Pauoa Elementary School
Academic Plan
SY 2025-2026

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☐ Non-Title 1 School ☑ Title 1 School ☐ Kaiapuni School (Self Contained) ☐ Kaiapuni School (Shared School Site)

Submitted by Principal: Julia West	
Julia West	April 11, 2025

Complex Area Superintendent Linell Dilwith	
L. Dilwith	4/14/25

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

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
Kindergarten - Grade 5	'23 Wonders	i-Ready Classroom Mathematics	Amplify	Teacher created materials based on standards
	Select One	Select One		
	Select One	Select One		

Please list all supplementary instructional materials used to enrich or 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
Grade 3	Ready Reading			
Kindergarten - Grade 5	IXL Reading	IXL Math	IXL Science	
Kindergarten - Grade 2	Heggerty OG	Developing Number Concepts		

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:

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
Kindergarten - Grade 5	I-Ready	I-Ready
Kindergarten - Grade 2	DIBELS	Other: Assessing Math Concepts (Kathy Richardson)
Kindergarten - Grade 5	Select One	Other: Listening to Learn
Grade 3 - Grade 5	I-Ready Oral Reading Fluency (ORF)	
Kindergarten	KEA	
Kindergarten - Grade 5	WIDA Screener	

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 for those needs and gaps, as identified in one or more of the following:

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

Year of Last Visit: 2024
Type of Last Visit: Full Self-Study

Year of Next Action: SY 2027-2028
Type of Next Action: Mid-Cycle Report (No Visit)

Year of Next Self-Study: SY 2030-2031

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

Student Need: Comprehensive, vertically-aligned curriculum maps that are driven by a clear, standards-based plan in order to improve academic proficiency in ELA, Math, and Science.

SBA and Science Assessment Data
Source: Strive HI Report, September 2024

	SY 2021-2022	SY 2022-2023	SY 2023-2024
ELA Proficiency	73%	65%	63%
Math Proficiency	79%	70%	65%
Science Proficiency	68%	73%	58%
ELA Academic Growth	70%	60%	52%
Math Academic Growth	82%	56%	61%

Gap Rate - points (M - Math, R - Reading)	19 M, 31 R	17 M, 16 R	23 M, 21 R
3rd Grade Literacy: % 3rd grade reading near, at or above grade level *SY23-24: % of 3rd grade students at or above proficiency	93%	88%	59%*

WASC Self-Study Findings:
Student Learner Need #1 is based on findings from Chapter 3, Category B: Curriculum.

- All grade levels K-5 have curriculum maps and pacing guides to help teachers plan for instruction. Our curriculum planning and instructional decisions relies on these curriculum maps, pacing guides, and student growth data. We recognize that the vetted curriculum we use, such as Wonders, Ready Math, and Amplify Science, are already vertically-aligned, however our teachers see there is more to instruction than just following a program.
- Having curriculum maps that includes the standards and GLOs which are then vertically aligned K-5, assures:
    - Expectations and benchmarks for each grade level are clear
    - Receiving teachers know where their incoming students are coming from and will have a clearer idea of where to start and what they can build on
    - Gaps in curriculum, programs, and student learning are identified
    - Alignment of lessons, skills, and assessments across grade levels
    - Common understanding of strategies and instruction being used across grade levels
- Teachers will be clear about what to teach. Therefore students will be clear about what is expected of them and what their outcomes should look like, feel like and sound like.

Root/Contributing Cause:

1A: Teachers are continuing to refine Tier 1 instruction that includes implementing learning tasks, scaffolds, and strategies to make learning of grade level content accessible to all students. As we are in the beginning stages of implementation (QTEL and BTC), grade level curriculum maps need to reflect these refinements so that we can hold ourselves accountable and continue to work on improving proficiency in all students.

1B: Teachers are continuing to refine the Data Teams process and analyze data and strategies. Through the WASC process, we found that some school level non-negotiables, like Data Teams, were not being utilized consistently across grade levels. This led to missed opportunities for teachers to reflect on the effectiveness of their teaching and to provide interventions for students in all tiers in a timely manner.

1C: Through the WASC process, we found the absence of vertical understanding and awareness of strategies and instruction used across grade levels. Teachers expressed the need for vertically aligned curriculum maps to delineate expectations and benchmarks for each grade level which will lead to grade level clarity on standards.

2

Student Need: A comprehensive writing process that supports the development of writing skills through a vertically aligned progression (K-5), using anchor pieces, common formative assessments, and common rubrics.

SBA Proficiency - ELA
Source: ARCH ADC: 2024 CNA Data Workbook, November 2024

SCHOOL YEAR	3	4	5	ALL GRADES
2021-22	74.5%	79.2%	63.4%	72.5%
2022-23	56.8%	63.9%	73.0%	64.3%
2023-24	64.4%	62.5%	62.0%	63.0%

WASC Self-Study Findings:
Student Learner Need #2 is based on findings from Chapter 1 and Chapter 3, Category B: Curriculum.

