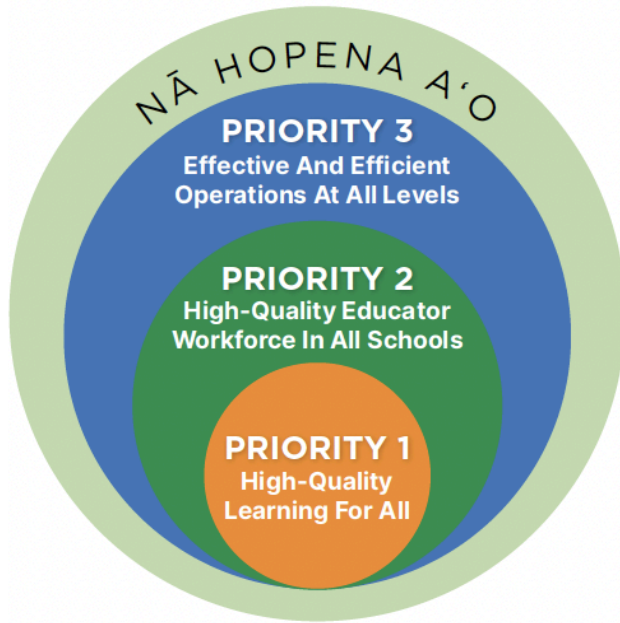




# NĀNĀKULI ELEMENTARY SCHOOL Academic Plan SY 2025-2026

89-778 Haleakalā Avenue  
Wai‘anae, Hawai‘i 96792

Phone (808) 307-8600  
<https://nes.nwcomplex.org>



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

| Submitted by Principal Lisa Ann L. Higa |          |
|---|----------|
|   | 4/7/2025 |

| Approved by Complex Area Superintendent Disa Hauge |          |
|--|----------|
|  | 4/7/2025 |

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 | <a href="#">English Language Arts</a> | <a href="#">Mathematics</a>  | Science         | Social Studies |
|----------------------------|---------------------------------------|------------------------------|-----------------|----------------|
| Kindergarten, Grade 1, 2   | Other: ▾ Read Well                    | i-Ready Classroom Mathe... ▾ | Mystery Science | Studies Weekly |
| Grade 3, 4, 5, 6           | '16 Engage NY ▾                       | i-Ready Classroom Mathe... ▾ | Mystery Science | Studies Weekly |

OHE is working on a Kaiapuni Viable Curriculum plan. This list is the curriculum currently being used.

| Kaiapuni Grade Level | <a href="#">Hawaiian Language Arts</a> (PM-P12) and/or <a href="#">English Language Arts</a> (P5-P12) | <a href="#">Mathematics</a> | Science         | Social Studies  |
|----------------------|---|-----------------------------|-----------------|-----------------|
| Papa Māla'ao, 1, 2   | Orton-Gillingham (HLA)  | Ready Math                  | Teacher Created | Teacher Created |
| Papa 3, 4, 5, 6      | Teacher Created   | Ready Math                  | Teacher Created | Teacher Created |



| Please list all <u>supplementary instructional materials</u> 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)  | Hawaiian Language Arts                     | English Language Arts | Mathematics  | Science  | Social Studies                                   |
| K   |  | iReady                | IXL, iReady  | Teacher Created  | Teacher Created                                  |
| 1   |  | iReady                | IXL, iReady  | Teacher Created  | Teacher Created                                  |
| 2   |  | iReady                | IXL, iReady  | IXL  | IXL  |
| 3   |  | iReady                | Prodigy, Reflex, Frax, Morningside Fluency, Worksheets, Numberock Videos | StudyJams, Magic School Bus, Bill Nye the Science Guy, IXL | SchoolHouse Rock, Brain Pop, PBS Kids Songs, IXL |
| 4   |  | IXL, iReady           | IXL, iReady  | Hawaiian Studies books; Ahupua'a poster, IXL               | Hawaiian Studies books, IXL                      |
| 5   |  | IXL, iReady           | IXL, iReady  | PLTW, IXL  | Teacher Created Materials, IXL                   |
| 6   |  | IXL, iReady           | IXL, iReady  | IXL  | IXL  |
| Papa Māla'ao, 1, 2  | Kūkulu, Hulo!<br>Teacher Created Materials |                       | IXL, iReady  | Hawaiian Studies books; Ahupua'a poster                    | Hawaiian Studies books, various maps             |
| Papa 3, 4   | Kūkulu, Hulo!<br>Teacher Created Materials |                       | IXL, iReady  | Hawaiian Studies books; Ahupua'a poster                    | Hawaiian Studies books, various maps             |
| Papa 5, 6   | Kūkulu, Hulo!<br>Teacher Created Materials | IXL, iReady           | IXL, iReady  | Hawaiian Studies books; Ahupua'a poster                    | Hawaiian Studies books, various maps             |



**HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)**

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

**How does your school document HMTSS student interventions? Please select all that apply. If “Other” is selected, please explain.**

- Panorama       School-created template       Other:

**UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS**

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

**Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If “Other” is selected, please manually identify the assessment.** Schools may indicate specific demographic subgroup(s) as appropriate.

| Grade Level(s)    | English Language Arts | Mathematics        |
|-------------------|-----------------------|--------------------|
| Kindergarten      | KEA ▾ , PPVT          | I-Ready ▾ , iSTEEP |
| Grades 1, 2       | I-Ready ▾ , DIBELS    | I-Ready ▾ , iSTEEP |
| Grades 3, 4, 5, 6 | I-Ready ▾ , DIBELS    | I-Ready ▾ , iSTEEP |

| Kaipuni Grade Level(s) | <a href="#">Hawaiian Language Arts</a> (PM-P12) <b>and/or</b> <a href="#">English Language Arts</a> (P5-P12) | Mathematics |
|------------------------|--|-------------|
| Papa Māla’ao           | HI KRA   | HI KRA      |
| Papa 1, 2              | Teacher Created Hakalama Materials   | iSTEEP      |
| Papa 3, 4              | Teacher Created Hakalama Materials   | iSTEEP      |
| Papa 5, 6              | DIBELS, Teacher Created Hakalama Materials   | iSTEEP      |



## 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 checked="" type="checkbox"/> | Date completed:      | <b>3/3/2025</b>  | Current Comprehensive Needs Assessment (CNA) [SW1]  |
| <input type="checkbox"/>            | Date completed:      |                  | Other current accreditation self-study or external CNA (WestEd CNA, Updated)                                |
| <input checked="" type="checkbox"/> | Last full self study | <b>10/3/2023</b> | Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement [SW1] |
| <input checked="" type="checkbox"/> | Next full self-study | <b>29-30</b>     | 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?”

