



Pauoa Elementary School Academic Plan SY 2026-2027

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- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Timothy Hosoda

Apr 2, 2026

Approved by Complex Area Superintendent Linell Dilwith

4/16/26

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
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 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		

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

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:

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:
- ☒ 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:** Closing the gap: High-needs students must learn to apply comprehension and reasoning strategies to understand complex texts.

Between SY 2022-2023 and SY 2024-2025, the ELA achievement gap between "Non-High Needs" and "High Needs" students widened significantly from 16% to 39%. While students demonstrate strength in foundational decoding, longitudinal i-Ready diagnostic data identifies Vocabulary and Reading Comprehension: Informational Text as the primary areas of underperformance for all high-needs learners. Specifically, the IDEA subgroup, which faces a 90% gap rate, demonstrates only 23% proficiency in Informational Text and 32% in Vocabulary, indicating that these students need to move beyond "learning to read" foundational mechanics to "reading to learn" from complex evidence-based texts.

SBA and Science Assessment Data

Source: Updated with 24-25 STRIVE HI Report, November 2025

	SY 2022-2023	SY 2023-2024	SY 2024-2025
ELA Proficiency	65%	63%	73%
Math Proficiency	70%	65%	74%

Science Proficiency	73%	58%	71%
ELA Academic Growth	60%	52%	78%
Math Academic Growth	56%	61%	77%
Gap Rate - points (M - Math, R - Reading)	17 M, 16 R	23 M, 21 R	33 M, 39 R

Proficiency by Subgroups

Source: 2025 CNA Data Workbook, October 2025

*Numbers indicate percentages; Non high need is defined as not SES, EL, or IDEA

	ELA			Math			Science		
	SY 22-23	SY 23-24	SY 24-25	SY 22-23	SY 23-24	SY 24-25	SY 22-23	SY 23-24	SY 24-25
All Students	64	63	73	70	65	74	73	59	71
Non High Needs	74	76	96	80	79	93	88	70	96
High Needs (SES, IDEA, EL)	58	54	57	63	56	60	61	53	56
Achievement Gap	16	22	39	17	23	33	27	17	40
Subgroup Proficiency									
SES	58	56	58	63	56	62	62	53	58
EL (EL + monitoring EL)	58	45	52	72	65	64	83	75	33
IDEA	15	7	6	15	7	18	25	0	22
Achievement Gap (non high needs proficiency - subgroup proficiency)									

SES	16	20	38	17	23	31	26	17	38
EL (EL + monitoring EL)	16	31	44	8	14	29	5	+5	63
IDEA	59	69	90	65	72	75	63	70	74

Root/Contributing Cause:

1A. Inconsistent Schoolwide Multi-Tiered System of Support (MTSS) Implementation

- Need for System Revitalization: There is a recognized need to revamp the schoolwide approach to providing interventions for students in Tiers 2 and 3.
- Instructional Imbalance: Teachers are struggling to find the balance between providing necessary interventions and delivering grade-level content instruction, which can inadvertently widen the gap.
- Variable Implementation: Small group instruction and targeted interventions are not yet consistent enough to reach all vulnerable learners equitably.

1B. Lack of Consistent Data Team Practices

While we use data, we recognize the systemic gaps in how that data is processed:

- Inconsistency Across Grade Levels: Data Teams are not operating consistently at all grade levels, which prevents a uniform approach to targeting students in Tiers 2 and 3.
- Monitoring Gaps: The school lacks a consistent process for identifying which strategies are working and which are not, making it difficult to adjust instruction in real-time to improve outcomes.

1C. Imbalance Between Academic and Holistic Focus

Data indicates a downward trend in students' internal skills, such as growth mindset, self-efficacy, and emotion regulation, even while they remain compliant in behavior.

