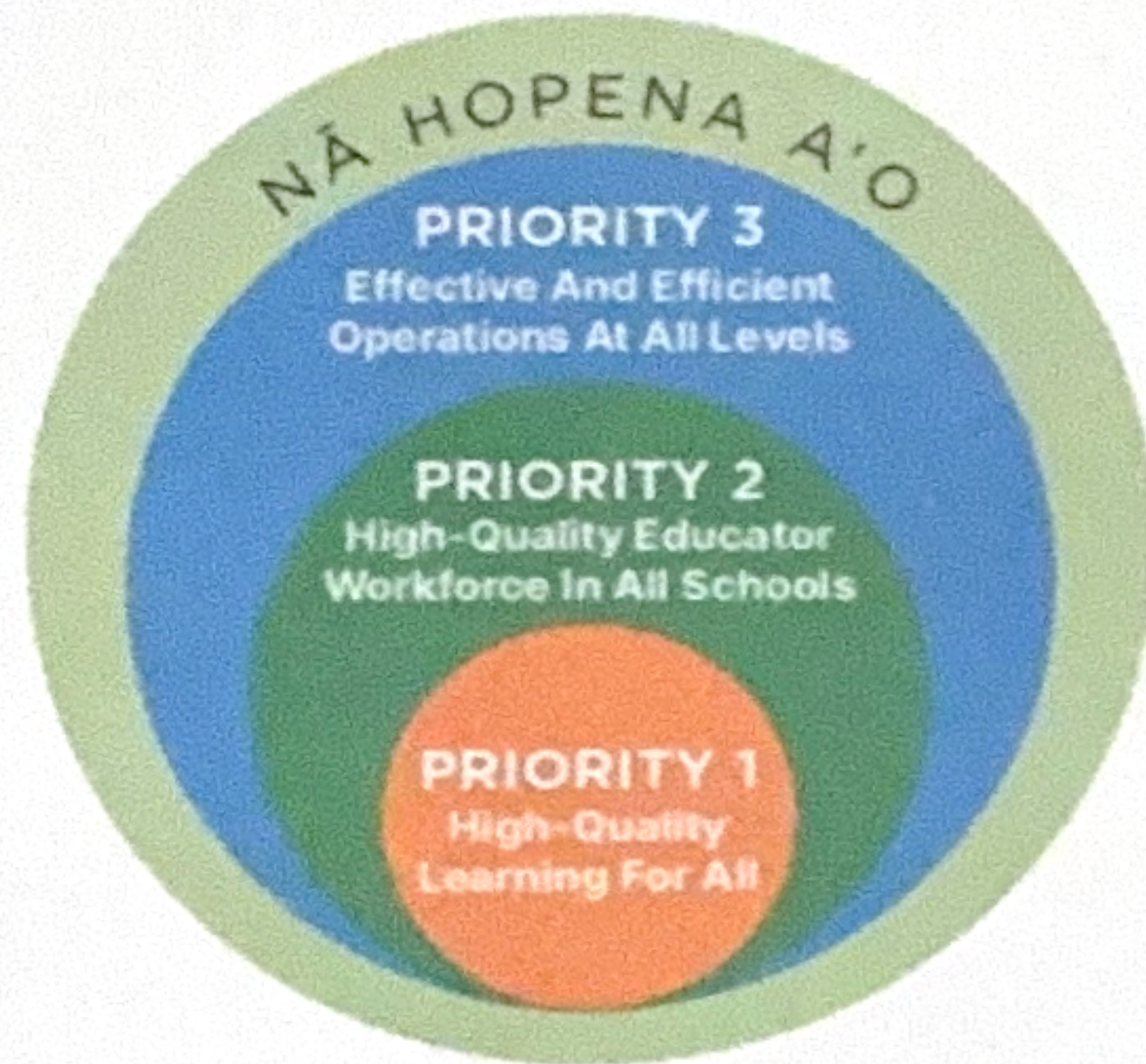




NANAKULI ELEMENTARY SCHOOL

Academic Plan SY 2026-2027

89-778 Haleakala Avenue

Waianae, Hawaii 96792

(808) 307-8600

<https://nes.nwcomplex.org>

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Lisa Ann L. Higa

Lisa Ann L. Higa

Mar 24, 2026

Approved by Complex Area Superintendent Disa Hauge

Disa Hauge

04/06/2026

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance document](#).

