



Academic Plan for School Year 2021-22

Nānākuli Elementary School

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community’s knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school’s Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools study organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

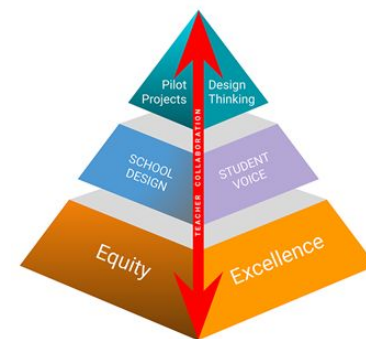
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 8-).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 6).



Principal (print): Lisa Ann Higa	
Principal's signature: <i>Lisa Ann L Higa</i>	Date: <i>03/01/2021</i>

Complex Area Superintendent (print): Disa Hauge	
Complex Area Superintendent's signature: <i>Disa Hauge</i>	Date: <i>03/25/2021</i>

WHERE ARE WE NOW

Nānākuli Complex schools continue to work together to address common areas of needs, which were identified through our complex-wide WASC Accreditation Process. This process helped us align our effort and work together so we could create a plan and address these needs. The result of our collaborative efforts are shown in these alignment posters found at each of our Nānākuli Complex schools. It is one way for us to communicate the importance of our work to all our stakeholders. We use this visual representation to present our focus areas:

Attendance
Behavior
College, Career, and Civic Responsibility

These areas of need have also been validated as challenges in our Comprehensive Needs Assessment (CNA) for school improvement. These processes helped our schools understand where we are, where we want to be, and how we will get there.

Our work here at Nānākuli Elementary School (NES) will continue to focus on what is important for our students and their successes at our school and beyond.

Areas of Strength from Nānākuli Elementary School WASC Self-Study Report (April 2020)

Category A: Organization:

- Clear Vision and Mission statements that reflect the spirit of the staff, students and parents
- All members of the school community participated in the development of a new school Brand and strive to integrate it into their decisions and actions
- An effective organizational structure with clear responsibilities and accountabilities that supports student learning
- A highly qualified, committed and visionary leadership team to guide the school through its improvement process
- Targeted Professional Development based on research that addresses teacher and student learning needs
- Systemized, data-driven decision-making for allocating resources, and identifying school/community needs
- A qualified and professional teaching staff committed to student learning
- School-wide support for staff through ongoing mentoring and coaching
- Access to technology for all students for college/career preparation

Category B: Standards-based Student Learning: Curriculum:

- Research and standards-based curriculum programs for math and ELA are available to all teachers, providing a basis for rigorous instruction
- Data Teams meet weekly with the Academic Coach to collaborate on instruction, analyze data and student work, and plan for interventions
- Use of a school-wide universal screener (iSTEEP) to provide additional data on student learning to make decisions about curriculum
- Professional Development opportunities for designing and implementing standards-based curriculum provided to teachers and staff
- The availability of consultants to provide additional support in data analysis and training in instructional strategies to ensure individual student success

Category C: Standards-based Student Learning: Instruction:

- Data Team process and collaboration among teachers, coach, and administration creates a venue for effective change
- Successful implementation of state mandated CCSS aligned curriculum programs

- Use of supplemental curricula to support all students in accomplishing GLO and CCSS
- STEAM centered after school and summer programs
- 1:1 technology integration for all students and use of supplemental multimedia programs
- Design Thinking with HI Fusion ED Professional Development to assist staff in meeting the academic and emotional needs of all students
- A wide range of strategies which provide for differentiated instruction to meet the needs of all students

Category D: Standards-based Student Learning: Assessment and Accountability:

- School-wide use of the universal screener, iSTEEP, to determine student success with core curriculum
- Use of a school-wide behavior screener, Review 360, to identify at-risk and potentially at-risk students, and implement interventions to address the social and emotional needs of all students
- Weekly Data Team meetings to build collaboration and consistency in intervention and instruction across the K-6 program
- A variety of assessment platforms, such as Galileo and Mastery Connect, to conduct frequent formative assessments that drive instruction and intervention

Category E: Student Culture and Support for Student Personal and Academic Growth:

- Nānākuli Elementary has established close cultural and educational ties with the community through parent and community outreach, community celebrations, the revitalization of the Hawaiian Language Immersion Program and an open-door policy from the principal and staff
- A variety of support systems to ensure that all students have access to a standards-based instructional program
- A school-wide focus on educating the whole child through positive behavior reinforcement, social/emotional learning curriculum and MindUp strategies

HIDOE 5 Promises



1. Hawai'i: Students will be educated within a public school system that is grounded in HĀ, powers a multilingual society, and honors Hawai'i's local and global contribution.
Nā Hopena A'o; languages; culture; context; place-based; safety & total wellbeing
2. Equity: Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically.
Access; personalization; community; closing achievement gaps; quality
3. School Design: Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai'i.
Core values; curriculum; infrastructure; magnets; college & career; partners
4. Empowerment: Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn.
Engagement; civic and policy voice; tri-level leadership; discovery; choice
5. Innovation: Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals.
Applied learning; design thinking; project-based learning; creativity