- In SY 19-20, prior to the pandemic, the ELA ART group worked to unpack each grade level's writing standards and rubric for opinion and informational writing. They confirmed the rubrics progressed from K-5, ensuring cohesiveness and no gaps. Student work samples were used to achieve interrater reliability and a bank of student exemplars for each genre was being built. The ELA ART group did not finish the process for narrative writing before the pandemic.
- In SY 22-23 and continuing into SY23-24, the ELA ART group was tasked to revisit the opinion and informational rubrics and continue the process with narrative writing as there were many new teachers to the school since the start of this process. We continue to see the need to develop a school-wide system to evaluate writing in all genres as well as the writing instruction we are providing.
- K-5 implements a range of curriculum for writing. Hence the need for a comprehensive writing process that supports the development of writing skills. Developing students' writing skills will have a direct impact on reading comprehension; when a student is able to articulate their learning and/or comprehension clearly and precisely through writing, they are showing understanding of what they read. Improving students' comprehension will have a positive impact on academic proficiency in all content areas.

Root/Contributing Cause:
2A: Since the start of our work with writing during the first WASC cycle, there have been new teachers to the school and to the grade levels. Therefore, the teacher clarity that was built around the informational and opinion writing standards horizontally was lost. Rebuilding teacher clarity with all writing standards within each grade level to delineate writing expectations and benchmarks is needed.
2B: Since the start of our work with writing during the first WASC cycle, there have been new teachers to the school and to the grade levels. Therefore, the teacher clarity that was built around the informational and opinion writing standards vertically was lost. There is a need to vertically align grade level writing expectations in all genres to ensure students are proficient in their grade level standards and there is the layering of knowledge and skills from K to 5.

2C: Through the WASC process, we found that resources used to teach writing and the knowledge about teaching writing varies. Building and strengthening schoolwide understanding of writing instruction and strategies that support the development of writing skills aligned across grade levels is needed to increase student proficiency.

3

Student Need: A school-wide GLO assessment process so students can understand how to improve in grit, work habits, and self-reflection to be successful.

Panorama - Student SEL Self-Assessment
Grades 3-5 Student responses
Source: Panorama Education Report, Spring 2024

Topic Description	SY 2021-2022	SY 2022-2023	SY 2023-2024
Emotion Regulation	62%	53%	46%
Grit	64%	63%	58%
Growth Mindset	66%	58%	57%
Self-Efficacy	58%	57%	54%
Self-Management	74%	74%	66%

WASC Self-Study Findings:
Student Learner Need #3 is based on findings from Chapter 3, Category D: Assessment and Accountability.

- We currently do not have an effective assessment process for General Learner Outcomes.
- We need to strengthen our GLO assessment process by fostering a common understanding of GLO expectations between teachers and students.
- We should also align our types of formative and summative assessments in assessing GLOs and the frequency of administering them.
- Our common formative assessments include check-ins, observations, discussions, self-reflection rubrics, and more. The frequency of these assessments varies, with most grade levels administering them at least quarterly or weekly.
- The effectiveness of these assessments in demonstrating student achievement of GLOs is uncertain due to the varying types of assessments and their frequency of use, suggesting a lack of consistency in this area.

Root/Contributing Cause:

	3A: The amount of time we need to work on ELA, Math, and Science both in and outside of the classroom (Staff meetings, ART, grade level articulations) has taken our focus off of the GLOs and SEL. While the GLO report card marks have stayed relatively the same over the last 3 years, we experienced a steady decrease in the student SEL self-assessment survey in the areas shown above. 3B: As a result of the WASC self-study, we do not have an effective assessment process for the GLOs that is consistent schoolwide; grade levels have varying degrees of assessment, how they assess, and involvement of the student in the process. 3C: There is a need for a common understanding of GLO expectations from K to 5. We need school wide clarity of the GLO rubrics and what the expectations are from grade level to grade level in order to improve consistent support and instruction around the GLOs.
4	**Student Need:** Teachers appropriately oriented for their assignments. By focusing on an orientation to the Pauoa school improvement system, clear expectations, and viable Teacher Action Plans, Pauoa can contribute to students' overall academic success and well-being. WASC Self-Study Findings: Student Learner Need #4 is based on findings from Chapter 3, Category A: Organization, Criterion A4: Staff and Category C: Instruction: ● Even with our system of preparation, induction, and mentoring, we recognize that further training is needed to support teachers new to the profession and new to Pauoa. This training would include "the system" (continuous improvement process) we have in place at Pauoa. This system takes into account State and Complex initiatives, practices and actions, effective instruction, and monitoring progress. As stated earlier, over 60% of our teaching staff arrived at Pauoa after this system was established. ● Due to 60% of the faculty being at Pauoa for 10 years or less, another area of ongoing growth is developing and maintaining understanding and application of school wide non-negotiable systems. ● The visiting committee concurs with the school that further training is necessary to support teachers new to the school and to the "Pauoa Way," which aligns with state and complex initiatives. Efforts are made to ensure all staff members understand the school's goals, practices, and instructional approaches to impact student learning effectively. (Visiting Committee report) **Root/Contributing Cause:** 4A: 63% of our teachers came to Pauoa after our system for continuous improvement was established. This system takes into account State and Complex initiatives, practices and actions, effective instruction, and monitoring progress. Therefore we have varying degrees of understanding and implementation throughout the school. 4B: Improve the support/mentoring/review teachers receive about Pauoa's system that makes connections to initiatives and instruction. There needs to be clarity from Leadership about the expectations and non-negotiables which is then clearly communicated often to teachers.
5	**Student Need:** Enrichment and extension activities within the classroom to ensure that all students remain engaged through challenging and rigorous learning opportunities.