TABLE OF CONTENTS

VIABLE QUALITY CURRICULUM.....3

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS.....4

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS).....4

IDENTIFIED SCHOOL NEEDS.....5

PRIORITY 1.....7

 ★ GOAL 1.1.....7

 ★ GOAL 1.2.....14

 ★ GOAL 1.3.....17

PRIORITY 2.....19

PRIORITY 3.....21

 ★ GOAL 3.3.....22

 ★ Family and Community Engagement.....22

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM.....24

APPENDIX B: BELL SCHEDULE.....27

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
Grades K-6	Other: ▾ Magnetic Literacy	Ready ▾ Classroom Mathematics	Mystery Science	Studies Weekly
Papa Māla'ao, 1, 2	Teacher Created ▾	Teacher Created ▾		
Papa 3, 4, 5, 6	Teacher Created ▾	Teacher Created ▾		

Please list all **supplementary instructional materials** used to extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-2	F2B, iReady, Read Well, OG	IXL, iReady	InnoCrate	Teacher Created
3	iReady, 6 Minute	IXL, Prodigy, Reflex, Frax, Morningside Fluency, Numberock Videos, OG	Study Jans, Magic School Bus, Bill Nye, IXL	Schoolhouse Rock, Brain Pop, PBS Kids, IXL
4	IXL, iReady, 6 Minute	IXL, iReady, Reflex	Hawaiian Studies books, Ahupua'a poster, IXL	Hawaiian Studies books, IXL
5	IXL, iReady, 6 Minute, Flocabulary	IXL, iReady, Reflex	PLTW, IXL	Teacher Created Materials, IXL
6	IXL, iReady, 6 Minute	IXL, iReady, Reflex	iReady	IXL
Sped Resources	Read Well, Bartons, OG, Teachtown,	Primary Math		
Papa Māla'ao, 1, 2	Kūkulu, Hulo! Teacher Created Materials	IXL, iReady	Hawaiian Studies books; Ahupua'a poster	Hawaiian Studies books, various maps
Papa 3, 4	Kūkulu, Hulo! Teacher Created Materials	IXL, iReady	Hawaiian Studies books; Ahupua'a poster	Hawaiian Studies books, various maps
Papa 5, 6	Kūkulu, Hulo! Teacher Created Materials	IXL, iReady	Hawaiian Studies books; Ahupua'a poster	Hawaiian Studies books, various maps

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
Kindergarten	KEA ▾ , I-Ready, DIBELS, PPVT	I-Ready ▾ , iSTEOP
Grades 1,2	I-Ready ▾ , DIBELS, DNA	I-Ready ▾ , iSTEOP
Grades 3,4,5,6	I-Ready ▾ , DIBELS, DNA	I-Ready ▾ , iSTEOP
Papa Māla’ao	HI KRA	HI KRA
Papa 1, 2	Teacher Created Hakalama Materials	iSTEOP
Papa 3, 4	Teacher Created Hakalama Materials	iSTEOP
Papa 5, 6	DIBELS, Teacher Created Hakalama Materials	iSTEOP

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☒ Panorama ☒ School-created template ☐ Other:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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

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

Year of Last Visit: SY 2023-2024

Type of Last Visit: Full Self-Study -

Year of Next Action: SY 2026-2027

Type of Next Action: Mid-Cycle Report (No Visit) -

Year of Next Self-Study:
SY 2029-2030

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>	Increase Academic Achievement with a Focus on Equity
	<u>Root/Contributing Cause(s):</u>	(a) Students come to school lacking foundations in socialization skills and coping strategies to meet basic social-emotional wellness. (b) Students experiencing many Adverse Childhood Experiences (ACEs) in the home and many lack the familial support to address this trauma.
2	<u>School Area Need:</u>	Enhance Instructional Leadership Team Support and Provide Staff Professional Development to increase Academic Rigor
	<u>Root/Contributing Cause(s):</u>	(a) Professional development lacks consistency for teachers to address science and social studies standards and curriculum. (b) After returning from COVID, project-based learning has been inconsistent in all grade levels and in all

