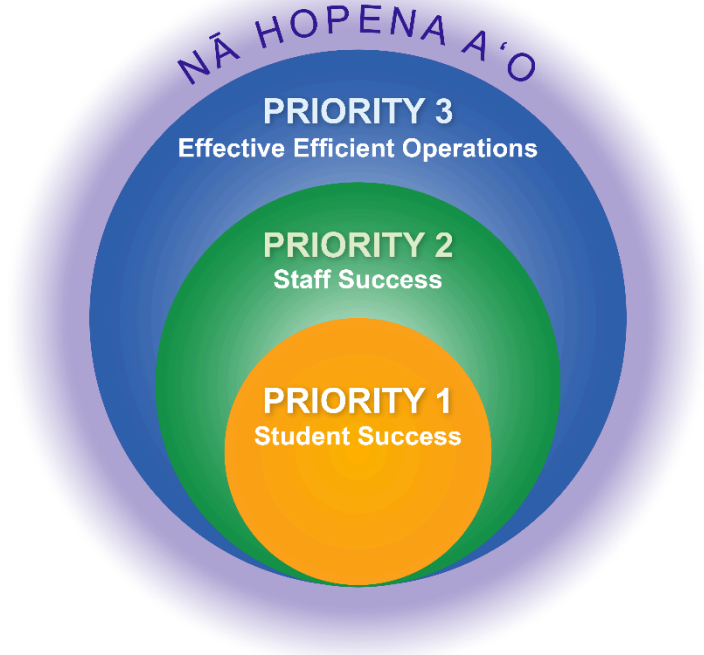




Nānāikapono Elementary School Academic Plan SY 2024-2025

Address: 89-153 Mano Ave.
Waianae, Hawaii 96792
Phone: 808-305-7800
Website:

<https://sites.google.com/k12.hi.us/npono/home/>



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

| | |
|--|----------|
| Submitted by Principal: Jessica Matsik | |
| | 4/5/2024 |

| | |
|--|------------------------------------|
| Approved by Complex Area Superintendent Disa Hauge | |
| | [Insert date] 04/16/2024 |



VIABLE QUALITY CURRICULUM

This section highlights the school’s comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the comprehensive instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

| Grade Level / Course Name | English Language Arts | Mathematics | Science | Social Studies |
|---------------------------|--------------------------------------|---------------------|--------------------------|----------------|
| K-6 | Reading Wonders (Tier I) | Ready Math (Tier I) | Amplify Science (Tier I) | |
| K-2 | Magnetic Reading Foundation (Tier I) | | | |
| 3-6 | Phonics for Reading | | | |



SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the universal screener(s) used for English Language Arts and Mathematics and specify the grade level or course name. If "Other" is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

| Grade Level / Course Name | English Language Arts | Mathematics |
|---------------------------|-----------------------|---------------|
| 1-6 | Galileo K12 ▾ | Galileo K12 ▾ |
| K-6 | DIBELS ▾ | iReady ▾ |



IDENTIFIED SCHOOL NEEDS

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

- Current Comprehensive Needs Assessment (CNA)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: 2017, Next Full Self-Study: 2024
- Other current accreditation self-study

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 school we aspire to be? Why is this happening? What do we know?”

To identify additional critical student needs, please insert a new row and duplicate the “Student Need” and “Root/Contributing cause(s)” text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

| | |
|----------|---|
| 1 | <p><u>Student Need:</u> Students need access to rigorous grade level, standards-based curriculum and instruction. Students need more opportunities for more engagement throughout the lesson and student to student academic conversations. Students need differentiated instruction, especially for higher levels that challenge students.</p> <p><u>Root/Contributing cause(s):</u> The possible root causes might include a lack of access to quality educational materials, insufficient opportunities for active engagement and peer interaction during lessons, and a one-size-fits-all approach to teaching that fails to address the diverse needs and abilities of students. Provide Rigorous Based Instruction</p> |
| 2 | <p><u>Student Need:</u> Students need instructional staff that sees the connection of the school’s initiatives to the vision and mission by having clear communication and professional development.</p> <p><u>Root/Contributing cause(s):</u> Possible root causes include lack of clear communication, insufficient professional development, and a disconnect between school initiatives and the overarching vision and mission. Build a strong community intensely focused on student learning.</p> |
| 3 | <p><u>Student Need:</u> Students need more opportunities for their families and their community to be engaged in supporting the students’ learning. Students need their families to be involved in setting their educational goals and aspirations. Students and families need more communication regarding their academic progress.</p> |



Root/Contributing cause(s): The potential root causes might include a lack of existing engagement channels for families and communities in the educational process, insufficient awareness or understanding among families about the importance of their involvement in setting educational goals, and inadequate or ineffective communication methods between students, families, and the school regarding academic progress **Engage Student and Families in pursuing education goals**



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.