WASC Self-Study Findings:
Pauoa Visiting Committee Final Report (p. 15) Category B: Curriculum (growth area)

- Pauoa Elementary administration and teachers continue to develop relevant and rigorous schoolwide activities to help academically advanced students excel in their learning.

Root/Contributing Cause:

5A: Schoolwide focus during data teams, small group instruction, and/or intervention block has been addressing the needs of students not performing at grade level. Through the WASC process, we found that we lacked in providing the enrichment for students working above grade level expectations.

In order 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.

1

Targeted Subgroup: English Learners

Identified Student Need(s):

Identified Student Need(s): Decrease the achievement gap in ELA

Source: ARCH ADC: CNA Data Workbook, November 2024

EL	SY 2021-2022	SY 2022-2023	SY 2023-2024
ELA gap	23	16	31
Math gap	2	8	14
Science gap	0	5	+5

2

Targeted Subgroup: Low SES

Identified Student Need(s): Decrease the achievement gap in ELA, Math, and Science

Source: ARCH ADC: CNA Data Workbook, November 2024

SES	SY 2021-2022	SY 2022-2023	SY 2023-2024
ELA gap	31	16	20
Math gap	18	17	23
Science gap	15	26	17

3

Targeted Subgroup: IDEA

Identified Student Need(s): Decrease the achievement gap in ELA, Math, and Science

Source: ARCH ADC: CNA Data Workbook, November 2024

IDEA	SY 2021-2022	SY 2022-2023	SY 2023-2024
ELA gap	79	59	69
Math gap	79	65	72
Science gap	78	63	70

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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"* (SW3)	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.* (SW5)
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.	1A, 1B <u>SY 2024-2025</u> 100% of incoming Kindergarteners assessed using the KEA. 50% of Kindergarteners identified as needing extra support. (30% identified as approaching readiness and 20% as emerging readiness.) <u>SY 2025-2026</u> By the end of the school year, 90% of Kindergarteners will be "low risk" as measured by the DIBELS EOY	EA 1.1.1(1) Implement consistent and daily early literacy instruction of OG and Heggerty for all students. (SW6 i, ii, iii V) EA 1.1.1(2) Provide Tier 2 and 3 instruction for students identified as needing support to develop foundational skills for learning. (SW6 i, ii, iii V) • Heggerty • OG • Small group instruction • DIfferentiated materials [Lisa Nakamura, Curriculum Coordinator; and Kindergarten teachers]	<u>Initial Outcome(s)</u> **Initial assessments** **Measure**: Analyze the Kindergarten Entry Assessment (KEA) and Fall DIBELS data to determine students' baseline and areas of need, to inform instruction, and to target specific students for small group interventions. **Evidence**: KEA reports, Fall DIBELS Benchmark data, Teacher Action Plans <u>Intermediate Outcome(s)</u> **Progress Monitoring** **Measure:** Continually monitor progress of students with grade level Data Teams in order to assess the impact of instruction, student	☐ WSF, $ ☑ Title I, $500 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

	Benchmark.		growth, make adjustments to instruction, and inform next steps. **Evidence:** DIBELS Benchmark data, DIBELS progress monitoring data, iReady Universal Screener data (Kindergarten gives the first diagnostic after the first month of school), Data Teams data	

Reading Proficiency 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.	1A, 1B, 1C; 4A SY 2023-2024 63% of students were proficient in ELA. 59% of Grade 3 students were at or above proficiency. 45% of EL students, 56% of SES students, and 7% of IDEA students were proficient in ELA. SY 2024-2025 (update when data is available) SY 2025-2026 By the end of the school year, 70% of students in all grade levels will be "mid GL" and above for iReady Diagnostic scale score. SBA proficiency rates will increase by 1.8% for all students and subgroups. (expected average percent growth for ELA to reach 2029 Quintile target of 75.9%) SBA proficiency rates is targeted at 70.3% (Proficiency KPI Target)	EA 1.1.2(1) Strengthen Tier 1 instruction and make learning accessible in all ELA classrooms by • using the approved viable curriculum • using vertically aligned curriculum maps (WASC Growth Area #1) • implement the QTEL lesson framework into their everyday instruction • implementing EL and GLAD strategies • planning for learning tasks and scaffolds • providing opportunities for collaborative conversations. (SW1; SW6 i, ii) [Jayna Salcedo, ELA ART Lead] EA 1.1.2(2) Plan and implement small group instruction to address student needs as identified in Teacher Action Plans and data analysis. (SW1; SW6 i, ii) [Jayna Salcedo, ELA ART Lead; Lisa Nakamura, Curriculum Coordinator] EA 1.1.2(3) Conduct grade level data team discussions to monitor student progress and ensure growth in all tiers. (WASC Growth Area #5) (SW6 i) [Lisa Nakamura, Curriculum Coordinator]	Initial Outcome(s) **Tier 1 instruction** **Measure**: Analyze EL initiative implementation **Evidence**: Grade level Tier 1 instruction collaboration documentation in articulation minutes, School-level walk through data, GL curriculum maps, Teacher Action Plans, ART minutes **Establish baseline for student performance** **Measure:** Analyze data to determine students' baseline and areas of need, to inform instruction, and to target specific students for small group interventions. **Evidence:** iReady Fall Diagnostic data, Planning for Results (PFR) sheets to target students, SBA, BOY DIBELS Benchmark, Teacher Action Plans Intermediate Outcome(s) **Tier 1 instruction** **Measure:** Progress monitor EL initiative implementation **Evidence:** Grade level Tier 1 instruction collaboration documentation in articulation minutes, School-level walk through data, GL curriculum maps, Teacher Action Plans, ART minutes	☐ WSF, $ ☑ Title I, $19,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

