



Palolo Elementary School Academic Plan SY 2026-2027

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- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Julia West	
	Date 4-2-2026

Approved by Complex Area Superintendent Linell Dilwith	
	Date 4/20/26

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

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VIABLE QUALITY CURRICULUM

This section highlights the **comprehensive instructional programs** and **supplementary instructional materials** used by each core subject area.

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades K-5	'25 myView Literacy ▾	i-Ready Classroom Mathematics ▾	HMH Science	
Grade 4				Hawaiians of Old

Please list all **supplementary instructional materials** used to extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades K-2	Heggerty Phonemic Awareness			
Grades K-5	Orton Gillingham - Phonics/Morphology i-Ready ELA Online Instruction	Stepping Stones iReady Math - Online Instruction	Brainpop Generation Genius	Brainpop Scholastic News
Grades 1-5 EL Students	Finish Line English Proficiency Practice			

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered **screening, and/or other progress monitoring assessments** designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the **screening and/or progress monitoring assessments** used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grades K-5	I-Ready ▾	I-Ready ▾
Grades K-5 Potential EL Students	WIDA Screener ▾	
Grade K-3	DIBELS ▾	

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document **HMTSS student interventions**? Please select all that apply. If "Other" is selected, please explain.

- ☐ Panorama
 ☐ School-created template
 ☒ Other: Weekly PLC meetings minutes, Student Communication Documentation Logs, Student data binders

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- ☒ Current CNA
- ☐ Other current assessment/self-study report: [Insert text]
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2026

Type of Last Visit: Progress Report & Visit -

Year of Next Action: 2029

Type of Next Action: Full Self-Study -

Year of Next Self-Study:

2029

Please identify **critical student learning needs** and the **root/contributing cause** 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?"

Please number the student need and root/contributing cause for ease of cross-referencing.

1	<u>Student Need:</u> Schoolwide Academic Achievement in ELA Schoolwide ELA SBA achievement data has fluctuated over the last 3 years (30% to 38% to 33%) and is well below the state average of 53%. Data Analysis indicates vocabulary and writing are two highest need areas. <u>Root/Contributing Cause:</u> a. With new Savvas program implemented in sy 24-25, there was inconsistent implementation of curriculum with fidelity as teacher learned the new curriculum, created pacing maps, instruction, and common formative assessments. (Tier 1) b. Inconsistent use of evidence based instruction for phonics and vocabulary development for all students (Tier 1) c. Lack of alignment and expectations of writing K-5 (Tier 1) d. Limited targeted interventions for students more than two years behind (Tier 3) e. Lack of system for monitoring of instruction and professional development
2	<u>Student Need:</u> Schoolwide Science Achievement HSA Grade 5 Assessment shows scores have steadily declined over the last 3 years (17.7% to 16.6% to 15.1%). Data analysis indicates need areas include academic science vocabulary and understanding the engineering design process.

	<u>Root/Contributing Cause:</u> a. Revisit HMH Science curriculum to ensure that teachers are using it to provide necessary background on NGSS standards. b. Vertical articulation on science standards, academic vocabulary and expectations c. Increased schoolwide focus on science with EDP opportunities (i.e. STEM weeks, parent activities on science topics, participation in school science fair)
3	<u>Student Need:</u> Schoolwide Academic Achievement in Math Schoolwide math SBA achievement data has steadily increased over the last 3 years (20.1% to 24.6% to 34.6%) and is below the state average of 41%. Data Analysis indicates geometry and measurement are two highest need areas. <u>Root/Contributing Cause:</u> a. Inconsistent implementation of Ready Math curriculum until sy 23-24 when teachers began implementing with fidelity. b. Focus on numbers and operations causes less attention on geometry and measurement. c. Inconsistent use and adaption of Building Thinking Classroom strategies d. Math RTI twice a week beginning in sy 23-24 has contributed to an increase of proficiency. However, RTI can continue to be refined by ensuring consistent identification and targeting of student needs and monitoring progress.

