



# Ni'ihau School Academic Plan SY 2025-2026

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

Submitted by Principal: **Daniel S. Hamada**

*[Signature of Daniel S. Hamada]*    4/10/25

Approved by Complex Area Superintendent: **Daniel S. Hamada**

*[Signature of Daniel S. Hamada]*    4/15/25

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## VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the drop-down 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
Elementary (Grades K-5)	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾		
Secondary (Grades 6-12)	Other: ▾ Curriculum selected/provided through WCMS and WHS			

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies

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

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

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

☐ Panorama      ☐ School-created template      ☒ Other: All students are provided individualized instruction, monitoring, and support.

## 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
Grades K through 9	Other: ▾ Wonders curriculum-embedded assessments	Other: ▾ Stepping Stones curriculum-embedded assessments

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

- ☐ Current Comprehensive Needs Assessment (CNA)
- ☐ Other current assessment/self-study report: N/A
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit:  
Type of Last Visit:

Year of Next Action:  
Type of Next Action:

Year of Next Self-Study:

<b>Identified critical student learning needs and the root/contributing cause(s) why these needs have been prioritized.</b> <i>"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"</i>	
1	<p><b><u>LITERACY</u></b></p> <p><b><u>Student LEARNING Needs</u></b> <i>(What students need to learn regarding literacy.)</i></p> <ul style="list-style-type: none"> <li>• All students need to increase their understanding and application of literacy skills in reading, writing, listening/speaking, and research/inquiry. <ul style="list-style-type: none"> <li>◦ <u>Reading</u> - All students need to increase their ability to apply skills related to foundational reading (i.e., phonics, fluency) and comprehension (i.e., text structures &amp; features, language use, and reasoning &amp; evidence).</li> <li>◦ <u>Writing</u> - All students need to increase their ability to edit their writing using the conventions of standard English (i.e., grammar, capitalization, punctuation, and spelling).</li> <li>◦ <u>Listening/Speaking</u> - All students need to increase their ability to comprehend and interpret complex auditory information.</li> <li>◦ <u>Research/Inquiry</u> - All students need to increase their ability to interpret, analyze, integrate, and evaluate information and sources.</li> </ul> </li> </ul> <p><b><u>Student LEARNER Needs</u></b> <i>(What students need us to provide so that they can strengthen their literacy.)</i></p> <ul style="list-style-type: none"> <li>• All students need instruction that scaffolds the teaching of literacy concepts and skills in the areas of reading, writing, listening/speaking, and research/inquiry; effectively engages all types and levels of learners; and is differentiated and targeted to address their needs.</li> </ul> <p><b><u>Root/Contributing Causes:</u></b></p> <p>2A. There are inconsistencies in the implementation of ELA curriculum, instruction, and assessment.</p>
2	<p><b><u>NUMERACY</u></b></p> <p><b><u>Student LEARNING Needs</u></b> <i>(What students need to learn regarding numeracy.)</i></p> <ul style="list-style-type: none"> <li>• All students need to increase their understanding and application of numeracy skills in mathematical concepts and procedures, math problem-solving, modeling &amp; data analysis, and communicating reasoning. <ul style="list-style-type: none"> <li>◦ <u>Concepts and Procedures</u> - All students need to increase their ability to apply mathematical concepts and procedures in such a way that they effectively manipulate numbers and symbols to come up with answers, and they understand how and why the math makes sense.</li> <li>◦ <u>Problem-Solving</u> - All students need to increase their ability to make sense of problems and persevere in solving them.</li> <li>◦ <u>Modeling and Data Analysis</u> - All students need to increase their ability to model with mathematics and interpret/analyze numerical information displayed in diagrams, charts, graphs, and tables.</li> <li>◦ <u>Communicating Reasoning</u> - All students need to increase their ability to reason abstractly and quantitatively and communicate their reasoning.</li> </ul> </li> </ul> <p><b><u>Student LEARNER Needs</u></b> <i>(What students need us to provide so that they can strengthen their numeracy.)</i></p> <ul style="list-style-type: none"> <li>• All students need instruction that scaffolds the teaching of numeracy concepts and skills in the areas of mathematical concepts and procedures, math problem-solving, modeling &amp; data analysis, and communicating reasoning, and is differentiated and targeted to address their needs.</li> </ul> <p><b><u>Root/Contributing Causes:</u></b></p> <p>3A. There are inconsistencies in the implementation of the Math curriculum, instruction, and assessment.</p>