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

- | | |
|---|---|
| 1 | <p>Targeted Subgroup: English Learner</p> <p>Identified Student Need(s): 41% of EL students are "on track" at Nānāikapono according to Strive Hi, we want to increase that to 45%.</p> |
| 2 | <p>Targeted Subgroup: SPED</p> <p>Identified Student Need(s): 1.4% of students identified as SPED met the proficiency standard for SBA ELA. 0% of students identified as SPED met the proficiency standard for SBA Math.</p> |
| 3 | <p>Targeted Subgroup: Native Hawaiian</p> <p>Identified Student Need(s): 18.9% of Native Hawaiian students met the proficiency standard for SBA ELA. 7% of Native Hawaiian students met the proficiency standard for SBA Math.</p> |
| 4 | <p>Targeted Subgroup: Economically Disadvantaged</p> <p>Identified Student Need(s): 16.3% of students identified as disadvantaged met the proficiency standard for SBA ELA. 7.7% of students identified as disadvantaged met the proficiency standard for SBA Math.</p> |



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 Cause <i>"Why are we doing this?"</i> | Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <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> <i>Please estimate the additional amount needed to execute the enabling activity.</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. | Provide Rigorous Evidence Based instruction | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Enabling Activities</th> <th style="width: 40%;">Accountable Lead(s)</th> </tr> </thead> <tbody> <tr> <td>EA 1.1.1a. RtIA and RtIB in order to meet the individual needs of all students. <ul style="list-style-type: none"> - Core Curriculum - Universal SEL Screener (Panorama) - Tiered Interventions - Progress Monitoring - Data-based Decision Making </td> <td>Instructional coach ILT Rep School Leader</td> </tr> </tbody> </table> | | Enabling Activities | Accountable Lead(s) | EA 1.1.1a. RtIA and RtIB in order to meet the individual needs of all students. <ul style="list-style-type: none"> - Core Curriculum - Universal SEL Screener (Panorama) - Tiered Interventions - Progress Monitoring - Data-based Decision Making | Instructional coach ILT Rep School Leader | <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Student data (referral, attendance, DIBELS)</div> <div style="border: 1px solid black; padding: 5px;">Report Card Grade</div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">Standardized and summative assessment</div> | <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:___, \$ <input type="checkbox"/> Other:___, \$ |
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One-Year Academic Plan SY 2024-2025

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|--|--|---|---|---|--|
| | | <p>EA 1.1.1b. Readiness Assessments: KEA Screener for all Kindergarten students in the first 30 days of entrance</p> | <p>Data and Assessment Coordinator</p> | <p>Pacing Guides</p> | |
| | | <p>EA 1.1.1c. Based on the outcomes of the readiness assessments, develop personalized learning plans for each student.</p> | <p>Teachers</p> | <p>Impact team minutes</p> | |
| | | <p>EA 1.1.1d. Teacher and Staff Training: Provide professional development for teachers and staff on identifying and supporting the diverse needs of kindergarten students. Training should cover strategies for inclusive education, differentiated instruction, positive behavior support, and trauma-informed practices.</p> | <p>School leaders Instructional coaches Consultants</p> | <p>Professional development calendar, agenda sign-in, and sheets Walkthrough data Coaching cycles</p> | |
| | | <p>EA 1.1.1e. Family Workshops and Resource Packs: Offer workshops for families throughout the year, focusing on strategies to support their children's development at home. Provide resource packs with activities, games, and information that reinforce the social, emotional, and academic skills being targeted.</p> | <p>Parent Engagement Coordinator (Kaiaulu)</p> | <p>Parent engagement feedback Family workshop agendas Attendance data</p> | |



