




Pahoa Elementary School Academic Plan SY 2024-2025



**15-3030 Pahoa Village Road
Pahoa, Hawaii 96778
808-313-4400**

<https://sites.google.com/pahoaes.k12.hi.us/pahoaelementaryschool/welcome>

Submitted by Principal Michelle Payne-Arakaki	
	04/09/2024

Approved by Complex Area Superintendent Stacey Bello	
	4/11/2024



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	Success For All	Origo Stepping Stones	Amplify Science	
1	Success For All	Origo Stepping Stones	Amplify Science	
2	Success For All	Origo Stepping Stones	Amplify Science	
3	Success For All	Origo Stepping Stones	Amplify Science	
4	Success For All	Origo Stepping Stones	Amplify Science	
5	Success For All	Origo Stepping Stones	Amplify Science	
6	Success For All	Curriculum Associates Ready Math	Amplify Science	



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
K	DIBELS ▾ iReady ▾	iReady ▾
1	DIBELS ▾ iReady ▾	iReady ▾
2	DIBELS ▾ iReady ▾	iReady ▾
3	DIBELS ▾ iReady ▾	iReady ▾
4	DIBELS ▾ iReady ▾	iReady ▾
5	DIBELS ▾ iReady ▾	iReady ▾
6	DIBELS ▾ iReady ▾	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: 2022, Next Full Self-Study: 2028
- 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 Student Need: Increase student achievement in all academic areas including but not limited to: English Language Arts (ELA), Math, Science, and Social Studies.

Strive HI -

SY 22-23: ELA 22%, Math 21%, Science 24%

SY 21-22: ELA 25%, Math 17%, Science 16%

SY 20-21: ELA 24%, Math 12%, Science 25%

SY 19-20: Due to COVID-19, Hawaii public schools were waived from statewide testing.

SY 18-19: ELA 40%, Math 34%, Science 39%

Root/Contributing cause(s):

- A. Deficiency of reading and mathematical foundational skills in grades K-3
- B. Insufficient training and teaching with fidelity for all staff
- C. Insufficient implementation of the PLC process due to lack of dedicated time to engage in the process
- D. Lack of parent engagement and support

2 Student Need: A consistent HMTSS system that looks at the academic, behavior, social/emotional learning, and physical health of all students must be refined and monitored to increase student well-being and achievement.

Root/Contributing cause(s):



- A. Stakeholders lack understanding of the HMTSS system
- B. Stakeholders lack an understanding of behavioral management skills
- C. Stakeholders lack an understanding of interventions.
- D. Attendance is inconsistent, and the school community is transient.
- E. The Positive Behavioral Intervention and Support System (PBIS) is missing critical components measured by the Tiered Fidelity Inventory (TFI).
- F. Lack of professional development opportunities.

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 **Targeted Subgroup:** Special Education (SPED)
Identified Student Need(s): All identified Special Education students will meet their iReady Stretch Growth target (100%) in both reading and math as measured by the diagnostic growth for each child.
(Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path toward proficiency.)

2 **Targeted Subgroup:** English Learner (EL)
Identified Student Need(s): Increase the amount of EL students that will make progress towards or achieve academic standards as set forth by EL exit requirements.



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	1A	EA 1.1.1 (1) The Kindergarten Entry Assessment (KEA) will be administered within the first thirty days of each child's admission into kindergarten. The assessment will cover all essential domains of school readiness which is outlined in Act 210 to ultimately close the school readiness gap at kindergarten entry. <i>[Administration; Academic Coaches]</i>	KEA Assessment Assessment Record Sheet	<input checked="" type="checkbox"/> WSF, \$2,000 <input 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: __, \$



foundational skills for learning.				
<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>[KKP]</p>	1A-C	<p>EA 1.1.2 (1) PES teachers will implement evidence-based curriculum in ELA using quality instructional materials which will address all components of reading (fluency, vocabulary, comprehension, phonics, and phonemic awareness).</p> <p>EA 1.1.2 (2) Faculty and staff will participate in Professional Learning Communities (PLC) to collaborate common formative assessment data.</p> <p>EA 1.1.2 (3) PES teachers will implement small group instruction to differentiate learning in ELA to increase student achievement.</p> <p>EA 1.1.2 (4) Students who at the lowest twenty percent for reading in each grade level will be participating in Tier 2 pull-out tutoring 4-5 times a week.</p> <p><i>[Academic Coaches]</i></p>	<p>PLC minutes and Tracking Forms for CFA data</p> <p>Coaches Observation forms</p> <p>PES Observation Spreadsheet and Data Feedback Forms</p> <p>Progress monitoring minutes on all enabling activities (ART Team and GLCs)</p>	<p><input checked="" type="checkbox"/> WSF, \$10,000</p> <p><input checked="" type="checkbox"/> Title I, \$70,000</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>