3	<p><b><u>SCIENCE</u></b></p> <p><b><u>Student LEARNING Needs</u></b> <i>(What students need to learn regarding science.)</i></p> <ul style="list-style-type: none"> <li>• All students need to increase their understanding and application of the performance expectations as outlined within the Next Generation Science Standards (NGSS), including the topics, science and engineering practices, crosscutting concepts, and disciplinary core ideas for their grade level.</li> </ul> <p><b><u>Student LEARNER Needs</u></b> <i>(What students need us to provide so that they can strengthen their understanding and application of science.)</i></p> <ul style="list-style-type: none"> <li>• All students need instruction based on a viable and quality curriculum that is vertically aligned and designed to strengthen their ability to meet the NGSS performance expectations by fully addressing the grade-level topics, science and engineering practices, crosscutting concepts, and disciplinary core ideas.</li> </ul> <p><b><u>Root/Contributing Causes:</u></b></p> <p>4A. There are inconsistencies in the implementation of the Science curriculum, instruction, and assessment.</p>
4	<p><b><u>SOCIAL-EMOTIONAL LEARNING and ATTENDANCE</u></b></p> <p><b><u>Student LEARNING Needs</u></b> <i>(What students need to learn regarding SEL.)</i></p> <ul style="list-style-type: none"> <li>• All students need to increase their understanding and application of social-emotional learning (SEL) competencies.</li> <li>• All students need an understanding of how regular attendance in school helps them learn to their fullest potential.</li> </ul> <p><b><u>Student LEARNER Needs</u></b> <i>(What students need us to provide so that they can embody the SEL competencies and experience a positive learning environment.)</i></p> <ul style="list-style-type: none"> <li>• All students need explicit instruction and positive reinforcement in the SEL competencies.</li> <li>• All students need a positive learning environment that embeds <i>Nā Hopena A'o</i> and fosters academic and social growth, resulting in a sense of belonging and regular attendance in school.</li> </ul> <p><b><u>Root/Contributing Causes:</u></b></p> <p>8A. There are varying levels of student application of the social-emotional competencies.</p> <p>8B. There are varying levels of implementation of behavior management strategies and classroom management routines.</p> <p>9A. There is a need to sustain and strengthen activities and events that instill and promote the components of the <i>Nā Hopena A'o</i> (HĀ) Framework.</p>

1	<p><b>Targeted Subgroup:</b> <i>Economically Disadvantaged</i></p> <p><u><b>Student LEARNING Needs</b></u> <i>(What students who are economically disadvantaged need to learn.)</i></p> <ul style="list-style-type: none"> <li>Currently, 75% of our students are economically disadvantaged. Students in the economically disadvantaged subgroup need to increase their understanding and application of word recognition (phonological awareness, decoding, sight recognition) and language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge), as well as math fluency, computational skills, and math problem-solving.</li> </ul> <p><u><b>Student LEARNER Needs</b></u> <i>(What students who are economically disadvantaged need us to provide so that they can increase their learning.)</i></p> <ul style="list-style-type: none"> <li>Students in the economically disadvantaged subgroup need instruction that targets word recognition, language comprehension, math fluency, computational skills, and math problem-solving, as well as ongoing positive reinforcement and emotional support to increase their rate of learning so that they perform equally as well academically as their non-economically disadvantaged peers.</li> </ul>
2	<p><b>Targeted Subgroup:</b> <i>English Learners</i></p> <p><u><b>Student LEARNING Needs</b></u> <i>(What students who are English Learners need to learn.)</i></p> <ul style="list-style-type: none"> <li>Currently, 56% of our students are English Learners. EL students need to develop and strengthen their application of listening, speaking, reading, and writing skills.</li> </ul> <p><u><b>Student LEARNER Needs</b></u> <i>(What students who are English Learners need us to provide so that they increase their learning.)</i></p> <ul style="list-style-type: none"> <li>Students in the English Learner subgroup require instruction that targets auditory comprehension skills, oral communication, and reading comprehension, and includes vocabulary supported by visuals to enhance their learning rate, enabling them to perform academically at the same level as their non-English Learner peers.</li> </ul>
3	<p><b>Targeted Subgroup:</b> <i>Special Education</i></p> <p><u><b>Student LEARNING Needs</b></u> <i>(What students who require Special Education need to learn.)</i></p> <ul style="list-style-type: none"> <li>Currently, 6% of our students require special education. Students who receive special education need to strengthen their understanding of grade-level concepts, including the application of literacy/numeracy skills.</li> </ul> <p><u><b>Student LEARNER Needs</b></u> <i>(What students who require Special Education need us to provide so that they can increase their learning.)</i></p> <ul style="list-style-type: none"> <li>Students in this subgroup require specialized instruction in their least restrictive environment, designed to strengthen their understanding of grade-level concepts and the application of literacy and numeracy skills, in order to support their learning of grade-level academic content.</li> </ul>