One-Year Academic Plan SY 2024-2025

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| <p>Reading Proficiency</p> <p>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.</p> <p>1.1.2a. All students decode fluently by winter of grade 1. As measured by NWF winter</p> | <p>Provide Rigorous Evidence Based instruction</p> | <table border="1"> <thead> <tr> <th data-bbox="575 350 1257 464">Enabling Activities</th> <th data-bbox="1257 350 1472 464">Accountable Lead</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 464 1257 639">EA 1.1.2a. Horizontal & Vertical Alignment (Standards, Instruction, standards based assessments in alignment with report card grades, and intervention strategies) in ELA</td> <td data-bbox="1257 464 1472 639">Instructional coach</td> </tr> <tr> <td data-bbox="575 639 1257 841">EA 1.1.2b. Provide equitable access to tier I instruction, tier II interventions, and technology for all students</td> <td data-bbox="1257 639 1472 841">Teachers Tech Coordinator</td> </tr> <tr> <td data-bbox="575 841 1257 1062">EA 1.1.2c. In-class differentiated, small learning groups (Tier II).</td> <td data-bbox="1257 841 1472 1062">Teachers</td> </tr> <tr> <td data-bbox="575 1062 1257 1289">EA 1.1.2d. Out-of-class differentiated, small learning groups (Tier II & III).</td> <td data-bbox="1257 1062 1472 1289">Counselors All Teachers EL Coordinator</td> </tr> </tbody> </table> | Enabling Activities | Accountable Lead | EA 1.1.2a. Horizontal & Vertical Alignment (Standards, Instruction, standards based assessments in alignment with report card grades, and intervention strategies) in ELA | Instructional coach | EA 1.1.2b. Provide equitable access to tier I instruction, tier II interventions, and technology for all students | Teachers Tech Coordinator | EA 1.1.2c. In-class differentiated, small learning groups (Tier II). | Teachers | EA 1.1.2d. Out-of-class differentiated, small learning groups (Tier II & III). | Counselors All Teachers EL Coordinator | <table border="1"> <tr> <td data-bbox="1472 435 1724 634"> Universal Screeners Assessment Data </td> </tr> <tr> <td data-bbox="1472 634 1724 1013"> Coaching cycles Walkthrough data Impact team minutes Tech usage data DIBELS data </td> </tr> <tr> <td data-bbox="1472 1013 1724 1391"> Referral data WIDA Scores DIBELS Data Servicing schedules for EL, counselors, and SpEd teachers) </td> </tr> </table> | Universal Screeners Assessment Data | Coaching cycles Walkthrough data Impact team minutes Tech usage data DIBELS data | Referral data WIDA Scores DIBELS Data Servicing schedules for EL, counselors, and SpEd teachers) | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$ |
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| <p>Mathematics Proficiency</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> | <p>Provide Rigorous Evidence Based instruction</p> | <table border="1"> <thead> <tr> <th data-bbox="575 375 1257 493">Enabling Activities</th> <th data-bbox="1257 375 1461 493">Accountable Lead</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 493 1257 695"> EA 1.1.3a. Implement evidence-based core programs for Math: <ul style="list-style-type: none"> - Ready Classroom Math (K-6) </td> <td data-bbox="1257 493 1461 695"> Instructional coaches Teachers </td> </tr> <tr> <td data-bbox="575 695 1257 867"> EA 1.1.3b, Horizontal & Vertical alignment (Standards, Instruction, standards based assessments in alignment with report card grades, and intervention strategies) in Math </td> <td data-bbox="1257 695 1461 867"> Instructional coaches </td> </tr> <tr> <td data-bbox="575 867 1257 1154"> EA 1.1.3c. Implement evidence-based core and intervention programs for Math: <ul style="list-style-type: none"> - Morningside Math Facts (K-6) - Ready Classroom Math (K-6) </td> <td data-bbox="1257 867 1461 1154"> Teachers Instructional coaches </td> </tr> </tbody> </table> | Enabling Activities | Accountable Lead | EA 1.1.3a. Implement evidence-based core programs for Math: <ul style="list-style-type: none"> - Ready Classroom Math (K-6) | Instructional coaches Teachers | EA 1.1.3b, Horizontal & Vertical alignment (Standards, Instruction, standards based assessments in alignment with report card grades, and intervention strategies) in Math | Instructional coaches | EA 1.1.3c. Implement evidence-based core and intervention programs for Math: <ul style="list-style-type: none"> - Morningside Math Facts (K-6) - Ready Classroom Math (K-6) | Teachers Instructional coaches | <table border="1"> <tr> <td data-bbox="1472 467 1711 574">Coaching cycles</td> </tr> <tr> <td data-bbox="1472 574 1711 682">Walk through data</td> </tr> <tr> <td data-bbox="1472 682 1711 776">Assessment data</td> </tr> <tr> <td data-bbox="1472 776 1711 964">Universal Screeners</td> </tr> <tr> <td data-bbox="1472 964 1711 1058">Assessment Data</td> </tr> <tr> <td data-bbox="1472 1058 1711 1153">Coaching cycles</td> </tr> <tr> <td data-bbox="1472 1153 1711 1247">Walk through data</td> </tr> <tr> <td data-bbox="1472 1247 1711 1323">Assessment Data</td> </tr> </table> | Coaching cycles | Walk through data | Assessment data | Universal Screeners | Assessment Data | Coaching cycles | Walk through data | Assessment Data | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$ |
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| Assessment Data | | | | | | | | | | | | | | | | | | | | |



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|--|---|---|---|--|---|---|--|---|
| <p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p> | <p>Provide Rigorous Evidence Based instruction</p> | <p style="text-align: center;">Enabling Activities</p> | <p style="text-align: center;">Accountable Lead</p> | <table border="1"> <tr> <td data-bbox="1472 423 1709 626"> <p>Universal Screeners</p> <p>Assessment Data</p> </td> <td data-bbox="1709 237 2007 690" rowspan="4"> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$ </td> </tr> <tr> <td data-bbox="1472 626 1709 932"> <p>Universal Screeners</p> <p>Assessment Data</p> <p>Impact team minutes</p> </td> </tr> <tr> <td data-bbox="1472 932 1709 1396"> <p>Assessment data</p> <p>Support services schedules</p> <p>Student Rtl Goals and progress monitoring</p> </td> </tr> </table> | <p>Universal Screeners</p> <p>Assessment Data</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$ | <p>Universal Screeners</p> <p>Assessment Data</p> <p>Impact team minutes</p> | <p>Assessment data</p> <p>Support services schedules</p> <p>Student Rtl Goals and progress monitoring</p> |
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| <p>1.1.4a. Develop and implement a holistic, school-wide approach (reading, writing, speaking, listening) to ELA instruction</p> | <p>Instructional coach</p> <p>Teachers</p> | | | | | | | |
| <p>1.1.4b. Ensure students who experience difficulty mastering the proficiency or advanced levels of academic achievement shall be provided with effective, timely additional assistance. This assistance shall include measures to ensure that students' difficulties are identified on a timely basis and provided sufficient information on which to base effective assistance.</p> | <p>Teachers</p> <p>Special Service Providers (EL, speech, SpEd, etc.)</p> | | | | | | | |
| <p>1.1.4c. Provide contracted support services/ Part-time teachers (PTTs, PPTs, and PPEs) for individual differentiated instruction.</p> | <p>School leaders</p> | | | | | | | |



