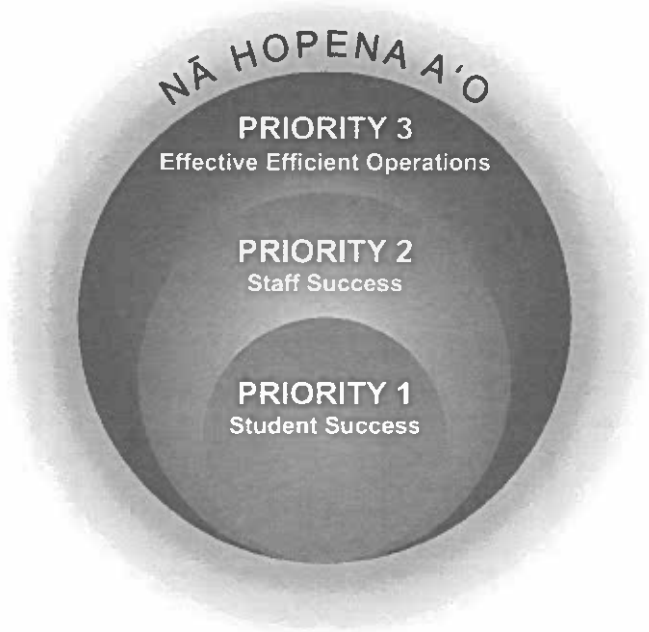



# Pā'ia Elementary School Academic Plan SY 2024-2025



955 Baldwin Avenue  
Pā'ia, HI 96779  
(808) 727-3800  
Paia Website

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

Submitted by Principal Merilee Valentino	
	3/27/24

Approved by Complex Area Superintendent Desiree Sides	
	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 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
PM-P5	He Aupuni Palapala (PM-P3) Foundations & Framework	Ready Classroom	Mystery Science ‘Āina Lupalupa	Teacher created
K-5	Wonders	Ready Classroom	Mystery Science	Teacher created

## 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
PM-P5	<b>Other:</b> ▾ Nā Puako	<b>Other:</b> ▾ Currently, the HIDOE provides no screeners. We are working on putting one into place that aligns with current standards and curriculum
K-5	<b>iReady</b> ▾	<b>iReady</b> ▾

## 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: [2019], Next Full Self-Study: [2025]
- 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.*

WASC Committee Progress Report 2022 (WASC Self Study and Visit to occur Spring 2025)

Schoolwide areas of strength identified during the current progress visit:

Critical Areas for follow up:

1. All stakeholders must collaborate to understand the school’s purpose, and to develop a clearly stated vision and mission based on student needs.
2. School leadership and staff must develop internal communications protocols with the goal of establishing clear expectations, policies, and procedures with consistent follow through in the interest of continually improving student learning.
3. Develop common assessments and rubrics across and within grade levels to facilitate consistency in instruction.

Additional new growth areas identified during the current progress visit:

School leadership and staff must continue to refine the RtI program and increase consistency in using universal screeners to identify students in need of support. School leadership and staff must also implement core instructional strategies and continue the focus on differentiation to strengthen Tier 1 implementation of RtI.

In order to address student equity, please list the targeted subgroup(s) and their identified needs. Enabling activities should address identified subgroup(s) and their needs.

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

1	<p><b>Targeted Subgroup:</b> Special Education</p> <p><b>Identified Student Need(s):</b> a) Resource alignment to support an increasing range of student needs. b) Increase our inclusive practices in the general education setting. c) Hawaiian Language Proficiency in conjunction with disability</p>
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# 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.	Entering students for both programs have varied preschool experiences. Only 1/3 of Kaiapuni Papa Mālaa'o haumāna attended Pūnana Leo.	<ol style="list-style-type: none"> <li>System of assessment to include KEA for English program and Papa Mālaa'o teacher created screeners, progress monitoring for fluency and numeracy, observational data, and common formative assessments (with aligned rubrics) and analyze student data to adjust whole group and small group instruction.</li> <li>Instruction with fidelity to meet grade level standards through consistent curriculum implementation (He Aupuni Palapala and Wonders) and refinement curriculum guides to support curriculum, instruction, and assessment..</li> <li>MTSS for               <ul style="list-style-type: none"> <li>-instructional strategies and groupings to include strategic support and intensive intervention (RTI).</li> <li>-social emotional and behavioral to include referrals for Public School Adjustment Program (PSAP)</li> </ul> </li> <li>PLCs to review student needs and aligned supports.</li> </ol>	Universal Screeners  Progress Monitoring	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