|          |                             |  |
|----------|-----------------------------|--|
| <b>1</b> | School Area Need:           | <b>Increase Academic Achievement with a Focus on Equity</b>  |
|          | Root/Contributing Cause(s): | <ul style="list-style-type: none"> <li>(a) Students come to school lacking foundations in socialization skills and coping strategies to meet basic social-emotional wellness.</li> <li>(b) Students experiencing many Adverse Childhood Experiences (ACEs) in the home and many lack the familial support to address this trauma.</li> </ul>   |
| <b>2</b> | School Area Need:           | <b>Enhance Instructional Leadership Team Support and Provide Staff Professional Development to increase Academic Rigor</b>   |
|          | Root/Contributing Cause(s): | <ul style="list-style-type: none"> <li>(a) Professional development lacks consistency for teachers to address science and social studies standards and curriculum.</li> <li>(b) After returning from COVID, project-based learning has been inconsistent in all grade levels and in all content areas.</li> <li>(c) Data fluctuations indicate confusion with an understanding of what Depth of Knowledge is and how we collect data to support teachers instruction.</li> <li>(d) Integration of Next Generation Science Standards and social studies curriculum into our classrooms are inconsistent.</li> </ul> |
| <b>3</b> | School Area Need:           | <b>Implement Effective Multi-Tiered Systems of Support (MTSS)</b>  |
|          | Root/Contributing Cause(s): | <ul style="list-style-type: none"> <li>(a) The school uses multiple sources of data to determine student learning needs and uses too many intervention programs which distract from targeting student needs effectively.</li> </ul>  |



|   |                             |  |
|---|-----------------------------|--|
|   |                             | <p>(b) Data Teams processes exist but lack the next steps of monitoring the actions developed during the meetings.</p> <p>(c) There is an inconsistent focus of our efforts when using existing intervention programs and in identifying student needs.</p>  |
| 4 | School Area Need:           | <b>Increase Parent and Family Engagement</b>   |
|   | Root/Contributing Cause(s): | <p>(a) Parents reported that they are inadequate to provide consistency of routines to their child in supporting their learning.</p> <p>(b) Parents' feedback indicated that implementing more training opportunities and workshops will allow for additional support at home for their child.</p> |

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 | Targeted Subgroup:              | <b>Economically Disadvantaged</b>  |
|   | Identified School Area Need(s): | 80% of our school is considered disadvantaged and they need effective, accelerated instruction in an accepting environment with culturally responsive instruction.   |
| 2 | Targeted Subgroup:              | <b>Special Education Students</b>  |
|   | Identified School Area Need(s): | 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 supports as needed.   |
| 3 | Targeted Subgroup:              | <b>Native Hawaiian</b>   |
|   | Identified School Area Need(s): | 83% of our school population is Native Hawaiian. Similar to our Economically Disadvantaged sub group, this population needs targeted instruction with a nurturing and culturally relevant environment to thrive in a globally competitive world. |



# 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>"What do we plan to accomplish?"  | Root/<br>Contributing Cause<br>"Why are we doing this?" | Enabling Activities<br>"How will we achieve the desired outcome?"<br><br>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 and Estimate of Additional Amount Needed   |
|--|---|--|--|--|
| <p><b>1.1.1</b><br/>All entering kindergarten students are assessed for social, emotional, and academic readiness.</p> | <p>1a<br/>3a</p>  | <p>1. 100% of enrolled kindergarteners will take the Kindergarten Readiness Assessment (KRA).<br/>[Erin Godinez, Instructional Coach] [SW6 iii V]</p> <p>2. 100% of entering papa mālaa’o haumāna will take the Kaiapuni Entry Assessment (KEA).<br/>[Erin Godinez, Instructional Coach] [SW6 iii V]</p> <p>3. 100% of enrolled kindergarteners will receive at least two of the following transitional services:</p> <ul style="list-style-type: none"> <li>a. Kindergarten orientation; or Kaiapuni orientation</li> <li>b. Preschoolers visit NES kindergarten classes;</li> <li>c. Parent conferences/meetings;</li> <li>d. Universal, placement and diagnostic testing;</li> <li>e. Other support services, as needed</li> </ul> <p>[Fay Angeles-Aguda, Counselor &amp; Whytney Dias, Kindergarten GLC] [SW6 iii V]</p> | <p>1. KRA completion report</p> <p>2. KEA completion report</p> <p>3. Data from the following:</p> <ul style="list-style-type: none"> <li>a. Orientation sign in</li> <li>b. Visiting student list</li> <li>c. Parent mtg sign in</li> <li>d. Testing data</li> <li>e. Other, as needed</li> </ul> | <p>EOEL: 2 teachers<br/>\$151,792</p> <p>EOEL: 2 EA’s<br/>\$89,318</p> <hr/> <p><b>Total: \$241,110</b><br/>(EOEL=\$241,110)</p> |



|   |   |   |  |   |
|---|---|---|--|---|
| <p><b>1.1.1a</b><br/>All entering kindergarten students are provided necessary and timely support to develop foundational skills for learning.</p>                                  | <p>3b<br/>WASC CAF #4</p>               | <ol style="list-style-type: none"> <li>Kindergarten teachers and kumu kaiapuni will use data from a variety of sources (KRA, KEA, Galileo, Panorama, formative and summative assessments) to provide necessary and timely support to students.<br/><i>[Sky Macadangdang, Student Services Coordinator &amp; Erin Godinez, Instructional Coach]</i> [SW6 iii V]</li> <li>Teachers, kumu kaiapuni and staff who attend PD opportunities will present their new learnings to their team and will present evidence of implementation of newly acquired ideas, strategies, methods, approaches, etc.<br/><i>[Lisa Higa, Principal]</i> [SW6 iii IV]</li> </ol>   | <ol style="list-style-type: none"> <li>Data Team PLC minutes, Panorama report, Assessment data, data sheets</li> <li>Presentation slides, notes; classroom walkthroughs</li> </ol>                                 | <p>Complex Covers: Galileo<br/>-----<br/><b>Total: \$0</b></p>  |
| <b>Reading Proficiency</b>  |   |   |  |   |
| <p><b>1.1.2</b><br/>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.</p> | <p>3a<br/>3b<br/>3c<br/>WASC CAF #4</p> | <ol style="list-style-type: none"> <li>100% of students will take a reading universal screener at the start of the school year.<br/><i>[Erin Godinez, Instructional Coach]</i></li> <li>Classroom teachers will use and analyze data to provide appropriate intervention support for students.<br/><i>[Erin Godinez, Instructional Coach]</i></li> <li>Continue with ReadWell curriculum for grades K-2 and Engage NY curriculum for grade 3-6 (Tier I).<br/><i>[Erin Godinez, Instructional Coach]</i> [SW6 ii]</li> <li>Classroom teachers will differentiate instruction for students performing at various levels (Tier II).<br/><i>[Denise Sakakida, I&amp;M Coach]</i></li> <li>Students will receive appropriate leveled support through the use of EAs, contracted support</li> </ol> | <ol style="list-style-type: none"> <li>Universal Screener data</li> <li>Data Team PLC meeting agenda</li> <li>GL Pacing Guides</li> <li>Classroom Walkthrough data</li> <li>Classroom Walkthrough data;</li> </ol> | <p>WSF: \$986,648<br/>Teachers</p> <p>SPPA: (2) Article VI: \$151,792</p> <p>SPPA: \$223,295<br/>EA's</p> <p>SPPA: \$49,613<br/>Paras</p> <p>SPPA: \$531,272<br/>Sped Teachers</p> <p>SPPA: \$1,188<br/>Classroom Supplies</p> <p>Title I: School Books \$29,190</p> <p>Title I: Computer</p> |





