

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

Princess Nāhi'ena'ena Elementary HLLM Complex Area CNA	12/19/25		Ian Haskins
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☒ Title I	☐ Comprehensive Support & Improvement School	☒ Additional Targeted Support School	☒ Kaiapuni School	☐ Self-Contained
☐ Non-Title 1				☐ Shared Site

Rationale:

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

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

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

School Planning Team Members: Ian Haskins (Principal), Shanin Sado (Vice Principal), Kaleka Manoha (Curriculum Coordinator), Graham Seiki (Technology Coordinator), Julia Yamada (Student Services Coordinator), Miriam Tamayo (Librarian)

	School	HIDOE
Mission	Our school community works together to inspire and prepare students to excel in a diverse and ever changing world.	We serve our community by developing the academic achievement, character and social-emotional well-being of our students to the fullest potential. We work with partners, families and communities to ensure that all students reach their aspirations, from early learning through college, career and citizenship.
Vision	Kulia i ka Nu'u - Strive for Excellence	Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.
Core Values		Commitment to equity and excellence Meaningful learning Caring relationships Connection to community, family, and 'Āina

Viable Quality Instructional Materials

Please utilize the dropdown list to select the comprehensive instructional program(s) being used, and specify the grade level(s) or course name. If “Other” is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K - 5	23 Wonders	Eureka Math2	Amplify (Grades 4-5)	
K - 5 (Kaiapuni)	Select One	Ready		
	Select One	Select One		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-2	Enhanced Core Reading Instruction			

Hawaii Multi-Tiered System of Support (HTMSS)

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

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

☒ Panorama
 ☐ School-created template
 ☐ Other:

Universal Screening and Progress Monitoring Assessments

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
K - 5	I-Ready	I-Ready
K - 5	DIBELS	Select One
	Select One	Select One

School Bell Schedule

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

This section showcases Princess Nāhi'ena'ena 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](#).

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)

1,236

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

Yes, 4 days to allow time for specific professional teacher-development.

Bell Schedule: [Bell Schedule SY 25/26](#)

Summary of Comprehensive Needs Assessment (CNA)

An externally DOE complex area supported CNA is required of all schools identified for CSI/ATS under ESSA. In this section, please summarize data and information gathered from your CNA including all relevant ESSA indicators (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate (4-Year Adjusted Cohort), School Quality and Student Success (Regular Attendance), English Learner Progress).

What areas of strength has your team identified through the needs assessment process? What data supported them and how can they be leveraged for areas of improvement?

Princess Nāhi'ena'ena Elementary demonstrates strong relational foundations. Student perception data and family and staff focus groups indicate that students feel cared for by adults and experience a sense of safety and belonging. These relationships provide a strong base for improving attendance, student engagement, and follow-through within HMTSS structures.

Universal screener data shows that many students are demonstrating typical or above-typical growth in reading and mathematics, even as overall proficiency remains below grade-level expectations. This suggests that effective instructional practices are present and can be identified and scaled through PLCs, coaching, and walkthroughs to strengthen Tier 1 instruction.

Adult stakeholder surveys reflect a committed and collaborative staff open to reflecting on and improving practice. This readiness can be leveraged to clarify instructional expectations, strengthen PLCs, and build collective responsibility for student learning without adding new initiatives.

Results from the Hawai'i Multi-Tiered System of Support (HMTSS) Assessment Tool indicate strengths in foundational beliefs, team structures, and use of multiple data sources. These systems can be strengthened by improving consistency, clarifying roles, and reinforcing early-warning processes.

Family perception data shows high levels of trust in the school and willingness to engage. This trust provides a strong foundation for improving the clarity and consistency of communication around learning, attendance, and student supports.

Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the CNA that will be addressed in this plan

The Comprehensive Needs Assessment identified several resource inequities that impact Princess Nāhi'ena'ena Elementary's ability to deliver consistent, high-quality instruction and coordinated student supports. Staffing constraints—including limited access to interventionists, substitute coverage, and specialized support staff—reduce the school's capacity to provide timely, targeted supports, particularly for students performing below grade level and those experiencing chronic absenteeism.

Instructional resources are unevenly leveraged across classrooms. While core curricula are in place, access to high-quality supplemental materials and time to adapt instruction varies, contributing to inconsistent Tier 1 differentiation and placing additional burden on individual teachers.