			Student progress **Measure:** Analyze data (CFAs, interventions, iReady, DIBELS Benchmark and PM) to determine students' needs and plan for instruction in all Tiers **Evidence:** Data Teams documentation, articulation minutes, Teacher Action Plans, ART minutes	

Mathematics Proficiency 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.	1A, 1B, 1C; 4A, 4B SY 2023-2024 65% of students were proficient in Math. 65% of EL students, 56% of SES students, and 7% of IDEA students were proficient in Math. SY 2024-2025 (update when data is available) SY 2025-2026 By the end of the school year, 72% of students in all grade levels will be "mid GL" and above for iReady Diagnostic scale score. SBA proficiency rates will increase by 1.20% for all students and subgroups. (expected average percent growth for Math to reach 2029 Quintile target of 77.2%) SBA proficiency rates is targeted at 73.6% (Proficiency KPI Target)	EA 1.1.3(1) Strengthen Tier 1 instruction and make learning accessible in all Math classrooms by • using the approved viable curriculum • using vertically aligned curriculum maps (WASC Growth Area #1) • implementing Building Thinking Classroom (BTC) framework (Launch, Body, Closing) into their everyday instruction • using PRIME strategies and Judy Keeney strategies to build thinking classrooms and improve fluency • provide opportunities for collaborative conversations. (SW1; SW6 i, ii) [Lynell Hamada, Math ART Lead] EA 1.1.3(2) Plan and implement small group instruction to address student needs as identified in Teacher Action Plans and data analysis. (SW1; SW6 i, ii) [Lynell Hamada, Math ART Lead; Lisa Nakamura, Curriculum Coordinator] EA 1.1.3(3) Conduct grade level data team discussions to monitor student progress and ensure growth in all tiers. (WASC Growth Area #5) (SW6 i) [Lisa Nakamura, Curriculum Coordinator]	Initial Outcome(s) **Tier 1 instruction** **Measure**: Analyze Math initiative implementation **Evidence**: Grade level Tier 1 instruction collaboration documentation in articulation minutes, School-level walk through data, GL curriculum maps, Teacher Action Plans **Establish baseline for student performance** **Measure:** Analyze data to determine students' baseline and areas of need, to inform instruction, and to target specific students for small group interventions. **Evidence:** iReady Fall Diagnostic data, Planning for Results (PFR) sheets to target students, SBA, BOY Listening To Learn data (and/or DNC assessments), Teacher Action Plans Intermediate Outcome(s) **Tier 1 instruction** **Measure:** Progress monitor Math initiative implementation **Evidence:** Grade level Tier 1 instruction collaboration documentation in articulation minutes, School-level walk through data, GL curriculum maps, Teacher Action Plans, ART minutes	☐ WSF, $ ☑ Title I, $15,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

			Student progress **Measure:** Analyze data (CFAs, interventions, iReady, Listening to Learn, DNC assessments) to determine students' needs and plan for instruction in all Tiers **Evidence:** Data Teams documentation, articulation minutes, Teacher Action Plans, ART minutes	