To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

4	<u>Targeted Subgroup:</u> Special Education <u>Identified Student Need(s):</u> SBA achievement data is showing students in sped are significantly underperforming in ELA, Math and Science. Root Cause: a. Lack of exposure/access to grade level standards and curriculum in FSC and Resource settings b. Systematic misalignment between general education, special education, and EA's (e.g. curriculum, CFA's, and logistical barriers like schedules) c. Lack of implementing research and evidence based specially designed instruction and strategies.
5	<u>Targeted Subgroup:</u> English Learners <u>Identified Student Need(s):</u> Although EL has had success in SBA growth and exiting students through WIDA, the EL subgroup as a whole is below proficiency of all students (sy 24-25: 33.6% vs 25.8%). WIDA data shows speaking and writing are the lowest areas. Root Cause: a. Lack of speaking (informal and formal) opportunities throughout the school day b. Insufficient opportunities for writing process in Tier 1 c. Lack of vocabulary contributes to difficulty writing



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 Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	Most Palolo Students are entering without K readiness based on the KEA For sy 25-26 KEA, 12.5% Demonstrated Readiness 43.75% Approached Readiness 43.75% Emerging Readiness	-All students are given instruction in Heggerty for phonological awareness development and Orton Gillingham for phonics development. -Tier 1 instruction provided using SAVVAS My View literacy, LETRS instructional practices (SW6) -Tier 1 instruction provided using Ready Math (SW6) - Tier 1 instruction using Choose Love lessons for social and emotional development. (SW6) -Tier 2/3 interventions provided for students identified (SW6) Liane Ibara, Gr K, Amanda Acosta, Gr K, Leighan Funakoshi, SPED GLC	<u>Quarter 1</u> -100% of Kindergarten students will complete the KEA Assessment within the first 30 days of school. -Kindergarten Teachers will administer screeners and diagnostics assessments to identify student needs (e.g. iREADY, DIBELS, LETRS, Number counting, Shapes, etc...) <u>Quarter 2-4</u> -100% of Kindergarten students will complete the kindergarten assessment.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	1a, 1b, 1c, 1d, 1e WASC VC Identified Critical Area - continue to enhance the full RtI implementation for reading iREADY Sy 24-25 EOY data shows 55% of students met typical growth	Strengthen Tier 1 instruction and make learning accessible in all ELA classroom by (SW6) -Implementing the approved viable curriculum in a 90 minute ELA block -Following vertically aligned pacing guides -Using Visible Learning and West Ed instructional strategies -Developing a writing process and expectations K-5 -Providing speaking opportunities (e.g. Think Pair Share, classroom presentations, Speech Festival, etc...) Refine the Tier 2/3 Reading intervention process by using research based screeners and progress monitoring tools (e.g. Dibels, Phonemic Awareness, Spelling Screening, Phonics Screening Tool, etc...) (SW6) Provide PD and Training and plan for implementation of DIBELS in Grades K-3 (SW6) Agree on a research based intervention program for intervention Administer Interim SBA Assessments to Grades 3-5 Head of ELA Committee and Janet Lau, Curriculum Coordinator	Quarter 1: -Analyze sy 25-26 SBA ELA Scores for trends and plan next steps -Baseline i-Ready Diagnostic Test- all growth goals generated -50% proficient on Common Formative Assessments -Focused Interim Assessment Blocks -Administer DIBELS and use data to develop plan for the year. Quarter 2: -60% proficient on Common Formative Assessments -Administration of SBA Interim Assessment Quarter 3: -After iREADY Diagnostic 2 at least 50% of students are on track to meet i-Ready ELA growth goals - 70% proficient on Common Formative Assessments -Administration of SBA Interim Assessment	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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			- All students will be given the opportunity to participate in the school speech festival. Quarter 4: - 60% meet i-Ready ELA end-of-year typical growth goals (baseline 55% sy 24-25) - 80% proficient Common Formative Assessments -95% of the students will complete the SBA ELA assessment	