### **Academic Plan Summary 2025-26**



## 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 Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> <b>and Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <b>Initial &amp; Intermediate Outcomes</b> <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	1A. Determining the strengths and needs of incoming Kindergarten students is essential to maximizing their strengths and providing appropriate support to effectively address their needs.	<b>EA 1. Kindergarten Readiness (1.1.1)</b> All incoming Kindergarten students will be assessed/screened to determine their readiness, and the results will be used to inform practices that will address their academic and social-emotional learning needs. Action Steps: a. School leadership will ensure that Kindergarten teachers/staff have been trained to conduct Kindergarten readiness assessment/screening methods. b. Teachers/staff will conduct the assessment/screening methods and will use the results to inform instructional and SEL practices to meet student needs. c. All Kindergarten students will be provided the necessary and timely support needed to develop foundational skills for learning and social-emotional needs. Leads: School Leads	Student Observation  Report Card Grades	<input type="checkbox"/> 16403
<b>Reading Proficiency</b> 1.1.2. All students read proficiently by the end of third grade, and those who do not read	2A. There are inconsistencies in the implementation of ELA curriculum, instruction, and assessment.	<b>EA 2. Literacy (1.1.2)</b> Student literacy will increase through the implementation of vertically aligned ELA curriculum, instruction, and assessment. Action Steps: a. School leaders will coordinate PD/guidance for teachers on the use of standards-based ELA curriculum, instruction, and assessment.	Student Observation  Report Card Grades	<input checked="" type="checkbox"/> 16403 ELA-Curriculum Materials: Wonders Grade K-5 workbooks? \$? Teachers' guides? \$? ELA Manipulatives? \$? \$?

proficiently receive necessary and timely support to become proficient.		<p>b. Teachers will implement the vertically aligned ELA curriculum, including the embedded instruction and assessment practices.</p> <p>c. All students will complete standards-based learning activities/tasks and assessments to read proficiently and strengthen their literacy development.</p> <p>Leads: School Leads</p>		
<p><b>Mathematics Proficiency</b></p> <p>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.</p>	3A. There are inconsistencies in the implementation of the Math curriculum, instruction, and assessment.	<p><b>EA 3. Numeracy (1.1.3)</b></p> <p>Student numeracy will increase through the implementation of vertically aligned math curriculum, instruction, and assessment.</p> <p>Action Steps:</p> <p>a. School leaders will coordinate PD/guidance for teachers on the use of standards-based math curriculum, instruction, and assessment.</p> <p>b. Teachers will implement the vertically aligned math curriculum, including the embedded instruction and assessment practices.</p> <p>c. All students will complete standards-based learning activities/tasks and assessments to strengthen their numeracy development and become proficient in mathematics.</p> <p>Leads: School Leads</p>	<p>Student Observation</p> <p>Report Card Grades</p>	<p><input type="checkbox"/> <b>16403</b></p> <p>Math-Curriculum Materials: ORIGO Math Stepping Stones workbooks \$? Teachers' guides? __? \$?</p>
All grade 5 students are proficient in their understanding of the NGSS concepts.	4A. There are inconsistencies in the implementation of the Science curriculum, instruction, and assessment.	<p><b>EA 4. Science</b></p> <p>Students' understanding of Science concepts will increase through the implementation of horizontally and vertically aligned science curriculum, instruction, and assessment.</p> <p>Action Steps:</p> <p>a. School leaders will coordinate PD/guidance for teachers on the use of standards-based science curriculum, instruction, and assessment.</p> <p>b. Teachers will implement the vertically aligned science curriculum, including the embedded instruction and assessment practices.</p> <p>c. All students will complete standards-based learning activities/tasks and assessments to strengthen their understanding/application of scientific concepts.</p> <p>Leads: School Leads</p>	<p>Student Observation</p> <p>Report Card Grades</p>	<p><input type="checkbox"/> <b>16403</b></p>