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. *Required for all schools.*	1A, 1B, 1C; 5A <u>SY 2023-2024</u> 45% of EL students, 56% of SES students, and 7% of IDEA students were proficient in ELA. 65% of EL students, 56% of SES students, and 7% of IDEA students were proficient in Math. 75% of EL students, 53% of SES students, and 0% of IDEA students were proficient in Science. <u>SY 2024-2025</u> (update when data is available) <u>SY 2025-2026</u> 85% of EL will meet their GTT. SBA proficiency rates will increase by 1.8% for all students and subgroups in ELA (expected average percent growth for ELA to reach 2029 Quintile target of 75.9%) SBA proficiency rates will increase by 1.20% for all students and subgroups in Math (expected average percent growth for Math to reach 2029 Quintile target of 77.2%)	EA 1.1.4(1) All classrooms, including EL and SPED, will implement • EL strategies • BTC framework and strategies • Judy Keeney strategies • 3 moment lesson framework • Scaffolds • Learning Tasks (SW1; SW6 i, ii) EA 1.1.4(2) Plan and implement small group instruction to address student needs in all Tiers. • Specifically Designed Instruction (SDI) for students identified IDEA • Targeted instruction/services for students identified as EL (WASC Growth Area #5) (SW1; SW6 i, ii) EA 1.1.4(3) Teachers (classroom, SPED, EL) collaborate to identify students, plan for instruction, and monitor progress. [Jayna Salcedo, ELA ART Lead; Lynell Hamada, Math ART Lead; Toni Oyama, NGSS ART Lead; Ivy Newton, EL Coordinator, Stephanie Nguyen, SSC]	<u>Initial Outcome(s)</u> **Tier 1 instruction** **Measure**: Analyze EL and Math initiatives implementation **Evidence**: Grade level Tier 1 instruction collaboration documentation in articulation minutes, School-level walk through data, EL Comp Plan **Establish baseline for student performance** **Measure:** Analyze data of subgroups to determine students' baseline and areas of need, to inform instruction, and to target specific students for small group interventions. **Evidence:** iReady Fall Diagnostic data, Planning for Results (PFR) sheets to target students, WIDA ACCESS scores, BOY DIBELS Benchmark, BOY Listening To Learn data (and/or DNC assessments), SBA, GTT, Teacher Action Plans <u>Intermediate Outcome(s)</u> **Tier 1 instruction** **Measure:** Progress monitor EL and Math initiatives implementation **Evidence:** Grade level Tier 1 instruction collaboration documentation in articulation minutes, School-level walk through data, GL curriculum maps, Teacher Action Plans, ART minutes, EL Comp Plan	☐ WSF, $ ☑ Title I, $5,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

			Student Progress **Measure:** Analyze data of subgroups (CFAs, interventions, iReady, DIBELS Benchmark and PM, Listening to Learn, DNC assessments) to determine students' needs and plan for instruction in all Tiers **Evidence:** Data Teams documentation, articulation minutes, Teacher Action Plans, ART minutes, IEP Progress Reports	
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. *Required for all schools.*	SY 2025-2026 Hold transition meetings with middle school(s) for targeted Grade 5 students by the end of the school year.	EA 1.1.5(1) Continue partnership with Kawananakoa to bring 5th graders to their school for the 1 day orientation. [Darin Uetake, Counselor] EA 1.1.5(2) Continue to hold transition meetings with middle schools to communicate needs of students identified IDEA, 504, and counseling, and students not identified, but are "at risk" (e.g. attendance, other concerns) via Counselor and/or SSC. (SW6 iii I) [Darin Uetake, Counselor; Stephanie Nguyen, SSC]	Initial Outcome(s) **Student Tracker** **Measure:** Identify students who are "at risk" (e.g. attendance, social/emotional, academic concerns) at the beginning of the year and plan for next steps. **Evidence:** Pauoa Student Tracker, Teacher Action Plans Intermediate Outcome(s) **Progress Check** **Measure:** Continually monitor progress of students in their area(s) of concern to assess the impact of interventions, make adjustments to instruction, and inform next steps. **Evidence:** Data Teams data, Pauoa Student Tracker, LEI Kulia, Teacher Action Plans.	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☑ Other: $0

1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.	3A <u>SY 2023-2024</u> 63% of students are proficient in ELA. 65% of students are proficient in Math. SEL Student Survey, Spring ● Emotion Regulation 46% ● Self-Efficacy 54% ● Growth Mindset 57% ● Grit 58% ● Self- Management 66% Number of student offenses during SY 23-24 (as of February 2024): ● Contraband - 1 ● Disrespect/ noncompliance - 2 ● Inappropriate language - 1 ● Physical contact - 8 ● Violation of other school rules - 1 <u>SY 2024-2025</u> (update proficiency and SEL when data is available) Number of student offenses (as of January 2025): ● Contraband - 0 ● Disrespect/ noncompliance - 0	EA 1.1.6(1) Complete Pauoa's HMTSS Blueprint that defines the systems of support for academics, behavior, social emotional and physical health. (SW6 iii I, III) EA 1.1.6(2) Continue to refine Pauoa's student data tracker and the systems in place to monitor the student tracker and provide necessary services and support to address student concerns with behavior, social emotional and physical health. (SW6 iii I) [Daren Uetake, Counselor & CSSS ART Lead]	Initial Outcome(s) **Systems** **Measure:** Review HMTSS Blueprint and current system in place for Pauoa's Student Tracker. **Evidence:** HMTSS Blueprint, Pauoa Student Tracker, CSSS ART minutes **Identifying students** **Measure:** Identify students who are "at risk" (e.g. attendance, social/emotional, academic concerns) at the beginning of the year and plan for next steps. **Evidence:** Pauoa Student Tracker, Teacher Action Plans Intermediate Outcome(s) **Progress Check** **Measure:** Use Pauoa Student Tracker, survey results, and academic data to monitor the targeted students needing support, assess the impact of interventions, make adjustments to interventions, and inform next steps. **Evidence:** Pauoa Student Tracker, Teacher Action Plans, LEI Kulia, Data ● Interventions ● SBA ● iReady ● DIBELS ● SQS ● Panorama ● SEL Survey	☑ WSF, $2,000 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