WHERE WE ARE GOING

Category	Areas of Growth (Critical Areas for Follow-up in PURPLE , Alignment to HIDOE 2030 Promise Plan)	Evidence in the Academic Plan
<p>A Organization for Student Learning</p>	<ul style="list-style-type: none"> ● WASC Critical Area #1: Revisit General Learner Outcomes and the evaluation rubric to build school-wide consistency in assessing student growth ● Strengthen the participation of classified staff in the implementation and assessment of GLOs in the school as a whole ● Continue with the efforts to periodically revisit and expand understanding of the problem-solving and decision-making processes for all staff members ● As the facility ages and enrollment increases, staff will need to continue to monitor the allocation of resources to maintain facility capacity to support quality learning ● HIDOE 2030 Promise Plan: Hawai'i, Equity, School Design, Empowerment, & Innovation 	<p>Innovation in Support:</p> <ul style="list-style-type: none"> - Student Outcome 2: 2.13 <p>Pipeline</p> <ul style="list-style-type: none"> - Attendance Review Council (ARC) - K-12 Alignment
<p>B Standards-based Student Learning: Curriculum</p>	<ul style="list-style-type: none"> ● WASC Critical Area #2: The principal should continue with professional development in and implementation of behavior and Social-Emotional Learning curriculum, such as Restorative Justice and Positive Behavior Intervention Systems to ensure a whole-child approach to discipline and personal support. ● Increase implementation among the instructional staff of Design Thinking Model to provide access for all students to higher-order thinking skills and rigorous curriculum ● Develop a greater understanding of standards/performance expectations for students to guarantee consistency of instruction and assessment across all grade levels ● Integrate where appropriate Next Generation Science Standards and social studies curriculum ● throughout the core program to prepare students for college and career options ● Explore ways to infuse other subject areas to enhance the learning experiences of all students. ● Continue with professional development in technology to increase the number of instructional staff ● using Google Apps for Education to provide equity in access to technology for all students ● Maximize use of Library facility to support the instructional program ● HIDOE 2030 Promise Plan: Hawai'i, Equity, School Design, Empowerment, & Innovation 	<p>Innovation in Support:</p> <ul style="list-style-type: none"> - Student Outcome 1: 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11 - Student Outcome 2: 2.1, 2.2, 2.3, 2.8, 2.11, 2.12, 2.14 - Staff Outcome 2: 2.3, 2.4, 2.6 <p>Pipeline</p> <ul style="list-style-type: none"> - Attendance Review Council (ARC) - K-12 Alignment
<p>C Standards-based Student Learning: Instruction</p>	<ul style="list-style-type: none"> ● WASC Critical Area #3: Integrate where appropriate Next Generation Science Standards and social studies curriculum throughout the core program to prepare students for college and career options ● Increase implementation among the instructional staff of Design Thinking Model to provide access for all students to higher-order thinking skills and rigorous curriculum ● Develop a greater understanding of standards/performance expectations for students to guarantee consistency of instruction and assessment across all grade levels ● Explore ways to infuse other subject areas to enhance the learning experiences of all students. 	<p>Innovation in Support:</p> <ul style="list-style-type: none"> - Student Outcome 3: 3.14, 3.15, 3.16, 3.17, 3.20, 3.21 <p>Pipeline:</p> <ul style="list-style-type: none"> - STEAM Innovation Center

	<ul style="list-style-type: none"> • Continue with professional development in technology to increase the number of instructional staff using Google Apps for Education to provide equity in access to technology for all students • Maximize use of Library facility to support the instructional program • HIDOE 2030 Promise Plan: Hawai'i, Equity, School Design, Empowerment, & Innovation 	
<p>D Standards-based Student Learning: Assessment and Accountability:</p>	<ul style="list-style-type: none"> • WASC Critical Area #4: Through Data Teams, staff should evaluate multiple intervention programs and support materials to determine which are most effective at meeting the academic needs of all students • Revisit the assessment tools for measuring General Learner Outcomes achievement to ensure consistency and equity in the process • Explore the development of K-12 alignment in assessment platforms, General Learner Outcomes measurement and writing expectations • Develop common grade-level assessments with rubrics and align vertically to measure growth in content knowledge and skill development • HIDOE 2030 Promise Plan: Hawai'i, Equity, School Design, Empowerment, & Innovation 	<p>Innovation in Support:</p> <ul style="list-style-type: none"> - Student Outcome 1: 1.12 - Student Outcome 2: 2.13 - Student Outcome 3: 3.2, 3.3, 3.7 - Staff Outcome 1: 1.1, 1.2, 1.3 <p>Pipeline:</p> <ul style="list-style-type: none"> - STEAM Innovation Center - Attendance Review Council (ARC) - K-12 Alignment - Early Childhood Learning Center
<p>E School Culture and Support for Student Personal and Academic Growth</p>	<ul style="list-style-type: none"> • WASC Critical Area #5: Leadership team should continue the expansion of parent outreach activities to increase opportunities for parent engagement and involvement in their children's learning, such as homework help • Continue evaluation of the effectiveness of the after school programs to identify new offerings in response to student needs and interest. • Continued exploration of community partnerships to support the curricular and co-curricular programs that provide college and career awareness opportunities • HIDOE 2030 Promise Plan: Hawai'i, Equity, School Design, Empowerment, & Innovation 	<p>Innovation in Support:</p> <ul style="list-style-type: none"> - Student Outcome 1: 1.2, 1.3 - Student Outcome 2: 2.10 <p>Pipeline</p> <ul style="list-style-type: none"> - STEM Innovation Center - Attendance Review Council (ARC) - Early Childhood Learning Center



Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying [enabling activities](#) in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action	Enabling Activity					
<p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other subgroup. The description must be gathered from a CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p>Nānākuli Elementary School (NES) analyzed its sub-group data (IDEA, Native Hawaiian, Filipino, Low Socio-economic, English Language, and Pacific Islander). The findings were as followed:</p> <table border="1" data-bbox="121 646 1157 1273"> <tr> <td data-bbox="121 646 1157 769"> <p>IDEA: Currently, our special education sub-group makes up 9.95% of our student population. The students identified under the IDEA sub-group were found underperforming and below the school’s SBA average proficiency levels.</p> </td> </tr> <tr> <td data-bbox="121 769 1157 893"> <p>Native Hawaiian: Currently, our Native Hawaiian sub-group makes up 85.2% of our student population. The students identified under the Native Hawaiian sub-group were found to be performing above the school’s SBA average proficiency levels.</p> </td> </tr> <tr> <td data-bbox="121 893 1157 1016"> <p>Filipino: Currently, our Filipino sub-group makes up 3% of our student population. The students identified under the Filipino sub-group were found to be performing above the school’s SBA average proficiency levels.</p> </td> </tr> <tr> <td data-bbox="121 1016 1157 1179"> <p>Low Socio-economic: Currently, Nānākuli Elementary School is identified as a Community Eligibility Provision (CEP) school. The students identified under the low socio-economic sub-group were found underperforming and below the school’s SBA average proficiency levels.</p> </td> </tr> <tr> <td data-bbox="121 1179 1157 1273"> <p>EL & Pacific Islander: NES does not have any students currently identified as fitting these sub-groups in testing grades.</p> </td> </tr> </table> <p>NES has set a proficiency goal to increase student academic achievement: On the annual SBA assessment in SY 2021-2022, all applicable sub-group categories (IDEA, Native Hawaiian, Filipino, Low Socio-economic, and EL/Pacific Islander) will achieve a 5% increase in proficiency in both reading and math.</p>	<p>IDEA: Currently, our special education sub-group makes up 9.95% of our student population. The students identified under the IDEA sub-group were found underperforming and below the school’s SBA average proficiency levels.</p>	<p>Native Hawaiian: Currently, our Native Hawaiian sub-group makes up 85.2% of our student population. The students identified under the Native Hawaiian sub-group were found to be performing above the school’s SBA average proficiency levels.</p>	<p>Filipino: Currently, our Filipino sub-group makes up 3% of our student population. The students identified under the Filipino sub-group were found to be performing above the school’s SBA average proficiency levels.</p>	<p>Low Socio-economic: Currently, Nānākuli Elementary School is identified as a Community Eligibility Provision (CEP) school. The students identified under the low socio-economic sub-group were found underperforming and below the school’s SBA average proficiency levels.</p>	<p>EL & Pacific Islander: NES does not have any students currently identified as fitting these sub-groups in testing grades.</p>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>If Nānākuli Elementary School (NES) provides whole-student support addressing each student’s individual physiological, academic and socio-emotional needs; then NES will be able to increase student achievement and success.</p>	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <p>Physiological/ Academic/ Socio-emotional:</p> <ul style="list-style-type: none"> ● Teacher Professional Development ● Teacher Collaboration (Data Team meetings) ● MTSS <p>Physiological:</p> <ul style="list-style-type: none"> ● Hawaii Keiki Nurse <p>Academic:</p> <ul style="list-style-type: none"> ● Data-driven instructional practices ● Project-based Learning ● Authentic learning strategies ● Response-to-Intervention ● Academic Universal Screening
<p>IDEA: Currently, our special education sub-group makes up 9.95% of our student population. The students identified under the IDEA sub-group were found underperforming and below the school’s SBA average proficiency levels.</p>							
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<p>Filipino: Currently, our Filipino sub-group makes up 3% of our student population. The students identified under the Filipino sub-group were found to be performing above the school’s SBA average proficiency levels.</p>							
<p>Low Socio-economic: Currently, Nānākuli Elementary School is identified as a Community Eligibility Provision (CEP) school. The students identified under the low socio-economic sub-group were found underperforming and below the school’s SBA average proficiency levels.</p>							
<p>EL & Pacific Islander: NES does not have any students currently identified as fitting these sub-groups in testing grades.</p>							



Innovation in Support of the Core: School Design and Student Voice

Describe here your complex/school contexts for School Design and Student Voice.

Nānākuli Elementary School, in alignment with the Nānākuli-Wai‘anae Complex and with the School Community Council, employs systems to empower students’ voices. Through these processes, the students, community, and various stakeholders are able to talk about “what they would like their school to be” and work alongside school adults to shape Nānākuli Elementary School. Additionally, Nānākuli Elementary School has been working in parallel with the complex to empower teachers to conduct more “authentic” activities and lessons to increase student achievement and engagement.

Describe here your current and continuing initiatives that will further advance your 2021-22 School Design and Student Voice.

Nānākuli Elementary School has established systems to support students and staff through focused and targeted professional development utilizing internal (tri-level) and external expertise. Teacher collaboration via data team meetings continues to drive instructional practices grounded in the students’ collective and individual needs - which through analysis determines the appropriate next steps. Student-driven initiatives continue to allow students the ability to bring to fruition their ideas to better their school. Thus, engaging students behaviorally, emotionally, and cognitively.

Describe here your Conditions for Success for School Design and Student Voice.

School adults with comprehensive knowledge of their content and the students; facilities that are conducive for all school individuals; educational and “wrap-around” programs/services to meet the needs of all students.

SW 1 & 6

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>SY 2020-2021 is heavily impacted by the COVID pandemic. As such, teachers will be working in collaboration with families to increase student engagement and achievement by offering various learning models based on student needs. The school will focus on strengthening its implementation of MTSS tier I strategies while analyzing and evaluating its MTSS tier II for a distance learning model.</p>	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Teachers will focus on increasing its implementation, along with depth and breadth of MTSS tier I & II - while analyzing and evaluating its MTSS tier III.</p>	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Teachers will continue to focus on increasing implementation of project-based learning lessons and hands-on activities to improve student engagement and achievement. We will also focus on strengthening the implementation of MTSS interventions and strategies to lessen the need for tier III supports using data-driven practices.</p>
<p>Why are you implementing them?</p> <p>Students need systems of support to create the optimum conditions to achieve, especially in a distance learning model. By working with families, we can accommodate the needs of our students</p>	<p>Why are you implementing them?</p> <p>A comprehensive MTSS will help to mitigate the external factors and variables that students and the school encounter in pursue towards student success.</p>	<p>Why are you implementing them?</p> <p>By increasing student engagement and ensuring teachers are using data-driven practices to implement MTSS tier I and tier II strategies, we can lessen the need for higher tiers of support and</p>

<p><i>and provide stronger MTSS practices across all tiers.</i></p>		<p><i>interventions, effectively increase student achievement and success.</i></p>
<p><i>How will you know that they are causing an improvement? As the school's MTSS tier I implementation increases, this will impact all NES students. This may result in increased attendance, student achievement, and perception data.</i></p>	<p><i>How will you know that they are causing an improvement? As the school's MTSS tier I & II implementation increases, the school's attendance, achievement, perception, and sub-group data may increase.</i></p>	<p><i>How will you know that they are causing an improvement? As we strengthen the implementation of MTSS tier I & II strategies, we will see a positive increase in daily student attendance, student achievement, perception, and sub-group achievement data.</i></p>



Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2020-21: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<p>Schoolwide SBA Data (SY 2018-2019):</p> <ul style="list-style-type: none"> • ELA 24% • Math 42% • Science 48% <p>Sub-group SBA Data (SY 2018-2019):</p> <ul style="list-style-type: none"> • IDEA <ul style="list-style-type: none"> ○ ELA 0% ○ Math 0% • Native Hawaiian <ul style="list-style-type: none"> ○ ELA 29% ○ Math 50% • Filipino <ul style="list-style-type: none"> ○ ELA 50% ○ Math 50% • EL <ul style="list-style-type: none"> ○ N/A • Pacific Islander <ul style="list-style-type: none"> ○ N/A <p>Attendance Data (SY 2019-2020):</p> <ul style="list-style-type: none"> • Chronic Absenteeism 26% • Daily Attendance Rate 90.32% 	<p>Formative school data:</p> <ul style="list-style-type: none"> • Galileo • iSteep • iReady • Teacher-made assessments 	<p>Schoolwide SBA Data: (+5%)</p> <ul style="list-style-type: none"> • ELA 24% → 29% • Math 42% → 47% • Science 48% → 53% <p>Sub-group SBA Data: (+5%)</p> <ul style="list-style-type: none"> • IDEA <ul style="list-style-type: none"> ○ ELA 0% → 5% ○ Math 0% → 5% • Native Hawaiian <ul style="list-style-type: none"> ○ ELA 29% → 34% ○ Math 50% → 55% • Filipino <ul style="list-style-type: none"> ○ ELA 50% → 55% ○ Math 50% → 55% • EL <ul style="list-style-type: none"> ○ N/A → N/A • Pacific Islander <ul style="list-style-type: none"> ○ N/A → N/A <p>Attendance Data: (based on HIDOE goals)</p> <ul style="list-style-type: none"> • Chronic Absenteeism 26% → 15% • Daily Attendance Rate 90.32% → 95%

Student Outcomes (SY 2021-22)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p>Outcome 1: Attendance: Chronic absenteeism will</p>	<p>1. Provide on-campus health services for students with a Registered Nurse to promote health care and lessen</p>	Yearlong	WSF-RN Title I-RN	LDS Health Dashboard, Health Room Visit Log	Quarter, Semester, Annual	

<p>decrease by 5% measured by Strive HI data. (26% → 21%)</p>	<p>impact on student attendance.</p> <p>[Hawaii; School Design; Equity]</p> <p>SW 6</p>					
	<p>2. Involve parents through regular communication (e.g.:newsletters, mailout, mass communication, Cup of JOE, Talk Story w/ the Principal, and social media).</p> <p>[Hawaii; School Design Equity; Innovation] [WASC Critical Area: 5]</p> <p>SW 7</p>	Yearlong	WSF-RN Title I-RN	Artifacts	Quarter, Semester, Annual	
	<p>3. Parent-Teacher Conferencing (schoolwide & attendance meeting).</p> <p>[Hawaii; School Design; Equity; Empowerment] [WASC Critical Area: 5]</p> <p>SW 7</p>	Yearlong	WSF-EI. Teachers, Librarian Title I-EI. Teacher SPED-PreK T HLIP-EI. Teacher EOEL-Teacher KS Funding-PreK Teacher	Meeting Agenda & Sign-in	Quarter, Semester, Annual	
	<p>4. Continue to build positive relationships between teachers and students by implementing proactive classroom strategies.</p> <p>[Hawaii; School Design; Empowerment] [WASC Critical Area: 2]</p>	Yearlong	WSF-EI. Teachers, Librarian, Counselor Title I-EI. Teacher SPED-PreK T HLIP-EI. Teacher EOEL-Teacher KS Funding-PreK Teacher	LDS	Quarter, Semester, Annual	
	<p>5. Monthly meetings to ensure students with excessive absenteeism are being</p>	Yearlong	WSF-EI. Teachers, Librarian, Counselor	LDS, Meeting Record,	Quarter, Semester, Annual	

	<p>addressed (e.g.: teacher, SSC, counselor, SSW, administration) by tiered interventions.</p> <p>[Hawaii; School Design; Equity; Empowerment]] [WASC Critical Area: 2]</p> <p>SW 3</p>		<p>Title I-EI. Teacher SPED-PreK T HLIP-EI. Teacher EOEL-Teacher KS Funding-PreK Teacher</p>			
	<p>6. Schoolwide incentives for students with perfect attendance (e.g.: mini-movie, quarterly awards).</p> <p>[Equity; School Design; Empowerment; Innovation] [WASC Critical Area: 2]</p>	Yearlong	WSF-Counselor	School Record	Quarter, Semester, Annual	
	<p>7. Daily check-in and utilizing small group interventions with identified tier-II students.</p> <p>[Equity; School Design; Empowerment] [WASC Critical Area: 2]</p>	Yearlong	WSF-Counselor	LDS, School Record	Quarter, Semester, Annual	
	<p>8. Minute Meetings during lunch for attendance check-ins</p> <p>[WASC Critical Area: 2]</p>	Yearlong	WSF-Counselor	LDS, School Record	Quarter, Semester, Annual	
	<p>9. Classroom poster incentives</p> <p>[School Design; Empowerment] [WASC Critical Area: 2]</p>	Yearlong	WSF-Counselor	School Record	Quarter, Semester, Annual	
	<p>10. Attendance monitoring: monthly class printouts for teachers.</p> <p>[School Design]</p>	Yearlong	WSF-EI. Teachers, Librarian, Counselor Title I-EI. Teacher SPED-PreK T	School Record	Quarter, Semester, Annual	

	[WASC Critical Area: 2]		HLIP-EI. Teacher EOEL-Teacher KS Funding-PreK Teacher			
	11. Home visits to families of chronically-absent students, if necessary. [Hawaii; Equity; School Design; Empowerment] [WASC Critical Area: 2] SW 7	Yearlong	WSF-Counselor, RN Title I-RN	School Record	Quarter, Semester, Annual	
	12. Collaboration between school-based, complex support staff, and partners, as needed. (e.g.: SSW, Homeless Liaison, ARC) [Equity; School Design] [WASC Critical Area: 4] SW 2 & SW 3	Yearlong	WSF-Counselor	School Record	Quarter, Semester, Annual	
	13. Promote healthy habits in school (e.g.: Fresh Fruit & Vegetables Program, Vision screening, Dental screening, and Hearing screening) [Hawaii; Equity; School Design] SW 5	Yearlong	WSF-RN Title I-RN	School Record	Quarter, Semester, Annual	
Outcome 2: The School Belonging perceptual data will increase from 71% by 5% to 76% measured by	1. Schoolwide MTSS focusing on proactive, positive corrective, trauma-informed responses toward misbehavior. [Hawaii; Equity; School Design]	Yearlong	WSF-EI. Teachers, Librarian Title I-EI. Teacher SPED-PreK T HLIP-EI. Teacher EOEL-Teacher	Panorama, SQS, Teacher Belief Survey, FFVP Survey, ASCA/RAMP, Universal	Quarter, Semester, Annual	