| <p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p> | <p>Build a strong community intensely focused on student learning</p> | <table border="1"> <thead> <tr> <th data-bbox="575 310 1257 423">Enabling Activities</th> <th data-bbox="1257 310 1461 423">Accountable Lead</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 423 1257 967"> <p>1.1.5a. Provide transitional services, such as but not limited to:</p> <ul style="list-style-type: none"> - Kindergarten orientation: preschool visitation to kindergarten classes; - Parent conferences/meetings; - Universal, placement and diagnostic testing; - 6th grade meeting with counselors; - 6th grade AVID meeting with counselors and administration; - 6th grade orientation to NHIS; - Parent workshops for core curriculum and computer-assisted instruction; - Community outreach and events to strengthen school/community partnerships; - Partnerships with organizations to transition incoming students. </td> <td data-bbox="1257 423 1461 967"> <p>Grade K & 6 teachers</p> <p>Counselors</p> <p>SSC</p> <p>School leaders</p> </td> </tr> <tr> <td data-bbox="575 967 1257 1317"> <p>1.1.5b. Incorporate transition plan for assisting preschool children from our on campus Executive office of Early Learning (EOEL) program as well as early childhood programs, such as Head Start, Early Reading First or state-run preschool program to local elementary school program.</p> </td> <td data-bbox="1257 967 1461 1317"> <p>EOEL Teachers</p> <p>Parent Engagement Coordinator (Kaiaulu)</p> </td> </tr> </tbody> </table> | Enabling Activities | Accountable Lead | <p>1.1.5a. Provide transitional services, such as but not limited to:</p> <ul style="list-style-type: none"> - Kindergarten orientation: preschool visitation to kindergarten classes; - Parent conferences/meetings; - Universal, placement and diagnostic testing; - 6th grade meeting with counselors; - 6th grade AVID meeting with counselors and administration; - 6th grade orientation to NHIS; - Parent workshops for core curriculum and computer-assisted instruction; - Community outreach and events to strengthen school/community partnerships; - Partnerships with organizations to transition incoming students. | <p>Grade K & 6 teachers</p> <p>Counselors</p> <p>SSC</p> <p>School leaders</p> | <p>1.1.5b. Incorporate transition plan for assisting preschool children from our on campus Executive office of Early Learning (EOEL) program as well as early childhood programs, such as Head Start, Early Reading First or state-run preschool program to local elementary school program.</p> | <p>EOEL Teachers</p> <p>Parent Engagement Coordinator (Kaiaulu)</p> | <table border="1"> <tbody> <tr> <td data-bbox="1472 435 1709 954"> <p>KEA data</p> <p>Attendance data</p> <p>Transition event(s) agenda(s)</p> </td> </tr> <tr> <td data-bbox="1472 954 1709 1300"> <p>Kindergarten registration data</p> <p>Parent SQS Data</p> </td> </tr> </tbody> </table> | <p>KEA data</p> <p>Attendance data</p> <p>Transition event(s) agenda(s)</p> | <p>Kindergarten registration data</p> <p>Parent SQS Data</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$ |
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| <p>1.1.5a. Provide transitional services, such as but not limited to:</p> <ul style="list-style-type: none"> - Kindergarten orientation: preschool visitation to kindergarten classes; - Parent conferences/meetings; - Universal, placement and diagnostic testing; - 6th grade meeting with counselors; - 6th grade AVID meeting with counselors and administration; - 6th grade orientation to NHIS; - Parent workshops for core curriculum and computer-assisted instruction; - Community outreach and events to strengthen school/community partnerships; - Partnerships with organizations to transition incoming students. | <p>Grade K & 6 teachers</p> <p>Counselors</p> <p>SSC</p> <p>School leaders</p> | | | | | | | | | | | |
| <p>1.1.5b. Incorporate transition plan for assisting preschool children from our on campus Executive office of Early Learning (EOEL) program as well as early childhood programs, such as Head Start, Early Reading First or state-run preschool program to local elementary school program.</p> | <p>EOEL Teachers</p> <p>Parent Engagement Coordinator (Kaiaulu)</p> | | | | | | | | | | | |
| <p>KEA data</p> <p>Attendance data</p> <p>Transition event(s) agenda(s)</p> | | | | | | | | | | | | |
| <p>Kindergarten registration data</p> <p>Parent SQS Data</p> | | | | | | | | | | | | |



