><div>EA 1.1.1c. Based on the outcomes of the readiness assessments, develop personalized learning plans for each student.</div></td><td><div>Teachers</div></td></tr></table>	Enabling Activities	Accountable Lead	<div>EA 1.1.1a. RtIA and RtIB in order to meet the individual needs of all students.<ul style="list-style-type: none">- Core Curriculum- Universal SEL Screener (Panorama)- Tiered Interventions- Progress Monitoring- Data-based Decision Making<div>SW6</div></div>	<div>Instructional coach</div> <div>ILT Rep</div> <div>School Leader</div>	<div>EA 1.1.1c. Based on the outcomes of the readiness assessments, develop personalized learning plans for each student.</div>	<div>Teachers</div>	<div>Student data (referral, attendance, DIBELS)</div> <div>Report Card Grades</div> <div>Standardized and summative assessment data</div> <div>Pacing Guides</div> <div>Impact team minutes</div>	<div>Impact team minutes</div>	<div>WSF</div> <div>-----</div> <div>Total: \$0</div>
Enabling Activities	Accountable Lead										
<div>EA 1.1.1a. RtIA and RtIB in order to meet the individual needs of all students.<ul style="list-style-type: none">- Core Curriculum- Universal SEL Screener (Panorama)- Tiered Interventions- Progress Monitoring- Data-based Decision Making<div>SW6</div></div>	<div>Instructional coach</div> <div>ILT Rep</div> <div>School Leader</div>										
<div>EA 1.1.1c. Based on the outcomes of the readiness assessments, develop personalized learning plans for each student.</div>	<div>Teachers</div>										



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		<p>EA 1.1.1d. Teacher and Staff Training:</p> <p>Provide professional development for teachers and staff on identifying and supporting the diverse needs of kindergarten students. Training should cover strategies for inclusive education, differentiated instruction, positive behavior support, and trauma-informed practices.</p> <p>Send Instructional Coaches to the Teaching Learning Conference where they will learn from a coach expert and be able to develop capacity at a higher level at school.</p>	<p>School leaders</p> <p>Instructional coaches</p> <p>Consultants</p>	<p>Professional development calendar, agenda sign-in, and sheets</p> <p>Walkthrough data</p> <p>Coaching cycles</p>	
		<p>EA 1.1.1e. Family Workshops and Resource Packs:</p> <p>Offer workshops for families throughout the year, focusing on strategies to support their children's development at home. Provide resource packs with activities, games, and information that reinforce the social, emotional, and academic skills being targeted.</p>	<p>Engagement Coach (Kaiaulu)</p>	<p>Parent engagement feedback</p> <p>Family workshop agendas</p> <p>Attendance data</p>	
		<p>EA 1.1.1a. RtIA and RtIB in order to meet the individual needs of all students.</p> <ul style="list-style-type: none"> - Core Curriculum - Universal SEL Screener (Panorama) - Tiered Interventions - Progress Monitoring - Data-based Decision Making <p>SW6</p>	<p>Instructional coach</p> <p>ILT Rep</p> <p>School Leader</p>	<p>Student data (referral, attendance, DIBELS)</p> <p>Report Card Grades</p> <p>Standardized and summative assessment data</p>	



			Pacing Guides	
Reading Proficiency				
1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.	Instructional teams are inconsistent in using data to drive instruction and respond to student needs, and also could provide rigorous coursework opportunities more frequently. (Process Review Tool: 3A.2, 3A.3, 3C.2)			Title 1 ----- Total: \$75,000
		Enabling Activities	Accountable Lead	
		EA 1.1.2a. Horizontal & Vertical Alignment (Standards, Instruction, standards based assessments in alignment with report card grades, and intervention strategies) in ELA The Instructional Leadership team will receive coaching from Targeted Consulting Leadership.	Instructional coach ELA and Math Hui	
		EA 1.1.2b. Provide equitable access to tier I instruction, tier II interventions, and technology for all students SW6	Teachers Tech Coordinator	
	School leaders need to continue to solidify their structured processes to address teacher practices that impact student performance and outcomes. (Process Review Tool: 2C.2)	EA 1.1.2c. At-risk students will be identified using the school's MTSS system for Tier 2 & 3 supports their success in the Tier 1 curriculum. SW6	Principal Coaches Counselors EL Coordinator	Universal Screeners Assessment Data Coaching cycles Walkthrough data Impact team minutes Tech usage data DIBELS data Referral data WIDA ACCESS Scores DIBELS Data Anecdotal data



