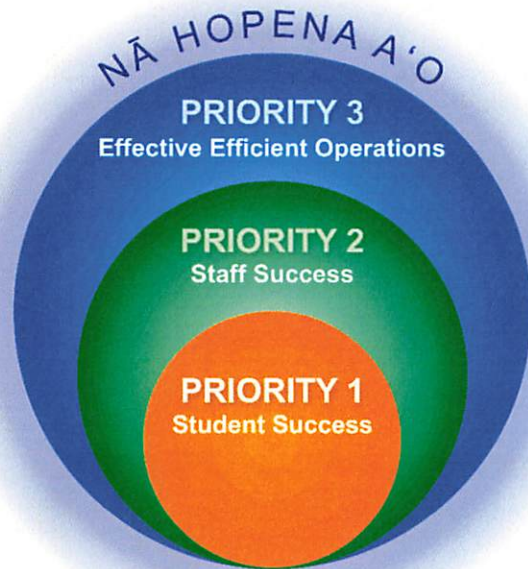





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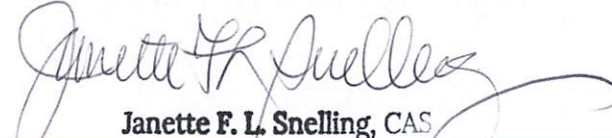


# Pa'auilo Elementary & Intermediate School Academic Plan SY 2024-2025

43-1497 Hauola Rd, Paauilo, HI 96776  
(808) 776-7710  
<https://www.paauiloschool.org/>

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

Submitted by Principal Maegan Macgregor	
	4/4/2024

Approved by Complex Area Superintendent Janette Snelling	
 Janette F. L. Snelling, CAS	APR 12 2024

**Comprehensive Instructional RESOURCES/MATERIALS to support your Guaranteed and Viable Curriculum (GVC)**

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-5	Wonders	Eureka <sup>2</sup>		
Gr. 6-8	Savvas MyPerspectives	Savvas enVision 2.0	Amplify	

**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
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One-Year Academic Plan SY 2024-2025

K-8	NWEA MAP ▾	NWEA MAP ▾
K-7	DIBELS ▾	
Kinder	Other: ▾ KEA	Other: ▾ KEA





## 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 (Can check this box only if WASC completed SY 2022-2023)

**Please identify critical student learning needs and the root/contributing cause(s) why these needs have been prioritized.**

*"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"*

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

- |   |  |
|---|--|
| 1 | <p><b><u>Student Need:</u></b> Continue to develop robust data teams that implement Response to Intervention (RTI) determining appropriate interventions (or if RTI is appropriate) through pre-assessment, progress monitoring through formative assessments, plus post assessments. The primary mode of instructional delivery within RTI is documented through direct teaching strategies.</p> <p><b><u>Root/Contributing cause(s):</u></b> Lack of a clear system for implementation including, time, templates, structure, and agreements.</p>                                |
| 2 | <p><b><u>Student Need:</u></b> Use RTI assessment data to determine the ongoing effectiveness of RTI and include evaluating the impact of strategies used to meet student needs.</p> <p><b><u>Root/Contributing cause(s):</u></b> A lack of clarity on what/how data is used and a clear system of referral and growth targets for RTI.</p>  |
| 3 | <p><b><u>Student Need:</u></b> Address the Common Core State Standards by increasing the frequency and consistency of student engagement through direct instruction and a variety of challenging, interactive and differentiated learning activities across all grade levels and in all subjects.</p> <p><b><u>Root/Contributing cause(s):</u></b> Lack of training on new curriculum and correlation to standards and implementation of best practices instructional strategies. Last year there were three new curriculums and this year there will be four new curriculums.</p> |
| 4 | <p><b><u>Student Need:</u></b> Revisit the school's vision, taking time to gather input from all stakeholders, and implement a process to develop a vision that reflects what stakeholders envision for the school and its future.</p>   |



## One-Year Academic Plan SY 2024-2025

**Root/Contributing cause(s):** Lack of a process in reviewing and providing input on the vision and mission by all stakeholders there has been teacher input once a year for the past three years and no input from other stakeholders..