|  |  |  |  |   |
|--|--|--|--|---|
|  |  | <p>services/ part-time teachers (PTTs, PPTs, and PPEs) for individual differentiated instruction, as well as the use of online computer programs such as iReady, IXL, and others (Tier II and III).<br/>[Sky Macadangdang, Student Services Coordinator]</p> <p>6. Student Services Coordinator &amp; District SpEd support will meet quarterly to monitor the inclusion rate and to support students’ needs. [SW6 i]<br/>[Sky Macadangdang, Student Services Coordinator]</p> <p>7. Teachers will gain knowledge of high-impact instructional strategies for reading instruction through a variety of professional development opportunities, including attendance at the NCTE conference and others.<br/>[Lisa Higa, Principal] [SW6 iii IV]</p> | <p>Progress monitoring data</p> <p>6. Meeting agenda, notes</p> <p>7. Presentation slides, notes; classroom walkthroughs</p> | <p>Assisted Programs:<br/>\$56,490<br/>*IXL Learning<br/>*Nearpod<br/>*Mystery Science<br/>*iReady<br/>*Scholastic<br/>*OER Core Library<br/>*Read Well</p> <p>-----</p> <p><b>Total: \$1,943,808</b><br/>(WSF=\$986,648,<br/>SPPA=\$957,160,<br/>Title I=\$85,680)</p> |
|--|--|--|--|---|



|   |   |   |   |   |
|---|---|---|---|---|
| <p><b>1.1.2a</b><br/>All students decode fluently by winter of grade 1, and those who do not receive necessary and timely support to become fluent.</p> | <p>3a<br/>3b<br/>3c<br/>WASC CAF #4</p> | <ol style="list-style-type: none"> <li>1. 100% of students will take a reading universal screener at the start of the school year.<br/>[Erin Godinez, Instructional Coach]</li> <li>2. Classroom teachers will use and analyze data to provide appropriate intervention support for students.<br/>[Erin Godinez, Instructional Coach]</li> <li>3. Continue with the ReadWell curriculum for grades K-2 (Tier I).<br/>[Erin Godinez, Instructional Coach] [SW6 ii]</li> <li>4. Classroom teachers will differentiate instruction for students performing at various levels (Tier II).<br/>[Denise Sakakida, I&amp;M Coach]</li> <li>5. Students will receive appropriate leveled support through the use of EAs, contracted support services/ part-time teachers (PTTs, PPTs, and PPEs) for individual differentiated instruction, as well as the use of online computer programs such as iReady, IXL, and others (Tier II and III).<br/>[Sky Macadangang, Student Services Coordinator]</li> <li>6. Teachers will gain knowledge of high-impact instructional strategies for reading instruction through a variety of professional development opportunities, including attendance at the NCTE conference, NAEYC conference, and others.<br/>[Lisa Higa, Principal] [SW6 iii IV]</li> </ol> | <ol style="list-style-type: none"> <li>1. Universal Screener data</li> <li>2. Data Team PLC meeting agenda</li> <li>3. GL Pacing Guides</li> <li>4. Classroom Walkthrough data</li> <li>5. Classroom Walkthrough data; Progress monitoring data</li> <li>6. Presentation slides, notes; classroom walkthroughs</li> </ol> | <p>WSF: Instructional Coach 12 months: \$91,075</p> <p>WSF: SSC \$75,896</p> <hr/> <p><b>Total: \$166,971</b><br/>(WSF=\$166,971)</p> |
|---|---|---|---|---|



| Mathematics Proficiency  |             |  |                                     |  |
|--|-------------|--|-------------------------------------|--|
| <p><b>1.1.3</b><br/>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.</p> | 3a          | 1. 100% of students will take a mathematics universal screener at the start of the school year.<br>[Erin Godinez, Instructional Coach]   | 1. Universal Screener data          | WSF: Math Coach: \$75,896<br><br>Title I: Computer Assisted Programs: \$11,510<br>*IXL Learning<br>*iSTEEP<br>*iReady<br>-----<br><b>Total: \$75,896</b><br>(WSF=\$75,896, Title I=\$11,510) |
|  | 3b          | 2. Teachers will use and analyze data to provide appropriate intervention support for students.<br>[Erin Godinez, Instructional Coach]   | 2. Data Team PLC meeting agenda     |  |
|  | 3c          | 3. Continue with Ready Mathematics curriculum- Tier I<br>[Erin Godinez, Instructional Coach] [SW6 ii]  | 3. GL Pacing Guides                 |  |
|  | WASC CAF #4 | 4. Teachers will differentiate instruction for students performing at various levels (Tier II).<br>[Denise Sakakida, I&M Coach]  | 4. Progress monitoring data         |  |
|  |             | 5. Students will receive appropriate leveled support through the use of EAs, contracted support services/ part-time teachers (PTTs, PPTs, and PPEs) for individual differentiated instruction, as well as the use of online computer programs such as iReady, IXL, and others (Tier II and III).<br>[Sky Macadangdang, Student Services Coordinator] | 5. Student Progress data            |  |
|  |             | 6. Student Services Coordinator & District SpEd support will meet quarterly to monitor the inclusion rate and to support students' needs. [SW6 i]<br>[Sky Macadangdang, Student Services Coordinator]  | 6. Meeting minutes                  |  |
|  |             | 7. Teachers will gain knowledge of high-impact instructional strategies for math instruction through a variety of PD opportunities, including attendance at the NCTM conference and others.<br>[Lisa Higa, Principal] [SW6 iii IV]   | 7. PD agenda, notes, sign in sheets |  |



|  |  |   |   |  |
|--|--|---|---|--|
|  |  | <p>8. Use technology and computer assisted programs and assessments to help support and determine students' level of performance.<br/> <i>[Erin Godinez, Instructional Coach]</i> <a href="#">[SW6 ii]</a></p> <p>9. Implement evidence-based core and intervention programs for Math:<br/>             a. Morningside Math Facts (K-6)<br/>             b. Ready Classroom Math (K-6)<br/> <i>[Erin Godinez, Instructional Coach]</i> <a href="#">[SW6 ii]</a></p> | <p>8. Progress monitoring data</p> <p>9. Progress monitoring data</p> |  |
|--|--|---|---|--|