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

| Desired Outcomes <i>"What do we plan to accomplish?"</i> | Root/Contributing Cause <i>"Why are we doing this?"</i> | Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <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> <i>Please estimate the additional amount needed to execute the enabling activity.</i> | | | | | | | | |
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| | | <p>1.2.1c. Provide all students with backpacks and school supplies to support equitable access to the learning</p> | <p>School leaders Parent Engagement Coordinator</p> | <p>Distribution checklist</p> | |
| | | <p>1.2.1d. Implement high quality programs/learning experiences across all content areas, including Visual Arts, Music, Hawaiiana/Culture, PE/Health, and SEL lessons (Habits of Mind).</p> | <p>Whole Child Learning Team Teachers Counselors Teachers</p> | <p>Walk through data Coaching cycles WCLT rotation schedules GLO report card grades Referral data</p> | |
| | | <p>1.2.1e. Monthly meetings to ensure students with excessive absenteeism are being addressed (e.g.: teacher, SSC, counselor, SSW, probation officer, administration) by tiered interventions.</p> | <p>Counselors</p> | <p>Attendance meeting agendas Attendance data</p> | |



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| | | <p>1.2.1f. Attendance monitoring: monthly adult mentors for specific students organized by counselors.</p> | <p>Counselors</p> | <p>Attendance data Check in data</p> | | | | |
|---|--|---|--|---|---|--|---|--|
| | | <p>1.2.1g. Collaboration between school-based, complex support staff, and partners, as needed. (e.g.: SSW, Homeless Liaison, ARC)</p> | <p>School leaders Counselors SSC</p> | <p>Agenda minutes Attendance data Referral data</p> | | | | |
| <p>1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i></p> | <p>Build a strong community intensely focused on student learning</p> | <table border="1"> <thead> <tr> <th data-bbox="588 915 1251 1032">Enabling Activities</th> <th data-bbox="1251 915 1463 1032">Accountable Lead</th> </tr> </thead> <tbody> <tr> <td data-bbox="588 1032 1251 1442"> <p>1.2.2a. Continue RtIB in order to meet the individual needs of all students.</p> <ul style="list-style-type: none"> - Core Curriculum - Universal Behavior Screener - Tiered Interventions - Progress Monitoring - Data-based Decision Making </td> <td data-bbox="1251 1032 1463 1442"> <p>Counselors Teachers School leaders Instructional coaches</p> </td> </tr> </tbody> </table> | Enabling Activities | Accountable Lead | <p>1.2.2a. Continue RtIB in order to meet the individual needs of all students.</p> <ul style="list-style-type: none"> - Core Curriculum - Universal Behavior Screener - Tiered Interventions - Progress Monitoring - Data-based Decision Making | <p>Counselors Teachers School leaders Instructional coaches</p> | <p>Referral data Walk through data Coaching cycles Panorama data</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$ |
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| | | | |
| | <p>1.2.2b. Schoolwide implementation of a classroom management program to improve classroom behavior, increase academic engagement, establish clear classroom and outside classroom behavior expectations.</p> | All staff | |
| | <p>1.2.2c. Provide instructional supports for physical, healthy, and nutritional activities such as:</p> <ul style="list-style-type: none"> - PE period, every 8-10 days with PE Teacher - BiMonthly Instruction on nutrition or health - Fruit & vegetable tasting opportunities (USDA Fruit & Vegetable Program). - 'Ioiki Nest | <p>School Leaders</p> <p>Parent Engagement Coordinator</p> | <p>PE Pacing Guides</p> <p>Agendas for parent activities regarding nutrition and health</p> |
| | <p>1.2.2d. Provide strategies for healthy habit in school:</p> <ul style="list-style-type: none"> - Fresh Fruit & Vegetables Program - Keiki Pantry - Vision Screening - Dental Education/Screening - Hearing Screening | <p>Parent Engagement Coordinator</p> <p>Hawaii Keiki Nurse</p> | <p>Participation data</p> <p>Schedules (vision, dental, and hearing screening)</p> |