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	5A. Students have learning gaps and deficiencies that require academic support to address.	<b>EA 5. Inclusive Practices and Academic Student Support (1.1.4)</b> Inclusive practices and academic support will be implemented to ensure all students have access to standards-based instruction that strengthens their learning of the key concepts and skills for that grade level. Action Steps: a. School leaders will provide PD/guidance on the school's expectations, methods, and processes for implementing inclusive practices and providing students with academic support. b. Teachers and staff will implement the inclusive practices and methods/processes for providing academic support. c. All students will thrive in a positive learning environment that is inclusive and supports their ongoing academic growth. Leads: School Leads	Student Observation  Report Card Grades	<input type="checkbox"/> 16403
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	6A. There is a need to sustain and strengthen the successful practice of providing students with transitions.	<b>EA 6. Student Transitions (1.1.5)</b> School leaders and teachers/staff will coordinate activities that support student transitions into, through, and out of Ni'ihau School. Action Steps: a. School leaders and teachers/staff will coordinate and implement activities to support student transitions from grade level to grade level within our school. b. School leaders and teachers/staff will collaborate with Kauai school administrators to coordinate activities that successfully transition students who transfer to/from Ni'ihau and Waimea schools. c. All students will participate in a variety of activities that prepare them for the successful transition to the next grade level/middle school. Leads: School Leads	Student Observation  Report Card Grades	<input type="checkbox"/> 16403

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

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Causes</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <b>Initial &amp; Intermediate Outcomes</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i>
1.2.1. All students desire to and attend school regularly.	7A. There is a need to sustain our implementation of clear, proactive follow-up procedures when students are absent.	<b>EA 7. Student Attendance (1.2.1)</b> Student attendance will be encouraged, and clear, proactive follow-up procedures will be implemented when students are absent. Action Steps: a. School leaders will communicate clear, proactive attendance procedures to teachers, staff, and students/parents. b. Leaders, teachers, and staff will encourage student attendance and will implement proactive follow-up procedures when students are absent. c. Students will receive encouragement/praise for attendance. Leads: School Leads	Attendance Data (LEI Kūlia and Strive HI)	<input type="checkbox"/> 16403
1.2.2. All students demonstrate positive behaviors at school.	8A. There are varying levels of student application of the social-emotional competencies.  8B. There are varying levels of implementation of behavior management strategies and classroom management routines.	<b>EA 8. Positive Student Behavior (1.2.2)</b> Classroom management routines and strategies/methods that strengthen social-emotional learning will be implemented effectively to ensure all students have access to rigorous standards-based instruction within a positive and productive learning environment. Action Steps: a. School leaders will provide PD/guidance in effective classroom management routines and strategies/methods that strengthen social-emotional learning b. School leaders, teachers, and staff will implement the classroom management routines and SEL strategies/methods, resulting in a positive classroom/school climate. c. Students will receive recognition/praise for positive/productive behavior. Leads: School Leads	GLO #2 Community Contributor Quarterly Report Card Grades	<input type="checkbox"/> 16403