Student Perception Survey (Panorama Data).	[WASC Critical Area: 2] SW 6		KS Funding-PreK Teacher	Screener (Review 360)		
	2. Schoolwide implementation of a classroom management program to improve classroom behavior, increase academic engagement, establish clear classroom and outside classroom behavior expectations. [School Design] [WASC Critical Area: 2] SW 6	Yearlong	WSF-EI. Teachers, Librarian Title I-EI. Teacher SPED-PreK T HLIP-EI. Teacher EOEL-Teacher KS Funding-PreK Teacher	Panorama, SQS, Teacher Belief Survey, FFVP Survey, ASCA/RAMP, Universal Screener (Review 360)	Quarter, Semester, Annual	
	3. Continue Rtl in order to meet the individual needs of all students. - Core Curriculum - Universal Behavior Screener - Tiered Interventions - Progress Monitoring - Data-based Decision Making [Hawaii; Equity; School Design; Empowerment] [WASC Critical Area: 2]	Yearlong	WSF-EI. Teachers, Librarian Title I-EI. Teacher SPED-PreK T HLIP-EI. Teacher EOEL-Teacher KS Funding-PreK Teacher	Panorama, SQS, Teacher Belief Survey, FFVP Survey, ASCA/RAMP, Universal Screener (Review 360)	Quarter, Semester, Annual	
	4. Provide strategies for healthy habit in school: - Fresh Fruit & Vegetables Program - Vision Screening - Dental Screening - Hearing Screening [Hawaii; Equity; School Design] SW 5	Yearlong	WSF-EI. Teachers, Librarian Title I-EI. Teacher SPED-PreK T HLIP-EI. Teacher EOEL-Teacher KS Funding-PreK Teacher	Panorama, SQS, Teacher Belief Survey, FFVP Survey, ASCA/RAMP, Universal Screener (Review 360)	Quarter, Semester, Annual	

	<p>5. 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>[Hawaii; Equity; School Design]</p> <p>SW 6 & SW 7</p>	Yearlong	WSF-7 T, PreK/K/6 SPED-7 T, PreK/K/6 EOEL-7 T, PreK/K/6 KS Funding-PreK Teacher	Panorama, SQS, Teacher Belief Survey, FFVP Survey, ASCA/RAMP, Universal Screener (Review 360)	Quarter, Semester, Annual	
	<p>6. Incorporate transition plan for assisting preschool children from early childhood programs, such as Head Start, Early Reading First or state-run preschool program to local elementary school program.</p> <p>[Hawaii; Equity; School Design]</p>	Yearlong	WSF-7 T, PreK/K/6 SPED-7 T, PreK/K/6 EOEL-7 T, PreK/K/6 KS Funding-PreK Teacher	Panorama, SQS, Teacher Belief Survey, FFVP Survey, ASCA/RAMP, Universal Screener (Review 360)	Quarter, Semester, Annual	

	SW 7					
	<p>7. Provide instructional supports for physical, healthy, and nutritional activities such as:</p> <ul style="list-style-type: none"> - Weely PE period; - Weekly instruction on nutrition or health - Fruit & vegetable tasting opportunities (USDA Fruit & Vegetable Program). <p>[Hawaii; Equity; School Design]</p>	Yearlong	WSF-EI. Teacher	Panorama, SQS, Teacher Belief Survey, FFVP Survey, ASCA/RAMP, Universal Screener (Review 360)	Quarter, Semester, Annual	
	<p>SW 5</p> <p>8. Comprehensive guidance program - ASCA RAMP model.</p> <p>[Hawaii; Equity; School Design] [WASC Critical Area: 2]</p>	Yearlong	WSF-EI. Teachers, Librarian Title I-EI. Teacher SPED-PreK T HLIP-EI. Teacher EOEL-Teacher KS Funding-PreK Teacher	Panorama, SQS, Teacher Belief Survey, FFVP Survey, ASCA/RAMP, Universal Screener (Review 360)	Quarter, Semester, Annual	
	<p>9. Vulnerability Assessment to evaluate internal and external needs & foundations of our school.</p> <p>[Hawaii; Equity; School Design; Empowerment]</p>	Yearlong	WSF-EI. Teachers, Librarian Title I-EI. Teacher SPED-PreK T HLIP-EI. Teacher EOEL-Teacher KS Funding-PreK Teacher	Panorama, SQS, Teacher Belief Survey, FFVP Survey, ASCA/RAMP, Universal Screener (Review 360)	Quarter, Semester, Annual	
	<p>SW 1</p> <p>10. Parent & Community Engagement (e.g: Open House, grade level events, schoolwide events, Cup of JOE Parent Workshops, Talk Story with Principal).</p>	Yearlong	WSF-PTT	Panorama, SQS, Teacher Belief Survey, FFVP Survey, ASCA/RAMP, Universal	Quarter, Semester, Annual	

	[Hawaii; Equity; School Design; Empowerment; Innovation] [WASC Critical Area: 5] SW 2 & SW 7			Screener (Review 360)		
	11. Strengths Finder for students (5-6th grade). [Hawaii; Equity; School Design; Empowerment; Innovation] [WASC Critical Area: 2]	Yearlong	WSF-4 T, 5/6	Panorama, SQS, Teacher Belief Survey, FFVP Survey, ASCA/RAMP, Universal Screener (Review 360)	Quarter, Semester, Annual	
	12. Use of two additional Planning & Collaboration Days and additional 21-hours to be used for enhancing school climate. [Hawaii; Equity; School Design; Empowerment] [WASC Critical Area: 2]	Yearlong	WSF-EI. Teachers, Librarian, SSC, Counselor Title I-EA, EI. Teacher SPED-EAs, Teachers, PreK T HLIP-EI. Teacher EOEL-EA, Teacher KS Funding-PreK Teacher, EA	Panorama, SQS, Teacher Belief Survey, FFVP Survey, ASCA/RAMP, Universal Screener (Review 360)	Quarter, Semester, Annual	
	13. Continue to implement the GLOs schoolwide. Through data teams and committee meetings, continue to analyze common assessments to assess the GLOs [Hawaii; Equity; School Design; Empowerment] [WASC Critical Area: 1 & 4]	Yearlong	WSF-EI. Teachers, Librarian, SSC, Counselor Title I-EA, EI. Teacher SPED-EAs, Teachers, PreK T HLIP-EI. Teacher EOEL-EA, Teacher KS Funding-PreK Teacher, EA	School made assessments/ committee minutes/ data team minutes	Quarter, Semester, Annual	

