



Palolo Elementary School Academic Plan SY 2025-2026

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Submitted by Principal [Insert name here]		Approved by Complex Area Superintendent [Insert name here]	
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PURPOSE

A well-developed Academic Plan lays out the changes a school needs to make to improve the level of student academic achievement, particularly for student subgroups needing the most support. The Academic Plan **prioritizes critical student learning needs**, and is meant to include innovative and/or enhanced activities that identifies what changes will be made, how the learning needs will be supported and what will be used to measure success.

Schools should align their prioritized student learning needs with the Priorities, Goals and Desired Outcomes within the Strategic Plan.

The Academic Plan template serves as the base document and is intended to be a one-year planning document. Schools have the flexibility to include additional rows and columns as needed to address the unique needs of their students and communities.

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

Needs
Assessment





One-Year Academic Plan SY 2025-2026

VIABLE QUALITY CURRICULUM

This section highlights the school's comprehensive standards-based instructional program(s) used by each core subject area. *For SY 2025-2026, identifying Science and Social Studies instructional program(s) in the Academic Plan is optional.*

Please identify the comprehensive standards-based 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 <i>Curriculum expected to use in SY 2025-2026 (may change SY 2026-27)</i>	Social Studies <i>Curriculum expected to use in SY 2025-2026 (may change SY 2026-27)</i>
Grade K	Wonders/Savvas myView Literacy	Ready Math	Houghton Mifflin Harcourt Science	
Grade 1	Wonders/Savvas myView Literacy	Ready Math	Houghton Mifflin Harcourt Science	
Grade 2	Wonders/Savvas myView Literacy	Ready Math	Houghton Mifflin Harcourt Science	
Grade 3	Wonders/Savvas myView Literacy	Ready Math	Houghton Mifflin Harcourt Science	
Grade 4	Wonders/Savvas myView Literacy	Ready Math	Houghton Mifflin Harcourt Science	Hawaiians of Old. Na Kanaka Maoli o Ka Wa Kahiko. Bess Press
Grade 5	Wonders/Savvas myView Literacy	Ready Math	Houghton Mifflin Harcourt Science	



SCREENING ASSESSMENTS

This section highlights school-administered universal screener(s) designed to quickly identify the needs of **kindergarten through ninth grade** students who may require additional academic support.

Please identify the universal screener(s) used to screen and progress monitor students, and indicate the grade level(s), where applicable.
Use the dropdown list to select the universal screener for each applicable grade level and core content area. If "Other" is selected, please manually identify the universal screener. Duplicate the "Grade Level" text and/or dropdown list as needed.

English Language Arts

Grade Level: K-5
Select One iReady

Mathematics

Grade Level: K-5
Select One iReady



IDENTIFIED SCHOOL NEEDS (You will reference specific school needs throughout the plan)

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and rationale/root 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) Critical Areas
Last Full Self-Study: 2023; Next Full Self-Study: 2029
- Other

Identify critical student learning needs and provide a rationale/root 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?"

Duplicate "Student Need" text, including "Rationale/Root cause(s)" as needed. Number (#) Student Need and Rationale/Root cause(s) for ease of reference.

Student Need: Student Achievement. Effective Academic Practices

1

Rationale/Root cause(s):

Continue providing focused academic interventions for students due to low academic achievement. Need to continue providing support for EL students due to achievement and academic gap. Currently 146 students (48%) receive direct services for EL based on WIDA. Need for EL students to increase 5% for on track to exit EL as measured by 2023-2024 WIDA scores.

Show student growth, referencing the Key Performance Indicator (KPI) of an expected Average Annual % growth for (i) ELA 2.38% to reach the current 2029 Quintile target of 44.68%, (ii) math 1.4% to reach the current 2029 Quintile target of 28.42%, and (iii) science 1.79% to reach the current 2029 Quintile target of 28.13%.

Student Need: Curriculum Instruction Assessment. Responsive Capacity Building

2

Rationale/Root cause(s):

Continue to focus on research based instructional strategies and response to intervention to address student academic needs and **increase student achievement.**

30% ELA proficiency (SY 23-24) Growth rate 39 for ELA (SY 21-22) 12% Math proficiency (SY 23-24) Growth rate of 36 for Math (SY 21-22) 11% Science Proficiency (SY 23-24)

Student Need: Multi Tier Student Support. Healthy Habits, Healthy Schools.

3

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Rationale/Root cause(s):

Continue to refine the school wide MTSS system to provide academic, social/emotional, behavioral, and physical interventions and support for all students.

Need to consistently address the importance of attendance. Current chronic absenteeism rate at 44% (SY 23-24). Increase daily attendance to 95% and decrease chronic absenteeism rate to 15%.

