NĀ HOPENA A'O

PRIORITY 3
Effective Efficient Operations

PRIORITY 2
Staff Success
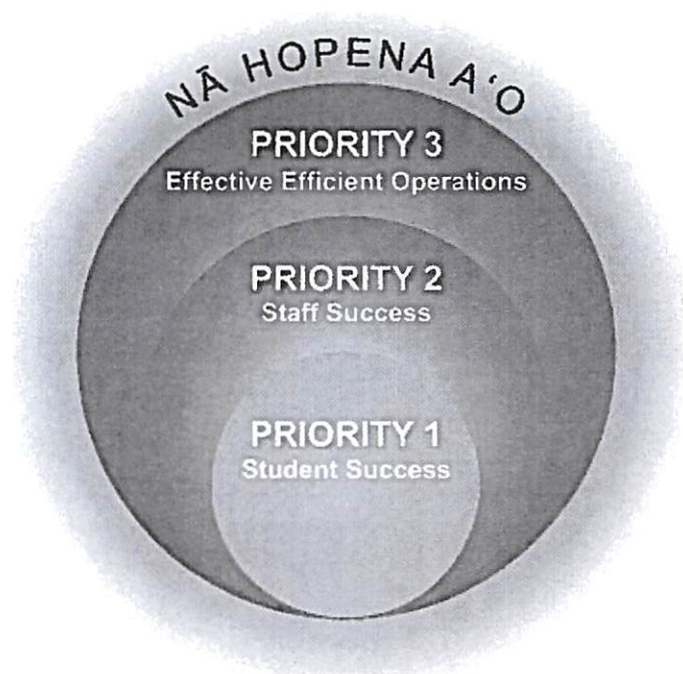
PRIORITY 1
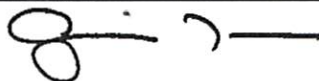Student Success

PWCA Elem Academic Plan Template
Palisades Elementary School
Academic Plan
SY 2024-2025

2306 Auhuhu Street
Phone: (808)307-4700
Palisades.k12.hi.us

Directions for completing the School Academic Plan template can be found in the <u>Academic Plan Template Guidance</u> document.

Submitted by Principal Gavin Tsue	
[Insert signature]	[Insert date] 04/10/2024

Approved by Complex Area Superintendent Richard Fajardo	
[Insert signature]	[Insert date] 4/15/2024

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 <u>comprehensive instructional program(s)</u> 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
Grades K-6	Reading Wonders 2023 Version (K-5), Reading Wonders 2020 Version (Grade 6 Only)	Ready Mathematics	STEMScopes	
[Insert grade level or course name]	[List the comprehensive instructional program(s) here]	[List the comprehensive instructional program(s) here]		
[Insert grade level or course name]	[List the comprehensive instructional program(s) here]	[List the comprehensive instructional program(s) here]		
[Insert grade level or course name]		[List the comprehensive instructional program(s) here]		
[Insert grade level or course name]	[List the comprehensive instructional program(s) here]	[List the comprehensive instructional program(s) here]		

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 underlined 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
Grades K-6	iReady ˅	iReady ˅
K-2	DIBELS ˅	Select One ˅
2-6	Beable (Lexile/CCE)	Select One ˅
[Insert grade level or course name]	Select One ˅	Select One ˅
[Insert grade level or course name]	Select One ˅	Select One ˅
[Insert grade level or course name]	Select One ˅	Select One ˅

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: [2023], Next Full Self-Study: [2029]
- ☐ Other current accreditation self-study

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause(s)</u> 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

<u>Student Need:</u> Critical Area Need #1: PES must continue strengthening PBL through aligning and infusing NGSS into the projects.

<u>Root/Contributing cause(s):</u> Teachers and students need to build a more thorough understanding of NGSS and the content of the HSA Science test.

2

<u>Student Need:</u> Critical Area Need #2: There is a need to strengthen student-teacher conferencing by deliberately focusing on SEL in order to build student confidence in providing honest feedback. Student-teacher conferences are used to encourage student engagement. For academics, students and teachers continue to set goals, monitor progress, and reflect on results. Student-teacher conferences will take place regularly and be consistently monitored.