- 5 **Student Need:** Establish and embed consistent school-wide processes and procedures, particularly in the area of data analysis. Develop and implement and improve goals over time to aid in the annual development and monitoring of the schools Academic and Financial Plan.

**Root/Contributing cause(s):** Lack of school wide norms due to turnover in leadership there have been 5 administrators within the past three years.



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	<b><u>Targeted Subgroup:</u></b> SPED- 24 <b><u>Identified Student Need(s):</u></b> Lack of a system to track student progress and target supports needed.
2	<b><u>Targeted Subgroup:</u></b> Disadvantaged- 82 <b><u>Identified Student Need(s):</u></b> Lack of a system to track student progress and target supports needed.
3	<b><u>Targeted Subgroup:</u></b> Native Hawaiian- 53 <b><u>Identified Student Need(s):</u></b> Lack of a system to track student progress and target supports needed.
4	<b><u>Targeted Subgroup:</u></b> English Language Learners- 10 <b><u>Identified Student Need(s):</u></b> Lack of a system to track student progress and target supports needed.





## 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.**

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	3	<ol style="list-style-type: none"> <li>100% of incoming Kindergarten are tested using the KEA. Teacher will build support and academic success with students through her parent survey at the beginning of the year incorporating MTSS. This includes building relationships with parents and students.</li> <li>All students will receive instruction in foundational skills using the reading program Wonders and Eureka Squared for math. Tier one RTI is implemented during instruction and Tier two instruction is built into the daily schedule for 20 minutes a day.</li> </ol>	<p>100% of the KEA Scores will be inputted by August 14, 2024. For new students throughout the year, it will be a rolling deadline.</p> <p>The Kindergarten teacher will have educational info &amp; info from 100% of the parents parents - social &amp; emotional at the</p>	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$3,000 <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:__, \$



## One-Year Academic Plan SY 2024-2025

beginning of the year.

Progress Monitoring and Dibels - On-line reports three times a year for K-7. Our goal is to see an increase of 10% by the end of the year of all tested students.

100% of the teachers will receive training on the new curriculum by the end of the first quarter.





# **One-Year Academic Plan SY 2024-2025**

<b>Reading Proficiency</b>  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.	2,3	<ol style="list-style-type: none"><li>1. All students not reaching grade level in the classroom in reading will receive reading intervention in small group - sped teacher or literacy specialist, reading interventionist.</li><li>2. Explicit vocabulary instruction will be delivered daily in the classroom to all K-8 students.</li></ol>	<p>All students will be progress monitored through Dibels, NWEA and pre/post assessments administered in the classroom. Our goal is to have 50% of our students testing on grade level by the end of the year with NWEA testing. And a 10% increase in reading fluency with Dibels for all tested students.</p>	<p><input type="checkbox"/> WSF, \$ <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>
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# **One-Year Academic Plan SY 2024-2025**

<b>Mathematics Proficiency</b>  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.	2	<ol style="list-style-type: none"><li>1. Provide training to all staff on what RTI is and how to support not just lower level students but higher level students as well.</li><li>2. Staff will provide input into creating a structure and system for RTI referrals, exit criteria, and data analysis.</li></ol>	<p>RTI Classes and Workshops will be provided in and out of school for teachers as well as peer support during PLT meetings.</p> <p>Teachers will monitor student progress and growth through Grades, class assessments, NWEA universal screener, and SBAC scores. Our goal is to have 50% of our students testing on grade level at the end of the year on NWEA and 60% of our tested students meeting or exceeding on the SBA at the end of the year.</p>	<ul style="list-style-type: none"><li><input type="checkbox"/> WSF, \$</li><li><input checked="" type="checkbox"/> Title I, \$ 5,000</li><li><input type="checkbox"/> Title II, \$</li><li><input type="checkbox"/> Title III, \$</li><li><input type="checkbox"/> Title IV-A, \$</li><li><input type="checkbox"/> Title IV-B, \$</li><li><input type="checkbox"/> IDEA, \$</li><li><input type="checkbox"/> SPPA, \$</li><li><input type="checkbox"/> Homeless, \$</li><li><input type="checkbox"/> Grant:__, \$</li><li><input type="checkbox"/> Other:__, \$</li></ul>
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# One-Year Academic Plan SY 2024-2025