	● Inappropriate language - 0 ● Physical contact - 1 ● Violation of other school rules - 0 <u>SY 2025-2026</u> SBA proficiency rates will increase by 1.8% for all students and subgroups in ELA (expected average percent growth for ELA to reach 2029 Quintile target of 75.9%) SBA proficiency rates will increase by 1.20% for all students and subgroups in Math (expected average percent growth for Math to reach 2029 Quintile target of 77.2%) Increase percentage of students on the SEL Student Survey, Spring, for ● Emotion Regulation ● Self-Efficacy ● Growth Mindset ● Grit ● Self- Management			

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.2.1. All students desire to and attend school regularly. *Required for all schools.*	<u>SY 2023-2024</u> 84% attending 90% instructional days. Student Safety - 77.8% (SQS) Sense of Belonging - 72% (SEL Self-Assessment) Classroom Engagement - 67% (Student Perception Survey) <u>SY 2024-2025</u> (update when data is available) <u>SY 2025-2026</u> By the end of the school year, 85% of students will attend 90% or more instructional days. Student Safety, Sense of Belonging, and Classroom Engagement percentages will increase	EA 1.2.1(1) Consistent implementation of school wide attendance policy. EA 1.2.1(2) Identify students with attendance concerns, identify the root cause(s), and provide appropriate interventions. EA 1.2.1 (3) Build relationships to improve students' sense of safety and belonging, and classroom engagement. [Darin Uetake, School Counselor]	<u>Initial Outcome(s)</u> **Attendance** **Measure:** Educate parents about the importance of attendance and establish our system of tracking attendance. **Evidence:** Parent sign-in, Leadership meeting minutes, Wednesday meeting schedule (data dive days) **Establishment of SEL data use** **Measure:** Use SQS and Panorama data to plan for next steps. **Evidence:** Teacher Action Plans, grade level/staff meeting minutes <u>Intermediate Outcome(s)</u> **Attendance monitoring** **Measure:** Identify students "at risk", regularly monitor and analyze their attendance rates, plan for next steps. **Evidence:** LEI Kulia, Pauoa Student Tracker, Teacher Action Plans **Improvement of SEL data use** **Measure:** Positive changes in students' sense of safety, sense of	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☑ Other:__, $0

	by 1-2 percentage points.		belonging, and classroom engagement. **Evidence:** Student survey responses, teacher observations	

1.2.2. All students demonstrate positive behaviors at school. *Required for all schools.*	3A <u>SY 2023-2024</u> SEL Student Survey, Spring • Emotion Regulation 46% • Self-Efficacy 54% • Growth Mindset 57% • Grit 58% • Self- Management 66% <u>SY 2024-2025</u> (update when data is available) Number of student offenses (as of January 2025): • Contraband - 0 • Disrespect/ noncompliance - 0 • Inappropriate language - 0 • Physical contact - 1 • Violation of other school rules - 0 <u>SY 2025-2026</u> Increase percentage of students on the SEL Student Survey, Spring, for • Emotion Regulation • Self-Efficacy • Growth Mindset • Grit • Self- Management	EA 1.2.2(1) All teachers will address components of SEL consistently to support students' development of social/emotional/behavior skills. (SW6 iii I, III) EA 1.2.2(2) Implement school wide PBIS (i.e. quarterly 4 Bs: be safe, respectful, responsible, healthy) EA 1.2.2(3) Identify the "attributes of a Pauoa student" to help support the development of social/emotional/behavior skills. (SW6 iii I, III) [Darin Uetake, Counselor & CSSS ART Lead; Stephanie Nguyen, SSC]	<u>Initial Outcome(s)</u> **Establishment of SEL data use** **Measure:** Use SQS and Panorama data to identify areas needing improvement and plan for next steps. **Evidence:** Teacher Action Plans, grade level/staff meeting minutes <u>Intermediate Outcome(s)</u> **Improve positive behaviors at school** **Measure:** Positive changes in students' emotion regulation, self-efficacy, growth mindset, grit, and self-management. **Evidence:** Student survey responses, teacher observations, classroom expectations	☑ WSF, $2,000 ☑ Title I, $3,200 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