3		content areas. (c) Data fluctuations indicate confusion with an understanding of what Depth of Knowledge is and how we collect data to support teachers instruction. (d) Integration of Next Generation Science Standards and social studies curriculum into our classrooms are inconsistent.
	<u>School Area Need:</u>	Implement Effective Multi-Tiered Systems of Support (MTSS)
	<u>Root/Contributing Cause(s):</u>	(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. (b) Data Teams processes exist but lack the next steps of monitoring the actions developed during the meetings. (c) There is an inconsistent focus of our efforts when using existing intervention programs and in identifying student needs.
4	<u>School Area Need:</u>	Increase Parent and Family Engagement
	<u>Root/Contributing Cause(s):</u>	(d) Parents reported that they are inadequate to provide consistency of routines to their child in supporting their learning. (e) Parents' feedback indicated that implementing more training opportunities and workshops will allow for additional support at home for their child.

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>	Economically Disadvantaged
	<u>Identified School Area Need(s):</u>	80% of our school is considered disadvantaged and they need effective, accelerated instruction in an accepting environment with culturally responsive instruction.
2	<u>Targeted Subgroup:</u>	Special Education Students
	<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>	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 “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?”	Title I (SW)	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?”				
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness.	1a 3a	1. 100% of enrolled kindergarteners will take the Kindergarten Readiness Assessment (KRA). [Erin Godinez, Instructional Coach] [SW6 iii V] 2. 100% of entering papa mālaa’o haumāna will take the Kaiapuni Entry Assessment (KEA). [Erin Godinez, Instructional Coach] [SW6 iii V] 3. 100% of enrolled kindergarteners will receive at least two of the following transitional services: a. Kindergarten orientation; or Kaiapuni orientation b. Preschoolers visit NES kindergarten classes; c. Parent conferences/meetings; d. Universal, placement and diagnostic testing; e. Other support services, as needed [Fay Angeles-Aguda, Counselor & Whytney Dias, Kindergarten GLC] [SW6 iii V]		1. KRA completion report 2. KEA completion report 3. Data from the following: a. Orientation sign in b. Visiting student list c. Parent mtg sign in d. Testing data e. Other, as needed	SW6 iii V	EOEL: 2 teachers \$151, 792 EOEL: 2 EA’s \$89,318 ----- Total: \$241,110 (EOEL=\$241,110)
1.1.1a All entering kindergarten students are provided necessary and timely support to develop foundational skills for learning.	3b WASC CAF#4	1. Kindergarten teachers and Kumu Kaiapuni will use data from a variety of sources (KRA, KEA, Panorama, formative and summative assessments) to provide necessary and timely support to students. [Sky Macadangdang, Student Services Coordinator &		1. Data Team PLC minutes, Panorama report, Assessment data, data sheets	SW6 iii V	

		<i>Erin Godinez, Instructional Coach</i>] [SW6 iii V] 2. 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. <i>[Lisa Higa, Principal]</i> [SW6 iii IV]	2. Presentation slides, notes; classroom walkthroughs		
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.	3a 3b 3c WASC CAF#4	1. 100% of students will take a reading universal screener at the start of the school year. <i>[Erin Godinez, Instructional Coach]</i> 2. Classroom teachers will use and analyze data to provide appropriate intervention support for students. <i>[Erin Godinez, Instructional Coach]</i> 3. Implementing new curriculum, Magnetic Literacy for grades K-6. (Tier I). <i>[Erin Godinez, Instructional Coach]</i> [SW6 ii] 4. Classroom teachers will differentiate instruction for students performing at various levels (Tier II). <i>[Denise Sakakida, I&M Coach]</i> 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).	1. Universal Screener data 2. Data Team PLC meeting agenda 3. GL Pacing Guides 4. Classroom Walkthrough data 5. Classroom Walkthrough data; Progress monitoring data	SW6 ii	WSF: \$1,214,336 16 Teachers WSF: Stipend: \$3,880 SPPA: (2) Article VI: \$151,792 SPPA: \$267,954 EA's SPPA: \$66,150 Paras SPPA: \$379,480 Sped Teachers SPPA: \$75,896 PREK Teacher SPPA: \$15,855 Classroom Supplies