- Priority Shift: The primary focus has remained on academic performance, which has pulled attention away from General Learner Outcomes (GLOs) and Social-Emotional Learning (SEL).
- Missing Explicit Instruction: Students are not receiving explicit and consistent lessons to address their specific SEL needs.
- SEL as a Barrier: A lack of growth mindset and self-efficacy has become a direct barrier preventing students from persisting through rigorous academic tasks.

2

Student Need: Closing the Gap: High-needs students must integrate mathematical reasoning with strategic problem-solving to build the stamina necessary to persist through complex, multi-step challenges.

Between SY 2022-2023 and SY 2024-2025, the Mathematics achievement gap between "Non-High Needs" and "High Needs" students at Pauoa Elementary widened significantly from 17% to 33%. While overall schoolwide proficiency rose to 74%, longitudinal i-Ready diagnostic data identifies Geometry and Measurement and Data as the primary domains driving this disparity. Specifically, the IDEA subgroup, which faces a 75% gap rate, demonstrates only 32% proficiency in Measurement and Data and 37% in Geometry, while the EL subgroup reached only 51% proficiency in

Geometry. This trend indicates that while students are making gains in foundational computational skills, they need to develop the higher-order modeling and reasoning skills required to perform at grade level in spatial and data-heavy standards.

SBA and Science Assessment Data

Source: Updated with 24-25 STRIVE HI Report, November 2025

	SY 2022-2023	SY 2023-2024	SY 2024-2025
Math Proficiency	70%	65%	74%
Science Proficiency	73%	58%	71%
Math Academic Growth	56%	61%	77%
Gap Rate - points (M - Math, R - Reading)	17 M, 16 R	23 M, 21 R	33 M, 39 R

Proficiency by Subgroups

Source: 2025 CNA Data Workbook, October 2025

*Numbers indicate percentages; Non high need is defined as not SES, EL, or IDEA

	Math			Science		
	SY 22-23	SY 23-24	SY 24-25	SY 22-23	SY 23-24	SY 24-25
All Students	70	65	74	73	59	71
Non High Needs	80	79	93	88	70	96
High Needs (SES, IDEA, EL)	63	56	60	61	53	56
Achievement Gap	17	23	33	27	17	40
Subgroup Proficiency						
SES	63	56	62	62	53	58
EL (EL +	72	65	64	83	75	33

monitoring EL)						
IDEA	15	7	18	25	0	22
Achievement Gap (non high needs proficiency - subgroup proficiency)						
SES	17	23	31	26	17	38
EL (EL + monitoring EL)	8	14	29	5	+5	63
IDEA	65	72	75	63	70	74

Root/Contributing Cause:

2A. Inconsistent Schoolwide Multi-Tiered System of Support (MTSS) Implementation

2B. Lack of Consistent Data Team Practices

2C. Imbalance Between Academic and Holistic Focus

3

Student Need: SEL: Students need to develop SEL skills, specifically self-efficacy, growth mindset, and emotion regulation skills, to persist through rigorous academic tasks.

Panorama - Student SEL Self-Assessment

Grades 3-5 - Student responses

Numbers indicate percentages

Source: 2025 CNA Data Workbook, January 2026; Panorama Education Report, January 2026

	Spring 22-23	Spring 23-24	Winter 24-25*
Emotion Regulation	53	46	39
Grit/ Perseverance	63	58	55
Growth Mindset	58	57	42
Self-Efficacy	57	54	44
Self-Management	74	66	70
Sense of Belonging	74	72	62

	Social Awareness	65	69	55
	*Winter 24-25 data is the most recent data for the school year. <u>Root/Contributing Cause:</u> 3A. Imbalance Between Academic and Holistic Focus			

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:** Low SES
Identified Student Need(s): Increase proficiency in ELA, Math, and Science

*Numbers indicate percentages

Source: 2025 CNA Data Workbook, October 2025

Low SES	SY 22-23	SY 23-24	SY 24-25
ELA gap	16	20	38
Math gap	17	23	31
Science gap	26	17	38

2 **Targeted Subgroup:** EL
Identified Student Need(s): Increase proficiency in ELA, Math, and Science