Time is also an inequitable resource. Schedules do not consistently protect time for data analysis, collaboration, intervention planning, or HMTSS coordination, resulting in reactive rather than proactive responses to academic and attendance needs.

The CNA further identified barriers to student access to learning supports beyond the classroom. Displacement, transportation challenges, and ongoing recovery from the Lahaina fires continue to affect attendance and engagement, while current funding and staffing structures limit the scale and consistency of support.

This plan addresses these inequities by prioritizing strategic use of existing staff, strengthening Tier 1 instruction to reduce reliance on intervention, improving the efficiency of HMTSS systems, and aligning time and resources to the highest-leverage instructional and attendance needs rather than adding new programs.

List the top 3-5 student learning needs (academic, social-emotional) identified through conducting the CNA that will be addressed in this plan.

Strengthened foundational skills in reading and mathematics: A significant portion of students are performing below grade-level expectations in ELA and Math despite demonstrating growth on universal screeners, indicating a need for more targeted support to accelerate learning toward proficiency.

Consistent access to high-quality Tier 1 instruction: Students need more consistent Tier 1 instruction that includes appropriate differentiation and scaffolding to ensure equitable access to grade-level content and sustained progress across classrooms.

Improved attendance and engagement in learning: Elevated rates of chronic absenteeism—exacerbated by displacement and family instability following the Lahaina fires—continue to disrupt continuity of instruction and limit opportunities for academic growth.

Stronger social-emotional learning supports: Students need clearer structures to support self-regulation, perseverance, and academic confidence, as student perception data indicates variability in engagement and persistence when faced with academic challenges.

More coordinated academic and behavioral supports through HMTSS: Inconsistent early identification, progress monitoring, and intervention practices limit the school's ability to respond proactively to emerging academic, attendance, and behavioral needs.

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

Inconsistent Tier 1 instructional practices across classrooms: Variability in instructional quality and differentiation limits equitable access to grade-level content, particularly for students performing below grade level, students with disabilities, and economically disadvantaged students.

Lack of a fully integrated early-warning system within HMTSS: Delayed identification of academic, attendance, and social-emotional needs results in reactive rather than preventive supports, disproportionately impacting Native Hawaiian, Special Education, and economically disadvantaged students.

Ongoing impacts of the Lahaina wildfires on student access and engagement: Displacement, housing instability, transportation barriers, and trauma have disrupted consistent attendance and access to instruction for certain student groups, intensifying existing inequities.

Insufficient protected time for collaborative data use and planning: Limited time for data analysis, intervention planning, and progress monitoring weakens PLC and HMTSS effectiveness and reduces the school's ability to respond consistently to student needs.

Inconsistent family communication and partnership structures: Variability in communication about learning expectations, progress, and supports limits families' ability to partner effectively with the school, particularly for students most impacted by attendance and learning challenges.

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

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

This plan focuses the school's improvement efforts on a small set of high-leverage processes and practices that directly impact student learning, attendance, and equity. The school will prioritize strengthening Tier 1 instructional practices, including consistent expectations for differentiation, use of student learning data, and alignment within grade levels. Improving the quality and consistency of core instruction is essential to accelerating learning and reducing reliance on intervention.

Princess Nāhi'ena'ena Elementary will focus on establishing coherent MTSS and early-warning systems that integrate academic, attendance, and social-emotional data. Clarifying roles, referral pathways, and progress-monitoring routines will allow the school to identify student needs earlier and respond proactively, particularly for students disproportionately impacted by chronic absenteeism and learning gaps.

The plan also prioritizes leadership coherence and follow-through, including consistent meeting structures, data-review routines, and accountability for implementation. These conditions are necessary to reduce initiative fatigue, ensure alignment to the Academic Plan, and sustain improvement over time.

The school will also strengthen family communication and partnership practices by improving the clarity, consistency, and purpose of communication around learning expectations, attendance, and student supports. Strengthening these partnerships is critical to addressing barriers to engagement and supporting student success beyond the classroom.

Goal (developed from CNA student learning needs):

By 2028, Princess Nāhi'ena'ena Elementary will improve student academic achievement through consistent, high-quality Tier 1 instruction, increase regular attendance through coherent, trauma-informed systems of support, and ensure equitable implementation of instructional and engagement practices across classrooms.