	Maintain Parent SQS Safety dimension (89%) Increase Student SQS Safety dimension (77.8%) by 1-2 percentage points.			
1.2.3. All students experience a Nā Hopena A'o environment for learning. *Required for all schools.*	Currently, our school has pockets of teachers who received HĀ orientation and/or training. SY 2025-2026 All students in K-5 will experience a Nā Hopena A`o environment for learning through Hawaiian Studies and school activities.	EA 1.2.3(1) Seek opportunities for HĀ orientation for teachers and support staff and implement learning in the classroom. EA 1.2.3(2) Embed HĀ in Pauoa's PBIS matrix. EA 1.2.3(3) Hawaiian Studies teacher will provide a Nā Hopena A'o environment for all students during Hawaiian Studies time. [Jolene Imada, Hawaiian Studies teacher; Darin Uetake, CSSS ART Lead]	Initial Outcome(s) **Increasing teaching knowledge** **Measure:** Hold HĀ training(s) for teachers and support staff. **Evidence:** Staff meeting minutes, school level walkthrough checklist Intermediate Outcome(s) **Embedding HĀ** **Measure:** School activities **Evidence:** Makahiki, Ho`ike, Ho`omau, school assemblies **Measure:** Elements of HĀ incorporated in PBIS matrix **Evidence:** Pauoa PBIS Matrix	☐ WSF ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☑ Other: Aloha Aina Pathway, $10,000

★ 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? Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.*	Currently, about 50% of students participate in career, community, and civic opportunities. SY 2025-2026 Seek opportunities for students to participate in career, community, and civic opportunities to increase the percentage of students.	EA 1.3.1(1) Grade levels K-5 will seek opportunities in career, community, and civic engagement aligned to their grade level standards for students to participate in. (SW6 iii II) [Lisa Nakamura, Curriculum Coordinator]	Initial Outcome(s) **Measure:** Documentation of opportunities and alignment to grade level standards. **Evidence:** Grade level minutes, curriculum maps Intermediate Outcome(s) **Measure:** Student attendance and engagement in the opportunities planned for the grade level. **Evidence:** Teacher observation, student reflection	☑ WSF, $2,000 ☑ Title I, $500 ☐ 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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the Identified School Needs section.*	**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 to execute the enabling activity.*
2.1.2 All **teachers** are effective or receive the necessary support to become effective.	4A, 4B 2A, 2B, 2C 1B, 1C 100% of year 1 and 2 teachers have a mentor on campus that they meet with regularly. 100% of classroom teachers completed a lesson study with Math consultant, Judy Keeney, in the classroom. K-5 completed 1 coaching cycle with EL	EA 2.1.2(1) In order to be effective and improve proficiency levels in all students, all teachers will be provided supports including: • EL PD - Coaching Cycle (K-5), WIDA Standards, strategies • Math PD- collaborative coaching, BTC framework • Writing PD • Nā Hopena A`o, HĀ PD • RTI PD • SEL PD • Feedback from regular walkthroughs • Individual supports targeting individual needs (WASC Growth Area #4) (SW6 iii IV) [Lisa Nakamura, Curriculum Coordinator]	Initial Outcome(s) **Teacher Professional Development** **Measure:** Provide PD to all teachers (PD needs determined by WASC Self-Study and district/school initiatives) **Evidence:** Staff meeting minutes **Horizontal and vertical clarity in ELA and Math** **Measure:** Use teacher input and previous ART minutes to determine starting point for writing and math fluency. **Evidence:** ELA and Math ART minutes, 3-year plans	☐ WSF, $ ☑ Title I, $4,800 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

	Coordinator. <u>SY 2025-2026</u> All teachers will implement the QTEL lesson framework into their everyday instruction. All teachers will use the framework of a launch, body, and closing starting in Math. Vertically align writing rubrics from K-5 in all genres. Layer math fluency from K-5.	EA 2.1.2(2) Collaborate horizontally and vertically to ensure cohesiveness and layering of writing from K to 5. ● Analyze student work samples ● Review GL rubrics ● Possibly create a writing continuum to help students self-assess and set goals, and to help teachers focus their instruction (WASC Growth Area #2) (SW6 iii IV) [Jayna Salcedo, ELA ART Lead] EA 2.1.2(3) Collaborate horizontally and vertically to ensure cohesiveness and layering of building math fluency from K to 5. ● Create learning progressions for each grade level fluency standard(s) ● Identify assessments to be used to evaluate students' fluency (SW6 iii IV) [Lynell Hamada, Math ART Lead]	Intermediate Outcome(s) **Monitoring impact of PD** **Measure:** Monitor implementation of PD in the classroom. **Evidence:** Teacher Action Plans, school-level walk through data, updated curriculum maps that incorporate routines and strategies **Measure:** Assess the impact of implementation by measuring student growth. **Evidence:** Data ● Classroom assessment ● iReady ● SBA ● NGSS **Horizontal and vertical clarity in ELA and Math** **Measure:** Assess the progress being made in ELA and Math ART with writing and math fluency. **Evidence:** ● Development of a writing continuum in each grade level ● Development of common writing formative assessments ● Development of vertically aligned writing rubrics in all genres ● Development of progression of math fluency from K-5 ● Development of CFAs to evaluate math fluency	
All teachers and support staff have a common	3A, 3B, 3C The amount of time	EA (1) All grade levels will collaborate to unpack the 6 GLOs in order to have a common understanding of each GLO, indicators, and descriptors.	Initial Outcome(s) **Teacher clarity of GLOs**	☐ WSF, $ ☑ Title I, $2,000