|  |                  |  |  |  |
|--|------------------|--|--|--|
| <p><b>1.1.4</b><br/>All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> | <p>1a<br/>3a</p> | <ol style="list-style-type: none"> <li>1. English Learners (ELs) and Special Education (SpEd) students will be provided with a learning environment that is rigorous &amp; addresses social-emotional needs. [SW6 i]<br/>[Sky Macadangdang, Student Services Coordinator]</li> <li>2. Teachers and related staff use data-driven school level accountability systems for monitoring both system effectiveness &amp; EL/SpEd students' progress. [SW6 i]<br/>[Sky Macadangdang, Student Services Coordinator]</li> <li>3. Teachers will engage all learners in quality oral interaction integrating content/academic language. [Lauren Kamikawa, Vice Principal] [SW6 ii]</li> <li>4. Teachers will use grade-level and culturally responsive instruction such as:             <ol style="list-style-type: none"> <li>a. Activate prior knowledge</li> <li>b. Pre-teach vocabulary</li> <li>c. Scaffolding of academic practices</li> <li>d. Explicit instruction including modeling and student-to-student interactions and student-to-teacher interaction</li> </ol>             [Lauren Kamikawa, Vice Principal] [SW6 i]           </li> <li>5. Teachers and staff will collect and collaboratively discuss data to improve outcomes for all students. [Erin Godinez, Instructional Coach]</li> <li>6. Provide teachers with opportunities for professional growth through attendance at LRP conference, CEC conference, and others. [Lisa Higa, Principal] [SW6 iii IV]</li> </ol> | <ol style="list-style-type: none"> <li>1. Class lists, meeting notes</li> <li>2. Student progress data</li> <li>3. Classroom walkthrough data</li> <li>4. Data Team minutes; Classroom walkthrough data</li> <li>5. Data Team minutes</li> <li>6. PD agenda, minutes, notes</li> </ol> | <p>WSF: Sub Days Teachers (1 per teacher)<br/>\$5,820</p> <hr/> <p><b>Total: \$5,820</b><br/>(WSF=5,820)</p> |
|--|------------------|--|--|--|



|   |           |  |  |                                    |
|---|-----------|--|--|------------------------------------|
| <p><b>1.1.5</b><br/>All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> | <p>1a</p> | <ol style="list-style-type: none"> <li>Grade 6 students will have the opportunity to participate in Nānākuli High &amp; Intermediate School’s (NHIS) enrollment and registration presentation for grade 7.<br/>[David Adler, Grade 6 GLC]</li> <li>Grade 6 students will have the opportunity to participate in NHIS’s campus tour and 7th grade orientation to ensure smooth transition.<br/>[David Adler, Grade 6 GLC]</li> <li>Nānākuli Complex K-12 Alignment meetings are planned and scheduled to discuss and develop a transition plan for complex feeder schools.<br/>[Lauren Kamikawa, Vice Principal]</li> <li>NES will continue AMLE membership and conference registration to provide PD opportunities and resources for middle level educators (grades 5-8).<br/>[Lisa Higa, Principal] [SW6 iii IV]</li> </ol> | <ol style="list-style-type: none"> <li>Presentation slides and notes;<br/>Enrollment &amp; registration packet</li> <li>Student reflection and field trip notes</li> <li>K-12 Alignment meeting agenda &amp; notes</li> <li>AMLE membership, PD agendas and resources</li> </ol> | <p>-----<br/><b>Total: \$0</b></p> |
|---|-----------|--|--|------------------------------------|

**★ GOAL 1.2: All students learn in a safe, nurturing, and culturally responsive environment.**

| <p><b>Desired Outcome</b><br/>“What do we plan to accomplish?”</p> | <p><b>Root/ Contributing Cause</b><br/>“Why are we doing this?”</p> | <p><b>Enabling Activities</b><br/>“How will we achieve the desired outcome?”<br/><br/> <b>Name of Accountable Lead(s)</b><br/>“Who is responsible to oversee and monitor implementation and progress?”</p> | <p><b>Monitoring of Progress</b><br/>“How will we know progress is being made?”</p> | <p><b>Anticipated Source of Funds and Estimate of Additional Amount Needed</b></p> |
|--|---|--|---|--|
|--|---|--|---|--|



|   |                         |   |   |   |
|---|-------------------------|---|---|---|
| <p><b>1.2.1</b><br/>All students desire to and attend school regularly.</p> | <p>1a<br/>1b<br/>4a</p> | <p>1. NES faculty &amp; staff will follow school wide attendance procedures, to include documenting communication with parents/families regarding attendance concerns in the CALL log.<br/><i>[Fay Angeles-Aguda, Counselor]</i></p> <p>2. Tier II attendance students will have the opportunity to check in with their adult mentor.<br/><i>[Fay Angeles-Aguda, Counselor]</i> <a href="#">[SW6 iii i]</a></p> <p>3. Quarterly incentives and celebrations are planned and scheduled to recognize students with regular attendance or who made significant improvements in attendance.<br/><i>[Fay Angeles-Aguda, Counselor]</i></p> <p>4. Monthly attendance meetings are planned and scheduled to ensure students with excessive absenteeism are being supported by tiered interventions. Meetings will be a collaboration with Complex Area support staff. Participants may include classroom teacher, Student Services Coordinator, Counselors, School Social Worker, Homeless Liaison, Attendance Review Council, and Administration.<br/><i>[Fay Angeles-Aguda, Counselor]</i></p> | <p>1. Daily attendance log; Infinite Campus, CALL logs</p> <p>2. Check-in schedule; check-in log</p> <p>3. Master calendar with date of quarterly incentive days</p> <p>4. Master calendar with scheduled attendance meetings</p> | <p>WSF: (2) Counselors<br/>\$151,792</p> <p>WSF: EA: \$44,659</p> <hr/> <p><b>Total: \$196,451</b><br/><i>(WSF=\$196,451)</i></p> |
|---|-------------------------|---|---|---|