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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. [KKP]</p>	<p>1A-C</p>	<p>EA 1.1.3 (1) PES teachers will implement evidence-based curriculum in math using quality instructional materials which will increase math proficiency.</p> <p>EA 1.1.3 (2) Faculty and staff will participate in Professional Learning Communities (PLC) to collaborate common formative assessment data.</p> <p>EA 1.1.3 (3) PES teachers will implement small group instruction to differentiate learning in math to increase student achievement. [Academic Coaches]</p>	<p>PLC minutes and Tracking Forms for CFA data</p> <p>Coaches Observation forms</p> <p>Progress monitoring minutes on all enabling activities (ART Team and GLCs)</p>	<p><input checked="" type="checkbox"/> WSF, \$25,000 <input checked="" type="checkbox"/> Title I, \$65,000 <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:__, \$</p>
<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. [STATE]</p>	<p>1A</p>	<p>EA 1.1.4 (1) The English Learner (EL) program ensures equal access for students to engage in educational opportunities through English as a Second Language, sheltered instruction and other resources in order to make progress towards or achieve academic standards as set forth by ELL exit requirements.</p> <p>EA 1.1.4 (2) Inclusive Practices (to support special education students) fosters learning for all students by strategically scheduling special education supports using student-centered decision-making, instructional practices, tiered support, and other resources to achieve growth in IEP goals and closing the gaps. [ELL Teacher; Student Services Coordinator]</p>	<p>Monthly progress monitoring minutes on all enabling activities (ART Team and GLCs)</p> <p>WIDA/ACCESS Report</p>	<p><input checked="" type="checkbox"/> WSF, \$1,500 <input 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:__, \$</p>



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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. [STATE]</p>	<p>2A 2B 2D 2E</p>	<p>EA 1.1.5 (1) The school will collaborate with Pahoa High and Intermediate to ensure there is a transition plan for all Grade 6 students. The plan will provide students with effective strategies that will enable students to transition smoothly from elementary to middle school. [Counselors; Grade 6 GLC]</p>	<p>Agenda and minutes Student feedback data</p>	<p><input checked="" type="checkbox"/> WSF, \$2,000 <input 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:__, \$</p>
<p>All students are proficient in science and those who are not proficient receive necessary and timely support to become proficient. [PES]</p>	<p>1A-C</p>	<p>EA (1) Science pacing guides are aligned to Next Generation Science Standards (NGSS) and include all 6 required elements. Ongoing professional development opportunities are provided for science content and systems. [Academic Coaches]</p>	<p>Monthly progress monitoring minutes on all enabling activities (ART Team and GLCs) Pacing Guides for Science PD Sign-in sheets</p>	<p><input checked="" type="checkbox"/> WSF, \$5,000 <input checked="" type="checkbox"/> Title I, \$5,000 <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:__, \$</p>



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

<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 (Initial & Intermediate Outcomes) "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>1.2.1. All students desire to and attend school regularly. [STATE]</p>	<p>2D</p>	<p>EA 1.2.1 (1) Refine the process and monitor the effectiveness of current programs for regular attendance (% of students attending 90% or more days of instruction or 17 or less days absent).</p> <p>EA 1.2.1 (2) Implement attendance intervention strategies</p> <ul style="list-style-type: none"> ● Implement attendance incentive program/practice ● Provide effective communication between school and home via <ul style="list-style-type: none"> ○ Phone calls ○ Communication applications ○ Home visits ○ Attendance letters ● Create a schoolwide campaign to promote attendance <p>[School Counselors; HMTSS Lead]</p>	<p>Daily Attendance</p> <p>Chronic Absenteeism Report (Lei Kulia)</p> <p>Attendance Committee agenda and minutes</p>	<p><input checked="" type="checkbox"/> WSF, \$5,000</p> <p><input 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>