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			Student artifacts counselors, and SpEd teachers)					
1.1.2a. All students decode fluently by winter of grade 1, and those who do not receive necessary and timely support to become fluent.	School leaders need to continue to solidify their structured processes to address teacher practices that impact student performance and outcomes. (Process Review Tool: 2C.2)	<table><tr><th>Enabling Activities</th><th>Accountable Lead</th></tr><tr><td>EA 1.1.2c. At risk K and 1st grade students will be identified using the school's MTSS system for Tier 2 & 3 support to ensure all students are decoding successfully. SW6</td><td>Principal Instructional Coaches EL Coordinator</td></tr></table>	Enabling Activities	Accountable Lead	EA 1.1.2c. At risk K and 1st grade students will be identified using the school's MTSS system for Tier 2 & 3 support to ensure all students are decoding successfully. SW6	Principal Instructional Coaches EL Coordinator	DIBELS Gr K-1	Title 1 ----- \$50,000 WSF ----- Total: \$50,000
Enabling Activities	Accountable Lead							
EA 1.1.2c. At risk K and 1st grade students will be identified using the school's MTSS system for Tier 2 & 3 support to ensure all students are decoding successfully. SW6	Principal Instructional Coaches EL Coordinator							
Mathematics Proficiency								
1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.	Instructional teams are inconsistent in using data to drive instruction and respond to student needs, and also could provide rigorous coursework opportunities more frequently. (Process Review Tool: 3A.2, 3A.3, 3C.2)	<table><tr><th>Enabling Activities</th><th>Accountable Lead</th></tr><tr><td>EA 1.1.3a. Implement evidence-based core programs for Math: - Ready Classroom Math (K-6)</td><td>Instructional coaches Teachers</td></tr></table>	Enabling Activities	Accountable Lead	EA 1.1.3a. Implement evidence-based core programs for Math: - Ready Classroom Math (K-6)	Instructional coaches Teachers	Coaching cycles Walk through data Assessment data	----- Total: \$0
Enabling Activities	Accountable Lead							
EA 1.1.3a. Implement evidence-based core programs for Math: - Ready Classroom Math (K-6)	Instructional coaches Teachers							



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		<div>EA 1.1.3b, Horizontal & Vertical alignment (Standards, Instruction, standards based assessments in alignment with report card grades, and intervention strategies) in Math</div> <div>The Instructional Leadership team will receive Targeted Consulting Leadership Coaching throughout the school year.</div>	<div>Instructional coaches</div> <div>Teachers</div>	<div>Universal Screeners</div> <div>Assessment Data</div> <div>Peer Observation walkthroughs and agendas</div>					
		<div>EA 1.1.3c. Implement evidence-based core and intervention programs for Math:</div> <div><div>- Math Fact Fluency (K-6)</div><div>- Ready Classroom Math (K-6)</div></div>	<div>Instructional coaches</div>	<div>Coaching cycles</div> <div>Walk through data</div> <div>Assessment Data</div>					
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	Instructional teams are inconsistent in using data to drive instruction and respond to student needs, and also could provide rigorous coursework opportunities more frequently. (Process Review Tool: 3A.2, 3A.3,	<table><tr><th>Enabling Activities</th><th>Accountable Lead</th></tr><tr><td>1.1.4a. Utilize UHManoa’s p4c to promote student inquiry and critical thinking (reading, writing, speaking, listening) to ELA instruction</td><td><div>Instructional coach</div><div>Teachers</div></td></tr></table>		Enabling Activities	Accountable Lead	1.1.4a. Utilize UHManoa’s p4c to promote student inquiry and critical thinking (reading, writing, speaking, listening) to ELA instruction	<div>Instructional coach</div> <div>Teachers</div>	<div>Universal Screeners</div> <div>Assessment Data</div>	<div>WSF SPPA</div> <div>-----</div> <div>Total: \$100,000</div>
Enabling Activities	Accountable Lead								
1.1.4a. Utilize UHManoa’s p4c to promote student inquiry and critical thinking (reading, writing, speaking, listening) to ELA instruction	<div>Instructional coach</div> <div>Teachers</div>								