	<p>14. Implement schoolwide social-emotional curriculum (ie: MindUp, YogaEd, Choose Love, Roots of Empathy, How Full is Your Bucket)</p> <p>[Hawaii; Equity; School Design; Empowerment] [WASC Critical Area: 2]</p> <p>SW 6</p>	Yearlong	WSF-Counselor	Common formative assessments, lesson surveys (pre and post), Review 360 data	Quarter, Semester, Annual	
	<p>15. Convert NES Sunny Money store into NES Pantry to support students and families that require assistance (ie-toiletries, supplies, etc.)</p> <p>[Hawaii; Equity; School Design; Empowerment]</p>	Yearlong	WSF-SSC, PTT MVA	Panorama, SQS, parent surveys/feedback	Quarter, Semester, Annual	
<p>Outcome 3: Student Achievement: Student achievement will increase by 5% in ELA, Math, and Science.</p> <p>Schoolwide SBA Data:</p> <ul style="list-style-type: none"> • ELA 24% → 29% • Math 42% → 47% • Science 48% → 53% <p>Sub-group SBA Data:</p> <ul style="list-style-type: none"> • IDEA 	<p>1. 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>[Hawaii; Equity; School Design; Empowerment]</p>	Yearlong	WSF-EI. Teachers Title I-EI. Teacher SPED-Teachers HLIP-EI. Teacher EOEL-Teacher KS Funding-PreK Teacher	Galileo, iSteep, iReady, SBA, Teacher Formative Assessments	Quarter, Semester, Annual	
	<p>2. Out-of-class differentiated, small learning groups (Tier II & III).</p>	Yearlong	WSF-EI. Teachers Title I-EI. Teacher SPED-Teachers	Galileo, iSteep, iReady, SBA, Teacher	Quarter, Semester, Annual	

<ul style="list-style-type: none"> ○ ELA 0% → 5% ○ Math 0% → 5% ● Native Hawaiian <ul style="list-style-type: none"> ○ ELA 29% → 34% ○ Math 50% → 55% ● Filipino <ul style="list-style-type: none"> ○ ELA 50% → 55% ○ Math 50% → 55% ● EL <ul style="list-style-type: none"> ○ N/A → N/A ● Pacific Islander <ul style="list-style-type: none"> ○ N/A → N/A 	<p>[Hawaii; Equity; School Design] [WASC Critical Area: 4]</p>		HLIP-EI. Teacher EOEL-Teacher KS Funding-PreK Teacher	Formative Assessments			
	<p>3. In-class differentiated, small learning groups (Tier II).</p> <p>[Hawaii; Equity; School Design] [WASC Critical Area: 4]</p>	Yearlong	SPED-Teachers, PreK T	Galileo, iSteep, iReady, SBA, Teacher Formative Assessments	Quarter, Semester, Annual		
	<p>4. Provide Educational Assistants (EAs) to help with small group and individual instruction.</p> <p>[Hawaii; Equity; School Design]</p>	Yearlong	WSF-EA SPED-EAs SPPA-1 EA Title I-EA EOEL-EA KS Funding-EA	Galileo, iSteep, iReady, SBA, Teacher Formative Assessments	Quarter, Semester, Annual		
	<p>5. Provide contracted support services/ Part-time teachers (PTTs, PPTs, and PPEs) for individual differentiated instruction.</p> <p>[Hawaii; Equity; School Design]</p>	Yearlong	WSF-PTT, Paraeducator	Galileo, iSteep, iReady, SBA, Teacher Formative Assessments	Quarter, Semester, Annual		
	<p>6. Student Services Coordinator & District SpEd support will meet quarterly to monitor the inclusion rate.</p> <p>[Hawaii; Equity; School Design; Empowerment]</p>	Yearlong	WSF-SSC	Galileo, iSteep, iReady, SBA, Teacher Formative Assessments	Quarter, Semester, Annual		
	<p>7. Student Services Coordinator & District SpEd support will meet quarterly to support students' needs.</p> <p>[Hawaii; Equity; School Design; Empowerment] [WASC Critical Area: 4]</p>	Yearlong	WSF-SSC	Galileo, iSteep, iReady, SBA, Teacher Formative Assessments	Quarter, Semester, Annual		

	SW 3					
	<p>8. Continue ReadWell curriculum for grades K-2 (Tier I)</p> <p>[Hawaii; Equity; School Design]</p>	Yearlong	WSF-7 T, K-2	Galileo, iSteep, iReady, SBA, Teacher Formative Assessments	Quarter, Semester, Annual	
	<p>9. Continue Engage NY for grades 3-6 (Tier I).</p> <p>[Hawaii; Equity; School Design]</p>	Yearlong	WSF-9 T, 3-6	Galileo, iSteep, iReady, SBA, Teacher Formative Assessments	Quarter, Semester, Annual	
	<p>10. Ninety-Five Percent and ReadWell for students needing interventions (Tier II).</p> <p>[Hawaii; Equity; School Design]</p>	Yearlong	WSF-13 T, K-6 SPED-2 T, K-6	Galileo, iSteep, iReady, SBA, Teacher Formative Assessments	Quarter, Semester, Annual	
	<p>11. Use technology to transform the classroom into a blended learning environment - computer assisted diagnostics.</p> <p>[Hawaii; Equity; School Design; Empowerment; Innovation]</p>	Yearlong	WSF-13 T, K-6 SPED-2 T, K-6	Galileo, iSteep, iReady, SBA, Teacher Formative Assessments	Quarter, Semester, Annual	
	<p>12. Educational Assistants to provide additional intervention support for students.</p> <p>[Hawaii; Equity; School Design; Empowerment]</p>	Yearlong	SPED-EAs Title I-EA EOEL-EA KS Funding-EA	Galileo, iSteep, iReady, SBA, Teacher Formative Assessments	Quarter, Semester, Annual	
	<p>13. Implement evidence-based core and intervention programs for Math:</p> <ul style="list-style-type: none"> - Morningside Math (K-6) - Ready Math (K-6) 	Yearlong	WSF-13 T, K-6 SPED-2 T, K-6	Galileo, iSteep, iReady, SBA, Teacher Formative Assessments	Quarter, Semester, Annual	