4

Student Need: Governance and Decision Making. Action Oriented Data Decision Making

Rationale/Root cause(s):

Continue to refine the school wide action oriented data decision making process that includes instructional, academic review, leadership, and grade level teams.



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

Duplicate "Targeted Subgroup" text, including "Identified Student Need(s)" as needed.

- 1 **Targeted Subgroup:** English Learners
Identified Student Need(s): Increase student exits using ACCESS testing and increase student proficiency rates
- 2 **Targeted Subgroup:** Low SES
Identified Student Need(s): Provide focused academic and social emotional interventions
- 3 **Targeted Subgroup:** SPED
Identified Student Need(s): Provide focused academic and social emotional interventions



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>	Rationale/ Root 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>
Kindergarten Transition Provide appropriate academic, social, emotional, and physical transition for kindergarten students.	95% of students are disadvantaged with little or no preschool	KEA for all kindergarten students entering.	KEA completion	WSF, \$ Title I, \$
All students will receive support through a multi-tiered system for academics, behavior, social	In SY 2024-25, 30% of students were proficient in ELA SBA, 12% of students were proficient in math SBA, 11% of	Provide instructional support in ELA, math, and science to increase student achievement in SBA and iReady diagnostics. Provide all students with Response to Intervention based on student diagnostics.	SBA scores iReady reading and math diagnostics Student Data Binders	WSF, \$ Title I, \$

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<p>emotional and physical health. Provide instructional support in ELA, math, and science to increase student achievement in SBA.</p>	<p>students were proficient in science SBA.</p>		<p>Academic Review Committee Minutes</p>	
<p>Reading Proficiency Increase in iReady reading scores from SY 2024-2025 by 5% in SY 2025-2026.</p>	<p>30% of students were proficient in ELA SBA</p>	<p>Provide instructional support in ELA, math, and science to increase student achievement in SBA and iReady diagnostics.</p> <p>Provide all students with Response to Intervention based on student diagnostics.</p>	<p>iReady reading diagnostics</p> <p>Student Data Binders</p> <p>Academic Review Committee Minutes</p>	<p>WSF, \$</p> <p>Title I, \$</p>
<p>Mathematics Proficiency Increase in iReady math scores from SY 2024-2025 by 5% in SY 2025-2026.</p>	<p>12% of students were proficient in math SBA</p>	<p>Provide instructional support in ELA, math, and science to increase student achievement in SBA and iReady diagnostics.</p> <p>Provide all students with Response to Intervention based on student diagnostics.</p>	<p>iReady math diagnostics</p> <p>Student Data Binders</p> <p>Academic Review Committee Minutes</p>	<p>WSF, \$</p> <p>Title I, \$</p>



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English Language Learners

80% of students will reach typical growth for reading based on iReady quarterly diagnostics.
10% of students within the 80% will exceed typical growth and achieve stretch growth for Reading based on iReady quarterly diagnostics.

30% EL On Track based on WIDA Access from 21% EL On Track based on WIDA Access.

Need to provide academic intervention for EL students due to achievement and academic gap.
Current 146 students (48%) direct service EL based on WIDA
21% EL on track to exit EL

Provide PD for instructional strategies to support EL learners including EL Success Plan PD, OG, Visible Learning and Building Thinking Classrooms

Provide support for EL students with programs and staffing to address their needs.

Implement research based instructional strategies such as West Ed EL strategies, Orton Gillingham, Heggerty, Visible Learning, and Building Thinking Classrooms

Promote parent/guardian education/involvement for EL families.

Continue to support English Language Learners' needs by identifying EL students and analyzing their needs using WIDA and Universal Screener data.

Progress monitor EL students' growth and progress.

iReady quarterly diagnostics
iReady growth monitoring
WIDA Access PD
Agenda/Minutes
Parent workshop sign in sheets
Student Data Binders
EL Academic Review Committee Minutes

WSF, \$
Title I, \$



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Implement the Hawaii Multi Tier Student Support System to address students' academic and behavioral needs that includes Tier 1, Tier 2, and Tier 3 supports. Implement a systematic school wide response to interventions system that includes universal screeners for academics and behavior using iReady and grade level assessment data for academics and Behavior Screener for behavior/social emotional. (SW6) Create a system of monitoring student progress embedded into the RtI system using iReady and grade level assessment data. (SW6)

Need for a school wide system to provide academic and behavioral intervention for all students. 95% students disadvantaged