		[Sky Macadangdang, Student Services Coordinator] 6. Student Services Coordinator & District SpEd support will meet quarterly to monitor the inclusion rate and to support students' needs. [SW6 i] [Sky Macadangdang, Student Services Coordinator] 7. Teachers will gain knowledge of high-impact instructional strategies for reading instruction through a variety of professional development opportunities, including attendance in-state and out-of-state conferences. 8. [Lisa Higa, Principal] [SW6 iii IV]	6. Meeting agenda, notes 7. Presentation slides, notes; classroom walkthroughs	SW6 i SW6 iii IV	Title 1: Online Subscriptions \$25,000 *IXL Learning *Mystery Science *i-Ready *Newsela *OER Core Library Title 1: Curriculum \$80,000.00 Title 1: Classroom Supplies: \$40,853.00 Title 1: PD \$116,00.00 Title 1: PD In-State/Out of State Travel: \$30,000 ----- Total: \$2,175,343 (WSF=1,218,216), SPPA=\$957,127, (Title 1=\$291,853)
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.	3a 3b 3c WASC CFA #4	1. 100% of students will take a reading universal screener at the start of the school year. [Erin Godinez, Instructional Coach]	1. Universal Screener data 2. Data Team PLC meeting agenda		WSF: Instructional Coach 10 months: \$75,896 WSF: SSC

		2. Classroom teachers will use and analyze data to provide appropriate intervention support for students. [Erin Godinez, Instructional Coach] 3. Implementing new curriculum, Magnetic Literacy for grades K-6. (Tier I). [Erin Godinez, Instructional Coach] [SW6 ii] 4. Classroom teachers will differentiate instruction for students performing at various levels (Tier II). [Denise Sakakida, I&M Coach] 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). [Sky Macadangdang, Student Services Coordinator] 6. Teachers will gain knowledge of high-impact instructional strategies for reading instruction through a variety of professional development opportunities, consultants, including attendance to instate and out-of-state conferences [Lisa Higa, Principal] [SW6 iii IV]	3. GL Pacing Guides 4. Classroom Walkthrough data 5. Classroom Walkthrough data; Progress monitoring data 6. Presentation slides, notes; classroom walkthroughs	SW6 ii SW6 ii IV	\$75,896 Total: \$151,792 (WSF=\$151,792)
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.	3a 3b 3c WASC CAF#4	1. 100% of students will take a mathematics universal screener at the start of the school year. [Erin Godinez, Instructional Coach] 2. Teachers will use and analyze data to provide appropriate intervention support for students. [Erin Godinez, Instructional Coach]	1. Universal Screener data 2. Data Team PLC meeting agenda		Title 1:Online Subscriptions: (Math) \$25,000 *IXL Learning *i-STEOP *i-Ready