<u>Root/Contributing cause(s):</u> Based on the Panorama Student Perception Survey, "Student Engagement" section ranks the lowest (Gr 6. 52%; Gr 3-5. 71%). For many students academic progress is stagnant (Gap Rate). Students need more opportunities to build their SEL and student voice.

3

<u>Student Need:</u> Critical Area Need #3: PES must continue to strengthen RtI-A to meet the focused needs of all students through focused and monitored tiered, differentiated, and small group instruction in order to close the achievement gap.
Additional Critical Area Need #1: [Related to RtI-A needs] There is a need for more targeted tutoring. Expand tutoring program for students in need.

Root/Contributing cause(s): Student academic growth is inconsistent. Teachers need more professional development and practice in differentiation and small group instruction.

In order to address student equity, please list the <u>targeted subgroup(s)</u> and their <u>identified needs</u>. 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

<u>**Targeted Subgroup:**</u> Multi-Language Learners

<u>**Identified Student Need(s)**</u>:
Reading: Comprehension, phonemic awareness (Grades K-2) Comprehension, vocab (Grades 3-6)

Math: Word Problems (K-6); Number Sense (Grades K-2); Math fluency, multi-step problems (Grades 3-6)

2

<u>**Targeted Subgroup:**</u> Special Education

<u>**Identified Student Need(s):**</u>
Reading: Comprehension, phonemic awareness (Grades K-2) Comprehension, vocab (Grades 3-6)

Math: Word Problems (K-6); Number sense (Grades K-2); Math fluency, multi-step problems (Grades 3-6)

3

<u>**Targeted Subgroup:**</u> Targeted/Gap Students

<u>**Identified Student Need(s):**</u>
Reading: Comprehension, phonemic awareness (Grades K-2) Comprehension, vocab (Grades 3-6)

Math: Word Problems (K-6); Number sense (Grades K-2); Math fluency, multi-step problems (Grades 3-6)

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 *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	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?"*	Monitoring of Progress (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
1.1.1. All entering kindergarten students at Palisades Elementary School are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	New data about entering kindergarteners will inform instruction, planning and advocacy for K-3 classrooms.	Palisades Elementary School will administer an assessment to students entering Kindergarten. (KEA and local school assessments) Teachers administer DIBELS assessment. iReady assessment for ELA and Math (Pre, Mid Post) will be used to increase grade-level mastery of the CCSS. Teachers will use assessments to conduct student/teacher conferences to set academic, SEL, and behavioral goals. **Accountable Leads:** Kindergarten Teachers, Student Services Coordinator, Curriculum Coordinator, and Administration	[List the measures and/or evidence that will be used to monitor progress here] KPI- % Kindergartners assessed ready iReady (Pre/Mid/Post) DIBELS (P/M/P) S/T Conference	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

Required for all schools. | School environments that value and enhance the connection between all learners and their families and the school, support learning for student groups who are underperforming on traditional, summative measures. | What are the school's universal screener process, including, Tier 1, 2, and 3 instructional processes and intervention supports? How are you sustaining the CLSD supports?

Universal Screeners:
iReady Diagnostic will be administered three times a year (Pre, Mid, Post)
DIBELS (Grades K-2) will be administered three times a year (Pre, Mid, Post)
Beable/RIASEC assessment (Grades 2-6) will be administered at least once a year (Pre) with Monthly Growth Checks
Instructional Processes:
Tier 1: Whole Group Instruction (Core Curriculum)
Tier 2: Small Group Instruction (RTI)
Tier 3: Individualized Instruction (Tutoring, IEP, 504)
How is CLSD work to be sustained?
Vertical Articulation once a semester.
PLC (every seven school days during resource days)
Teachers in grades K-2 will use the ECRI program.
Accountable Leads: Administration, Curriculum Coordinator, Student Services Coordinator | [List the measures and/or evidence that will be used to monitor progress here]

Key Checkpoints
ELA Prof in 3rd and 6th Grade (SBA/ Univ. Screener)

Math Prof in 3rd and 6th Grade (SBA/ Univ. Screener)

iReady K-6 Pre, Mid, Post ELA/Math Assmt.
DIBELS K-2 Pre, Mid, Post Assmt.
Beable 2-6 Pre Assmt.
PLC Memory | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☑ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☑ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.