Metrics (who are we measuring and what are we measuring?)	Data Source	Baseline	By 2026	By 2027	By 2028

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Strategies Timeline
Year 1 - Build foundation
Year 2 - Scale and embed
Year 3 - Refine, strengthen, and sustain all

Focus	Strategies (taken from prioritized practices and indicators in the CNA)	Accountable Lead	Anticipated Source of Funds and Estimated Amount Needed for Each Strategy (NOTE: SI Funds for Evidence-Based Practices Only) Title I \$5,000 SI Funds \$25,000 WSF \$5,000 Other: Title IV \$2,500
Strong Leadership and Strategic Planning	Establish and sustain clear instructional and operational priorities	Ian Haskins	☒ \$ 5,000 Title I
	Year 1: Identify and communicate 2–3 non-negotiable instructional and HMTSS priorities; align leadership routines and agendas to these priorities		☐ \$
	Year 2: Monitor implementation fidelity through walkthroughs, data reviews, and staff feedback; refine priorities based on evidence		☐ \$
	Year 3: Institutionalize priority-setting and review cycles so clarity is sustained across leadership or staffing changes		☐ \$
	Strengthen leadership coherence and follow-through	Ian Haskins	☒ \$ 5,000 Title I
	Year 1: Implement consistent leadership meeting structures focused on instruction, attendance, and student support data		☐ \$
	Year 2: Expand shared leadership by developing teacher leaders to support PLCs and HMTSS teams		☐ \$
	Year 3: Embed leadership practices into documented systems and handbooks to ensure sustainability		☐ \$
	Improve data-informed decision-making	Kaleka Manoha	☒ \$ 5,000 Title I
	Year 1: Establish regular review cycles for i-Ready, attendance, and HMTSS data to identify early trends		☐ \$
	Year 2: Use multiple data sources to evaluate the effectiveness of instructional and intervention strategies		☐ \$
	Year 3: Utilize longitudinal data to guide strategic planning and continuous improvement		☐ \$
Instructional Practices	Strengthen Tier 1 instruction and differentiation	Ian Haskins	☒ \$ 40,000 Title I
	Year 1: Clarify Tier 1 instructional expectations and differentiation look-fors; align PLC focus to student learning needs		☐ \$
	Year 2: Provide targeted coaching and peer collaboration to reduce variability in instructional quality		☐ \$
	Year 3: Sustain consistent, high-quality Tier 1 instruction across classrooms and grade levels		☐ \$

Effective Instruction and Classroom Practice	Improve the use of student learning data	Kaleka Manoha	☐	\$5,000 Title I
	Year 1: Use universal screener data to identify priority skill gaps and guide instructional adjustments		☐	\$
	Year 2: Integrate student work analysis and progress monitoring into PLC routines		☐	\$
	Year 3: Use growth and proficiency data to refine curriculum pacing and instructional strategies		☐	\$
	Build instructional coherence across grade levels	Ian Haskins	☐	\$ 5,000 Title I
	Year 1: Begin horizontal alignment conversations within grade levels to clarify expectations		☐	\$
	Year 2: Strengthen vertical alignment to ensure skills and rigor build coherently year to year		☐	\$
	Year 3: Institutionalize aligned instructional practices and expectations across the school		☐	\$
Positive and Inclusive Learning Environment	Reduce chronic absenteeism through coordinated systems	Shanin Sado	☒	\$ 10,000 Title I
	Year 1: Identify students at risk of chronic absenteeism using attendance data and relational outreach		☐	\$
	Year 2: Implement proactive, tiered attendance supports aligned to HMTSS		☐	\$
	Year 3: Sustain improved attendance patterns through consistent monitoring and early intervention		☐	\$
	Strengthen integrated HMTSS structures	Shanin Sado	☒	\$10,000 Title I
	Year 1: Clarify HHMTSS roles, referral processes, and early-warning indicators		☐	\$
	Year 2: Improve progress monitoring and coordination of academic, behavioral, and attendance supports		☐	\$
	Year 3: Maintain a fully integrated, proactive HMTSS system embedded in daily practice		☐	\$
	Support student social-emotional learning and engagement	Shanin Sado	☒	\$ 10,000 Title I
	Year 1: Establish consistent routines that promote self-regulation, belonging, and engagement		☐	\$
	Year 2: Expand SEL supports aligned to student needs identified through data and staff input		☐	\$
	Year 3: Sustain a schoolwide environment that supports student resilience and academic confidence		☐	\$
Family & Community Engagement	Improve clarity and consistency of communication with families	Ian Haskins	☒	\$ 5,000 Title I
	Year 1: Strengthen communication around learning expectations, attendance, and available supports		☒	\$
	Year 2: Provide families with clearer, more actionable information about student progress		☐	\$
	Year 3: Institutionalize consistent communication practices across classrooms and grade levels		☐	\$
	Strengthen family partnerships to support student learning	Ian Haskins	☒	\$ 5,000 Title I
	Year 1: Engage families of identified students through targeted outreach and support conversations		☐	\$
	Year 2: Expand family involvement in learning-focused events and conferences		☐	\$
	Year 3: Sustain meaningful family partnerships that reinforce learning and attendance		☐	\$
	Leverage community trust to support student well-being	Ian Haskins	☒	\$ 5,000 Title I
	Year 1: Coordinate with existing school and community supports to address barriers to attendance and engagement		☐	\$
	Year 2: Strengthen collaboration with community partners to support student and family needs		☐	\$
	Year 3: Maintain coordinated community partnerships aligned to school priorities		☐	\$