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	3C.2)	1.1.4b. At-risk students will be identified using the school's MTSS system for Tier 2 & 3 supports to support their success in the Tier 1 curriculum. SW6	Teachers Special Service Providers (EL, speech, SpEd, etc.)	Universal Screeners Assessment Data Impact team minutes	
		1.1.4c. Provide contracted support services/ Part-time teachers (PTTs, PPTs, and PPEs) for individual differentiated instruction.	School leaders	Assessment data Support services schedules Student RtI Goals and progress monitoring	
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	School leaders need to continue to solidify their structured processes to address teacher practices that impact student performance and outcomes. (Process Review Tool: 2C.2)				
		Enabling Activities	Accountable Lead		
		1.1.5a. Provide transitional services, such as but not limited to: <ul style="list-style-type: none"> - Kindergarten orientation: preschool visitation to kindergarten classes; - Parent conferences/meetings; - Universal, placement and diagnostic testing; - 6th grade orientation to NHIS; - Parent workshops for core curriculum and computer-assisted instruction; 	Grade K & 6 teachers Counselors SSC School leaders	KEA data Attendance data Transition event(s) agenda(s)	WSF ----- Total: \$0



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		<ul style="list-style-type: none"> - Community outreach and events to strengthen school/community partnerships; - Partnerships with organizations to transition incoming students. SW6			
		1.1.5b. Incorporate transition plan for assisting preschool children from our on campus Executive office of Early Learning (EOEL) program as well as early childhood programs, such as Head Start, Early Reading First or state-run preschool program to local elementary school program. SW5	EOEL Teachers Engagement Coach	Kindergarten registration data Parent SQS Data	

★ 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?”	Enabling Activities “How will we achieve the desired outcome?”		Monitoring of Progress “How will we know progress is being made?”	Anticipated Source of Funds and Estimate of Additional Amount Needed
		Name of Accountable Lead(s) “Who is responsible to oversee and monitor implementation and progress?”			



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1.2.1. All students desire to and attend school regularly.	The school is inconsistent in providing families with communication around their child's progress as well as with opportunities to learn tools to support their children's progress at home. (Process Review Tool: 4A.3)	Enabling Activities	Accountable Lead		Title 1 ----- Total: \$45,000
		1.2.1a. Implement school-wide attendance procedures including incentives (Attend Today and Achieve Tomorrow and 'Ilo Iki class attendance celebrations).	Counselors Engagement Coach Equity Hui	Attendance data Attendance meeting agendas	
		1.2.1b. Implement an effective whole child (academic, emotional, social, physical) RTI process and support for all students (Tier I, II, and III interventions and gifted and talented programs) Students in Tier 2 for reading and/or math will receive after school tutoring by teachers at least 2x a week SW6	Teachers Counselors	Referral data Walk through data Coaching cycles	
		1.2.1c. Provide all students with school supplies to support equitable access to the learning	School leaders Engagement Coach	Distribution checklist	
		1.2.1d. Implement high quality programs/learning experiences across all content areas, including Visual Arts, Music, Hawaiian Studies,	Whole Child Learning Team Teachers Counselors	Walk through data Coaching cycles WCLT rotation schedules	



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		PE/Health, and SEL lessons (Habits of Mind).	Teachers	GLO report card grades Referral data		
		1.2.1e. Monthly meetings to ensure students with excessive absenteeism are being addressed (e.g.: teacher, SSC, counselor, SSW, probation officer, administration) by tiered interventions. SW5	Counselors	Attendance meeting agendas Attendance data		
		1.2.1f. Attendance monitoring: monthly adult mentors for specific students organized by counselors.	Counselors	Attendance data Check in data Panorama data		
		1.2.1g. Collaboration between school-based, complex support staff, and partners, as needed. (e.g.: SSW, Homeless Liaison, ARC) SW5	School leaders Counselors SSC	Agenda minutes Attendance data Referral data		
1.2.2. All students demonstrate positive behaviors at school.	School	<table><tr><td>Enabling Activities</td><td>Accountable Lead</td></tr></table>	Enabling Activities	Accountable Lead		CSI ----- Total: \$50,000
Enabling Activities	Accountable Lead					