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	5	<ol style="list-style-type: none"> <li>1. Student supports will be implemented throughout all classrooms (RTI, EL, Differentiation)</li> <li>2. Adopt an aligned (K-8) vocabulary building program and implement it daily. This will help support our EL, SPED and students with additional support needs.</li> </ol>	<p>Student progress will be monitored through SBA, NWEA, NGSS SBA, Grades, Attendance monitoring, WIDA, and Dibels. Our goal is to have 50% of our students testing on grade level at the end of the year on NWEA and 60% of our tested students meeting or exceeding on the SBA at the end of the year. For our WIDA test we want to see 2 tested students exit the program next year following the WIDA test. Our goal for all tested students on Dibels is to increase reading fluency by 10% at the end of the year.</p>	<input type="checkbox"/> WSF, \$ <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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# One-Year Academic Plan SY 2024-2025

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	1	<ol style="list-style-type: none"><li>1. Provide more frequent move up days for students such as small group tours to visit classes or teachers, transition day with upcoming grade level, 4th quarter: Day in the life of a middle schooler for grade 5, and 8th grade visit to Honokaa High School.</li><li>2. Provide Timely and scaffolded Transition Plans for our SPED students moving to middle school and high school.</li></ol>	<p>Student transition success will be measured with SEL surveys through Panorama. Our goal is to have 100% participation in the SEL surveys with a 4% increase in each area by the end of the year.</p> <p>Meetings to provide smooth transitions for our middle schoolers and transitioning high school students with the next year sped team for 100% of our SPED students transitioning to middle and high school.</p>	<div><input type="checkbox"/> WSF, \$</div> <div><input checked="" type="checkbox"/> Title I, \$ 2,500</div> <div><input type="checkbox"/> Title II, \$</div> <div><input type="checkbox"/> Title III, \$</div> <div><input type="checkbox"/> Title IV-A, \$</div> <div><input type="checkbox"/> Title IV-B, \$</div> <div><input type="checkbox"/> IDEA, \$</div> <div><input checked="" type="checkbox"/> SPPA, \$300</div> <div><input type="checkbox"/> Homeless, \$</div> <div><input type="checkbox"/> Grant:__, \$</div> <div><input type="checkbox"/> Other:__, \$</div>
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly.</p>	<p>1</p>	<ol style="list-style-type: none"> <li>1. School wide structure created for the whole school for Attendance incentives such as quarterly drawings for perfect attendance and tiger buck store.</li> <li>2. We will continue to provide a robust after school offering to students to foster their interests and hobbies.</li> </ol>	<p>School wide attendance and the panorama survey will provide evidence of student desire to attend school. The goal will be to decrease our Chronic absenteeism by 3% by the end of the year. Regular check-ins quarterly and follow ups with the parents will be ongoing monitoring of our progress.</p> <p>After school program</p>	<p> <input type="checkbox"/> WSF, \$  <input checked="" type="checkbox"/> Title I, \$2,000  <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>



## One-Year Academic Plan SY 2024-2025

			enrollment will be monitored and compared to attendance rates.	
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# **One-Year Academic Plan SY 2024-2025**