		<p>5. Family Engagement events from orientation to continue during year to support strong home to school partnership</p> <p>Accountable leads: Principal, Instructional Coach, PTT CCs, PM/K kumu, PSAP Coordinator</p>		
<p><b>Reading Proficiency</b></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>Need to increase and implement with fidelity core reading instruction and targeted supports.</p> <p>In HLIP, range of exposure to ‘Ōlelo Hawai‘i impacts “readiness to read”</p>	<ol style="list-style-type: none"> <li>1. Instruction with fidelity to meet grade level standards through consistent curriculum implementation and refinement curriculum guides to support curriculum, instruction, and assessment.</li> <li>2. System of assessment to include universal screeners, progress monitoring, and common formative assessments (with aligned rubrics) and analyze student data to adjust whole group and small group instruction.</li> <li>3. MTSS for instructional strategies and groupings to include strategic support and intensive intervention (RTI).</li> <li>4. PD to support high leverage literacy practices, inclusive of foundational reading</li> <li>5. PLCs to support collaborative work focused on instructional implications (data and student constructed response protocol + instructional strategy share + curriculum and materials review and revision)</li> </ol> <p>Accountable leads: Principal, Instructional Coach, RTI Coordinator, PTT CCs, GLCs</p>	<p>Universal screeners</p> <p>Formative &amp; Summative Assessments</p> <p>KĀ‘EO and SBA</p> <p>Learning Walkthroughs</p>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$

<p><b>Mathematics Proficiency</b></p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>Consistently low proficiency levels on state tests.</p> <p>Need to build stronger foundational math skills</p>	<ol style="list-style-type: none"> <li>1. Instruction with fidelity to meet grade level standards through consistent curriculum implementation (Ready Classroom) and refine and implement curriculum guides.</li> <li>2. System of assessment to include universal screeners (to be identified for Kaiapuni and iReady Math for English program), progress monitoring, and common formative assessments (with aligned rubrics) and analyze student data to adjust whole group and small group instruction. *Identify and implement universal screener for HLIP</li> <li>3. PD to support implementation of Ready Classroom Math curriculum and aligned strategies. Inclusive of PD from math educational specialists who 'ōlelo Hawai'i to train and coach math teachers to deepen content knowledge and implement effective instructional practices.</li> <li>4. PLCs to support collaborative work focused on instructional implications (data and student constructed response protocol + instructional strategy share + curriculum and materials review and revision)</li> </ol> <p>Accountable leads: Principal, Instructional Coach, PTT CCs, GLCs</p>	<p>Universal screeners</p> <p>Formative &amp; Summative Assessments</p> <p>KĀ'EO and SBA</p> <p>Learning Walkthroughs</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input checked="" type="checkbox"/> Title I, \$</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 checked="" 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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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>		<ol style="list-style-type: none"> <li>1. Vertical alignment and implementation of consistent curriculum. Revise curriculum maps to ensure inclusion of grade aligned skills, strategies, vocabulary, formative assessments (in addition to standards)</li> <li>2. Align assessments and assessment tools program-wide, including the following:             <ol style="list-style-type: none"> <li>a. assessments: universal screeners, fluency, formative,</li> <li>b. criteria: growth and proficiency goals, common rubrics</li> </ol> </li> <li>3. MTSS for instructional strategies and groupings to include strategic support and intensive intervention (RTI).</li> <li>4. Implement IEPs and 504s with fidelity             <ol style="list-style-type: none"> <li>a. alignment of accommodations and modifications to core curriculum and individual goals</li> <li>b. ongoing data collection</li> <li>c. collaboration of team members to review student progress and refinement of supports</li> </ol> </li> <li>5. PLCs to support collaborative work focused on instructional implications (data and student constructed response protocol + instructional strategy share + curriculum and materials review and revision)</li> <li>6. Ensure 'ĀPBE units support sustained inquiry, rigor, and implementation of literacy practices.</li> <li>7. PD to include the following:             <ol style="list-style-type: none"> <li>a. understanding IEPs and 504s</li> <li>b. reading: ECRI, small group, science of reading</li> <li>c. core curriculum: Ready, Wonders, He Aupuni Palapala, Foundations &amp; Framework</li> <li>d. differentiated instruction and Universal Design for Learning</li> </ol> </li> </ol>	<p>Universal screeners</p> <p>Formative &amp; Summative Assessments</p> <p>KĀ'EO and SBA</p> <p>Learning Walkthroughs</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input checked="" type="checkbox"/> Title I, \$</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 checked="" 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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		<p>Accountable leads: Principal, Student Services Coordinator, RTI Coordinator, Special Education DH, Instructional Coach</p>		
<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p>	<p>Support systems ensure smoother transitions</p>	<p>For students transitioning INTO Pā'ia for elementary school</p> <ol style="list-style-type: none"> <li>1. Create and implement transition plan protocol for any students who are new to the school with all staff and stakeholders, including English Learners, military connected students, students with disabilities, and new keiki with no formal Hawaiian Language into the Kaiapuni program. For Keiki with IEP plans or 504 plans coming into the school during the middle of the school year, the SSC will work with the former school to get the student plan and share with the stakeholders and Care Coordinators will follow up with scheduling transition meetings.</li> </ol> <p>For 5th graders transitioning to middle school</p> <ol style="list-style-type: none"> <li>1. Transition meetings between Pā'ia and Kalama staff for all students with IEPs and 504s.</li> <li>2. Prepare 5th graders for the transition to middle school through <ol style="list-style-type: none"> <li>a. Meeting with Kalama registrar and counselors to learn about school expectations, classes and schedule</li> <li>b. Visiting Kalama</li> </ol> </li> <li>3. Align academic practices and tools, such as incorporating Google Classroom</li> <li>4. Incorporate decision making, alcohol/vaping/drug awareness, and social interactions into 5th grade SEL curriculum</li> </ol> <p>Accountable leads: Student Services Coordinator, Counselors, Special Education DH</p>	<p>Report Cards</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input checked="" type="checkbox"/> Title I, \$</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 checked="" 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>