|  |                                    |   |   |  |
|--|------------------------------------|---|---|--|
| <p><b>1.2.2</b><br/>All students demonstrate positive behaviors at school.</p> | <p>WASC CAF #1<br/>WASC CAF #2</p> | <ol style="list-style-type: none"> <li>1. Students will have the opportunity to earn Sunny Money for demonstrating positive behaviors and showing Aloha, resilience, culture, and compassion. <i>[Fay Angeles-Aguda, Counselor]</i> [SW6 iii III]</li> <li>2. Counselors and related staff members will have opportunity for professional growth through professional development, which may include ASCA conference attendance and HASCA PD opportunities. <i>[Lisa Higa, Principal]</i> [SW6 iii IV]</li> <li>3. Students will be provided with education on healthy habits, including:             <ul style="list-style-type: none"> <li>- Fresh Fruit &amp; Vegetables Program</li> <li>- Vision, Dental, and Hearing Screenings</li> </ul> <i>[Dallas Kaaekuahiwi, School Health Aide]</i> [SW6 ii] [SW5]           </li> <li>4. Classrooms conduct frequent lessons and practice of social-emotional learning opportunities in class (ie: MindUp, YogaEd, Choose Love, Roots of Empathy, How Full is Your Bucket). <i>[Fay Angeles-Aguda, Counselor]</i> [SW6 ii] [SW6 iii III]</li> <li>5. Continue to implement the GLOs schoolwide. Through data teams and committee meetings, continue to analyze common assessments to assess the GLOs. <i>[David Adler and Gregg Nakamura, Focus Group 1 Leads]</i> [SW6 iii III]</li> </ol> | <ol style="list-style-type: none"> <li>1. Sunny Money store</li> <li>2. PD agenda, notes, sign in sheets</li> <li>3. Schedule of screenings, FFVP handouts</li> <li>4. Student workbooks, lessons, classroom culture</li> <li>5. Focus Group minutes</li> </ol> | <p>WSF: SHA<br/>\$30,432</p> <p>WSF: PE Teacher (Enabling Activity)<br/>\$75,896</p> <p>WSF: Custodians:<br/>\$200,076</p> <p>WSF: Classroom Cleaner<br/>\$22,960</p> <p>WSF: Adult Supervisor:<br/>\$8,820</p> <hr/> <p><b>Total: \$338,184</b><br/>(WSF=\$338,184)</p> |
|--|------------------------------------|---|---|--|





|   |           |  |  |  |
|---|-----------|--|--|--|
| <p><b>1.2.3</b><br/>All students experience a Nā Hopena A'o environment for learning.</p> | <p>1a</p> | <ol style="list-style-type: none"> <li>Students and staff participate in Piko each morning to open the school day ('oli, Hawai'i Pono'i, positive message, school-wide message).<br/>[Lisa Higa, Principal] [SW6 ii]</li> <li>Faculty and staff will receive professional development on HĀ and will participate in learning activities to support NES's HĀ framework.<br/>[Lisa Higa, Principal] [SW6 iii IV]</li> <li>Teachers will use NES's HĀ framework to align their lessons, activities, and projects.<br/>[Lauren Kamikawa, Vice Principal] [SW6 ii]</li> <li>The Leadership Team will collaborate with Complex Area staff on developing an implementation plan.<br/>[Lauren Kamikawa, Vice Principal]</li> </ol> | <ol style="list-style-type: none"> <li>Daily school-wide Piko</li> <li>PD agenda and notes</li> <li>NES HĀ poster &amp; feedback</li> <li>Collaboration meeting notes</li> </ol> | <p>WSF: Principal and VPs<br/>\$374,807</p> <p>WSF: HLIP Teacher<br/>\$75,896</p> <p>OHE: HLIP Teacher<br/>\$75,896</p> <p>WSF: HLIP Para<br/>\$29,386</p> <p>-----</p> <p><b>Total: \$555,985</b><br/>(WSF=\$480,089,<br/>OHE=\$75,896)</p> |
|---|-----------|--|--|--|



|   |   |  |  |   |
|---|---|--|--|---|
| <p><b>1.2.4</b><br/>All students are supported by a school culture driven by PBIS and HMTSS systems that encourage them to have positive behaviors.</p> | <p>1a<br/>1b<br/>3c<br/>WASC CAF #2</p> | <ol style="list-style-type: none"> <li>100% of NES faculty &amp; staff will build positive relationships with students by implementing proactive classroom management strategies and positive behavior intervention support.<br/><i>[Lauren Kamikawa, Vice Principal]</i> [SW6 ii]</li> <li>Faculty &amp; staff will be provided with professional development on proactive classroom management strategies, SEL curriculum, PBIS strategies and resources.<br/><i>[Lisa Higa, Principal]</i> [SW6 iii IV]</li> <li>Teachers and counselors will use Panorama SEL data and the Panorama Playbook resource to support and encourage positive student behaviors.<br/><i>[Fay Angeles-Aguda, Counselor]</i> [SW6 iii III]</li> <li>Counselors and related staff will deliver Tier II interventions and will coordinate Tier III interventions for identified students.<br/><i>[Fay Angeles-Aguda, Counselor]</i> [SW6 iii III]</li> </ol> | <ol style="list-style-type: none"> <li>Classroom walkthrough data</li> <li>PD agenda, notes, presentation</li> <li>Panorama SEL survey data</li> <li>Tier II and Tier III intervention plans and schedule</li> </ol> | <p>Grants:<br/>Counselors<br/>\$2,000</p> <p>WSF: Account Clerk, Office Assistant, SASA:<br/>\$138,276</p> <p>WSF: Classroom Supplies and Computer Equipment:<br/>\$90,000</p> <hr/> <p><b>Total: \$230,276</b><br/>(WSF=\$228,276, Grants=\$2,000)</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 Cause<br>"Why are we doing this?" | Enabling Activities<br>"How will we achieve the desired outcome?"<br><br>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 and Estimate of Additional Amount Needed  |
|---|---|---|---|---|
| <p><b>1.3.1</b><br/>All students engage in a variety of career, community, and civic opportunities.</p>   | <p>2a</p>   | <ol style="list-style-type: none"> <li>Quarterly SY 25-26 K-12 Alignment Meeting with Nānākuli Schools will be attended by school leadership.<br/>[Lisa Higa, Principal]</li> <li>Students will have the opportunity to engage with guest speakers from a variety of careers and post-high organizations.<br/>[Lauren Kamikawa, Vice Principal]<br/>[SW6 ii] [SW6 iii II] [SW5]</li> <li>Faculty &amp; staff will be provided with professional development opportunities through NCAC Insight-Onsite opportunities, ISTE Conference attendance, other education conferences, and PD sessions during Waiver/Planning &amp; Collaboration Days.<br/>[Lisa Higa, Principal] [SW6 iii IV] [SW5]</li> </ol> | <ol style="list-style-type: none"> <li>K-12 Alignment agenda and notes</li> <li>Guest speaker student notes and staff feedback</li> <li>Professional development agenda; teacher presentations</li> </ol> | <p>WSF: Academy Director: \$75,896</p> <p>WSF: Technology Coordinator (Enabling Activity) \$75,896</p> <hr/> <p><b>Total: \$151,792 (WSF=\$151,792)</b></p> |
| <p><b>1.3.1a</b><br/>All students will participate in a complex-wide Ola Moku (Thriving Community) civic learning experience at a DOK4 level.</p> | <p>2c</p>   | <ol style="list-style-type: none"> <li>Participate in a Ola Moku civic learning experience with Complex Area.<br/>[Lisa Higa, Principal] [SW6 ii]</li> </ol>  | <ol style="list-style-type: none"> <li>Ola Moku student work samples; staff feedback</li> </ol>   | <hr/> <p><b>Total: \$0</b></p>  |



