

Three-Year Success Map to Plan and Implement Change SY 2025-26 through SY 2027-28

Nanaikapono Elementary School Nanakuli-Waianae Complex Area Nanaikapono CNA Report of Findings 2025-2026	03/27/2026		Jessica Matsik
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☒ Title I
☐ Non-Title 1

☒ Comprehensive Support & Improvement School

☐ Additional Targeted Support School

☐ Kaipuni School

☐ Self-Contained
☐ Shared Site

Rationale:

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps. When implemented with fidelity, the Three-Year Success Map cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by systems; programs, practices, and/or conditions that will assist school teams to address the identified priority needs. This plan outlines school priorities, targets, and activities intended to produce the desired changes. Progress monitor details included will ensure that your plan is being reviewed regularly to determine the success of each strategy.

This plan meets the requirements of a school operating a Title I Schoolwide Program. **No separate Academic Plan is required.**

School Planning Team Members:

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	School	HIDOE
Mission	Nānāikapono students will strive for excellence in a safe, nurturing, and rigorous environment.	We serve our community by developing the academic achievement, character and social-emotional well-being of our students to the fullest potential. We work with partners, families and communities to ensure that all students reach their aspirations, from early learning through college, career and citizenship.
Vision	Nānāikapono students aim to become universal citizens who are empathetic, innovative, and resilient.	Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.
Core Values	'OHANA (family) 'Olu'olu (kindness): We treat everyone like family by including, supporting, and accepting one another. Ho'ōikaika (strengthen): We strive for excellence by continually learning and growing. Ahonui (patience): We learn from mistakes. A misstep is an opportunity to learn, improve, and grow. Nānāikapono (strive for righteousness): We do the right things for the right reasons, even when no one is looking. Akamai (expert): We all become experts by collaborating and learning from one another.	Commitment to equity and excellence Meaningful learning Caring relationships Connection to community, family, and 'Āina

Viable Quality Instructional Materials

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
	20 Wonders	i-Ready Classroom Mathematic Amplify		
	Other:	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
	Phonics for Reading			

Hawaii Multi-Tiered System of Support (HTMSS)				
The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.				
How does your school document HMTSS student interventions? Please select all that apply. If “Other” is selected, please explain.				
☒ Panorama ☐ School-created template ☐ Other:				
Universal Screening and Progress Monitoring Assessments				
This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in Kindergarten through Grade 9 who may require additional support.				
Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If “Other” is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.				
Grade Level(s)/Course Name	English Language Arts	Mathematics		
K-6 ELA and Math	I-Ready	I-Ready		
DnA Benchmark Assessments used grades 1-6 both ELA and Math	Other:	Other:		
K-6 ELA	DIBELS	Select One		
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 Nanaikapono Elementary School 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)	1,080			
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, complex went in for 3 PD days			
Bell Schedule: Nanaikapono Elementary Bell Schedule				
Summary of Comprehensive Needs Assessment (CNA)				
An externally or complex area supported CNA is required of all schools identified for CSI/ATS under ESSA. In this section, please summarize data and information gathered from your CNA including all relevant ESSA indicators (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate (4-Year Adjusted Cohort), School Quality and Student Success (Regular Attendance), English Learner Progress).				
What areas of strength has your team identified through the needs assessment process? What data supported them and how can they be leveraged for areas of improvement?				
There were three strengths that were identified that the school can leverage to support their school improvement efforts. 1. In the domain of Turnaround Leadership, staff members in multiple stakeholder groups spoke of the opportunities to participate in the school community. There are committees, leadership groups and events that allow staff to engage in building their capacity on the campus. (SW1, SW2) 2. In the domain of Talent Development, staff members across the school indicated they have time to collaborate with their grade level teams. The schedule allows teams to receive professional development, examine data, plan for learning and meet with coaches. This time is a valuable asset for collaboration among the staff. (SW1, SW2, SW3) 3. In the domain of Instructional Transformation, various groups of stakeholders indicated an abundance of resources available for students and families to remove barriers that can prevent students from being able to prioritize school. The school's availability of on campus resources for students as well as partnerships with community organizations are strong supports to give students access to learning. Some stakeholders also discussed the presence of resources to support struggling students beyond the classroom through after school tutoring programs. (SW1, SW2, SW5)				
Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the CNA that will be addressed in this plan.				
The CNA findings indicate there is inconsistent implementation of all three tiers of instruction so that students are able to get the support needed. There is a need to revisit the RtI Processes for students to ensure students get the academic interventions they need. The findings also indicate there is an inconsistent implementation school-wide expectations around instructional practices and behavior practices results in not all students having equitable opportunities for learning. (SW1)				
List the top 3-5 student learning needs (academic, social-emotional) identified through conducting the CNA that will be addressed in this plan.				
ELA: Students in all grade levels need access to grade level standards (at expected level of proficiency). Students do not have consistent access to grade level learning activities during Tier I instruction which prevents them from being able to successfully apply grade level standards when assessed. (SW1, SW6) Math: Students in all grade levels need access to grade level standards (at expected level of proficiency). Students do not have consistent access to grade level learning activities during Tier I instruction which prevents from being able to successfully apply grade level standards when assessed. (SW1, SW6) Attendance: A majority of the students (55%) on campus meet the critiera for chronically absent. (SW1, SW6)				