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	<p>leaders need to continue to solidify their structured processes to address teacher practices that impact student performance and outcomes. (Process Review Tool: 2C.2)</p>	<p>1.2.2a. Continue RtIB in order to meet the individual needs of all students.</p> <ul style="list-style-type: none"> - Core Curriculum - Universal Behavior Screener - Tiered Interventions - Progress Monitoring - Data-based Decision Making <p>SW6</p>	<p>Counselors</p> <p>Teachers</p> <p>School leaders</p> <p>Instructional coaches</p>	<p>Referral data</p> <p>Walk through data</p> <p>Coaching cycles</p> <p>Panorama data</p>	
		<p>1.2.2b. Schoolwide implementation of a classroom management program to improve classroom behavior, increase academic engagement, establish clear classroom and outside classroom behavior expectations.</p> <p>All teachers will receive PD on TIER 1 strategies for instruction and behavior contracted by Safe & Civil Schools.</p>	<p>All staff</p>		
		<p>1.2.2c. Provide instructional supports for physical, healthy, and nutritional activities such as:</p> <ul style="list-style-type: none"> - PE period, every 8-10 days with PE Teacher - BiMonthly Instruction on nutrition or health - Fruit & vegetable tasting opportunities 	<p>School Leaders</p> <p>Engagement Coach</p> <p>Teachers</p>		



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		<div> <div>(USDA Fruit & Vegetable Program).</div> <div>- 'Ioiki Nest</div> <div>SW5</div> </div>		<div>PE Pacing Guides</div> <div>Agendas for parent activities regarding nutrition and health</div>	
		<div>1.2.2d. Provide strategies for healthy habits in school:</div> <div>- Fresh Fruit & Vegetables Program</div> <div>- Keiki Pantry</div> <div>- Vision Screening</div> <div>- Dental Education/Screening</div> <div>- Hearing Screening</div> <div>SW5</div>	<div>Engagement Coach</div> <div>Hawaii Keiki Nurse</div>	<div>Participation data</div> <div>Schedules (vision, dental, and hearing screening)</div>	
1.2.3. All students experience a Nā Hopena A'o environment for learning.	School leaders need to continue to solidify their structured processes to address teacher practices that	<div>Enabling Activities</div> <div>1.2.3a. Engage all faculty, staff, and students in activities that promote holistic well being (mind, body, and soul) such as Habits of Mind and Na Hopena A'o.</div>	<div>Accountable Lead</div> <div>School Leaders</div>	<div>Agendas for meetings</div> <div>Walk through Data</div> <div>Panorama Student Data</div>	<div>Title 1</div> <div>-----</div> <div>Total: \$30,000</div>