<p>All Hawaiian Language Immersion Program students will become proficient speakers of ‘Ōlelo Hawai‘i</p>	<p>Students have varying levels of opportunities to practice their language outside of school</p>	<ol style="list-style-type: none"> <li>1. Curriculum maps incorporate ‘Ōlelo–Pae Pilina‘ōlelo</li> <li>2. Explicit speaking and listening opportunities for students embedded in lessons</li> <li>3. Implementation of loiloi ‘ōlelo assessment</li> </ol> <p>Accountable leads: Principal, Instructional Coach, Grade Level Chairs</p>	<p>FAFKE</p> <p>Loiloi assessment</p> <p>Fluency</p> <p>Formative &amp; Summative Assessments</p> <p>KĀ‘EO</p> <p>Learning Walkthroughs</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input checked="" type="checkbox"/> Title I, \$</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 checked="" 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>
<p>All Hawaiian Language Immersion Program students will demonstrate traditional knowledge and cultural practices</p>	<p>Students have varying levels of opportunities to practice their culture outside of school</p>	<ol style="list-style-type: none"> <li>1. Curriculum maps incorporate cultural experiences</li> <li>2. Explicit cultural opportunities for students embedded in lessons and school wide activities (Makahiki, Lā Puka, Lā ‘Ohana, Huaka‘i O‘ahu).</li> <li>3. Participating in cultural protocols in a variety of settings.</li> </ol> <p>Accountable leads: Principal, Instructional Coach, GL Chairs</p>	<p>FAFKE</p> <p>Lā ‘ĀPBE</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input checked="" type="checkbox"/> Title I, \$</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 checked="" 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>

<p>All students will engage in 'ĀPBE units that foster pilina with 'āina and empowers students to effectively enact change through authentic, meaningful experiences.</p>		<ol style="list-style-type: none"> <li>1. Units aligned to NGSS/Akeakamai</li> <li>2. Units incorporate PBL Gold Standard design elements, including literacy practices</li> <li>3. All students will participate in at least one huaka'i and one connection with a community member or expert per unit</li> <li>4. 100% of students and classes will participate in annual Lā 'ĀPBE</li> </ol> <p>Accountable leads: Principal, 'ĀPBE PTT Lead</p>	<p>Project Planners</p> <p>Lā 'APBE</p> <p>SBA &amp; KĀ'EO</p> <p>Learning Walkthroughs</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input checked="" type="checkbox"/> Title I, \$</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 checked="" 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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★ 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>
1.2.1. All students desire to and attend school regularly.	Varied mindsets on importance of attendance	Improve student attendance and reduce chronic absenteeism through attendance action plan to include: <ul style="list-style-type: none"> <li>● Attendance Policy</li> <li>● Attendance team</li> <li>● Intervention system</li> <li>● Incentives</li> </ul> Accountable leads: Principal, Counselors, Attendance Liaison, Social Worker	Attendance rate	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

<p>1.2.2. All students demonstrate positive behaviors at school.</p>		<ol style="list-style-type: none"> <li>1. Schoolwide SEL framework</li> <li>2. Implement Koho Pono to include             <ol style="list-style-type: none"> <li>a. Koho Pono Ioina/theme with aligned lessons and materials and student of the month assemblies</li> <li>b. Positive Behavioral Incentive Supports and Koho Pono tickets</li> </ol> </li> <li>3. Direct service support for social and emotional health through school level counseling, BHS counseling, and specific trauma and grief counseling.</li> <li>4. Behavioral and discipline referral system</li> <li>5. Professional Development to include classroom management, de-escalation, QBS, Positive Behavior Supports, Behavior Support Plans, data collection (e.g. ABC)</li> <li>6. Collaborate with community organizations to train HODOE staff in cultural awareness, competence and humility for diverse communities.</li> </ol> <p>Accountable leads: Principal, Counselors</p>	<p>Referrals Perception Survey SQS</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input checked="" type="checkbox"/> Title I, \$</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 checked="" 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>
<p>1.2.3. All students experience a Hā: Nā Hopena A’o environment for learning.</p>		<ol style="list-style-type: none"> <li>1. Schoolwide protocols</li> <li>2. SEL embedded in classroom environment</li> </ol> <p>Accountable leads: Counselors, GLCs</p>	<p>SQS</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input checked="" type="checkbox"/> Title I, \$</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 checked="" 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>