| K-12 Alignment   |                  |  |  |                                    |
|--|------------------|--|--|------------------------------------|
| <p><b>1.3.2</b><br/>All students enter intermediate school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p> | <p>2b<br/>2c</p> | <ol style="list-style-type: none"> <li>Students have the opportunity to engage in quarterly CTE activities. <a href="#">[SW6 ii]</a> <a href="#">[SW6 iii II]</a><br/><i>[Nyla Chang, STEM and Academies Director]</i></li> <li>Grade 6 students will have the opportunity to participate in NHIS’s CTE fair.<br/><i>[Lauren Kamikawa, Vice Principal]</i> <a href="#">[SW6 iii II]</a> <a href="#">[SW5]</a></li> </ol> | <ol style="list-style-type: none"> <li>Student work samples</li> <li>Student field trip notes</li> </ol> | <p>-----<br/><b>Total: \$0</b></p> |



## Priority 2 HIGH-QUALITY EDUCATOR WORKFORCE IN ALL SCHOOLS

### 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<br>"What do we plan to accomplish?"   | Root/<br>Contributing Cause<br>"Why are we doing this?" | Enabling Activities<br>"How will we achieve the desired outcome?"<br><br>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 and Estimate of Additional Amount Needed                          |
|---|---|---|--|---|
| <p><b>2.4.1</b><br/>All staff are effective or receive the necessary support to become effective through a system of support that includes robust coaching.</p> |   | <ol style="list-style-type: none"> <li>100% of faculty &amp; staff meet annually with an administrator (EES or PAS conferences).<br/><i>[Lisa Higa, Principal]</i></li> <li>100% of new teachers are provided support from Induction and Mentoring Coach and Complex Area I&amp;M RTs.<br/><i>[Denise Sakakida, I&amp;M Coach]</i></li> <li>Faculty &amp; staff who need necessary support have a support plan through coaching.<br/><i>[Erin Godinez, Instructional Coach and Denise Sakakida, I&amp;M Coach]</i></li> </ol> | <ol style="list-style-type: none"> <li>EES and PAS completion</li> <li>Mentoring log, walkthrough data</li> <li>Support plans</li> </ol> | <p>WSF: IM Teacher \$75,896</p> <hr/> <p><b>Total: \$75,896</b><br/><i>(WSF=\$75,896)</i></p> |



|  |                                  |   |   |   |
|--|----------------------------------|---|---|---|
| <p><b>2.4.2</b><br/>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.</p> | <p>3a<br/>3b<br/>WASC CAF #4</p> | <ol style="list-style-type: none"> <li>Teachers participate in and come prepared to Data Teams PLCs (analyze data, co-plan for their ELs, discuss student needs, monitor attendance, receive PD, and others).<br/><i>[Erin Godinez, Instructional Coach]</i></li> <li>Instructional Leadership Team (ILT) conducts weekly Leadership Classroom Walkthroughs.<br/><i>[Lisa Higa, Principal]</i></li> <li>Teachers and staff who attend PD opportunities will present their new learnings to their team and will present evidence of implementation of newly acquired ideas, strategies, methods, approaches, etc. (Conferences may include ASCA, NAEYC, AMLE, ASCD, HASCD, ISTE, NCAC, LRE, LitCon, NCTE, NCTM, Thinking Maps, and others).<br/><i>[Lisa Higa, Principal]</i> [SW6 iii IV]</li> <li>Complex Area Staff conducts walkthroughs three times a year and provides support as needed.<br/><i>[Lisa Higa, Principal]</i></li> </ol> | <ol style="list-style-type: none"> <li>Data Team PLC agenda and minutes</li> <li>Walkthrough data</li> <li>Meeting minutes; Slide presentations; Exit tickets, others</li> <li>Complex Area Walkthrough data</li> </ol> | <p>WSF: AV Equipment and Teacher Supplies: \$29,000</p> <p>Title I: Travel/Virtual PD registration \$81,000</p> <p>Title I: Thinking Maps PD \$5,000</p> <p>Title I: Consultants (AM/DS) \$80,000</p> <hr/> <p><b>Total: \$292,190</b><br/>(WSF=\$29,000, Title I=\$166,000)<br/>*25-26SY</p> |
|--|----------------------------------|---|---|---|



## 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.  |   |  |  |  |
|--|---|--|--|--|
| Desired Outcome<br>"What do we plan to accomplish?"  | Root/<br>Contributing Cause<br>"Why are we doing this?" | Enabling Activities<br>"How will we achieve the desired outcome?"  | Monitoring of Progress<br>"How will we know progress is being made?" | Anticipated Source of Funds and Estimate of Additional Amount Needed       |
| <p><b>3.1.1</b><br/>NES 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.</p> <ul style="list-style-type: none"> <li>*R &amp; M Bldg and Structure</li> <li>*R &amp; M A/C Maintenance</li> <li>*R &amp; M Custodial Equipment</li> <li>*Custodial Supplies</li> <li>*Gasoline</li> </ul> |   | <p>1. 100% of classrooms and buildings will be cleaned and maintained on a daily basis.<br/>[Isaiah Kainoa, TA Head Custodian]</p> | <p>1. Daily work schedule, PAS</p>                                   | <p>WSF:\$60,500</p> <hr/> <p><b>Total: \$60,500</b><br/>(WSF=\$60,500)</p> |
| ★ GOAL 3.2: All operational and management processes are aligned and implemented in an equitable, transparent, effective, and efficient manner.  |   |  |  |  |
| Desired Outcome<br>"What do we plan to accomplish?"  | Root/<br>Contributing Cause                             | Enabling Activities<br>"How will we achieve the desired outcome?"  | Monitoring of Progress<br>"How will we know progress is being made?" | Anticipated Source of Funds and Estimate of Additional Amount Needed       |



|   |                                 |   |   |   |
|---|---------------------------------|---|---|---|
|   | <b>“Why are we doing this?”</b> |   |   |   |
| <p><b>3.2.1</b><br/>School operations and management processes are aligned and implemented in an equitable, transparent, effective, and efficient manner.</p> <p>*Computer Supplies<br/>*Office Supplies<br/>*Telephone<br/>*Misc. Current Expenses<br/>*Misc. Supplies<br/>*R &amp; M Office Equipment &amp; Furniture</p> |                                 | <p>1. Yearly inventory of school furniture and equipment<br/>[Arlette Tabangcura, SASA]</p> <p>2. Bills payable are paid in a timely manner.<br/>[Arlette Tabangcura, SASA]</p> | <p>1. Inventory Reports</p> <p>2. Monthly Budget meetings with Principal and SASA, Budget Reports</p> | <p>WSF: \$72,350</p> <hr/> <p><b>Total: \$72,350</b><br/>(WSF=72,350)</p> |