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Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of fifth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	3a, 3b, 3c, 3d WASC VC Identified Critical Need Area - continue to enhance the full RtI implementation for math iREADY Sy 24-25 EOY data shows 50% of students met typical growth	Strengthen Tier 1 instruction and make learning accessible in all Math classroom by (SW6) -Implementing the approved viable curriculum -Following vertically aligned pacing guides -Using Visible Learning, Building Thinking Classrooms, and West Ed instructional strategies Refine Tier 2/3 Math Intervention by (SW6) - Using screeners and classroom assessments to identify students needing additional support -Provide timely supports and progress monitor Accountable Lead: Math Committee/CC	Quarter 1: -Analyze SY25-26 SBA math scores for trends and plan next steps - Baseline i-Ready Diagnostic Test- all growth goals generated -50% proficient on Common Formative Assessments -Focused Interim Assessment Blocks Quarter 2: -60% proficient on Common Formative Assessments -Administration of SBA Interim Assessment Quarter 3: -After iREADY Diagnostic 2 at least 50% of students are on track to meet i-Ready math growth goals -70% proficient on Common Formative Assessments -Administration of SBA Interim Assessment Quarter 4: - 55% meet i-Ready ELA end-of-year typical	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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			growth goals (baseline 50% sy 24-25) -Administration of SBA Interim Assessment -95% of the students will complete the SBA math assessment	
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	5a, 5b, 5c	EL Implement research based instructional strategies such as WestEd EL strategies, OG, Heggerty and Sheltered Instruction at Tier 1. (SW6) Provide support for EL students with programs and staffing to address their needs. (SW6) Schoolwide focus on Oral Language and Writing. Accountable Lead: Wilna Fong, EL Coordinator SPED - Teachers will use inclusive practices for students to ensure appropriate exposure to grade level curriculum. (SW6) -Teachers will use a viable curriculum in resource and self contained classroom -All teachers will use research based instructional practices in all settings (SW6) -Special Education Teachers will provide special designed instruction Accountable Lead: Lynn Sakata, SSC	Quarter 1: -iREADY screener given to all students - EL and SPED Teachers analyze data -Teachers administer additional screeners/diagnostics for students identified -Students identified will be given additional supports/interventions -ACCESS for WIDA results from prior year used to create initial EL student groupings Quarter 2: -iREADY diagnostics given to all students - EL and SPED Teachers analyze data to look for growth -Students identified will be given additional supports/interventions Quarter 3: -95% of EL students will take the ACCESS for WIDA annual assessment Quarter 4: iReady- 50% of EL and SPED students in grades 3-5 will achieve their typical growth goal. -95% of the students will complete the SBA	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.5. All students transition successfully at critical points, from elementary to middle school. <i>Required for all schools.</i>	Increased Sense of Belonging contributes to social, emotional and academic success	- Students entering kindergarten participate in the summer jump start program, kindergarten orientation, and special kindergarten beginning of school schedule (SW6) - SPED transition meetings to transfer schools and grade levels. - Step Up Day to transition students to their new grade level PreK - Fourth grade. - Grade 5 students attend Transition Day at Jarrett Middle School Accountable leads: Counselor/Kindergarten Teachers/Gr.5 teachers/SSC/Special Education Teachers	Quarter 1: -Beginning of the school year, grade levels attend Transition Meetings with SSC and SPED department to learn about their special education students and supports. Quarter 2: -New student transfers will be welcomed/oriented by Student Council members. Quarter 3: -New student transfers will be welcomed/oriented by Student Council members. Quarter 4: -Transition meetings will be held with transfer schools (Grade 5) -Transition meetings will be held between grade levels.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.	