Required for all schools.

Enabling students to transition smoothly from elementary to middle school and middle to high school will improve academic and social-emotional outcomes for students.

What does your school do to support transitions between pre-K to elementary, lower elementary to upper elementary program, and again to intermediate school?

Palisades Elementary will support the pre-academy movement for students in grades PK-6 through orientation, classroom visits, rotation of classes, and grade-level transitions.

Pre-K to Kindergarten Transition

Pre-K students will visit the Kindergarten classrooms

Pre-K to K students are offered a summer orientation program

Kindergarten Parent Orientation will be held at the beginning of school year

A modified, beginning of the school year schedule will be made for K students

Accountable Lead: K Teachers, Administration

6th Grade to Intermediate School Transition

6th graders will visit Highlands Intermediate for Orientation

Rotating classrooms for different subject areas in Grades 3-6 will occur in order to transition students to a Middle School Concept (continuum plan)

Accountable Lead: Grade 3-6 Teachers, Counselor, and Administration

[List the measures and/or evidence that will be used to monitor progress here]

KPI: programs for newly entering students

KPI-% of students attending 90% or more days

- ☑ WSF, $
- ☐ Title I, $
- ☐ Title II, $
- ☐ Title III, $
- ☐ Title IV-A, $
- ☐ Title IV-B, $
- ☐ IDEA, $
- ☐ SPPA, $
- ☐ Homeless, $
- ☐ Grant:__, $
- ☐ Other:__, $

CA Specific Desired Outcome (not part of 1.1.5) Implement evidence-based instructional practices in **project**-based learning (PBL) in multiple subject areas allowing students to experience 2 high quality PBL projects..	Connecting students to realistic learning experiences will increase engagement and retention, improve soft skills, and provide an alternative way to access content.	Students in Grades K-6 will engage in 2 quality PBL lessons focused around CCE (Career Connected Education) (e.g. guest speakers, research on related careers). Grades K-6 focus on renewable energy, weather, sustainability, and/or environment and infuse NGSS. **Accountable Leads:** Curriculum Coordinator and Administration	PD feedback PLC Meetings COL Event Attendance Beable Program/ RIASEC PWCA Teacher Implementation Survey Results Data Analytics of PBL Playground	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $ **TOTAL = $**
[Insert school specific desired outcome] *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)*	[If applicable, reference the root / contributing cause here]	OPTIONAL: list any other school initiatives. [Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here]	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

One-Year Academic Plan SY 2024-2025

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

Desired Outcomes *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	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?"*	Monitoring of Progress (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
1.2.1. All students desire to and attend school regularly. *Required for all schools.*	Communicating with students and families about the benefits of attending school regularly, encouraging attendance, and re-engaging students who are frequently absent will improve student attendance.	How does your school build a sense of belonging and community? The school will create and provide family/community engagement opportunities and activities to build parent involvement. These activities will enable families to be actively involved with their child's education and school-related matters. Our school's vision, mission, motto, and PES Concept guide our entire school community to operate as One Ohana. Every month the school PCNC will work with school community leaders to put together a monthly newsletter that is sent to families and is also posted on our school website. School's PCNC builds student/parent/school engagement working with PTO network with school activities, functions, and educational nights for students/families to build school bond. School's ML staff hold parent orientation and engagement meeting(s) to go over EL program, supports available, and Q&A. School leaders and staff will attend monthly PTO meetings as well as quarterly School Community Council meetings where school updates, the importance of attendance, and other school-related matters are addressed.	[List the measures and/or evidence that will be used to monitor progress here] -SQS, Panorama Surveys -School Attendance Incentives -5Star App Log -Perfect attendance/ Class Attendance Logs -Multilingual Learners(ML) parent engagement meeting	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☑ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