Goal (developed from CNA student learning needs): By 2028, Princess Nāhi'ena'ena Elementary will improve student academic achievement through consistent, high-quality Tier 1 instruction, increase regular attendance through coherent, trauma-informed systems of support, and ensure equitable implementation of instructional and engagement practices across classrooms.					
Metrics (who are we measuring and what are we measuring?)	Data Source	Baseline	By 2026	By 2027	By 2028
Strong Leadership and Strategic Planning: % of staff reporting clarity of school priorities and leadership follow-through % of leadership action items completed by stated deadlines # of active initiatives actively monitored through the Academic Plan and MTSS structures	Panorama Staff Survey; Leadership Team agendas/minutes; initiative tracker	Staff clarity of priorities: baseline established via Panorama Inconsistent tracking of leadership follow-through Multiple initiatives operating without clear monitoring structures	≥70% of staff report clarity of priorities and leadership follow-through ≥80% of leadership action items completed on time 100% of active initiatives aligned to Academic Plan/WASC goals	≥75% staff clarity rating ≥90% on-time completion of leadership action items Sustained alignment of all initiatives	≥80% staff clarity rating ≥95% on-time completion rate Leadership systems fully embedded and sustained
		A majority of students demonstrating growth but remaining below grade level Math proficiency remains low across grade levels	≥60% of students demonstrate typical or above-typical growth ≥70% Tier 1 fidelity	10% increase in ELA and Math proficiency (from baseline) ≥80% of classrooms demonstrate Tier 1 instructional fidelity	15% increase in ELA and Math proficiency (from baseline) ≥90% of classrooms demonstrate Tier 1 instructional fidelity
Effective Instruction and Classroom Practices: % of students demonstrating typical or above-typical growth in ELA % of students meeting or exceeding grade-level benchmarks in Math % of classrooms implementing agreed-upon Tier 1 instructional practices with fidelity	i-Ready; classroom walkthrough tool; PLC artifacts; instructional planning documents	Tier 1 instructional practices vary significantly across classrooms within grade levels	≥60% of students demonstrate typical or above-typical growth ≥70% Tier 1 fidelity	10% increase in ELA and Math proficiency (from baseline) ≥80% of classrooms demonstrate Tier 1 instructional fidelity	15% increase in ELA and Math proficiency (from baseline) ≥90% of classrooms demonstrate Tier 1 instructional fidelity
		Chronic absenteeism remains elevated, with disproportional impact on identified subgroups Attendance and SEL supports are inconsistently coordinated	5% reduction in chronic absenteeism 5% reduction in discipline referrals	10% reduction in chronic absenteeism (from baseline) 10% reduction in discipline referrals	15% reduction in chronic absenteeism (from baseline) 15% reduction in discipline referrals
Positive and Inclusive Learning Environment: % of students identified as chronically absent % of identified students receiving Tier 2 or Tier 3 attendance or SEL supports % of students reporting a sense of belonging and safety	Infinite Campus; MTSS logs; Panorama Student Survey	Student belonging indicators are moderate but uneven across groups	≥65% positive student responses on belonging/safety indicators	≥70% positive student responses on belonging/safety indicators	≥75% positive student responses on belonging/safety indicators
		Family engagement is strong relationally but inconsistent in academic focus Limited data on family understanding of expectations	10% increase in family participation rates ≥65% of families report understanding academic and attendance expectations	15% increase in family participation rates (from baseline) ≥70% family understanding	20% increase in family participation rates (from baseline) ≥75% family understanding
Family and Community Engagement: % of families participating in learning- or attendance-focused conferences or check-ins % of families reporting understanding of academic and attendance expectations % of identified families successfully connected to school or community supports	Event sign-in sheets; family surveys; communication logs; partnership records	Community supports exist but are not systematically tracked or coordinated	At least 1 community-integrated learning opportunity implemented	At least 2 community-integrated learning opportunities implemented	Community partnerships embedded and sustained annually