WASC VC critical need area #3	• Update and revise the HMTSS blueprint • 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 • Identifying students that need support and plan for the next steps during the PLC meetings. • Continue to update student data binders to keep track of student learning • Provide after school support with PUG Academy for student academic and extracurricular support. Lead: HMTSS Coach Up Team	Quarter 1: -Complete HMTSS blueprint -Identify students who need academic support and provide the appropriate intervention. -Identify students who require school support with PUG Academy for either academic or extracurricular support. Quarter 2- 4: -Continue to monitor HMTSS programs. -Monitor students progress in their intervention group and adjust tier level and support as needed.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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Science Proficiency 1.1.7 All students are proficient in science and are <u>provided necessary and timely support</u> to develop the basic scientific knowledge to allow for student success at the end of grade 5.	2a, 2b, 2c WASC VC Identified Critical Area - focus on implementation of science standards	Tier 1: Revisit science pacing maps and Implement Viable Science Curriculum (HMH Science). Implement STEM based curriculum as the focus for Summer School 2026 Create schoolwide agreements and expectations about science instruction (frequency, curriculum) Conduct regular vertical articulation on science standards and expectations, and vocabulary Continued school-wide focus on science with EDP opportunities (STEM week, school science fair) TBD, Science Committee Lead; Janet Lau, CC	Quarter 1: -Analyze SY25-26 HSA science scores for trends and plan next steps -Complete a science pacing map for K-5 -Teachers will include science blocks in their weekly schedules -Schedule science activities for the year (e.g., STEM, field trips) -Schedule of vertical articulation sessions during Wednesday meetings Quarter 2-3: -All classes in grades K-5 will complete a project for the Science Fair -All students will complete a project for STEM week Quarter 4: -95% of the grade 5 students will complete the HSA Science testing	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	Regular attendance percentage for SY 24-25 was 60%. WASC VC Identified Critical Area #3 - chronic absenteeism	Tier 1: • Create and implement PBIS and attendance program for whole school (SW6) • Communicate the attendance policy to all stakeholders • Promote parent/guardian education on the importance of attendance. • Start a program to acknowledge the efforts of parents of students with good attendance Tier 2: • During PLC's, identify students with attendance concerns, identify root cause (SW6) • Link with appropriate interventions • Communicate/Collaborate with parents/guardians Tier 3: • Provide intensive interventions for students with chronic absenteeism (e.g. home visits, check in/checkouts, social worker) (SW6) TBD Counselor, TBD SEL Committee Lead	Quarter 1: -Completed HMTSS Blueprint of Tier 1-3 supports -Parent Workshop Agendas Quarter 1-4 -PLC minutes tracking students attendance through Infinite campus and linking with interventions -Implementate and evaluate of Tier 1 Attendance program	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	WASC VC critical need area - SEL	Tier 1 SEL: Deliberate implementation of SEL activities from the Choose Love curriculum and the Panorama playbook. Behavior: Update behavior referral system Create a Tier 2 and 3 SEL support process to identify students and link them to an appropriate intervention, including counseling. TBD Counselor, TBD SEL Committee Lead	Quarter 1: -Pacing Guide of Choose Love Activities -Review Referral System with faculty. Quarter 2: -Panorama Survey results -Student Communication Documentation of student behavior Quarter 4: -Analyze Panorama data -Evaluate the SEL program	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	Students gain awareness of Hawaiian culture and feel a sense of belonging.	Hawaiian Studies teacher will provide a Nā Hopena A'o environment for all students during Hawaiian Studies time. TBD, Hawaiian Studies Teacher; Janet Lau, CC	100% of the teachers will integrate the Ha framework into their classroom. Grade 4 students will delve deeper into Hawaiian studies and culture through their social studies curriculum.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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