		3. Continue with Ready Mathematics curriculum- Tier I [Erin Godinez, Instructional Coach] [SW6 ii] 4. Teachers will differentiate instruction for students performing at various levels (Tier II). [Denise Sakakida, I&M Coach] 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). [Sky Macadangdang, Student Services Coordinator] 6. Student Services Coordinator & District SpEd support will meet quarterly to monitor the inclusion rate and to support students' needs. [SW6 i] [Sky Macadangdang, Student Services Coordinator] 7. Teachers will gain knowledge of high-impact instructional strategies for math instruction through a variety of PD opportunities, instate and out-of-state conferences. 8. [Lisa Higa, Principal] [SW6 iii IV] 9. Use technology and computer assisted programs and assessments to help support and determine students' level of performance. [Erin Godinez, Instructional Coach] [SW6 ii] 10. Implement evidence-based core and intervention programs for Math: a. Morningside Math Facts (K-6) b. Ready Classroom Math (K-6) [Erin Godinez, Instructional Coach] [SW6 ii]	3. GL Pacing Guides 4. Progress monitoring data 5. Student Progress data 6. Meeting minutes 7. PD agenda, notes, sign in sheets 8. Progress monitoring data 9. Progress monitoring data	SW6 ii SW6 i SW6 iii IV SW6 ii SW6 ii	
--	--	--	--	--	--

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.		- English Learners (ELs) and Special Education (SpEd) students will be provided with a learning environment that is rigorous & addresses social-emotional needs. [SW6 i] [Sky Macadangdang, Student Services Coordinator] - Teachers and related staff use data-driven school level accountability systems for monitoring both system effectiveness & EL/SpEd students' progress. [SW6 i] [Sky Macadangdang, Student Services Coordinator] - Teachers will engage all learners in quality oral interaction integrating content/academic language. [Bridget Moniz, Vice Principal] [SW6 ii] - Teachers will use grade-level and culturally responsive instruction such as: - Activate prior knowledge - Pre-teach vocabulary - Scaffolding of academic practices - Explicit instruction including modeling and student-to-student interactions and student-to-teacher interaction - AVID organizational, critical thinking and reading strategies [Bridget Moniz, Vice Principal] [SW6 i] - Teachers and staff will collect and collaboratively discuss data to improve outcomes for all students. [Erin Godinez, Instructional Coach] - Provide teachers with opportunities for professional growth through to instate and out-of-state conferences. [Lisa Higa, Principal] [SW6 iii IV]	- Class lists, meeting notes - Student progress data - Classroom walkthrough data - Data Team minutes; Classroom walkthrough data - Data Team minutes - PD agenda, minutes, notes	SW6 SW6i SW6 ii SW6 i SW6 ii IV	WSF: Sub Days Teachers (1 per teacher) \$3,880 Total: \$3,880 (WSF=\$3,880) (Title I=\$25,000)
--	--	--	--	--	---

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.		1. Grade 6 students will have the opportunity to participate in Nānākuli High & Intermediate School's (NHIS) enrollment and registration presentation for grade 7. [David Adler, Grade 6 GLC] 2. Grade 6 students will have the opportunity to participate in NHIS's campus tour and 7th grade orientation to ensure smooth transition. [David Adler, Grade 6 GLC] 3. Nānākuli Complex K-12 Alignment meetings are planned and scheduled to discuss and develop a transition plan for complex feeder schools. [Bridget Moniz, Vice Principal] 4. NES will continue AMLE membership and conference registration to provide PD opportunities and resources for middle level educators (grades 5-8). [Lisa Higa, Principal] [SW6 iii IV]	1. Presentation slides and notes; Enrollment & registration packet 2. Student reflection and field trip notes 3. K-12 Alignment meeting agenda & notes 4. AMLE membership, PD agendas and resources	SW6 iii IV	
---	--	--	--	-----------------------	--

★ 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?” 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?”	Title I (SW)	Anticipated Source of Funds and Estimate of Additional Amount Needed
1.2.1. All students desire to and attend school regularly.	1a 1b 4a	1. NES faculty & staff will follow school wide attendance procedures, to include documenting communication with parents/families regarding attendance concerns in the CALL log. [Fay Angeles-Aguda, Counselor]	1. Daily attendance log; Infinite Campus, CALL logs	SW6 iii I	WSF:Counselor \$75,896
		2. Tier II attendance students will have the opportunity to check in with their adult mentor. [Fay Angeles-Aguda, Counselor] [SW6 iii I]	2. Check-in schedule; check-in log		WSF: EA: \$44,659
		3. Quarterly incentives and celebrations are planned and scheduled to recognize students with regular attendance or who made significant improvements in attendance. [Fay Angeles-Aguda, Counselor]	3. Master calendar with date of quarterly incentive days		-----
		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. [Fay Angeles-Aguda, Counselor]	4. Master calendar with scheduled attendance meetings		Total: \$120,555 (WSF=\$120,555)