	[Hawaii; Equity; School Design]					
	14. Continue embedded study of science in math curriculum. [Hawaii; Equity; School Design] [WASC Critical Area: 3]	Yearlong	WSF-13 T, K-6 SPED-2 T, K-6	Galileo, iSteep, iReady, SBA, Teacher Formative Assessments	Quarter, Semester, Annual	
	15. Continue integration of Next Generation Science Standards [NGSS]. [Equity; School Design] [WASC Critical Area: 3]	Yearlong	WSF-13 T, K-6 SPED-2 T, K-6	Galileo, iSteep, iReady, SBA, Teacher Formative Assessments	Quarter, Semester, Annual	
	16. Continue teaching NGSS with rotation science teacher for all grade levels with an emphasis on Science, Technology, Engineering, Art, Mathematics [STEAM]. [Hawaii; Equity; School Design; Empowerment] [WASC Critical Area: 3]	Yearlong	WSF-EI. Teacher	Galileo, iSteep, iReady, SBA, Teacher Formative Assessments	Quarter, Semester, Annual	
	17. Continue Robotics, Digital Media, and Art competitions [Hawaii; Equity; School Design; Empowerment] [WASC Critical Area: 3]	Yearlong	WSF-EI. Teacher	Galileo, iSteep, iReady, SBA, Teacher Formative Assessments	Quarter, Semester, Annual	
	18. Continue to provide access to personal devices, creating access and equity for student learning of 21st century skills and content. [Equity; School Design; Empowerment; Innovation]	Yearlong	WSF MVA 21st CCLC	Teacher Survey of students and parents	Annual	

	<p>19. Continue to provide WiFi access to create equity for students to learn 21st century skills and content.</p> <p>[Equity; School Design; Empowerment; Innovation]</p>	Yearlong	WSF-13 T, K-6 SPED-2 T, K-6	Teacher Survey of students and parents	Annual	
	<p>20. Continue integration of Project Lead the Way</p> <p>[Hawaii; Equity; School Design; Empowerment; Innovation] [WASC Critical Area: 3]</p>	Yearlong	WSF-EI. Teacher	Galileo, iSteep, iReady, SBA, Teacher Formative Assessments	Quarter, Semester, Annual	
	<p>21. Continue integration of C3 framework to increase rigor of social studies instruction</p> <p>[Hawaii; Equity; School Design; Empowerment; Innovation] [WASC Critical Area: 3]</p>	Yearlong	WSF-13 T, K-6 SPED-2 T, K-6	Galileo, iSteep, iReady, SBA, Teacher Formative Assessments	Quarter, Semester, Annual	

Staff Outcomes (SY 2021-22)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p>Outcome 1: Supporting teacher instructional practices in supporting student achievement.</p>	<p>1. Consultant support for literacy strategies. Support teachers to utilize evidence-based strategies in instruction.</p> <p>[Equity; School Design; Empowerment; Innovation] [WASC Critical Area: 4]</p> <p>SW 6</p>	Yearlong	WSF-13 T, K-6, Librarian, STEAM and PE Teachers SPED-2 T, K-6	NES Trend Report, School Status and Improvement Report, EES on PDE3, WASC Self-Study Report, WASC FOL Group agendas and minutes	Quarter, Semester, Annual	

	<p>2. Support in data team meetings from consultants.</p> <p>[Equity; School Design; Empowerment; Innovation] [WASC Critical Area: 4]</p>	Yearlong	WSF-13 T, K-6, Librarian, STEAM and PE Teachers SPED-2 T, K-6	NES Trend Report, School Status and Improvement Report, EES on PDE3, WASC Self-Study Report, WASC FOL Group agendas and minutes	Quarter, Semester, Annual	
	<p>3. Provide professional development opportunities with a focus on scientific inquiry, engineering design, and critical thinking.</p> <p>[Hawaii; Equity; School Design; Empowerment; Innovation]</p>	Yearlong	WSF-13 T, K-6, Librarian, STEAM and PE Teachers SPED-2 T, K-6	NES Trend Report, School Status and Improvement Report, EES on PDE3, WASC Self-Study Report, WASC FOL Group agendas and minutes	Quarter, Semester, Annual	
	<p>4. Continue providing opportunities for collaborative decision making and shared leadership, maximizing the strengths of our faculty and staff.</p> <p>[Equity; School Design; Empowerment; Innovation] [WASC Critical Area: 4]</p>	Yearlong	WSF-13 T, K-6, Librarian, STEAM and PE Teachers SPED-2 T, K-6	SQS, NES Trend Report, School Status and Improvement Report, EES on PDE3, WASC Self-Study Report, WASC FOL Group agendas and minutes	Quarter, Semester, Annual	
	<p>5. Continue researching cutting edge platforms, practices, and curriculum, to improve instruction.</p> <p>[Hawaii; Equity; School Design; Empowerment; Innovation]</p>	Yearlong	WSF-13 T, K-6, Librarian, STEAM and PE Teachers SPED-2 T, K-6	NES Trend Report, School Status and Improvement Report, EES on PDE3, WASC Self-Study Report, WASC FOL	Quarter, Semester, Annual	