1.2.2. All students demonstrate positive behaviors at school.	5	<ol style="list-style-type: none"><li>1. Consistent school wide positive reinforcement of SEL behavior and instruction.</li><li>2. Create a system of positive behavior incentives to be implemented school wide (ie. Tiger bucks K-8, Field Days, school dances, class parties, etc.)</li></ol>	<p>The Counselor will provide Check ins, review Panorama survey data and SQS data with 100% of the faculty. The goal of 100% participation in each of the student surveys with an increase of 4% in each of the survey areas by the end of the year.</p> <p>Our goal of 100% participation by students in the positive behavior incentive program will be measured by how many Tiger bucks are cashed in.</p>	<div><input type="checkbox"/> WSF, \$</div> <div><input checked="" type="checkbox"/> Title I, \$ 500</div> <div><input type="checkbox"/> Title II, \$</div> <div><input type="checkbox"/> Title III, \$</div> <div><input type="checkbox"/> Title IV-A, \$</div> <div><input type="checkbox"/> Title IV-B, \$</div> <div><input type="checkbox"/> IDEA, \$</div> <div><input type="checkbox"/> SPPA, \$</div> <div><input type="checkbox"/> Homeless, \$</div> <div><input type="checkbox"/> Grant:__, \$</div> <div><input type="checkbox"/> Other:__, \$</div>
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# **One-Year Academic Plan SY 2024-2025**

1.2.3. All students experience a Nā Hopena A'o environment for learning.	4	<ol style="list-style-type: none"><li>1. Partnership with Hui Mau and Hawaiian Studies classes along with place based field trips with Hui Mau will support student understanding of Place.</li><li>2. Guidance Lessons and monthly Counselor Themes implemented school wide and reinforced with Tiger Bucks MTSS.</li></ol>	<p>Annual documentation from Hui Mau and student reflection surveys with 100% participation will occur twice in the year, with the goal of an increase of 25% in each area by the end of the year.</p> <p>Guidance lessons will be measured with the goal of 100% participation in class and tiger buck turn in will measure that participation.</p>	<ul style="list-style-type: none"><li><input type="checkbox"/> WSF, \$</li><li><input checked="" type="checkbox"/> Title I, \$500</li><li><input type="checkbox"/> Title II, \$</li><li><input type="checkbox"/> Title III, \$</li><li><input type="checkbox"/> Title IV-A, \$</li><li><input type="checkbox"/> Title IV-B, \$</li><li><input type="checkbox"/> IDEA, \$</li><li><input type="checkbox"/> SPPA, \$</li><li><input type="checkbox"/> Homeless, \$</li><li><input type="checkbox"/> Grant:__, \$</li><li><input checked="" type="checkbox"/> Other:__, \$ 10,000</li></ul>
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★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	3	<ol style="list-style-type: none"> <li>Students can participate in Student Body Government or class jobs.</li> <li>After school activities fostering career and student interests.</li> </ol>	Teachers will reward student civic and community contributions with tiger bucks, spirit week done twice a year, and field day at the end of the year. 100% of the students and teachers will participate in tiger bucks rewards. The goal is getting 50% of the student population to participate in one activity	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ 500 <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: __, \$





## One-Year Academic Plan SY 2024-2025

			<p>during the school year.</p> <p>After school enrollment will measure student interest and pursuit of their goals. Tiger bucks turned in throughout the year and student sign in for activities will monitor our progress towards our goal.</p>	
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# **One-Year Academic Plan SY 2024-2025**