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	impact student performance and outcomes. (Process Review Tool: 2C.2)	<table><tr><td></td><td></td></tr><tr><td>1.2.3b. Use of two additional Planning & Collaboration Days and additional 21-hours to be used for enhancing school climate. 1.2.3c Engage all students in morning PIKO through our daily morning announcements to help promote a sense of belonging.</td><td>School Leaders Teachers</td></tr></table>			1.2.3b. Use of two additional Planning & Collaboration Days and additional 21-hours to be used for enhancing school climate. 1.2.3c Engage all students in morning PIKO through our daily morning announcements to help promote a sense of belonging.	School Leaders Teachers	<table><tr><td></td></tr><tr><td>Agendas for PC Days and 21 hours Universal Screener Student data</td></tr></table>		Agendas for PC Days and 21 hours Universal Screener Student data	
1.2.3b. Use of two additional Planning & Collaboration Days and additional 21-hours to be used for enhancing school climate. 1.2.3c Engage all students in morning PIKO through our daily morning announcements to help promote a sense of belonging.	School Leaders Teachers									
Agendas for PC Days and 21 hours Universal Screener Student data										
1.2.4. All students are supported by a school culture driven by PBIS and HMTSS systems that encourage them to have positive behaviors.	School leaders need to continue to solidify their structured processes to address teacher practices that impact student performance and outcomes. (Process	<table><tr><th>Enabling Activities</th><th>Accountable Lead</th></tr><tr><td>1.2.4a. Implement PBIS Tiered Support System to Foster Positive Behavior -PBIS Framework – Provide professional development for staff on PBIS strategies and expectations. -Behavior Expectation Matrix – Establish and implement a school-wide behavior matrix aligned with PBIS principles. -Tiered Interventions – Utilize HMTSS to provide targeted behavioral supports for students based on need. -Progress Monitoring – Use data collection tools to track student behavior and intervention effectiveness. -Data-Based Decision Making – Analyze behavioral data to adjust interventions and improve school-wide PBIS implementation.</td><td>School Leaders Counselors Teachers</td></tr></table>	Enabling Activities	Accountable Lead	1.2.4a. Implement PBIS Tiered Support System to Foster Positive Behavior -PBIS Framework – Provide professional development for staff on PBIS strategies and expectations. -Behavior Expectation Matrix – Establish and implement a school-wide behavior matrix aligned with PBIS principles. -Tiered Interventions – Utilize HMTSS to provide targeted behavioral supports for students based on need. -Progress Monitoring – Use data collection tools to track student behavior and intervention effectiveness. -Data-Based Decision Making – Analyze behavioral data to adjust interventions and improve school-wide PBIS implementation.	School Leaders Counselors Teachers	<table><tr><td>Counseling Logs Behavior Referral Data Student Support Logs Progress Monitoring Data Agendas for meetings Counseling collaboration minutes</td></tr></table>	Counseling Logs Behavior Referral Data Student Support Logs Progress Monitoring Data Agendas for meetings Counseling collaboration minutes	WSF ----- Total: \$0	
Enabling Activities	Accountable Lead									
1.2.4a. Implement PBIS Tiered Support System to Foster Positive Behavior -PBIS Framework – Provide professional development for staff on PBIS strategies and expectations. -Behavior Expectation Matrix – Establish and implement a school-wide behavior matrix aligned with PBIS principles. -Tiered Interventions – Utilize HMTSS to provide targeted behavioral supports for students based on need. -Progress Monitoring – Use data collection tools to track student behavior and intervention effectiveness. -Data-Based Decision Making – Analyze behavioral data to adjust interventions and improve school-wide PBIS implementation.	School Leaders Counselors Teachers									
Counseling Logs Behavior Referral Data Student Support Logs Progress Monitoring Data Agendas for meetings Counseling collaboration minutes										



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	Review Tool: 2C.2)	<p>1.2.4b. Develop School-Wide Positive Behavior Incentive Program</p> <ul style="list-style-type: none">-Recognition System – Create a structured rewards system to reinforce positive student behaviors.-Student Engagement – Involve student leadership groups in promoting PBIS values and peer recognition initiatives.-Family & Community Involvement – Communicate PBIS expectations and incentives to families to support reinforcement at home.-Progress Monitoring – Track participation and effectiveness of the incentive program using behavior data.-Data-Based Decision Making – Review data regularly to refine the incentive program and ensure it supports positive behavior growth.	School Leaders Counselors Teachers	Counseling Logs Behavior Referral Data Student Support Logs Progress Monitoring Data Agendas for meetings Counseling collaboration minutes Data from school-wide incentive program	
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★ **GOAL 1.3: All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome “What do we plan to accomplish?”	Root/ Contributing Cause “Why are we doing this?”	Enabling Activities “How will we achieve the desired outcome?”		Monitoring of Progress “How will we know progress is being made?”	Anticipated Source of Funds and Estimate of Additional Amount Needed
		Name of Accountable Lead(s) “Who is responsible to oversee and monitor implementation and progress?”			
1.3.1. All students engage in a variety of career, community, and civic opportunities.	The school is inconsistent in providing families with communication around their child’s progress as well as with opportunities to learn tools to support their children’s progress at home. (Process Review Tool: 4A.3)	Enabling Activities	Accountable Lead		WSF ----- Total: \$0
		1.3.1a. Teachers conduct preparatory lessons introducing students to the concept of Ola Moku and its civic challenges. Provide background information on the island's geography, demographics, economy, governance structures, and social issues.	Teachers	Walk through data	
		1.3.1b. Expert Panels and Guest Speakers: Invite experts in relevant fields, community leaders, and representatives from Ola Moku to participate in panel discussions and give presentations. Students can interact with these guests, asking questions and gaining insights into real-world civic challenges faced by the island community.	Teachers Engagement Hui Engagement Coach	Lesson plans for expert panels and guest speakers	