1.2.3. All students experience a Nā Hopena A'o environment for learning.	9A. There is a need to sustain and strengthen activities and events that instill and promote the components of the Nā Hopena A'o (HĀ) Framework.	<b>EA 9. Nā Hopena A'o (1.2.3)</b> The <a href="#">Nā Hopena A'o (HĀ) Framework</a> (Sense of Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawaii) will continue to be embedded within our school culture. Action Steps: a. School leaders, teachers, and staff will coordinate and implement a variety of activities/events that instill and promote the components of the (HĀ) Framework within and outside of classrooms. b. All students will experience a Nā Hopena A'o environment for learning. Leads: School Leads	GLO #2 Community Contributor Quarterly Report Card Grades  SQS Results	<input type="checkbox"/> 16403
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★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> <b>and Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress Initial & Intermediate Outcomes <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	10A. There is a need to sustain and strengthen activities and events that develop students' awareness of college/career options, connection with their community, and sense of civic responsibility.	<b>EA 10. College/Career Exploration, Community Connections, and Civic Engagement (1.3.1)</b> Students' awareness of college/career options, connection with their community, and sense of civic responsibility will be strengthened through various age-appropriate activities/events. Action Steps: a. School leaders and teachers/staff will coordinate and implement activities that promote college/career awareness and exploration, and foster students' connection with their community, develop a sense of civic responsibility, and (e.g., aina-based learning, service-based learning, guest speakers, student research). b. All students will participate in learning activities that increase their awareness of colleges/careers, foster a connection with their community, and develop a sense of civic responsibility.	GLO #2 Community Contributor Quarterly Report Card Grades	<input type="checkbox"/> 16403

		Leads: School Leads		
<b>K-12 Alignment</b> 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	11A. There is a need to sustain and strengthen K-12 alignment and school-level initiatives that prepare students to enter, engage in, and complete high school academic and CTE programs successfully.	<b>EA 11. K-12 Alignment of Academic Background and Skills (1.3.2)</b> Students will obtain the academic background and skills necessary to enter, engage in, and successfully complete high school-level academic programs and coursework. Action Steps: a. School leaders and teachers/staff will identify and implement strategies throughout the school year that prepare students for middle/high school (e.g., integration of scaffolded schoolwide GLO indicators, study skills, note-taking, test-taking, and organization). b. All students will participate in a variety of learning activities that prepare them for success in middle school, high school, and beyond. Leads: School Leads	GLO Quarterly Report Card Grades	<input type="checkbox"/> 16403
1.3.3. All students graduate high school with a personal plan for their future.	11A. There is a need to sustain and strengthen support for students in the development of their post-high school plans.	<b>EA 12. Student Post-High School Plans (1.3.3)</b> All students will have a post-high school plan in place prior to their graduation. Action Steps: a. School leaders and teachers/staff will develop and implement a plan for ensuring that all high school-level students receive the support needed to develop their post-high school plan. b. Any/all high school level students will have a post-high school plan and will be enrolled, employed, or enlisted upon graduation. Leads: School Leads	Post-Secondary Enrollment Data	<input type="checkbox"/> 16403



## Priority 2

### High-Quality Educator Workforce In All Schools

- ★ GOAL 2.1 All students are taught by effective teachers.
- ★ GOAL 2.2 All schools are staffed by effective support staff.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> <b>and Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>
2.1.2. All teachers are effective or receive the necessary support to become effective.	13A. There is a need to sustain and strengthen the successful practice of providing teachers with PD/training to increase their understanding and implementation of best practices.	<b>EA 13. Teacher Professional Development and Growth (2.1.2)</b> All teachers will be provided with job-embedded professional development (PD), training, and guidance to support the implementation of effective teaching practices and high-yield instructional strategies that foster student well-being and academic growth. Action Steps: a. School leaders will coordinate PD sessions/activities that strengthen understanding and use of effective teaching practices and high-yield instructional strategies in all classrooms. b. All new teachers will be provided with an orientation, curriculum PD/training, and ongoing induction and mentoring support. c. All teachers will implement high-yield instructional strategies to teach the standards and GLOs. d. All students will participate in various learning activities that incorporate effective teaching practices and high-yield instructional strategies to strengthen their understanding of concepts, application of grade-level skills, and ability to demonstrate the GLOs consistently. Leads: School Leads	PD/Training Log	<input type="checkbox"/> 16403