		The school marquee will be continuously updated to provide ongoing messaging with regards to attendance, important dates, and events. **Accountable Lead:** Administration, PCNC	-PTO Meeting Attendance Log Sheets -Family engagement activities -Parent/Teacher Conferences	
1.2.2. All students demonstrate positive behaviors at school. *Required for all schools.*	Enhancing schoolwide practices and programs that foster a nurturing and caring environment will support students' well-being and reinforce positive behaviors.	What is your PBIS, RtI-B process? All students in grades PK-6 will follow our school's PES Concept, set academic and GLO goals, model our school motto, practice the school's Three B's, and receive school-wide incentives through our 5 Star Student Program. Students will also receive certificates of recognition. **Accountable Leads:** PCNC, School Counselor, SSC, and Administration	[List the measures and/or evidence that will be used to monitor progress here] -KPI- % of parents agreeing school supports positive behaviors -GLO's -PES Concept -5 Star Program -Chapter 19 Data -SQS/Panorama Survey -Student awards/ recognition	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

1.2.3. All students experience a Nā Hopena Aʻo environment for learning. *Required for all schools.*	Expanding current programs on Nā Hopena Aʻo (HĀ) to more schools, students and stakeholders will strengthen the depth and breadth of its implementation.	How is your school reinforcing student belonging through the lens of the HA framework? (Can be similar or repeat 1.2.1, may include other initiatives) Students in grades PK-6 will strengthen their skills, behaviors, and dispositions of Na Hopena Aʻo through our school's vision, mission, motto, *oli*, PES Concept, PBL/cultural-based lessons, field trips, career/guest speakers, family engagement experiences, classroom instruction, and more. Students in grades K-6 will attend Hawaiiana resource class every 7 school days to learn, engage, and participate in Na Hopena Aʻo activities. Grades 2 and 4 students will visit and engage in activities at a *loʻi* as part of their field trip experience. Students will engage in cross-grade level activities. **Accountable Leads:** Hawaiiana Teacher, Counselor, CC, SSC, and Administration	[List the measures and/or evidence that will be used to monitor -PBL Projects -Hawaiiana Projects/ Activities -FT Activity Form	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
[Insert school specific desired outcome] *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)*	[If applicable, reference the root / contributing cause(s) here]	OPTIONAL: list any other school initiatives. [Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here]	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

Desired Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	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?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.

Required for all schools. | Students will be better prepared for post-high school success by having intentional and age-appropriate experiences to explore and engage in careers and in community and civic responsibilities. | How is your school building community and civic responsibility through CCE and PBL? (Career and community participation)- e.g., Ambassador program

Our school's vision will focus on the 5 C's: Critical Thinking, Creativity, Communication, Collaboration, and Care which drive teaching and learning.

Programs, initiatives, and lessons will focus on and promote Career Connected Education and cross-content learning.

Students in grades K-6 will experience 2 PBL lessons focused around the theme Renewable Energy, NGSS, and Career Connected Education(CCE).

Students in grades K-6 will participate in our yearly career day featuring parents and friends of Palisades Elementary in various occupations.

Students in grades 2-6 will take the RIASEC yearly through Beable and also learn about their career of interest through reading non-fiction articles.

Students in grades 1-6 will be offered after-school enrichment programs such as sewing, art, math in motion, culinary, esports, | [List the measures and/or evidence that will be used to monitor progress here]

-% of students participating in CCE
-PBL memory
-Description and participation in civics engagement
-Career Fair memory
-COL memory | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☑ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| [Insert school specific desired outcome]

(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed) | [If applicable, reference the root / contributing cause(s) here] | OPTIONAL: list any other school initiatives.