| <p>1.2.2. All students are supported by a school culture driven by PBIS and HMTSS systems that encourage them to have positive behaviors.</p> | <p>Build a strong community intensely focused on student learning</p> | <table border="1"> <thead> <tr> <th data-bbox="575 310 1257 423">Enabling Activities</th> <th data-bbox="1257 310 1461 423">Accountable Lead</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 423 1257 548">1.2.2e. Schoolwide MTSS focusing on proactive, positive corrective, trauma-informed responses toward misbehavior.</td> <td data-bbox="1257 423 1461 548">School leaders</td> </tr> <tr> <td data-bbox="575 548 1257 639">1.2.2f. Comprehensive guidance program - ASCA RAMP model.</td> <td data-bbox="1257 548 1461 639">Counselors</td> </tr> <tr> <td data-bbox="575 639 1257 841">1.2.2g. Provide Educational Assistants (EAs) to help with small group and individual PBIS</td> <td data-bbox="1257 639 1461 841">School leaders ELLAs</td> </tr> </tbody> </table> | Enabling Activities | Accountable Lead | 1.2.2e. Schoolwide MTSS focusing on proactive, positive corrective, trauma-informed responses toward misbehavior. | School leaders | 1.2.2f. Comprehensive guidance program - ASCA RAMP model. | Counselors | 1.2.2g. Provide Educational Assistants (EAs) to help with small group and individual PBIS | School leaders ELLAs | <p>Referral data</p> <p>Attendance data</p> <p>Tier II RtIB</p> <p>Counseling schedules</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$ |
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| <p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p> | <p>Build a strong community intensely focused on student learning</p> | <table border="1"> <thead> <tr> <th data-bbox="575 310 1257 423">Enabling Activities</th> <th data-bbox="1257 310 1461 423">Accountable Lead</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 423 1257 712"> <p>1.2.3a. Engage all faculty, staff, and students in activities that promote holistic well being (mind, body, and soul) such as Habits of Mind and Na Hopena A'o.</p> </td> <td data-bbox="1257 423 1461 712"> <p>School Leaders</p> </td> </tr> <tr> <td data-bbox="575 712 1257 915"> <p>1.2.3b. Use of two additional Planning & Collaboration Days and additional 21-hours to be used for enhancing school climate.</p> </td> <td data-bbox="1257 712 1461 915"> <p>School Leaders</p> </td> </tr> </tbody> </table> | Enabling Activities | Accountable Lead | <p>1.2.3a. Engage all faculty, staff, and students in activities that promote holistic well being (mind, body, and soul) such as Habits of Mind and Na Hopena A'o.</p> | <p>School Leaders</p> | <p>1.2.3b. Use of two additional Planning & Collaboration Days and additional 21-hours to be used for enhancing school climate.</p> | <p>School Leaders</p> | <table border="1"> <tr> <td data-bbox="1472 435 1711 743"> <p>Agendas for meetings</p> <p>Walk through Data</p> <p>Panorama Student Data</p> </td> <td data-bbox="1472 743 1711 1019"> <p>Agendas for PC Days and 21 hours</p> <p>Universal Screener Student data</p> </td> </tr> </table> | <p>Agendas for meetings</p> <p>Walk through Data</p> <p>Panorama Student Data</p> | <p>Agendas for PC Days and 21 hours</p> <p>Universal Screener Student data</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$ |
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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 Cause <i>"Why are we doing this?"</i> | Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <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> <i>Please estimate the additional amount needed to execute the enabling activity.</i> | | | | | | | | | | | |
|--|---|--|--|--|--|---|----------|--|---|---|----------|--|-------------------|---|--------------------------------|--|
| <p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p>1.3.1a All students will participate in a complex-wide Ola Moku civic learning experience at a DOK4 level.</p> <p><i>Required for all schools.</i></p> | <p>Build a strong community intensely focused on student learning</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Enabling Activities</th> <th style="width: 40%;">Accountable Lead</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1.3.1a. Teachers conduct preparatory lessons introducing students to the concept of Ola Moku and its civic challenges. Provide background information on the island's geography, demographics, economy, governance structures, and social issues.</td> <td style="padding: 5px;">Teachers</td> </tr> <tr> <td style="padding: 5px;">1.3.1b. Expert Panels and Guest Speakers: Invite experts in relevant fields, community leaders, and representatives from Ola Moku to participate in panel discussions and give presentations. Students can interact with these guests, asking questions and gaining insights into real-world civic challenges faced by the island community.</td> <td style="padding: 5px;">Teachers Parent/ Community Engagement Coordinator</td> </tr> <tr> <td style="padding: 5px;">1.3.1c Project-Based Learning Showcase: project-based learning showcase where students present their research findings, proposed solutions,</td> <td style="padding: 5px;">Teachers</td> </tr> </tbody> </table> | | Enabling Activities | Accountable Lead | 1.3.1a. Teachers conduct preparatory lessons introducing students to the concept of Ola Moku and its civic challenges. Provide background information on the island's geography, demographics, economy, governance structures, and social issues. | Teachers | 1.3.1b. Expert Panels and Guest Speakers: Invite experts in relevant fields, community leaders, and representatives from Ola Moku to participate in panel discussions and give presentations. Students can interact with these guests, asking questions and gaining insights into real-world civic challenges faced by the island community. | Teachers Parent/ Community Engagement Coordinator | 1.3.1c Project-Based Learning Showcase: project-based learning showcase where students present their research findings, proposed solutions, | Teachers | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px; text-align: center;">Walk through data</td> </tr> <tr> <td style="padding: 5px; text-align: center;">Lesson plans for expert panels and guest speakers</td> </tr> <tr> <td style="padding: 5px; text-align: center;">Student's culminating projects</td> </tr> </table> | Walk through data | Lesson plans for expert panels and guest speakers | Student's culminating projects | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$ |
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| Student's culminating projects | | | | | | | | | | | | | | | | |