<p>2.2.2. All school support staff are effective or receive the necessary support to become effective.</p>	<p>14A. There is a need to sustain and strengthen the successful practice of providing support staff with PD/training to support them in their understanding and implementation of best practices.</p>	<p><b>EA 14. Support Staff Training and Professional Development (2.2.2)</b></p> <p>All support staff will be provided with training and PD to support the implementation of effective practices and strategies that foster student wellbeing and academic growth.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>a. School leaders will coordinate training and PD sessions/activities that strengthen understanding and use of effective practices and strategies in relation to and support of their roles.</li> <li>b. All new support staff will be provided with an orientation, initial training, and ongoing guidance/support.</li> <li>c. All support staff will implement effective practices and strategies as identified by the leaders or supervisor and in relation to their roles.</li> <li>d. All students will participate in various learning activities that incorporate effective practices and strategies to strengthen their understanding of concepts, application of grade-level skills, and ability to consistently demonstrate the GLOs and SEL competencies.</li> </ul> <p>Leads: School Leads</p>	<p>PD/Training Log</p>	<p><input type="checkbox"/> 16403</p>
<p>2.3.2 All school administrators are effective or receive the necessary support to become effective</p>	<p>15A. There is a need to sustain and strengthen the successful practice of providing school administrators with PD/training to support them in their development as school leaders and in their implementation of best practices.</p>	<p><b>EA 15. Leadership Development for School Administrators (2.3.2)</b></p> <p>Leadership development opportunities and collaborative problem-solving will increase the effectiveness and retention of current school administrators.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>a. School administrators will... <ul style="list-style-type: none"> <li>i. Participate in PD to continuously improve their professional practice (e.g., operational/management training sessions, instructional leader PD, state/national conferences).</li> <li>ii. Attend district, state, and/or national meetings to engage in collaborative problem-solving and learn from their colleagues, mentors, supervisors, and peers.</li> </ul> </li> </ul> <p>Lead: Principal</p>	<p>PD/Training Log</p>	<p><input type="checkbox"/> 16403</p>



## Priority 3

### Effective and Efficient Operations At All Levels

- ★ **GOAL 3.2** All operational and management processes are aligned and implemented in an equitable, transparent, effective, and efficient manner.
- ★ **GOAL 3.3** Families and staff are informed of and engaged in planning and decision-making processes.
- ★ **Other Systems of Support**

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Causes</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i>
3.2.2. The Department of Education programs, human resources, organizational structure, and finances are structures to accomplish the strategic plan goals and outcomes.	16. There is a need to sustain the successful practice of communicating and following HIDOE rules, regulations, guidelines, and expectations.	<b>EA 16. Aligned Operational and Management Processes (3.2.2)</b> School processes and procedures align with all levels of the HIDOE tri-level system. Action Steps: a. School leaders implement processes/procedures to ensure that all HIDOE rules, regulations, guidelines, and expectations are followed at Ni'ihau School. b. School leaders provide ongoing communication with teachers and staff to ensure everyone is knowledgeable of and involved in meeting our goals and outcomes. Lead: School Leads	Academic and Financial Plan Documents	<input type="checkbox"/> 16403
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	17A. There is a need to sustain and strengthen the successful practice of involving school stakeholders in collaborative planning and decision-making.	<b>EA 17. Collaborative Planning and Decision-Making (3.3.1)</b> Ni'ihau School will continue to involve stakeholders in major decisions that impact the school community. Action Steps: a. School leaders will continue to involve staff, parents/families, and the Ni'ihau community in school decision-making. Lead: School Leads	Parent School Quality Survey (SQS) Results	<input type="checkbox"/> 16403

<p>All parents feel welcome, involved, and engaged in their child's school.</p>	<p>18A. There is a need to sustain and strengthen the successful practice of involving and engaging parents to enable them to support their child's learning and overall well-being at school.</p> <p>18B. There is a need to sustain and strengthen the successful practice of implementing family/community engagement activities.</p>	<p><b>EA 18. Parent/Family Involvement and Engagement</b></p> <p>Parents/families will be offered multiple opportunities to actively participate in meaningful activities focused on improving student academic growth and overall well-being.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>a. School leaders and teachers/staff will provide parents/families with multiple opportunities to support their child's learning and well-being.</li> <li>b. Students will participate in a variety of activities, programs, and events that support their academic and social development.</li> </ul> <p>Leads: School Leads</p>	<p>Parent School Quality Survey (SQS) Involvement and Engagement Results</p>	<p><input type="checkbox"/> 16403</p>
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APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) 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 Ni‘ihau School’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 <a href="#">bell schedule tool</a> .	
Total student instructional <u>hours per year</u> (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	
Did your school submit a SCC Waiver Request Form? Please explain.	
Bell Schedule:	