[Reference name of accountable lead(s) here] | [List the measures and/or evidence that will be used to monitor progress here] | ☐ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |
|---|---|---|---|---|

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 *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	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?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* Please estimate the additional amount needed to execute the enabling activity.
2.1.2 All **teachers** are effective or receive the necessary support to become effective.	Supporting teachers with opportunities, such as differentiated training and incentives, that are aligned with state, complex area and school	What type of professional development opportunities are available to your teachers? The state, complex area, and school will offer professional development opportunities focused on our school, state strategic plan, and complex area initiatives. EES/ 21 Hours National Conferences (Visible Learning, PBL, NCTM, NAESP, ISTE, NCAC, etc..) Highly Qualified Teachers National Board Certification	[List the measures and/or evidence that will be used to monitor progress here] KPI #/% of first and second year teachers participating in	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☑ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

	priorities will increase their effectiveness.	State/District/School PD [Reference name of accountable lead(s) here] **Accountable Leads:** Administration	state I&M programs EES/EHR 21 PD Hours ML state, district, and school PD School, State, and District PD HQ Teachers National Conferences	
2.2.2 All schools' **support staff** are effective or receive the necessary support to become effective.	Supporting teachers with opportunities, such as differentiated training and incentives, that are aligned with state, complex area and school priorities will increase their effectiveness.	What type of professional development opportunities are available to your support staff? The State, Complex Area, and school will offer PD opportunities and training for support and classified staff. PAS School PD Classified and support staff will attend to state, district, and school PD as pertains to their positions. **Accountable Leads:** Administration	[List the measures and/or evidence that will be used to monitor progress here] -Personnel Folder for support staff with PD or trainings attended. -PAS -State/Complex/ District Trainings School PD attendance records	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

| [Insert school specific desired outcome]

(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed) | [If applicable, reference the root / contributing cause(s) here] | OPTIONAL: list any other school initiatives.

[Reference name of accountable lead(s) here] | [List the measures and/or evidence that will be used to monitor progress here] | ☐ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:___, $
☐ Other:___, $ |

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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	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?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.*	Increasing training for School Community Council (SCC) members and providing information about the role and purpose of the SCCs will engage more	What is the school process to recruit and maintain a SCC? Palisades Elementary School SCC will use the State SCC Guidance Handbook for recruiting and maintaining a full SCC membership. Meetings will be conducted quarterly which may be in person or online. Additional meetings may be held as needed. [Reference name of accountable lead(s) here] **Accountable Leads:** Administration	[List the measures and/or evidence that will be used to monitor progress here SCC Minutes and Agendas SCC Handbook SCC Evaluation	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

	stakeholders in shared decision-making to improve student achievement.			

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

Desired Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	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?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.
[Insert school specific desired outcome] (To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)	[If applicable, reference the root / contributing cause(s) here]	OPTIONAL: list any other school initiatives. [Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here]	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ Other Systems of Support

Desired Outcomes *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	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?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
[Insert school specific desired outcome] *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)*	[If applicable, reference the root / contributing cause here]	[Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here]	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

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 [Palisades Elementary School\
] 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 <u>hours per year</u> *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)* [Insert value]

Did your school submit a SCC Waiver Request Form? Please explain. SY 24-25, Palisades did not submit a Waiver request. [Insert text]

Bell Schedule: [Please link, embed a table, or insert an image of your school bell schedule here]

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

The ___Palisades Elementary___ School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.

2. The SCC reviewed its responsibilities under the Board or Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.

3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)

    ☒ A School Community Meeting was conducted to share the school data and gather input on student priorities.

    Date of School Community Meeting: ___December 06, 2023___

    ☒ A School Community Meeting was conducted to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.

    Date of School Community Meeting: ___March 11, 2024, April 10, 2024___

    ☒ Other (list) Examples: School Leadership Team, Curriculum Committee
    School Safety Committee, School CSSS Cadre

    ___Faculty/Staff Meeting___   ___School Leadership Team___

    _____   _____

4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.

5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.

7. This school plan was adopted through consensus or by vote by the School Community Council on: Date ___April 10, 2024___ .

Attested:

___Gavin Tsue___   ___(signature)___   04|10|24
Typed name of school principal   Signature   Date

___Jennifer Teshima___   ___(signature)___   04-10-24
Typed name of SCC chairperson   Signature   Date

SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations.

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:

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