Focus	Strategies (taken from prioritized practices and indicators in the CNA)	Accountable Lead	Anticipated Source of Funds and Estimated Amount Needed for Each Strategy (NOTE: \$1 Funds for Evidence- Based Practices Only) Title I \$5,000 SI Funds \$25,000 WSF \$5,000 Other: Title IV \$2,500	<Dates for 30-Day Action Steps>			<Dates for 60-Day Action Steps>			<Dates for 90-Day Action Steps>					
				✓	Goal Date	30-Day Action Steps What are we going to do?	Evidence/Outcome Measures of Evidence for Adult Actions ("then statements")	✓	Goal Date	60-Day Action Steps What are we going to do?	Evidence/Outcome Measures of Evidence for Adult Actions ("then statements")	✓	Goal Date	90-Day Action Steps What are we going to do?	Evidence/Outcome Measures of Evidence for Adult Actions ("then statements")
Strong Leadership and Strategic Planning	Establish and sustain clear instructional and operational priorities	Ian Haskins	☐ \$5,000 Title I (18902)	☐	1/31/26	Leadership team identifies 2–3 non-negotiable instructional and HMTSS priorities grounded in CNA findings	Written list of priorities; staff meeting agenda and slides; follow-up communication to staff	☐	2/28/26	Leadership aligns staff meetings, PLC agendas, and walkthrough focus areas to the identified priorities	Aligned meeting agendas; updated walkthrough tools; communication documenting initiative alignment decisions	☐	3/31/26	Leadership reviews early implementation evidence (instructional practice, attendance, HMTSS data)	Leadership meeting notes; data review summaries; staff communication outlining adjustments
			☐ \$	☐	1/31/26	Priorities are communicated to staff during a dedicated staff meeting with explicit connection to student learning and equity needs		☐	2/28/26	Leaders explicitly name how current initiatives connect to—or are deprioritized in favor of—the priorities		☐	3/31/26	Adjustments to supports, timelines, or expectations are identified and communicated	
	Strengthen leadership coherence and follow-through	Ian Haskins	☐ \$5,000 Title I (18902)	☐	1/31/26	Establish a consistent leadership meeting cadence focused on instruction, attendance, and student support	Standing agenda template; calendar invites; meeting notes documenting attendance and focus	☐	2/28/26	Leadership team consistently reviews progress on action items and removes barriers to implementation	Action-item tracker; updated role assignments; meeting notes reflecting follow- up and problem-solving	☐	3/31/26	Leadership evaluates effectiveness of meeting structures and follow-through routines	Leadership reflection notes; updated leadership norms or operating procedures
			☐ \$	☐	1/31/26	Define a shared agenda structure to track decisions and action items		☐	2/28/26	Roles for monitoring instruction, HMTSS, and attendance are clarified within the leadership team		☐	3/31/26	Refined leadership norms and expectations are documented for ongoing use	
	Improve data-informed decision- making	Ian Haskins	☐ \$5,000 Title I (18902)	☐	1/31/26	Leadership and PLC teams review baseline i- Ready, attendance, and HMTSS data to identify priority trends and subgroups	Data summaries or dashboards; PLC notes identifying priority trends and students	☐	2/28/26	Leadership monitors the implementation of instructional and attendance supports using interim data and walkthrough evidence	Walkthrough summaries; progress- monitoring records; leadership notes referencing data-based adjustments	☐	3/31/26	Leadership evaluates the effectiveness of initial strategies using growth, attendance, and engagement data	Written data reflection; documented decisions guiding next phase of implementation