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

<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>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	To support pilina and kuleana	<ol style="list-style-type: none"> <li>1. 'ĀPBE tasks challenge students to act as agents of change and present a public product that engages families and community partners.</li> <li>2. Service opportunities woven into SEL</li> <li>3. Opportunities to engage with community contributors through experiences such as 'ĀPBE units and Career Day</li> </ol> <p>Accountable leads: Principal, Grade Level Chairs, Counselors, 'ĀPBE PTT Lead</p>	KĀ'EO Akeakamai and SBA Science  Lā 'ĀPBE	<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:__, \$



## 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.

<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</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>
Build and sustain faculty capacity to deliver high quality instruction  <i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)</i>	Currently, 1/3 of our teachers are uncertificated	<ol style="list-style-type: none"> <li>1. Ongoing coaching for uncertificated and new kumu and EAs to include summer onboarding of curriculum, instructional strategies, classroom management, and professional teaching expectations.</li> <li>2. PLCs to support collaborative work toward priority areas of literacy and math with an emphasis on collective efficacy.</li> <li>3. All new kumu and EAs will have a mentor (through official certification program or if not in an official program school level assigned).</li> <li>4. Ongoing PD opportunities for all pedagogical staff</li> </ol> <p>Accountable leads:</p>	SQS  Internal surveys	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



		Principal, Instructional Coach, Grade Level Chairs		
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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.

<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</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>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Importance of voice of all stakeholders	<ol style="list-style-type: none"> <li>1. SCC meetings provide space for all voices</li> <li>2. SCC Family Engagement Events to interact with families, receive feedback, and sustain membership</li> </ol> Principal & SCC	SCC Agendas	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" 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.

<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</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>
Engage families through school-based opportunities that seek to strengthen home to school partnership.	School to family partnership increases student achievement outcomes	<ol style="list-style-type: none"> <li>1. 'Ōlelo Hawai'i classes for parents</li> <li>2. Monthly Family Engagement Events to engage families as partners in supporting student academic and social emotional growth. Events to include engagement with curriculum and instructional strategies, community organizations, student performances.               <ol style="list-style-type: none"> <li>a. Open House (August)</li> <li>b. Curriculum (Literacy is Lit &amp; Math is Rad)</li> <li>c. Bring your kupuna &amp; mākuā to school day</li> <li>d. Conferences (Nov)</li> <li>e. Mahina 'Ōlelo Hawai'i (Feb)</li> <li>f. Art Night</li> <li>g. Lā 'ĀPBE (April)</li> <li>h. Health and Wellness</li> <li>i. Lā 'Ohana (May)</li> </ol> </li> </ol> <p>Principal, SCC &amp; Grade Level Chairs</p>	SQS	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

★ Other Systems of Support

<p><b>Desired Outcomes</b>  <i>"What do we plan to accomplish?"</i></p>	<p><b>Root/ Contributing Cause</b>  <i>"Why are we doing this?"</i></p>	<p><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></p>	<p><b>Monitoring of Progress</b>  <i>"How will we know progress is being made?"</i></p>	<p><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>
<p>School Level Coherence: School level systems will align with shared mission and vision</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)</i></p>	<p>Importance of shared systems to support implementation of schoolwide goals</p>	<p>1. Schoolwide expectations to include: planning, curriculum, assessments, grading, classroom environment, professional collaboration, parent engagement</p> <p>2. Culture of collaboration through teams that facilitate workstreams by constantly reviewing student data to inform implications for support.</p> <p>3. Support teacher leadership and increase distributive leadership model</p> <p>Principal &amp; Grade Level Chairs</p>	<p>SQS</p> <p>Faculty Google survey</p>	<p><input type="checkbox"/> WSF, \$</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>

## 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 **Paia School's** 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 hours per year</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> )	1,080
<b>Did your school submit a SCC Waiver Request Form? Please explain.</b>	Waiver Day Request
<b>Bell Schedule:</b> [ <a href="https://paiaelementary.com/apps/bell_schedules/">https://paiaelementary.com/apps/bell_schedules/</a> ]	