- Implement the Hawaii Multi Tier Student Support System to address students' academic and behavioral needs that includes Tier 1, Tier 2, and Tier 3 supports. (SW6)
- Implement a systematic school wide response to interventions system that includes universal screeners for academics and behavior using iReady and grade level assessment data for academics and Behavior Screener for behavior/social emotional. (SW6)
- Create a system of monitoring student progress embedded into the RtI system using iReady and grade level assessment data. (SW6)
- Provide PD for RtI strategies to support all learners. (SW6)
- Continue implementation of Social Emotional Learning using Choose Love to build a positive culture. (SW6)
- Incorporate the arts into the core curriculum with partnerships for the Center for Creative HeARTS. (SW6)
- Promote family engagement through the Center for Creative HeARTS. (SW6)
- Provide after school support with PUG Academy for student academic and extracurricular support.

eCSSS Class A and B referral data Minutes from MTSS Cohort Documentation of MTSS System addressing academics and behavior MTSS Committee Minutes Center for Creative HeARTS Showcase

WSF, \$
Title I, \$
Title II, \$
Title III, \$
Title IV-A, \$
Title IV-B, \$
IDEA, \$
Homeless, \$
Grant:____, \$
Other:____, \$



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Provide PD for RtI strategies to support all learners. (SW6)
Continue implementation of Social Emotional Learning using Choose Love to build a positive culture. (SW6)
Incorporate the arts into the core curriculum with partnerships for the Center for Creative HeARTS. (SW6)
Promote family engagement through the Center for Creative HeARTS. (SW6)
Provide after school support with PUG Academy for student academic and extracurricular support.



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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Rationale/ Root Cause <i>"Why are we doing this?"</i> Use current school data and set target	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> Please estimate the additional amount needed to execute the enabling activity.
Attendance Continue to refine and align the school attendance/tardy procedure to promote positive attendance and address daily attendance and chronic absenteeism. (SW7) Continue to share and analyze attendance data including daily attendance rate and chronic absenteeism through data teams. Review and analyze student tardiness and provide follow up with students	Need to consistently address the importance of attendance. Current chronic absenteeism rate at 43% (SY 23-24) IDEA, ELL, and disadvantaged chronic absenteeism rate higher than school overall. Palolo did not meet STRIVE HI goal of 95% daily average attendance (91%). 91% Daily Attendance Rate (SY 23-24)	Continue to refine and align the school attendance/tardy procedure to promote positive attendance and address daily attendance and chronic absenteeism. (SW7) Continue to share and analyze attendance data including daily attendance rate and chronic absenteeism through data teams. Review and analyze student tardiness and provide follow up with students with excessive tardies. Expand the positive incentive program school wide to promote attendance that includes individual, classroom, and school wide incentives. Promote parent/guardian education on the importance of attendance.(SW7)	Daily attendance rate Chronic absenteeism rate School wide incentive program. Quarterly Perfect Attendance Award and Attendance Challenge winners. Attendance flowchart Communication through quarterly school newsletters and parent events promoting attendance Attendance	WSF, \$ Title I, \$

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with excessive tardies.
Expand the positive incentive program school wide to promote attendance that includes individual, classroom, and school wide incentives.
Promote parent/guardian education on the importance of attendance

Academic Review Committee Minutes.
Data Team Minutes
School wide consistent attendance/tardy policy in student planner, website, and school documents.



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HMTSS

Implement the Hawaii Multi Tier Student Support System to address students' academic and behavioral needs that includes Tier 1, Tier 2, and Tier 3 supports. Implement a systematic school wide response to interventions system that includes universal screeners for academics and behavior using iReady and grade level assessment data for academics and Behavior Screener for behavior/social emotional. Create a system of monitoring student progress embedded into the RtI system using iReady and grade level assessment data. Provide PD for RtI strategies to support all learners.

Need for a school wide system to provide academic and behavioral intervention for all students.
95% students disadvantaged

Implement the Hawaii Multi Tier Student Support System to address students' academic and behavioral needs that includes Tier 1, Tier 2, and Tier 3 supports. Implement a systematic school wide response to interventions system that includes universal screeners for academics and behavior using iReady and grade level assessment data for academics and Behavior Screener for behavior/social emotional. Create a system of monitoring student progress embedded into the RtI system using iReady and grade level assessment data. Provide PD for RtI strategies to support all learners. Continue implementation of Social Emotional Learning using Choose Love to build a positive culture. Incorporate the arts into the core curriculum with partnerships for the Center for Creative HeARTS. Promote family engagement through the Center for Creative HeARTS. Provide after school support with PUG Academy for student academic and extracurricular support.

eCSSS Class A and B referral data
Minutes from MTSS Cohort Documentation of MTSS System addressing academics and behavior
MTSS Committee Minutes
Center for Creative HeARTS Showcase

WSF, \$
Title I, \$



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Continue implementation of Social Emotional Learning using Choose Love to build a positive culture.
Incorporate the arts into the core curriculum with partnerships for the Center for Creative HeARTS.
Promote family engagement through the Center for Creative HeARTS.
Provide after school support with PUG Academy for student academic and extracurricular support.