1.2.2. All students demonstrate positive behaviors at school.	WASC CAF#1 WASC CAF#2	- Students will have the opportunity to participate in: - PBIS rotations aligned to the schoolwide behavior matrix - Earning Sunny Money for demonstrating positive behaviors showing Aloha, resilience, culture, and compassion. [Fay Angeles-Aguda, Counselor] [SW6 iii III] - Counselors and related staff members will have opportunity for professional growth through professional development, which may include ASCA conference attendance and HASCA PD opportunities. [Lisa Higa, Principal] [SW6 iii IV] - Students will be provided with education on healthy habits, including: - Fresh Fruit & Vegetables Program - Vision, Dental, and Hearing Screenings [Dallas Kaaekuahiwi, School Health Aide] [SW6 ii] [SW5] - 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). [Fay Angeles-Aguda, Counselor] [SW6 ii] [SW6 iii III] - Continue to implement the GLOs schoolwide. Through data teams and committee meetings, continue to analyze common assessments to assess the GLOs. Focus Group 1 Leads] [SW6 iii III]	- Sunny Money store - PD agenda, notes, sign in sheets - Schedule of screenings, FFVP handouts - Student workbooks, lessons, classroom culture - Focus Group minutes	SW6 iii III SW6 iii IV SWii SW5 Sw6 ii SW6 iii III SW6 iii III	WSF: SHA \$30,432 WSF: PE Teacher (Enabling Activity) \$75,896 WSF: Custodians: \$200,076 WSF: Classroom Cleaner \$7,140 WSF: Adult Supervisor: \$4,200 WSF: Custodial Supplies/R and M \$23,500 ----- Total: \$341,244 (WSF=\$341,244)
	1a	Students and staff participate in Piko each morning to open the school day ('oli, Hawai'i Pono'i, positive message, school-wide message). [Lisa Higa, Principal] [SW6 ii]	Daily school-wide Piko	SW6 ii	WSF: Principal and VP \$256,181 WSF: HLIP Teacher

		2. Faculty and staff will receive professional development on HĀ and will participate in learning activities to support NES's HĀ framework. [Lisa Higa, Principal] [SW6 iii IV] 3. Teachers will use NES's HĀ framework to align their lessons, activities, and projects. [Bridget Moniz, Vice Principal] [SW6 ii] 4. The Leadership Team will collaborate with Complex Area staff on developing an implementation plan. [Bridget Moniz, Vice Principal]	2. PD agenda and notes 3. NES HĀ poster & feedback 4. Collaboration meeting notes	SW6 iii IV SW6 ii	\$75,896 OHE: HLIP Teacher \$75,896 WSF: HLIP Para \$17,875 ----- Total: \$425,848 (WSF=\$349,952), OHE=\$75,896)
1.2.4. All students are supported by a school culture driven by PBIS and HMTSS systems that encourage them to have positive behaviors.	1a 1b 3c WASC CAF #2	1. 100% of NES faculty & staff will build positive relationships with students by implementing proactive classroom management strategies and positive behavior intervention support. [Bridget Moniz, Vice Principal] [SW6 ii] 2. Faculty & staff will be provided with professional development on proactive classroom management strategies, SEL curriculum, PBIS strategies and resources. [Lisa Higa, Principal] [SW6 iii IV] 3. Teachers and counselor will use Panorama SEL data and the Panorama Playbook resource to support and encourage positive student behaviors. [Fay Angeles-Aguda, Counselor] [SW6 iii III] 4. Counselor and related staff will deliver Tier II interventions and will coordinate Tier III interventions for identified students. [Fay Angeles-Aguda, Counselor] [SW6 iii III]	1. Classroom walkthrough data 2. PD agenda, notes, presentation 3. Panorama SEL survey data 4. Tier II and Tier III intervention plans and schedule	SW6 ii SW6 ii IV SW6 iii III SW6 iii III	Grants: Counselors \$2,000 WSF: Account Clerk, Office Assistant, SASA: \$138,276 WSF: Office Operating Expenses: \$38,606 WSF: Classroom Supplies and Computer Equipment: \$36,000 ----- Total: \$214,882 (WSF=\$212,882, Grants=\$2,000)