			☐ \$	☐	1/31/26	Initial focus students and needs are identified for immediate support		☐	2/28/26	Data is used to adjust supports in real time rather than waiting for end-of-cycle reviews		☐	3/31/26	Next-step priorities for April–June are identified based on evidence	
	Build shared leadership capacity to support sustainability	Ian Haskins	☐ \$	☐	1/31/26	Identify teacher leaders to support PLC facilitation, HMTSS coordination, or instructional modeling	List of teacher leaders; role descriptions; staff communication	☐	2/28/26	Teacher leaders facilitate or co-facilitate PLCs, HMTSS meetings, or peer learning opportunities	PLC agendas noting facilitation; peer- sharing artifacts; feedback notes	☐	3/31/26	Leadership reviews the effectiveness of shared leadership structures	Leadership reflection notes; revised role assignments or supports
			☐ \$	☐	1/31/26	Communicate expectations and scope of responsibility for identified leaders		☐	2/28/26	Leadership provides feedback and support to teacher leaders		☐	3/31/26	Adjustments are made to roles, supports, or responsibilities to strengthen impact	
Effective Instruction and Classroom Practices	Strengthen Tier 1 instruction and differentiation	Ian Haskins	☐ \$40,000 Title I (18902)	☐	1/31/26	Clarify schoolwide Tier 1 instructional expectations and differentiation look-fors aligned to grade-level standards	Written Tier 1 expectations; PLC agendas and notes identifying priority skill gaps	☐	2/28/26	Conduct non-evaluative walkthroughs focused on Tier 1 instruction and differentiation practices	Walkthrough tools and summaries; staff communication highlighting trends and examples	☐	3/31/26	Provide targeted coaching or peer support to teams demonstrating the greatest need for differentiation support	Coaching logs or peer- support records; PLC documentation of instructional changes
			☐ \$	☐	1/31/26	PLCs identify priority instructional gaps based on i-Ready and student work data		☐	2/28/26	Share aggregated walkthrough feedback with staff to identify trends and bright spots		☐	3/31/26	PLCs document instructional adjustments made in response to data and feedback	
	Improve the use of student learning data to guide instruction	Kaleka Manoha	☐ \$5,000 Title I (18902)	☐	1/31/26	PLCs review baseline i-Ready and classroom assessment data to identify priority skills and student groups	PLC data summaries; documented PLC protocols or templates	☐	2/28/26	PLCs analyze progress-monitoring data and student work to evaluate effectiveness of instructional strategies	Student work samples; PLC notes documenting data- informed instructional adjustments	☐	3/31/26	Leadership and PLC teams review growth trends to determine which instructional strategies are most effective	Growth data summaries; shared instructional artifacts or exemplars
			☐ \$	☐	1/31/26	Establish consistent PLC data-review protocols focused on instructional response		☐	2/28/26	Teachers adjust instruction or grouping based on data trends		☐	3/31/26	Effective practices are documented and shared across grade levels	
	Build instructional coherence through leadership alignment	Kaleka Manoha	☐ \$5,000 Title I (18902)	☐	1/31/26	Grade-level teams identify essential standards, priority skills, and shared expectations for current instructional units	Grade-level planning	☐	2/28/26	Grade-level teams analyze student work and assessment data to calibrate expectations and instructional rigor	Student work samples with calibration notes	☐	3/31/26	Leadership reviews evidence of improved consistency across classrooms within each grade level	Walkthrough summaries showing consistency within grade levels