★ 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>	Rationale/ Root 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>
College and Career Readiness All students, throughout their K-5 experience, engage in a variety of career, community, and civic opportunities.	Need for all students to be provided an opportunity to explore college and career readiness. 95% students disadvantaged	All students will be provided an opportunity for career exploration through the social studies curriculum. School wide career day for all students to be provided an opportunity for career exposure	Teacher/student survey on career day	WSF, \$ Title I, \$



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>	Rationale/ Root Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> BE SPECIFIC 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>
Highly Qualified Teachers All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	High needs demographic with 52% EL students	Opportunities are available for teachers to attend EL PD that supports SIQ hours. <ul style="list-style-type: none"> ● Building the Base (FALL 2023) ● State/District EL course offerings ● University courses 	Percentage of teachers with all SIQ hours completed and/or TESOL certification. -Plan for teachers without SIQ hours/TESOL certification.	WSF, \$ Title I, \$



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Research Based Instructional Practices
Visible Learning Instructional Practices in the classroom addressing Teacher Clarity using Learning Intentions 100% of the time and Success Criteria 100% of the time.

Alignment of ELA CCSS identifying priority standards. 80% of students will reach typical growth for Reading and Math based on iReady quarterly diagnostics quarterly diagnostics. 10% of students within the 80% will exceed typical growth and achieve stretch growth for Reading based on iReady quarterly diagnostics quarterly diagnostics.

Need for focus on best classroom instructional strategies to address student needs.
30% ELA proficiency (SY 23-24)
Growth rate 44 for ELA (SY 23-24)
12% Math proficiency (SY 23-24)
Growth rate of 35 for Math (SY 23-24)
13% Science Proficiency (SY 23-24)

Continue Visible Learning instructional practices by prioritizing, unpacking, and aligning Common Core State Standards.
Continue student and teacher clarity by using Learning Intentions and Success Criteria.
Continue to implement iReady as a universal screener to identify student needs and guide instruction.
Provide PD for research based instructional strategies to support all learners focusing on Small Group Instruction and Response to Intervention.
Provide PD for Building Thinking Classrooms to create a positive learning environment.
Continue to utilize technology to prepare students using Google Apps for Education.
Continue PD and implementation of NGSS.

Walkthroughs focusing on Learning Intention and Success Criteria
Look Fors, Research Based Instructional Strategies, Building Thinking Classroom strategies
Data Team Minutes
iReady growth and diagnostics
iReady instructional usage data
NGSS curriculum map
Staff Success Committee Minutes

WSF, \$
Title I, \$



Alignment of NGSS identifying priority standards.



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>	Rationale/ Root 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>
Data Driven Decision Making Process Continue Data Decision making process including Data Teams, Academic Review Teams, Leadership Team, Admin Team, and Grade Level Teams. Continuous School Improvement Process that includes input from all stakeholders.	Need for a school wide action oriented data decision making process that includes instructional, academic review, and leadership teams.	Continue Data Decision making process including Data Teams, Academic Review Teams, Leadership Team, Admin Team, and Grade Level Teams. Continuous School Improvement Process that includes input from all stakeholders.	Admin Team Meeting Agenda/Minutes Leadership Team Meeting Agenda/Minutes Grade Level Team Meeting Agenda/Minutes Academic Review Committee Agenda/Minutes	WSF, \$ Title I, \$

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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>	Rationale/ Root 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>
Family Engagement All families are engaged in school events/activities and have regular two way communication.	Need for families and community to be involved in school wide decision making	School level PCNC and BSHA to engage families/communities Quarterly grade level family engagement activity Quarterly school wide family engagement activity	Family engagement activity agenda and sign in	WSF, \$ Title I, \$



★ Optional - Other Systems of Support

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Rationale/ Root 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> Please estimate the additional amount needed to execute the enabling activity.



Notwithstanding any other law to the contrary, beginning with the 2016-2017 school year, all public schools, excluding charter schools and multi-track public schools, shall implement a school year of one hundred eighty days, excluding professional development days and other non-instructional days negotiated pursuant to chapter 89, that shall include **one thousand eighty student hours for both elementary and secondary school grades**

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 Palolo 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 (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours) 1,080 student instructional hours

Did your school submit a SCC Waiver Request Form? Please explain. No

Bell Schedule: [Palolo Elementary School Bell Schedule](#)