<p>1.2.2. All students demonstrate positive behaviors at school. [STATE]</p>	<p>2A-F</p>	<p>EA 1.2.2 (1) Implement Tier 1 Hawaii Multi-Tiered Systems of Support (HMTSS)</p> <ul style="list-style-type: none"> Teachers promote a safe and secure environment using behavior data (Brief Externalizing and Internalizing Screener for Youth (BEISY), Panorama survey, and school level behavioral data) to teach, monitor, and reinforce behavioral expectations. Ensure a research-based continuum of social services supports (Tiers 1, 2 and 3) is fully implemented. Apply a system of supports that identifies at-risk students, resulting in the application of appropriate tiered interventions. Develop a system and process for identifying the physical needs of students. Families and diverse school community members will consistently be engaged with the school to support & enhance student positive behavior & learning. <p>EA 1.2.2 (2) The HMTSS Team will use the Tiered Fidelity Inventory (TFI) data to plan and develop support systems in order to establish and sustain school-wide positive and proactive teacher and student practices to maximize academic achievement and character development for all students. [Student Services Coordinator; HMTSS Lead]</p>	<p>BEISY</p> <p>Panorama survey</p> <p>School level behavioral data</p> <p>TFI</p> <p>HMTSS agenda and minutes</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$5,000 <input checked="" type="checkbox"/> Title I, \$5,000 <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. [STATE]</p>	<p>1D 2E 2F</p>	<p>EA 1.2.3 (1) All stakeholders will strengthen their understanding of Hawaiian culture and values by implementing culturally relevant/place based lessons to build cultural literacy and to enhance the development of academic achievement, character, physical and social emotional well being in all students.</p> <ul style="list-style-type: none"> • 'Āina Aloha • Kupuna Program <p><i>[Administration; Kupuna]</i></p>	<p>'Āina Aloha competencies</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$2,000 <input 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 checked="" type="checkbox"/> Other: OHE, \$
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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 "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. [STATE]	1A 1B	EA 1.3.1 (1) PES teachers will provide college, career, and civic readiness activities throughout the school year using a variety of resources including but not limited to the CTE Standards, code.org and the C3 Framework for Social Studies and other resources found in the Pahoa El Folder , as a guide for targeted instruction. EA 1.3.1 (2) Student Body Government (SBG)/Student Leadership provide students with civic opportunities by coming together to share their thoughts, ideas and questions in order to make positive changes at the school level through student voice. <i>[Academic Coaches; SBG/Student Leadership Lead]</i>	Pacing calendar of college, career, and civic readiness opportunities, SBG agenda and minutes	<input checked="" type="checkbox"/> WSF, \$10,000 <input checked="" type="checkbox"/> Title I, \$10,000 <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: __, \$



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>
2.1.2. All teachers are effective or receive the necessary support to become effective. [KKP]	1C 2F	EA 2.1.2 (1) Effective professional development (PD) is on-going, job embedded, includes for the provision of support for effective classroom implementation and provides for on-going collaboration. [Academic Review Team]	PD agenda PD sign in sheets	<input checked="" type="checkbox"/> WSF, \$20,000 <input checked="" type="checkbox"/> Title I, \$40,000 <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:__, \$



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<p>2.2.2. All school support staff are effective or receive the necessary support to become effective. [KKP]</p>	<p>1C 2F</p>	<p>EA 2.2.2 (1) Effective professional development (PD) is on-going, job embedded, includes for the provision of support for effective professional growth opportunities to build more effective support staff and quality learning environment for students. [Academic Review Team]</p>	<p>PD agenda PD sign in sheets</p>	<p><input type="checkbox"/> Other: __, \$ <input checked="" type="checkbox"/> WSF, \$15,000 <input 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: __, \$</p>
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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 (SCC) have full membership, meet regularly, and are engaged with their respective school principal. [STATE]	1D	EA 3.3.1 (1) Family and community members are offered opportunities to actively participate in meaningful activities and conversations focused on improving student academic achievement and performance. <i>[Administration; SCC members]</i>	SCC agenda and minutes	<input type="checkbox"/> WSF, \$ <input 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: __, \$



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

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>
Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance. [PES]	1D 2D	EA (1) Provide Parent and Community Involvement/Engagement activities to empower parents to support students academic achievement. EA (2) Expand strategies to increase communication with and involvement/engagement of all stakeholders <i>[Family Engagement Lead]</i>	Activity flyers Activity agenda Activity sign in sheets Purchase orders Activity evaluations	<input checked="" type="checkbox"/> WSF, \$2,000 <input checked="" type="checkbox"/> Title I, \$4,000 <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:___, \$



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 Pahoia 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 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>	1090
Did your school submit a SCC Waiver Request Form? Please explain.	Yes - Pahoia Elementary will be transitioning to a new ELA curriculum in SY 24-25. There is a need for targeted professional development in order to effectively implement the curriculum with fidelity.

Bell Schedule: [PES Daily Bell Schedule](#)