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		1.3.1c Project-Based Learning Showcase: project-based learning showcase where students present their research findings, proposed solutions, and reflections on the Ola Moku civic challenges. This could take the form of poster presentations, multimedia displays, oral presentations, or interactive exhibits.	Teachers	Student's culminating projects	
1.3.1a. All students will participate in a complex-wide Ola Moku (Thriving Community) civic learning experience at a DOK4 level.	The school is inconsistent in providing families with communication around their child's progress as well as with opportunities to learn tools to support their children's progress at home. (Process Review Tool: 4A.3)				WSF ----- Total: \$25,000
		Enabling Activities	Accountable Lead		
		1.3.2a. Career Fair: Organize a career fair where professionals from different fields come to speak about their careers. Include representatives from a diverse range of industries such as healthcare, engineering, technology, arts, business, and more.	Teachers on community engagement committee Engagement Coach Engagement Hui	Career Day schedule Career Day feedback	
		1.3.2b Academic Pathway Sessions: Host sessions that outline the academic pathways necessary for specific careers. Provide information about high school courses,	School Leaders Teachers	Agenda for pathway sessions Student Strength Explorers data	



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		extracurricular activities, internships, and college majors relevant to each pathway. Provide opportunities for students in grades 5 and 6 to engage in Achieve3000 Career center activity.			
K-12 Alignment					
1.3.2. All students enter intermediate school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	Instructional teams are inconsistent in using data to drive instruction and respond to student needs, and also could provide rigorous coursework opportunities more frequently. (Process Review Tool: 3A.2, 3A.3, 3C.2)	Enabling Activities	Accountable Lead		Title 1 ----- \$5,000
		1.3.3a Career Exploration Sessions: Organize interactive sessions where students learn about various careers through age-appropriate materials such as storybooks, videos, and guest speakers.	Engagement Coach	Career Day schedule Career Day feedback	
		1.3.3b Host Family Engagement Activities	Engagement Coach	Agenda for pathway sessions Student Strength Explorers data	

**PRIORITY 2: HIGH-QUALITY EDUCATOR WORKFORCE IN ALL SCHOOLS**

- ★ **GOAL 2.1: All students are taught by effective teachers who are committed to quality teaching and learning for all.**
- ★ **GOAL 2.2: All schools are fully staffed by effective support staff who are committed to providing quality services to support students.**
- ★ **GOAL 2.3: All schools are led by effective school administrators who are committed to supporting all staff and students.**

Desired Outcome “What do we plan to accomplish?”	Root/ Contributin g Cause “Why are we doing this?”	Enabling Activities “How will we achieve the desired outcome?”		Monitoring of Progress “How will we know progress is being made?”	Anticipated Source of Funds and Estimate of Additional Amount Needed
		Name of Accountable Lead(s) “Who is responsible to oversee and monitor implementation and progress?”			
2.4.1. All staff are effective or receive the necessary support to become effective through a system of support that includes robust coaching.	School leaders need to continue to solidify their structured processes to address teacher practices that impact student performance and outcomes. (Process Review Tool: 2C.2)				
		Enabling Activities	Accountable Lead		
		Coaches provide a variety of ongoing support to teachers, including, but not limited to, modeling lessons, conducting observations and providing feedback, co-planning lessons, and co-teaching.	Instructional Coaches	Coaches meeting notes Coaching log	
		Coaches support the grade-level ILT representatives in facilitating the Impact Team process to help teachers analyze data, make data-informed	Instructional Coaches ILT Representatives	Grade level impact team minutes Student academic data	