★ **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?”	Title I (SW)	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.	2a	1. Quarterly SY 25-26 K-12 Alignment Meeting with Nānākuli Schools will be attended by school leadership. [Lisa Higa, Principal]	2. Students will have the opportunity to engage with guest speakers from a variety of careers and post-high organizations. [Bridget Moniz, Vice Principal] [SW6 ii] [SW6 iii II] [SW5]	1. K-12 Alignment agenda and notes	SW6 ii SW6 iii II SW5 SW6 iii IV SW5	WSF: Academy Director: \$75,896	
		3. Faculty & staff will be provided with professional development opportunities through WestED and other education conferences, and PD sessions during Waiver/Planning & Collaboration Days. [Lisa Higa, Principal] [SW6 iii IV] [SW5]		2. Guest speaker student notes and staff feedback			WSF: STEM Supplies/Furniture \$54,000
				3. Professional development agenda; teacher presentations			WSF: Technology Coordinator (Enabling Activity) \$75,896
						Total: \$205,792 (WSF=\$205,792)	
1.3.1a. All students will participate in a complex-wide Ola Moku (Thriving Community) civic learning experience at a DOK4 level.	2c	1. Participate in a Ola Moku civic learning experience with Complex Area. [Lisa Higa, Principal] [SW6 ii]		1. Ola Moku student work samples; staff feedback	SW6 ii		
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.	2b 2c	1. Students have the opportunity to engage in quarterly CTE activities. [SW6 ii] [SW6 iii II] [Nyla Chang, STEM and Academies Director] 2. Grade 6 students will have the opportunity to participate in NHIS's CTE fair. [Bridget Moniz, Vice Principal] [SW6 iii II] [SW5]	1. Student work samples 2. Student field trip notes	SW6 ii SW6 iii II SW6 iii II SW5	
--	------------------	--	--	--	--

PRIORITY 2: HIGH-QUALITY EDUCATOR WORKFORCE IN ALL SCHOOLS

★ All students are taught by effective teachers.

★ All schools are fully staffed by effective support staff.

★ All schools are led by effective school administrators.

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?”	Title I (SW)	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.		1. 100% of faculty & staff meet annually with an administrator (EES or PAS conferences). [Lisa Higa, Principal]		1. EES and PAS completion		WSF: IM Teacher \$75,896 ----- Total: \$75,896 (WSF=\$75,896)
		2. 100% of new teachers are provided support from Induction and Mentoring Coach and Complex Area I&M RTs. [Denise Sakakida, I&M Coach]		2. Mentoring log, walkthrough data		
		3. Faculty & staff who need necessary support have a support plan through coaching. [Erin Godinez, Instructional Coach and Denise Sakakida, I&M Coach]		3. Support plans		
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	3a 3b WASC CAF #4	1. 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). [Erin Godinez, Instructional Coach]		1. Data Team PLC agenda and minutes		
		2. Instructional Leadership Team (ILT) conducts weekly Leadership Classroom Walkthroughs.		2. Walkthrough data		

Communities.		<i>[Lisa Higa, Principal]</i> 3. 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). <i>[Lisa Higa, Principal]</i> [SW6 iii IV] 4. Complex Area Staff conducts walkthroughs three times a year and provides support as needed. <i>[Lisa Higa, Principal]</i>	3. Meeting minutes; Slide presentations; Exit tickets, others 4. Complex Area Walkthrough data	SW 6 iii IV	
--------------	--	--	--	-------------------	--