E	through horizontal alignment	Kaleka Manoha	☐ \$	☐	1/31/26	Teachers review pacing to ensure alignment within grade levels and prioritize depth over coverage	Share review planning notes; documented lists of essential standards and skills	☐	2/28/26	Common instructional adjustments are identified and implemented within grade levels	With collaboration notes, PLC documentation of shared instructional decisions	☐	3/31/26	Grade-level teams document aligned instructional practices and identify focus areas for continued refinement	Share review, documented grade-level instructional agreements	
Positive and Inclusive Learning Environment	Reduce chronic absenteeism through proactive, relational systems	Shanin Sado	☐ \$10,000 Title I (18902)	☐	1/31/26	Attendance team reviews attendance data to identify students at risk of chronic absenteeism, with attention to subgroup patterns	Attendance data reports; list of identified students with assigned points-of-contact; attendance team meeting notes	☐	2/28/26	Implement tiered attendance supports (check-ins, family outreach, incentives, referrals) based on identified student needs	Intervention logs; family communication records; updated attendance tracking data	☐	3/31/26	Evaluate effectiveness of attendance supports and adjust strategies for students not demonstrating improvement	Attendance progress summaries; documented adjustments; list of effective strategies identified	
		Shanin Sado	☐ \$	☐	1/31/26	Assign a primary point-of-contact (trusted adult) for each identified student to support relational outreach		☐	2/28/26	Monitor attendance trends biweekly to assess responsiveness to interventions		☐	3/31/26	Identify effective practices to sustain and scale into the next phase		
	Strengthen integrated HMTSS structures to support the whole child	Shanin Sado	☐ \$10,000 Title I (18902)	☐	1/31/26	Clarify HHMTSS roles, referral pathways, and decision-making processes across academic, behavioral, and attendance supports	Updated HMTSS flowcharts or guidance documents; HMTSS meeting notes; student referral lists	☐	2/28/26	Implement consistent progress monitoring for students receiving Tier 2 and Tier 3 supports	Progress-monitoring tools; HMTSS agendas and minutes; updated intervention plans	☐	3/31/26	Evaluate fidelity and effectiveness of HMTSS implementation using student outcome data	HTMSS reflection summaries; updated HMTSS procedures; documentation of refinements	
		Shanin Sado	☐ \$	☐	1/31/26	Review HMTSS data to identify students requiring immediate Tier 2 or Tier 3 supports		☐	2/28/26	HMTSS teams meet regularly to review data and adjust supports as needed		☐	3/31/26	Refine HMTSS processes to improve early identification and coordination		
	Strengthen social-emotional learning, engagement, and student voice	Shanin Sado	☐ \$10,000 Title I (18902)	☐	1/31/26	Identify consistent schoolwide SEL routines that support self-regulation, belonging, and engagement	List of SEL routines; student survey summaries; staff meeting documentation	☐	2/28/26	Implement agreed-upon SEL routines consistently across classrooms	Classroom observation notes; resource materials; staff feedback or reflections	☐	3/31/26	Collect feedback from students and staff to assess impact on engagement and climate	Student feedback summaries; staff reflections;	
		Shanin Sado	☐ \$	☐	1/31/26	Review student perception data to identify priority SEL needs		☐	2/28/26	Provide staff with targeted support or resources aligned to identified SEL needs.		☐	3/31/26	Identify SEL practices to sustain and deepen in the next phase	documented SEL focus areas moving forward	
	Family & Community Engagement	Improve clarity and consistency of communication with families	Ian Haskins	☐ \$5,000 Title I (18902)	☐	1/31/26	Review existing family communication practices to identify inconsistencies across grade levels	Communication audit summary; documented communication expectations shared with staff	☐	2/28/26	Implement consistent communication practices across classrooms, including regular updates on learning progress and attendance	Sample classroom communications; family contact logs; documentation of targeted outreach	☐	3/31/26	Gather family feedback on the clarity and usefulness of communication	Family feedback summaries; revised communication guidance or templates
			Ian Haskins	☐ \$	☐	1/31/26	Establish clear expectations for schoolwide communication related to learning, attendance, and supports		☐	2/28/26	Provide families of identified students with targeted, proactive communication regarding supports and expectations		☐	3/31/26	Refine communication practices based on feedback and implementation data	
Strengthen family partnerships to support student learning and attendance		Ian Haskins	☐ \$5,000 Title I (18902)	☐	1/31/26	Identify priority students and families requiring additional partnership support based on academic and attendance data	List of priority students/families; outreach assignments; meeting notes	☐	2/28/26	Conduct learning- or attendance-focused family conferences or check-ins with identified students	Conference agendas; attendance logs; shared family resources or guidance	☐	3/31/26	Review impact of family partnerships on student attendance and engagement	Attendance and engagement data summaries;	
		Ian Haskins	☐ \$	☐	1/31/26	Clarify staff roles for family outreach and follow-up		☐	2/28/26	Share specific strategies families can use to support learning and attendance at home		☐	3/31/26	Identify effective partnership practices to sustain and expand	documented effective practices	
Leverage community trust and partnerships to address barriers to engagement		Ian Haskins	☐ \$5,000 Title I (18902)	☐	1/31/26	Identify existing community resources and partnerships that support student and family needs	Inventory of community resources; documentation of alignment discussions	☐	2/28/26	Coordinate with community partners to support identified students and families experiencing barriers to engagement	Referral logs; partner communication records; monitoring notes	☐	3/31/26	Evaluate effectiveness of community partnerships in reducing barriers to attendance and learning	Evaluation summaries;	
		Ian Haskins	☐ \$	☐	1/31/26	Align community supports to attendance, learning, and well-being priorities		☐	2/28/26	Monitor utilization and impact of community-based supports		☐	3/31/26	Refine coordination structures for continued collaboration	updated partnership plans or agreements	