Desired Outcome "What do we plan to accomplish?"	Root/Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	WASC VC Identified Critical Area - new growth area (provide opportunities to explore college and career readiness)	Field trips and guest speakers are invited to teach students about career and life skills (e.g., banking, geology, marine biology, etc.) School wide Career Day for all students to be provided an opportunity for career exposure (SW6) Leads: TBD, Counselor	Quarter 2: Students will participate in a Career Survey to determine interest in various careers -Quarter 3: All grade levels will participate in Career Day -A Career Day evaluation will be conducted.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
K-12 Alignment 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.	WASC VC Identified Critical Area - new growth area (provide opportunities to explore college and career readiness)	All students will be provided an opportunity for career exploration through the social studies and ELA MyView Literacy program (SW6) Review pacing maps and curriculum to see where can expand opportunities to go deeper into career explorations (SW6) Leads: Janet Lau, CC	Teachers to review pacing maps and identify career exploration opportunities	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by SY26-27.	Currently 21/25 Certificate Staff Members are SIQ/TESOL Certified	Opportunities are available for teachers to attend EL PD that supports SIQ hours - State/District EL course offerings - University courses Lead: Wilna Fong, EL Coordinator; Julia West, Principal	Increase of the percentage of teachers with all SIQ hours completed and/or TESOL certification Follow up plan for teachers without SIQ hours/TESOL certification	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
2.1.2 All teachers are effective or receive the necessary support to become effective.	1a, 1b, 2a, 2b, 3a, 3c	Provide Teacher Professional Development in (SW6) - Heggerty, OG Phonics/OG morphology, Science of Reading - COX Academy, SAVVAS MyView Literacy, Building Thinking Classrooms, visible learning - Special Designed Instruction and Inclusive Practices to support students with disabilities	PD Sign In Sheets PLC Minutes Conduct walkthroughs to monitor PD and instruction	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		- Develop a plan and protocols to conduct walkthrough in classrooms Providing Mentoring/Coaching to teachers - Literacy - New Teacher Mentors Providing time for collaboration (strategies, professional development) with grade team members during PLC meetings. Lead: Julia West, Principal, Janet Lau, Curriculum Coordinator	Coaching logs	☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
2.2.2 All schools' support staff are effective or receive the necessary support to become effective.	1a, 1b, 2a, 2b, 3a, 3c, 4a, 4b, 4c, 5b, 5c	School support staff, including Sped and EL support team, consistently attend grade level PLC meeting to collaborate with team members EAs attend all faculty meeting to keep abreast of all school level decisions Leads: Janet Lau, CC and Julia West, Principal	PLC Minutes PD Sign in Sheets	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	100% of SCC positions are currently filled Collaborative meetings focused on school culture and school improvement will be held at least quarterly	EA 3.3.1 (1) Principal will message the importance of this advisory group to all stakeholders at the initial SCC Meeting explaining roles/responsibilities. - Elections for all role groups will be held annually - Principal will engage the SCC chairperson and ensure school level plans and issues are agendaized. Julia West, Principal	<u>Initial Outcomes</u> All SCC positions filled and meetings for year scheduled <u>Intermediate Outcomes</u> Meeting agendas and minutes posted on school website and shared with stakeholders	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.2 All families are engaged in school events/activities and have regular two way communication.	Families are an important partner in their child's education VC Identified Critical Area #4 Need to rebuilding parent and community connections	EA 3.3.2(1) Engage and partner with parents/guardians through family engagement activities • Schoolwide Engagement Activities • Grade level Engagement Activities • Title 1 Parent Trainings • EL Parent Workshops Wilna Fong, Title 1, EL Coordinator; Julia West, Principal EA 3.3.2(2) Regular two way communication with families through: • First Night • Parent-Teacher Conferences • Tuesday Folders • Planners • Report Cards/Progress Reports • Website • Palolo App • Classroom Teacher communication on individual student progress • School Messenger System - Phone Calls, Texts, Emails Julia West, Principal	<u>Initial Outcomes</u> Calendar of engagement events for the year <u>Intermediate Outcomes</u> Agendas/Sign In Sheets of Events SQS Parent Survey Results	☐ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

★ Other Systems of Support				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
[Insert school specific desired outcome] <i>(To add additional desired outcomes, duplicate this row)</i>		[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here]	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

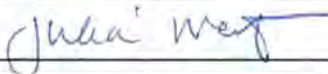
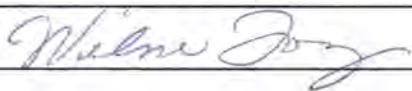
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

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

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

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Dec 8, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Nov 26, 2025** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): **[SCC Meeting (Review of Academic Plan) April 2, 2026]**
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Apr 2, 2026**

Attested:

Palolo Elementary School Principal	Signature	Date
Julia West		Apr 2, 2026
SCC Chairperson	Signature	Date
Wilna Fong		Apr 2, 2026

SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A		

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

Attested:

SCC Chairperson	Signature	Date
Wilna Fong		Apr 2, 2026

APPENDIX B: BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association 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.**

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1,098
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☒ Yes ☐ No ☐ N/A, we meet the requirement
Palolo Elementary School Bell Schedule:	