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| | | and reflections on the Ola Moku civic challenges. This could take the form of poster presentations, multimedia displays, oral presentations, or interactive exhibits. | | | |
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| <p>K-12 Alignment</p> <p>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.</p> | <p>Provide Rigorous Evidence Based instruction</p> | <table border="1"> <thead> <tr> <th data-bbox="575 237 1257 423">Enabling Activities</th> <th data-bbox="1257 237 1472 423">Accountable Lead</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 423 1257 768"> <p>1.3.2a. Career Fair: Organize a career fair where professionals from different fields come to speak about their careers. Include representatives from a diverse range of industries such as healthcare, engineering, technology, arts, business, and more.</p> </td> <td data-bbox="1257 423 1472 768"> <p>Teachers on community engagement committee</p> <p>Parent Engagement Coordinator</p> </td> </tr> <tr> <td data-bbox="575 768 1257 1213"> <p>1.3.2b Academic Pathway Sessions: Host sessions that outline the academic pathways necessary for specific careers. Provide information about high school courses, extracurricular activities, internships, and college majors relevant to each pathway. Provide opportunities for students in grades 5 and 6 to engage in Clifton StrengthsExplorersm and RAISEC through Achieve3000 Career center activity.</p> </td> <td data-bbox="1257 768 1472 1213"> <p>School Leaders</p> <p>Teachers</p> </td> </tr> </tbody> </table> | Enabling Activities | Accountable Lead | <p>1.3.2a. Career Fair: Organize a career fair where professionals from different fields come to speak about their careers. Include representatives from a diverse range of industries such as healthcare, engineering, technology, arts, business, and more.</p> | <p>Teachers on community engagement committee</p> <p>Parent Engagement Coordinator</p> | <p>1.3.2b Academic Pathway Sessions: Host sessions that outline the academic pathways necessary for specific careers. Provide information about high school courses, extracurricular activities, internships, and college majors relevant to each pathway. Provide opportunities for students in grades 5 and 6 to engage in Clifton StrengthsExplorersm and RAISEC through Achieve3000 Career center activity.</p> | <p>School Leaders</p> <p>Teachers</p> | <table border="1"> <tr> <td data-bbox="1472 237 1724 781"> <p>Career Day schedule</p> <p>Career Day feedback</p> </td> <td data-bbox="1472 781 1724 1213"> <p>Agenda for pathway sessions</p> <p>Student Strength Explorers data</p> </td> </tr> </table> | <p>Career Day schedule</p> <p>Career Day feedback</p> | <p>Agenda for pathway sessions</p> <p>Student Strength Explorers data</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$ |
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| 1.3.3. All students graduate high school with a personal plan for their future. | Engage students and families in pursuing educational goals | Enabling Activities | | <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$ | |
| | | Accountable Lead | | | |
| | | 1.3.3a Career Exploration Sessions: Organize interactive sessions where students learn about various careers through age-appropriate materials such as storybooks, videos, and guest speakers. | Parent / Community Engagement Coordinator | | |
| 1.3.3b Host Family Engagement Activities | Parent / Community Engagement Coordinator | Family Events | | | |



Priority 2 High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

| Desired Outcomes <i>"What do we plan to accomplish?"</i> | Root/Contributing Cause <i>"Why are we doing this?"</i> | Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <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> <i>Please estimate the additional amount needed to execute the enabling activity.</i> | | | | | |
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| Professional Learning Communities. | 2.1.1b We provide support in impact team meetings from outside consultants. | Instructional coaches | Student Data (eg. DIBELS, Galileo, instructional data) Impact team minutes | <input type="checkbox"/> Other: __, \$ |
| | 2.1.1c. Engage in follow up sessions to support teachers with implementation. | Instructional coaches | | |



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 Outcomes <i>"What do we plan to accomplish?"</i> | Root/Contributing Cause <i>"Why are we doing this?"</i> | Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <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> <i>Please estimate the additional amount needed to execute the enabling activity.</i> | | | | | |
|--|--|--|---------------------|--|--|---------------------------------|---|----------------|-------------------------|--|
| 3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i> | Build a strong community intensely focused on student learning Engage students and families in pursuing | <table border="1"> <thead> <tr> <th data-bbox="583 1040 1257 1159">Enabling Activities</th> <th data-bbox="1257 1040 1463 1159">Accountable Lead</th> </tr> </thead> <tbody> <tr> <td data-bbox="583 1159 1257 1360">3.31a. Utilize monthly meetings to implement effective communication between school and community members.</td> <td data-bbox="1257 1159 1463 1360">School leaders SCC Chair</td> </tr> <tr> <td data-bbox="583 1360 1257 1474">3.3.1b. Develop and implement an effective way of obtaining whole school community input.</td> <td data-bbox="1257 1360 1463 1474">School leaders</td> </tr> </tbody> </table> | Enabling Activities | Accountable Lead | 3.31a. Utilize monthly meetings to implement effective communication between school and community members. | School leaders SCC Chair | 3.3.1b. Develop and implement an effective way of obtaining whole school community input. | School leaders | SCC Agendas and Minutes | <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: ____, \$ <input type="checkbox"/> Other: ____, \$ |
| Enabling Activities | Accountable Lead | | | | | | | | | |
| 3.31a. Utilize monthly meetings to implement effective communication between school and community members. | School leaders SCC Chair | | | | | | | | | |
| 3.3.1b. Develop and implement an effective way of obtaining whole school community input. | School leaders | | | | | | | | | |