What possible root causes has your team identified to account for the inequities and student learning needs, especially disproportionalities among student subgroups?

- 1. Communication systems around school goals do not reach all staff with the how, why of the goals and outcomes of the implementation. (SW1, SW3)
- 2. Existing systems are established but are missing monitoring and follow up to implementation. (SW1, SW3)
- 3. Accountability for staff who are not meeting school-wide expectations prevents all students from having the same learning experiences. (SW1, SW3)
- 4. Classrooms are not consistently delivering Tier I instruction at grade-level standards, or if using the standard, it is presented at DOK 1. (SW1, SW6)
- 5. Formative assesmsent is not being effectively utilized to determine which students need small group instrucion of grade level standards. (SW1, SW3, SW6)
- 6. Inconsistent application of school-wide behavior expectations and systems are showing some students not feeling safe on campus which impacts ability to learn. (SW1, SW6)
- 7. Some staff do not have meaningful relationships with students nor do they have a belief that all student can learn at high levels. (SW1, SW6)
- 8. Students inconsistent attendance impacts their ability to learn. (SW1, SW6)
- 9. School-Parent communication is typically one way and lacks on-going information about a student's acdemic progress. (SW1, SW4, SW5)

Describe the highest priority processes, practices, or conditions that the school will focus its resources and improvement efforts on that will be addressed through the strategies and activities in this plan.

(Transfer each of these to the appropriate short-cycle plan tab below to build out your Three-Year Success Map.)

- 1. Strengthening Leadership Monitoring Systems: Build consistent structures for leaders to observe classrooms, give feedback, and ensure instructional priorities are implemented. (1.2, 2.3) (SW3, SW6)
- 2. Building Data Driven Culture: Establish clear processes and time for grade-level teams to regularly analyze data, identify gaps, and adjust instruction. (1.2, 2.3, 3.1, 3.2) (SW3, SW6)
- 3. Developing a Coherent Professional Learning System: Design ongoing, differentiated professional learning aligned to school priorities, with coaching and follow-up to support transfer to classrooms.(2.2) (SW3, SW6)
- 4. Embedding Evidence-Based Literacy Practices: Support teachers to consistently use literacy strategies such as modeling, text-based evidence, and scaffolding extended writing. (3.1, 3.2) (SW6)
- 5. Ensuring Standards-Aligned Math Instruction: Provide structures for grade-level teams to align curriculum, analyze student work, and address conceptual understanding before moving to application. (3.1, 3.2) (SW6)
- 6. Establishing Effective Instructional Coaching Systems: Deploy instructional coaches with clear roles, aligned to schoolwide priorities, and focused on providing timely, actionable teacher feedback. (2.2, 2.3) (SW3, SW6)
- 7. Establishing Positive Schoolwide Culture: Create systems and supports that allow for students to be safe and connected to the school (2.3, 4.1) (SW5, SW6)
- 8. Implementing Robust Attendance Systems: Strengthen Tier 1 attendance monitoring, early warning systems, and proactive family engagement strategies to reduce absenteeism. (4.1) (SW5, SW6)
- 9. Creating Two-Way Family Partnerships: Shift from event-based engagement to sustained, two-way partnerships that equip families to support student learning at home. (4.1, 4.3) (SW2, SW4, SW5, SW6)

Goal (developed from CNA student learning needs): By 2028, Nanaikapono Elementary School will increase the ELA SBA proficiency by 11%, the math SBA proficiency by 17% and regular attendance by 15% through the implementation of and frequently monitoring of the school's 3 Year Success Plan.