				Group agendas and minutes		
Outcome 2: 100% of teachers will be Highly Qualified Teachers	1. Implement strategies to attract high quality, highly qualified teachers. [Hawaii; Equity; School Design; Empowerment; Innovation]	Yearlong	WSF-1 New Teacher SPED-PreK T HLIP-EI. Teacher	NES Trend Report, School Status and Improvement Report, EES on PDE3, WASC Self-Study Report, WASC FOL Group agendas and minutes	Quarter, Semester, Annual	
	2. Recruit and retain highly qualified teachers by providing assistance and support for teachers who are not highly qualified, new to the profession or new to the school [Hawaii; Equity; School Design; Empowerment]	Yearlong	WSF-1 New Teacher SPED-PreK T HLIP-EI. Teacher	NES Trend Report, School Status and Improvement Report, EES on PDE3, WASC Self-Study Report, WASC FOL Group agendas and minutes	Quarter, Semester, Annual	
	3. Provide professional development for mentors, teacher leaders, coaches, administrators including conferences and workshops - Learning & The Brain - ASCA - Safe & Civil - SpEd Training - QBS - Chapter 60 - IEP - School Mental Health [Hawaii; Equity; School Design; Empowerment] [WASC Critical Area: 2]	Yearlong	WSF-1 New Teacher SPED-PreK T HLIP-EI. Teacher	NES Trend Report, School Status and Improvement Report, EES on PDE3, WASC Self-Study Report, WASC FOL Group agendas and minutes	Quarter, Semester, Annual	

	<p>4. Summer orientation for new teachers.</p> <p>[Hawaii; Equity; School Design; Empowerment] [WASC Critical Area: 2]</p>	Yearlong	WSF-1 New Teacher SPED-PreK T HLIP-EI. Teacher	NES Trend Report, School Status and Improvement Report, EES on PDE3, WASC Self-Study Report, WASC FOL Group agendas and minutes	Quarter, Semester, Annual	
	<p>5. Working with complex resource teachers to support first year teachers through monthly professional learning community, focusing on:</p> <ul style="list-style-type: none"> - classroom management - relationships with students - parent communication - curriculum <p>[Hawaii; Equity; School Design; Empowerment]</p>	Yearlong	WSF-1 New Teacher SPED-PreK T HLIP-EI. Teacher	NES Trend Report, School Status and Improvement Report, EES on PDE3, WASC Self-Study Report, WASC FOL Group agendas and minutes	Quarter, Semester, Annual	
	<p>6. Weekly Induction and Mentoring meetings with complex staff to support new teachers</p> <p>[Hawaii; Equity; School Design; Empowerment] [WASC Critical Area: 2]</p>	Yearlong	WSF-1 New Teacher SPED-PreK T HLIP-EI. Teacher	NES Trend Report, School Status and Improvement Report, EES on PDE3, WASC Self-Study Report, WASC FOL Group agendas and minutes	Quarter, Semester, Annual	



Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDEOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school’s collective work, expand capacity to improve, and continuously advance student learning.

The HIDEOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>While referencing the “Forward Focused” Plan, please describe your school’s ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support from the Complex Area Superintendent, parents, students, and community stakeholders.</i></p> <div data-bbox="138 656 1031 964" style="border: 1px solid black; padding: 5px;"> <p>STEAM Innovation Center: As NES prepares its students for college and career readiness, the school has analyzed the necessary skills and knowledge needed in today’s society. By exploring through more access and opportunities into the area of STEAM, students have a stronger foundation and a more informed interest. Thus, as they transition into the secondary grades, students will be more prepared to select the academy of their interest.</p> <p>[Hawaii; Equity; School Design; Empowerment] [WASC Critical Areas: 3, 4, & 5]</p> </div> <div data-bbox="138 1036 1031 1349" style="border: 1px solid black; padding: 5px;"> <p>ARC: The Attendance Review Council (ARC) is designed to support students who are chronically absent or who have been historically chronically absent. The ARC will provide wrap-around service to take proactive measures to support the student’s attendance and academic achievement.</p> <p>[Hawaii; Equity; School Design; Empowerment] [WASC Critical Areas: 1, 2, 4, & 5]</p> </div> <div data-bbox="138 1354 1031 1507" style="border: 1px solid black; padding: 5px;"> <p>K-12 Alignment: Nānākuli Complex has developed a K-12 alignment committee that looks at three key areas: Academics, Behavior, and College & Career Readiness. Through quarterly meetings, the two feeder schools</p> </div>	<p><i>Please describe your Conditions for Success:</i></p> <div data-bbox="1073 526 1965 711" style="border: 1px solid black; padding: 5px;"> <p>STEAM Innovation Center: The library will be converted and redesigned into a 21st Century space. The school’s Librarian and Technology Coordinator will work to redesign the space with the support of school leadership and complex staff.</p> </div> <div data-bbox="1073 716 1965 964" style="border: 1px solid black; padding: 5px;"> <p>ARC: The ARC will need to work intimately with the school-level support staff to identify candidates who would benefit from the ARC. Based upon its initial pilot, the ARC should identify indicators or key factors in a candidate that would make them a “good fit” for the ARC. Thus, increasing the ARC’s success rate and effectiveness.</p> </div> <div data-bbox="1073 969 1965 1154" style="border: 1px solid black; padding: 5px;"> <p>K-12 Alignment: Continued implementation of quarterly meetings among the three school’s K-12 teams will provide frequent communication throughout the complex. Thus, allowing for continued and increased alignment.</p> </div> <div data-bbox="1073 1159 1965 1408" style="border: 1px solid black; padding: 5px;"> <p>Early Childhood Learning Center: In order to continue and increase kindergarten readiness, the school will continue to develop and nurture its partnership with Kamehameha Schools and the Executive Office on Early Learning. Through progress monitoring and data collection, both cohort, and longitudinal data - Nānākuli Elementary School and its partners will track the impact and effects of the pilot program.</p> </div>

meet with Nānākuli Intermediate & High School to analyze progress through quantitative and qualitative data.

[Hawaii; Equity; School Design; Empowerment]
[WASC Critical Areas: 1, 2, & 4]

Early Childhood Learning Center:

Nānākuli Elementary School has been fortunate to partner with Kamehameha Schools and the Executive Office on Early Learning to provide the community with pre-kindergarten educational services. Through these partnerships, it is our hope that the young learners and their families will be able to access quality education to support kindergarten readiness.

Through our Early Childhood Learning Centers, we aspire to educate students and families alike to prepare them for their K-12 educational journey.

[Hawaii; Equity; School Design; Empowerment; Innovation]
[WASC Critical Areas: 4 & 5]