One-Year Academic Plan SY 2024-2025

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| | educational goals | | SCC Chair | | |
|--|-------------------|--|-----------|--|--|



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

| <p>Desired Outcomes "What do we plan to accomplish?"</p> | <p>Root/Contributing Cause "Why are we doing this?"</p> | <p>Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"</p> | <p>Monitoring of Progress "How will we know progress is being made?"</p> | <p>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p> | | | | | | | | |
|---|--|--|---|--|--|---|--|---|---|---|---|---|
| <p>3.3.2 We will increase parent engagement satisfaction from 84% to 90%</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)</i></p> | <p>Engage Students and Families in pursuing education goals.</p> | <table border="1"> <thead> <tr> <th data-bbox="583 797 1144 862">Enabling Activities</th> <th data-bbox="1144 797 1463 862">Accountable Lead</th> </tr> </thead> <tbody> <tr> <td data-bbox="583 862 1144 1019">3.3.2a. Provide 'ohana (Kaiaulu) learning experiences regarding how to support their child with curricula such as Wonders, Magnetic Reading, Ready Math.</td> <td data-bbox="1144 862 1463 1019">Parent / Community Engagement Coordinator</td> </tr> <tr> <td data-bbox="583 1019 1144 1208">3.3.2b. Provide 'ohana (Kaiaulu) holistic (academic, social, emotional) engagement activities across content areas such as Reading, Writing, Math, Science, Social Studies and habits of mind.</td> <td data-bbox="1144 1019 1463 1208">Parent / Community Engagement Coordinator</td> </tr> <tr> <td data-bbox="583 1208 1144 1430">3.3.2c Provide 'ohana (Kaiaulu) learning experiences regarding accessing technology that supports student learning throughout and beyond the school day such as Clever, iReady, Galileo, Dibels, and assessment tools, etc.</td> <td data-bbox="1144 1208 1463 1430">Parent / Community Engagement Coordinator</td> </tr> </tbody> </table> | Enabling Activities | Accountable Lead | 3.3.2a. Provide 'ohana (Kaiaulu) learning experiences regarding how to support their child with curricula such as Wonders, Magnetic Reading, Ready Math. | Parent / Community Engagement Coordinator | 3.3.2b. Provide 'ohana (Kaiaulu) holistic (academic, social, emotional) engagement activities across content areas such as Reading, Writing, Math, Science, Social Studies and habits of mind. | Parent / Community Engagement Coordinator | 3.3.2c Provide 'ohana (Kaiaulu) learning experiences regarding accessing technology that supports student learning throughout and beyond the school day such as Clever, iReady, Galileo, Dibels, and assessment tools, etc. | Parent / Community Engagement Coordinator | <p>SQS Data</p> <p>Parent Surveys</p> <p>Family Events and Sign-in Sheets</p> <p>Parent Engagement via conferencing with teachers</p> | <p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p> |
| Enabling Activities | Accountable Lead | | | | | | | | | | | |
| 3.3.2a. Provide 'ohana (Kaiaulu) learning experiences regarding how to support their child with curricula such as Wonders, Magnetic Reading, Ready Math. | Parent / Community Engagement Coordinator | | | | | | | | | | | |
| 3.3.2b. Provide 'ohana (Kaiaulu) holistic (academic, social, emotional) engagement activities across content areas such as Reading, Writing, Math, Science, Social Studies and habits of mind. | Parent / Community Engagement Coordinator | | | | | | | | | | | |
| 3.3.2c Provide 'ohana (Kaiaulu) learning experiences regarding accessing technology that supports student learning throughout and beyond the school day such as Clever, iReady, Galileo, Dibels, and assessment tools, etc. | Parent / Community Engagement Coordinator | | | | | | | | | | | |



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| | | <p>3.3.2d. Provide 'ohana (Kaiaulu) learning experiences and access to available health and wellness support (Counselor, APRN, Social Worker) to assist with at-home challenges, health and wellness, medical and mental health resources, Kahua 'O Mali'o (Place of Comfort).</p> | <p>Parent / Community Engagement Coordinator</p> | | |
| | | <p>3.3.2e. Promote the establishment of PTSO and related activities.</p> | <p>Parent / Community Engagement Coordinator</p> | | |



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 Nānāikapono Elementary Schools 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 <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> | 1,080 |
| Did your school submit a SCC Waiver Request Form? Please explain. Yes, we submitted a SCC Waiver Request for August 5, 2024. As a hard to fill school, we have about 30% beginning (0-3 years) teachers each year. Compliance requirements use up one of our 2 admin days. We need a PD day to build school culture and strengthen our instructional strategies before school opens. | |
| Bell Schedule: Nanakuli-Wai'anae Master Bell Schedules | |