**★ 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.**

| <b>Desired Outcome<br/>“What do we plan to accomplish?”</b>   | <b>Root/<br/>Contributing Cause<br/>“Why are we doing this?”</b> | <b>Enabling Activities<br/>“How will we achieve the desired outcome?”</b>  | <b>Monitoring of Progress<br/>“How will we know progress is being made?”</b> | <b>Anticipated Source of Funds and Estimate of Additional Amount Needed</b> |
|---|--|--|--|---|
| <p><b>3.3.1</b><br/>All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> | WASC CAF #5  | <p>1. Quarterly SCC Meetings dates are scheduled for SY 25-26.<br/>[Lisa Higa, Principal]</p> <p>2. Two SCC Community Meetings are scheduled for SY25-26 (Ho’olaule’a &amp; Kūhiō Celebration).<br/>[Renee Kia-Cox, SCC Chairperson]</p> | <p>1. Master Calendar with SCC dates</p> <p>2. Community survey data</p>     | <hr/> <p><b>Total: \$0</b></p>  |





|   |                              |  |   |   |
|---|------------------------------|--|---|---|
|   |                              | <p>3. SCC Meeting reminders will be sent and posted at least one week prior to the meeting date.<br/>[Erin Godinez, SCC Secretary]</p> <p>4. Academic Plan will be monitored at each quarterly SCC Meeting.<br/>[Lisa Higa, Principal] [SW3]</p> <p>5. SCC Meetings will have representation from all stakeholder groups:<br/>                     a. Certificated staff<br/>                     b. Classified staff<br/>                     c. Administration<br/>                     d. Community<br/>                     e. Parents, Families<br/>                     f. Students<br/>                     [Renee Kia-Cox, SCC Chairperson]</p>  | <p>3. Meeting agenda; school website</p> <p>4. Meeting agenda &amp; minutes</p> <p>5. Meeting attendance</p>          |   |
| <p><b>3.3.2</b><br/>Family/community engagement consists both of opportunities to engage in promoting student success as well as forums for parent and family concerns.</p> | <p>4a<br/>4b<br/>WASC #5</p> | <p>1. Families will receive regular communication through monthly newsletters.<br/>                     a. Other forms of communication will include mailouts, mass communication, school website news alerts and social media postings<br/>                     b. Ensure families receive pertinent information about their rights in a language and format they can understand and access<br/>                     c. Know which families and caregivers need interpretation &amp; translation and provide these services.<br/>                     [Lauren Kamikawa, Vice Principal]</p> <p>2. Families will have the opportunity to attend Parent-Teacher Conferences in October/November</p> | <p>1. Monthly parent newsletters, school website, social media postings</p> <p>2. Parent-Teacher Conference forms</p> | <p>WSF: PCNC: \$20,121</p> <p>Title I Parent Engagement: (SY 25-26)<br/>                     * Paper goods: \$500<br/>                     * Refreshments: \$830<br/>                     * Office Supplies: \$500<br/>                     * Misc: (i.e. Home Depot) \$1,000</p> |



|                                      |  |   |  |  |
|--------------------------------------|--|---|--|--|
|                                      |  | <p>to discuss child(ren)'s progress.<br/>[Lauren Kamikawa, Vice Principal]</p> <p>3. Families and community members will receive communication through annual Community Walk, Open House, Title I Meeting in August 2025.<br/>[Venus Matsuda-Caudle, PCNC]</p> <p>4. Families will have the opportunity to attend regularly-scheduled parent workshops, quarterly campus beautification opportunities, and other school-wide events; Families will be provided with opportunities to learn how they can support their children's learning.<br/>[Venus Matsuda-Caudle, PCNC]</p> <p>5. Continue to invite community partners and service providers to school-wide events and identify staff (i.e. BSHA, PCNC, HCL) who facilitate engagement with parents and families.<br/>[Venus Matsuda-Caudle, PCNC] [SW5]</p> <p>6. Provide families with opportunities to share their expectations, hopes, and concerns with the school to help it respond.<br/>[Venus Matsuda-Caudle, PCNC]</p> | <p>3. Community Walk survey; Sign in sheets</p> <p>4. Sign in sheets, surveys, participants' feedback</p> <p>5. Sign-in sheets, invitations</p> <p>6. Parent survey results; event evaluations</p> | <p><b>Total: \$22,951</b><br/>(WSF=\$20,121,<br/>Title I Parent Eng.=<br/>\$2,830 *SY25-26)</p>  |
| <b>NES Academic Plan Grand Total</b> |  |   |  | <p><b>Total: \$4,430,180</b><br/>(WSF=\$2,887,994,<br/>SPPA=\$957,160,<br/>EOEL=\$241,110,<br/>TI=\$266,020,<br/>OHE=\$75,896,<br/>Grants=\$2,000)</p> |



## 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 Nānākuli Elementary’s current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.

|   |       |
|---|-------|
| <b>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)</b> | 1,820 |
|---|-------|

|  |    |
|--|----|
| <b>Did your school submit a SCC Waiver Request Form? Please explain.</b> | No |
|--|----|