Metrics (who are we measuring and what are we measuring?)	Data Source	Baseline	By 2026	By 2027	By 2028
ELA SBA	Strive HI	24%	28%	32%	35%
Math SBA	Strive HI	13%	18%	25%	30%
Regular Attendance (<18 days absent)	Strive HI	45%	50%	55%	60%

Strategies Timeline

Year 1 - Build foundation

Year 2 - Scale and embed

Year 3 - Refine, strengthen, and sustain all

Focus	Strategies (taken from prioritized practices and indicators in the CNA)	Accountable Lead	Anticipated Souce of Funds and Estimated Amounts Needed for Each Strategy (Note: SI Funds for Evidence Based Practices Only)
ic Planning	Strengthening Leadership Monitoring Systems	Jessica	☐ Title 1-111,000
	Building Data Driven Culture	School Leader & ILT Reps	☐ CSI carryover-\$41,000
	Developing a Coherent Professional Learning System	School Leader	☐ Title 1-111,000
	Establishing Effective Instructional Coaching Systems	Coaches	☐ CSI carryover-\$70,000

Strong Leadership and Strateg	Data Driven Culture: Continue data cycles of CFAs to enhance instructional descision making (DDIC)	Jessica	☐ \$ Title 1: \$150,000
	Effective Coaching Systems: Create differentiated coaching support based on teacher's needs	School Leader & ILT Reps	☐ \$ Title 1: \$320,000
	Coherent Professional Development: Create differentiated professional development based on teacher's needs	School Leader	☐ \$ Title 1: \$25,000
	Leadeship Monitoring Systems: Continue to build collaboration, monitoring and feedback/sharing out of progress toward goals	Coaches	☐ Title 1: \$45,000
	Strengthening Leadership Monitoring Systems: Refine systems as needed based on progress towards goals and feedback from stakeholders	Jessica	☐ \$
	Data Drive Culture: Data cycles are embedded into the culture of the collaboration/impact team time with coaching support	School Leader & ILT Reps	☐ \$
	Establishing Effective Instructional Coaching Systems: Sustain differentiated coaching support based on teacher needs	School Leader	☐ \$
	Coherent Professional Development: Provide teachers professional learning based on need.	Coaches	☐ \$
Effective Instruction and Classroom Practices	Building Data Driven Culture through use of CFAs	ILT Rep	☐ \$0
	Embedding Evidence-Based Literacy Practices	Coaches & Hui	☐ SI-\$15,000, title 1-\$30,000
	Ensuring Standards-Aligned Math Instruction	Coaches & Hui	☐ SI-\$15,000
	Data Drive Culture: Using Data Systems to develop RtI practices for each grade team	ILT Rep	☐ Title 1: \$160,000
	Embedding Evidence-Based Literacy Practices	Coaches, Shannon & Hui	☐ Title 1: \$75,000
	Ensuring Standards-Aligned Math Instruction	Coaches, Shannon & Hui	☐ Title 1: \$175,000
	Data Driven Culture: RtI system becomes school wide culture	ILT Rep	☐ \$
	Embedding Evidence-Based Literacy Practices: Ensure hortizontal and vertical alignment of standards	Coaches & Hui	☐
	Ensuring Standards-Aligned Math Instruction: Ensure hortizontal and vertical alignment of standards	Coaches & Hui	☐
Positive and Inclusive Learning Environment	Establishing STOIC Schoolwide	School Leaders	☐ CSI carryover-\$41,000
	Implementing Robust Attendance Systems	Equity Hui	☐ \$CSI carryover-\$41,000
	Establishing Positive Schoolwide Culture: Strengthen STOIC Implementation and restorative practices	School Leaders/Invo	☐ SI- \$370000
	Robust Attendance Systems: Embed SEL strategies to strengthen student's sense of belonging	Equity Hui	☐ Title 1- \$45,000
	Establishing Positive Schoolwide Culture: Strengthen Student Voice	School Leaders	☐ \$
	Robust Attendance Systems: Expand Tiered Attendance Supports	Equity Hui	☐ \$
Family & Community Engagement	Creating Two-Way Family Partnerships	Engagement Hui	☐ Title 1-\$169,359
	Implementing Robust Attendance Systems	Equity Hui	☐ Title 1-\$169,359
	Two-Way Family Partnerships: Continue refinement and implementation based on parent and school feedback	Engagement Hui	☐ \$ Title 1- \$12,000
	Robust Attendance System: Expand tiered attendance support based on family needs	Equity Hui	☐ \$Title 1- \$12,000
	Creating Two-Way Family Partnerships	Engagement Hui	☐
	Sustain Robust Attendance Systems and refine as needed based on family needs	Equity Hui	☐