PRIORITY 3: EFFECTIVE AND EFFICIENT OPERATIONS AT ALL LEVELS

★ GOAL 3.3: Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome "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?"	Title I (SW)	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.	WASC CAF#5	- Quarterly SCC Meetings dates are scheduled for SY 25-26. [Lisa Higa, Principal] - Two SCC Community Meetings are scheduled for SY25-26 (Ho'olaule'a & Kūhiō Celebration). [Renee Kia-Cox, SCC Chairperson] - SCC Meeting reminders will be sent and posted at least one week prior to the meeting date. [Erin Godinez, SCC Secretary] - Academic Plan will be monitored at each quarterly SCC Meeting. [Lisa Higa, Principal] [SW3] - SCC Meetings will have representation from all stakeholder groups: - Certificated staff - Classified staff - Administration - Community - Parents, Families - Students [Renee Kia-Cox, SCC Chairperson]	- Master Calendar with SCC dates - Community survey data - Meeting agenda; school website - Meeting agenda & minutes - Meeting attendance	SW3	

★ **GOAL 3.3: Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.**

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.	4a 4b WASC CAF#5	- Families will receive regular communication through monthly newsletters. - Other forms of communication will include mailouts, mass communication, school website news alerts and social media postings - Ensure families receive pertinent information about their rights in a language and format they can understand and access - Know which families and caregivers need interpretation & translation and provide these services. <i>[Bridget Moniz, Vice Principal]</i> - Families will have the opportunity to attend Parent-Teacher Conferences in October/November to discuss child(ren)'s progress. <i>[Bridget Moniz, Vice Principal]</i> - Families and community members will receive communication through annual Community Walk, Open House, Title I Meeting in August 2025. <i>[Venus Matsuda-Caudle, PCNC]</i> - 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. <i>[Venus Matsuda-Caudle, PCNC]</i> - Continue to invite community partners and service providers to school-wide events and identify staff (i.e. BSHA, PCNC, HCL) who facilitate engagement with	- Monthly parent newsletters, school website, social media postings - Parent-Teacher Conference forms - Community Walk survey; Sign in sheets - Sign in sheets, surveys, participants' feedback - Sign-in sheets, invitations	SW5	WSF: EA: \$44,659 Title 1: Supplies \$2,184.00 Title 1:Refreshment/ Paper Goods \$1,500.00 ----- Total: \$44,659 (WSF=\$44,659) (Title I=\$3,684)
---	---------------------------------	--	---	------------	---

		parents and families. [Venus Matsuda-Caudle, PCNC] [SW5] 6. Provide families with opportunities to share their expectations, hopes, and concerns with the school to help it respond. [Venus Matsuda-Caudle, PCNC]	6. Parent survey results; event evaluations		
		NES Academic Plan Grand Total			Total: \$4,321,538 EOEL=\$241,110 OHE=\$75,896 Grants=\$2,000 WSF=\$2,724,868 SPPA=\$957,127 T1=\$ 320,537

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

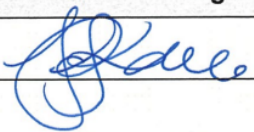
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **NANAKULI ELEMENTARY SCHOOL** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Dec 15, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 24, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): **[School Leadership Team, Curriculum/Instruction/Assessment Team, Faculty Meeting]**
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 24, 2026**

Attested:

NANAKULI ELEMENTARY SCHOOL Principal	Signature	Date
Lisa Ann L. Higa		Mar 24, 2026
SCC Chairperson	Signature	Date
Renee Kia-Cox		Mar 24, 2026

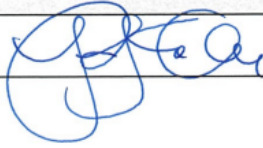
SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A		

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

Attested:

SCC Chairperson	Signature	Date
Renee Kia-Cox		Mar 24, 2026

APPENDIX B: BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional <u>hours per year</u> <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1,083
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
NANAKULI ELEMENTARY SCHOOL Bell Schedule: 26-27 SY Nānākuli Elementary School Bell Schedule	