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

| MON                   |      |                                |          |         |      | TUE                   |      |                                |          |         |      | WED                   |      |                                |          |         |                       | THUR              |                                |       |          |         |                       | FRI               |                                |       |          |         |      |
|-----------------------|------|--------------------------------|----------|---------|------|-----------------------|------|--------------------------------|----------|---------|------|-----------------------|------|--------------------------------|----------|---------|-----------------------|-------------------|--------------------------------|-------|----------|---------|-----------------------|-------------------|--------------------------------|-------|----------|---------|------|
| AM: check 180 min     |      | 8:00                           | 9:40 AM  | 1:40:00 |      | AM: check 180 min     |      | 8:00                           | 9:40:00  | 1:40:00 |      | AM: check 180 min     |      | 8:00                           | 9:40 AM  | 1:40:00 |                       | AM: check 180 min |                                | 8:00  | 9:40 AM  | 1:40:00 |                       | AM: check 180 min |                                | 8:00  | 9:40 AM  | 1:40:00 |      |
| PM: check 180 min     |      | 11:30                          | 12:55 PM | 1:25:00 |      | PM: check 180 min     |      | 11:30                          | 12:55 PM | 1:25:00 |      | PM: check 180 min     |      | 11:30                          | 12:40 PM | 1:10:00 |                       | PM: check 180 min |                                | 11:30 | 12:55 PM | 1:25:00 |                       | PM: check 180 min |                                | 11:30 | 12:55 PM | 1:25:00 |      |
| What                  | Type | MIN                            | Start    | End     | 7:00 | What                  | Type | MIN                            | Start    | End     | 7:00 | What                  | Type | MIN                            | Start    | End     | 7:00                  | What              | Type                           | MIN   | Start    | End     | 7:00                  | What              | Type                           | MIN   | Start    | End     | 7:00 |
| Opening/ 'Oli         | 5    | 10                             | 7:45     | 7:55    |      | Opening/ 'Oli         | 5    | 10                             | 7:45     | 7:55    |      | Opening/ 'Oli         | 5    | 10                             | 7:45     | 7:55    |                       | Opening/ 'Oli     | 5                              | 10    | 7:45     | 7:55    |                       | Opening/ 'Oli     | 5                              | 10    | 7:45     | 7:55    |      |
| Passing1              | 5    | 5                              | 7:55     | 8:00    |      | Passing1              | 5    | 5                              | 7:55     | 8:00    |      | Passing1              | 5    | 5                              | 7:55     | 8:00    |                       | Passing1          | 5                              | 5     | 7:55     | 8:00    |                       | Passing1          | 5                              | 5     | 7:55     | 8:00    |      |
| Instr 1               | 2    | 100                            | 8:00     | 9:40    |      | Instr 1               | 2    | 100                            | 8:00     | 9:40    |      | Instr 1               | 2    | 100                            | 8:00     | 9:40    |                       | Instr 1           | 2                              | 100   | 8:00     | 9:40    |                       | Instr 1           | 2                              | 100   | 8:00     | 9:40    |      |
| Recess                | 5    | 15                             | 9:40     | 9:55    |      | Recess                | 5    | 15                             | 9:40     | 9:55    |      | Recess                | 5    | 15                             | 9:40     | 9:55    |                       | Recess            | 5                              | 15    | 9:40     | 9:55    |                       | Recess            | 5                              | 15    | 9:40     | 9:55    |      |
| Instr 2               | 2    | 65                             | 9:55     | 11:00   |      | Instr 2               | 2    | 65                             | 9:55     | 11:00   |      | Instr 2               | 2    | 65                             | 9:55     | 11:00   |                       | Instr 2           | 2                              | 65    | 9:55     | 11:00   |                       | Instr 2           | 2                              | 65    | 9:55     | 11:00   |      |
| Lunch                 | 3    | 30                             | 11:00    | 11:30   |      | Lunch                 | 3    | 30                             | 11:00    | 11:30   |      | Lunch                 | 3    | 30                             | 11:00    | 11:30   |                       | Lunch             | 3                              | 30    | 11:00    | 11:30   |                       | Lunch             | 3                              | 30    | 11:00    | 11:30   |      |
| Instr 3               | 2    | 85                             | 11:30    | 12:55   |      | Instr 3               | 2    | 85                             | 11:30    | 12:55   |      | Instr 6               | 2    | 70                             | 11:30    | 12:40   |                       | Instr 3           | 2                              | 85    | 11:30    | 12:55   |                       | Instr 3           | 2                              | 85    | 11:30    | 12:55   |      |
| Recess                | 5    | 15                             | 12:55    | 13:10   |      | Recess                | 5    | 15                             | 12:55    | 13:10   |      | Closing 2             | 5    | 10                             | 12:40    | 12:50   |                       | Recess            | 5                              | 15    | 12:55    | 13:10   |                       | Recess            | 5                              | 15    | 12:55    | 13:10   |      |
| Instr 4               | 2    | 45                             | 13:10    | 13:55   |      | Instr 4               | 2    | 45                             | 13:10    | 13:55   |      | Passing2              | 5    | 10                             | 12:50    | 13:00   |                       | Instr 4           | 2                              | 45    | 13:10    | 13:55   |                       | Instr 4           | 2                              | 45    | 13:10    | 13:55   |      |
| Closing               | 5    | 5                              | 13:55    | 14:00   |      | Closing               | 5    | 5                              | 13:55    | 14:00   |      | Meeting1              | 8    | 60                             | 13:00    | 14:00   |                       | Closing           | 5                              | 5     | 13:55    | 14:00   |                       | Closing           | 5                              | 5     | 13:55    | 14:00   |      |
| Prep, common1         | 4    | 45                             | 14:00    | 14:45   |      | Prep, common1         | 4    | 45                             | 14:00    | 14:45   |      | Prep, common1         | 4    | 45                             | 14:00    | 14:45   |                       | Prep, common1     | 4                              | 45    | 14:00    | 14:45   |                       | Prep, common1     | 4                              | 45    | 14:00    | 14:45   |      |
| Student Minutes:      | 375  | Start to end of Student day    |          |         |      | Student Minutes:      | 375  | Start to end of Student day    |          |         |      | Student Minutes:      | 315  | Start to end of Student day    |          |         | Student Minutes:      | 375               | Start to end of Student day    |       |          |         | Student Minutes:      | 375               | Start to end of Student day    |       |          |         |      |
| Tchr Instruct Time:   | 295  | Instr Ø Advisory               |          |         |      | Tchr Instruct Time:   | 295  | Instr Ø Advisory               |          |         |      | Tchr Instruct Time:   | 235  | Instr Ø Advisory               |          |         | Tchr Instruct Time:   | 295               | Instr Ø Advisory               |       |          |         | Tchr Instruct Time:   | 295               | Instr Ø Advisory               |       |          |         |      |
| Tchr Duty-free Lunch: | 30   | Lunch                          |          |         |      | Tchr Duty-free Lunch: | 30   | Lunch                          |          |         |      | Tchr Duty-free Lunch: | 30   | Lunch                          |          |         | Tchr Duty-free Lunch: | 30                | Lunch                          |       |          |         | Tchr Duty-free Lunch: | 30                | Lunch                          |       |          |         |      |
| Tchr Prep Time:       | 45   | Floating and common preps      |          |         |      | Tchr Prep Time:       | 45   | Floating and common preps      |          |         |      | Tchr Prep Time:       | 45   | Floating and common preps      |          |         | Tchr Prep Time:       | 45                | Floating and common preps      |       |          |         | Tchr Prep Time:       | 45                | Floating and common preps      |       |          |         |      |
| Tchr "Other" Time:    | 50   | All time not counted in Instr. |          |         |      | Tchr "Other" Time:    | 50   | All time not counted in Instr. |          |         |      | Tchr "Other" Time:    | 110  | All time not counted in Instr. |          |         | Tchr "Other" Time:    | 50                | All time not counted in Instr. |       |          |         | Tchr "Other" Time:    | 50                | All time not counted in Instr. |       |          |         |      |