understanding of expectations for each GLO. (WASC Growth Area #3)	needed to work on ELA and Math has taken our focus off of the GLOs and SEL. SY 2025-2026 Improve teacher clarity of the GLOs as it pertains to their grade level. Start the task of vertically aligning indicators K-5 for all GLOs.	EA (2) Teachers collaborate to create a school wide GLO assessment that layers with increasing rigor appropriate to grade level from preK-5. [Jayna Salcedo, ELA ART Lead; Lynell Hamada, Math ART Lead; Darin Uetake, CSSS ART Lead; Toni Oyama, NGSS/CS ART Lead; Lisa Nakamura, Curriculum Coordinator]	**Measure:** Grade level expectations established for each GLO based on common understanding of indicators and descriptors. **Evidence:** Grade level GLO expectations Intermediate Outcome(s) **Alignment of GLOs** **Measure:** Documentation of grade level expectations for each GLO aligned K-5. **Evidence:** School created document **Assessment of GLOs** **Measure:** Grade level CFAs and summative assessments created. **Evidence:** Student self-assessment/ reflection	☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
All teachers refine their Science curriculum maps.	1A, 1C SY 2023-2024 58% of students were proficient in Science. SY 2024-2025 (update when data is available) SY 2025-2026 Increase Science proficiency rates by 1-2% for all students and subgroups.	EA (1) Using their unpacked NGSS, learning targets, and success criteria, teachers will make refinements as necessary to their Science curriculum in order to address the NGSS. • Align NGSS to the curriculum • Identify "gaps" • Refine curriculum to address the "gaps" (SW6 iii IV) EA (2) Grade levels collaborate to vertically align Science curriculum maps from K to 5. (SW6 iii IV) [Toni Oyama, NGSS ART Lead; Lisa Nakamura, Curriculum Coordinator]	Initial Outcome(s) **Refinements to Science curriculum maps** **Measure:** Use teacher input, previous ART minutes, and grade level NGSS launch pages to determine starting point. **Evidence:** NGSS ART minutes, 3-year plan Intermediate Outcome(s) **Clarity of Science curriculum** **Measure:** Assess the progress being made in NGSS ART with Science. **Evidence:** • NGSS ART minutes • Grade level articulation minutes	☐ WSF, $ ☑ Title I, $0 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

			• Refinements to grade level curriculum maps • Vertically aligned curriculum maps from K-5	

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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the Identified School Needs section.*	**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 to execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.*	100% of SCC positions are currently filled. Hold collaborative meetings focused on school improvement once a month.	EA 3.3.1(1) Principal will message the importance of this advisory group to all stakeholders explaining roles/responsibilities. EA 3.3.1(2) Principal will engage the SCC chairperson and ensure school level plans and issues are agendized. EA 3.3.1(3) Stakeholders will be annually elected from these role groups - teacher, classified staff, parents, students, community. [Julia West, Principal]	Initial Outcome(s) **Measure:** Schedule meeting dates for the year with representation from all role groups. **Evidence:** Meeting dates, member roster Intermediate Outcome(s) **Measure:** Meeting agenda and minutes documented and shared with role groups and school. **Evidence:** SCC minutes	☐ WSF, $ ☑ Title I, $500 ☐ 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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the Identified School Needs section.*	**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 to execute the enabling activity.*
3.3.2 All families are engaged in school events/activities and have regular two way communication.	Continue to provide school events/activities focused on building relationships with parents and welcoming them back on campus. At least 2 ART groups will plan family engagement activities focused on improving student academic achievement and school performance.	EA 3.3.2(1) Continue parent group, Pauoa Ohana PTA. • Recruit parents • Plan, participate, chair school events • Invite parents to participate as partners in decision making EA 3.3.2(2) ART group(s) plan family engagement activities that focuses on student wellness/achievement such as: • STEM night • OG night • Thinking Classrooms • Read aloud and reading comprehension • SEL EA 3.3.2(3) Establish regular two-way communication about student progress with families. Systematize: • Regular communication channels to keep families informed about their child's progress. • Timely responses to family inquiries • The frequency of communication based on a student's academic standing (Tier 1, Tier 2, or Tier 3)	Initial Outcome(s) **Parent and family engagement** **Measure:** Family engagement activities planned for the school year. **Evidence:** ART minutes **Parent and school communication** **Measure:** Use teacher input to decide on a communication platform for all to use. **Evidence:** Staff meeting minutes Intermediate Outcome(s) **Parent and family engagement** **Measure:** Track parent attendance to family engagement activities. **Evidence:** Sign-in sheets and parents surveys **Parent and school communication** **Measure:** Two-way communication about student progress established. **Evidence:** Staff meeting minutes, parent feedback, teacher feedback	☐ WSF, $ ☑ Title I, $1,200 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

		[Julia West, Principal]		

APPENDIX A: SCHOOL 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.**

This section showcases Pauoa Elementary'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.	
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)*	1,113 hours per year (based on 1,855 min/wk and 180 days/yr)
Did your school submit a SCC Waiver Request Form? Please explain.	Yes. We submitted a request form for 3 days in order to provide the professional development days necessary to act on needs identified through our WASC Self Study.
Bell Schedule: Pauoa Elementary Bell Schedule	