<b>K-12 Alignment</b>  1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	3	<ol style="list-style-type: none"><li>1. Core academies with an emphasis on proficiency in reading writing and math including opportunities for High School courses in 8th grade.</li><li>2. Teachers will implement Standard Based curriculum, RTI and Workshops, Electives, After School Enrichment, and Offer High School courses, like Algebra 1 to Middle School</li></ol>	<p>Teachers will measure student success through Formative/Summative assessments, Promotion from Middle School, End of course exam, and SBA Block tests. The goal being 65% of our students passing the SBA ELA, Math and Science tests.</p> <p>The goal of 100% of student enrollment in high school level courses will provide evidence of student growth in content areas.</p>	<div><input type="checkbox"/> WSF, \$</div> <div><input checked="" type="checkbox"/> Title I, \$ 2000</div> <div><input type="checkbox"/> Title II, \$</div> <div><input type="checkbox"/> Title III, \$</div> <div><input type="checkbox"/> Title IV-A, \$</div> <div><input type="checkbox"/> Title IV-B, \$</div> <div><input type="checkbox"/> IDEA, \$</div> <div><input type="checkbox"/> SPPA, \$</div> <div><input type="checkbox"/> Homeless, \$</div> <div><input type="checkbox"/> Grant:__, \$</div> <div><input type="checkbox"/> Other:__, \$</div>
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## 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>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
All staff will engage in the PLC process to ensure high quality instruction using the four critical questions as the road map for student success.	1,3,5	<p>[Academic]; All teacher teams will develop:</p> <ul style="list-style-type: none"> <li>Quarterly Unit plans,</li> <li>Identifying and agreements of priority standards</li> <li>proficiency scales</li> <li>Pacing of Priority Standards</li> <li>success criteria</li> <li>learning targets</li> </ul> <p>Behavior: All teachers will implement Tier 1 behavioral/academic strategies: Positive Action</p>	100% of teachers will create, Pacing Guides, unit plans, assessments, learning targets and ID priority standards.	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ 200 <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: __, \$



## One-Year Academic Plan SY 2024-2025

		All staff, Administration, Curriculum Coordinator.	100% of the PLT groups will take minutes of their meetings and provide feedback on positive action.	
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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>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	4	<ol style="list-style-type: none"> <li>1. SCC will have all positions filled and meet monthly with the school principal.</li> <li>2. Involve Student Body Government in getting student input and create a platform for student voice.</li> </ol>	<p>100% of SCC minutes will be posted in a timely manner on the school website for all stakeholders to review along with scheduled meeting agendas.</p> <p>SEL survey feedback will</p>	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$100 <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: __, \$



# One-Year Academic Plan SY 2024-2025

			<p>provide evidence of student voice and feedback. The goal of 100% participation in the survey by students with the goal of 4% increase in each surveyed area by the end of the year.</p>	
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★ 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>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>Parents feel empowered to partner with school</p> <p>Empower parents to monitor/assist students</p> <p>Students feel pride in their creations</p> <p>Have fun with elders and Families of community</p>	4	<ol style="list-style-type: none"> <li>1. The school will schedule regular parent/community/student involvement activities.</li> <li>2. The school will conduct regularly scheduled parent-teacher meetings.</li> </ol>	<p>Progress will be determined by the Turn-out sign in at all parent nights and Participation Community feedback. With the goal of a 10% increase of parent participation by the end of the year and 75% parent participation in parent teacher conferences.</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$ 2000</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>





# ★ Other Systems of Support

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> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
Provide opportunities/ experiences/ relationship building	4	<ol style="list-style-type: none"> <li>The school will implement different activities to encourage experiences and relationship building such as, Electives/ specials, After School enrichment, SBG, and reading buddies.</li> <li>Peer mediators will be trained to support and mediate peer interaction that is causing conflict. Through mediation students will learn to interact with each other in an effective way that builds relationships rather than causing conflict.</li> </ol>	<p>Progress will be monitored through Participation rates, Sign in at activities. Our goal of 100% of students participating in some way in the activities offered at school.</p> <p>The reduction of referrals will measure the effectiveness of peer mediators with the goal of a reduction of referrals by 15%</p>	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ 1000 <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: __, \$





## One-Year Academic Plan SY 2024-2025

			by the end of the year.	
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## APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Paauilo Elementary and Intermediate 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](#).

<b>Total student instructional <u>hours per year</u></b> <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>	1080
<b>Did your school submit a SCC Waiver Request Form? Please explain.</b>	Our school requested two days for parent conferences as we found parents were able to meet with teachers with a variety of meeting times available. We have also asked for one more waiver day for blue line training which is mandatory by the State.
<b>Bell Schedule:</b> Paauilo Intermediate Bell Schedule	