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		decisions, and reflect on instructional strategies.		Grade level collaboration minutes	
2.4.2. All teachers are supported by an Instructional Leadership team (ILT) led by the principal that charts the school's improvement plan, gives regular classroom feedback, provides professional development opportunities, and supports teams in Professional Learning Communities.	School leaders need to continue to solidify their structured processes to address teacher practices that impact student performance and outcomes. (Process Review Tool: 2C.2)	Enabling Activities	Accountable Lead	<div>Walk through data</div> <div>Coaching cycles</div> <div>Student Data (eg. DIBELS, Galileo, instructional data)</div> <div>Impact team minutes</div>	<div>Title 1</div> <div>-----</div> <div>Total: \$100,000</div> <div>CSI</div> <div>-----</div> <div>Total: \$50,000</div>
		2.4.1a Provide consultant support for literacy strategies. Support teachers to utilize evidence-based strategies in instruction.	School leader		
		3 instructional coaches will receive coaching from West ED and Targeted Leadership	Instructional coaches		
		2.4.1b We provide support in impact team	Instructional coaches		
		3 instructional coaches will receive coaching from West ED and Targeted Leadership			
		2.4.1c. Engage in follow up sessions to support teachers with implementation.	Instructional coaches		
		3 instructional coaches will receive coaching from West ED and Targeted Leadership			



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**PRIORITY 3: EFFECTIVE AND EFFICIENT OPERATIONS AT ALL LEVELS**

★ **GOAL 3.1:** All school facilities are safe, well-maintained, compliant with all laws and regulations, clean, and attractive to provide a positive and inviting learning environment for students and staff.

★ **GOAL 3.2:** All operational and management processes are aligned and implemented in an equitable, transparent, effective, and efficient manner.

★ **GOAL 3.3:** Families and staff are informed of and engaged in planning and decision-making processes affecting students in a meaningful and timely manner.

Desired Outcome “What do we plan to accomplish?”	Root/ Contributing Cause “Why are we doing this?”	Enabling Activities “How will we achieve the desired outcome?” Name of Accountable Lead(s) “Who is responsible to oversee and monitor implementation and progress?”		Monitoring of Progress “How will we know progress is being made?”	Anticipated Source of Funds and Estimate of Additional Amount Needed
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	The school is inconsistent in providing families with communication around their child’s progress as well as with opportunities to learn tools to support their children’s progress at home. (Process Review Tool: 4A.3)	Enabling Activities	Accountable Lead	SCC Agendas and Minutes	WSF ----- Total: \$0
		3.31a. Utilize monthly meetings to implement effective communication between school and community members.	School leaders SCC Chair		
		3.3.1b. Develop and implement an effective way of obtaining whole school community input.	School leaders SCC Chair		



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3.3.2. Family/community engagement consists both of opportunities to engage in promoting student success as well as forums for parent and family concerns.	The school is inconsistent in providing families with communication around their child's progress as well as with opportunities to learn tools to support their children's progress at home. (Process Review Tool: 4A.3)			SQS Data Parent Surveys Family Events and Sign-in Sheets Parent Engagement via conferencing with teachers	Title 1 ----- Total: \$1,000
		Enabling Activities	Accountable Lead		
		3.3.2a. Provide 'ohana (Kaiaulu) learning experiences regarding how to support their child with curricula such as Wonders, Magnetic Reading, Ready Math.	Engagement Coach Engagement Hui		
		3.3.2b. Provide 'ohana Ol(Kaiaulu) holistic (academic, social, emotional) engagement activities across content areas such as Reading, Writing, Math, Science, Social Studies and habits of mind.	Engagement Coach Engagement Hui		
		3.3.2c Provide 'ohana (Kaiaulu) learning experiences regarding accessing technology that supports student learning throughout and beyond the school day such as Clever, iReady, Galileo, Dibels, and assessment tools, etc.	Engagement Coach Engagement Hui		
		3.3.2d. Provide 'ohana (Kaiaulu) learning experiences and access to available health and wellness support (Counselor, APRN, Social Worker) to assist with at-home challenges, health	Engagement Hui		



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		and wellness, medical and mental health resources, Kahua 'O Mali'o (Place of Comfort).			
		3.3.2e. Promote the establishment of PTSO and related activities.	Engagement Hui		



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 Nānāikapono Elementary 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)

[Insert value; refer to cell D58 in the bell schedule tool]

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

Bell Schedule: [Please link, embed a table, or insert an image of your school bell schedule here]