*Numbers indicate percentages

Source: 2025 CNA Data Workbook, October 2025

EL	SY 22-23	SY 23-24	SY 24-25
ELA gap	16	31	44
Math gap	8	14	29
Science gap	5	+5	63

3 **Targeted Subgroup:** IDEA
Identified Student Need(s): Increase proficiency in ELA, Math, and Science

*Numbers indicate percentages

Source: 2025 CNA Data Workbook, October 2025

IDEA	SY 22-23	SY 23-24	SY 24-25
ELA gap	59	69	90
Math gap	65	72	75
Science gap	63	70	74



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.	<u>SY 2025-2026</u> 91% of incoming Kindergarteners assessed using the KEA. 52% of Kindergarteners identified as needing extra support. (33% identified as approaching readiness and 19% as emerging readiness.) <u>SY 2026-2027</u> Annual Target: By the end of the school year, 92% of Kindergarteners will be at "low risk" as measured by the DIBELS EOY Benchmark. Interim Measures By December, 82% of Kindergarteners will be at "Core/Above Core" as measured by the DIBELS MOY Benchmark.	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]	Implementation Evidence DIBELS Benchmark and Progress Monitoring data, Teacher Action Plans, Data Teams minutes Measurable Student Outcomes <u>Initial Measure</u> 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. <u>Progress Monitoring Measure</u> Continually monitor progress of students with grade level Data Teams in order to assess the impact of instruction, student	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

			growth, make adjustments to instruction, and inform next steps	
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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 <u>SY 2024-2025</u> 73% of students were proficient in ELA. 73% of Grade 3 students were at or above proficiency. Subgroup proficiency in ELA: • EL: 52% • SES: 58% • IDEA: 6% <u>SY 2025-2026</u> (update when data is available) <u>SY 2026-2027</u> Annual Target(s): By the end of the school year, 75% of students in grades K-2 will be "mid GL" and above on the iReady Spring Universal Screener. 75% of students in grades 3-5 will be proficient as measured by the SBA ELA. Increase SBA ELA proficiency for high-needs grades 3-5 students from 57% to 59%. Increase grades 3-5 high needs students meeting "At/Near" on the SBA ELA "Reading" claim: • SES: 55% to 57% • EL: 67% to 69% • IDEA: 44% to 47% Interim Measures	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) • Implementing the QTEL lesson framework into everyday instruction • Implementing EL and GLAD strategies • Planning for learning tasks and scaffolds • Planning for Tier 1 small group instruction (SW1; SW6 i, ii) [Jayna Salcedo, ELA ART Lead] EA 1.1.2(2) Plan and implement small group instruction in all tiers to address student needs. (SW1; SW6 i, ii) [Jayna Salcedo, ELA ART Lead; Lisa Nakamura, Curriculum Coordinator] EA 1.1.2(3) Monitor student progress and ensure growth in all tiers by: • Utilizing a comprehensive assessment system to account for student learning and monitor growth • Conducting grade level data team discussions/"Plan, Do, Check, Act" protocol (WASC Growth Area #5) (SW6 i, ii, iii III) [Lisa Nakamura, Curriculum Coordinator]	Implementation Evidence Walkthrough summaries GL articulation minutes, curriculum maps, lesson artifacts Intervention Platform GL Data Team sheets, articulation minutes, Planning for Results (PFR) sheets to target students, Teacher Action Plans Measurable Student Outcomes Initial Measure: Tier 1 instruction Analyze EL initiative implementation Student performance baseline Analyze data to determine students' baseline and areas of need. Use the information to inform instruction and target specific students for small group interventions. (iReady Fall Universal Screener data, SBA, BOY DIBELS Benchmark) Progress Monitoring measure: Tier 1 instruction	☐ WSF, \$ ☒ Title I, \$19,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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	By December, 75% of all students will meet their individualized growth target as measured by the Winter iReady Universal Screener. Students identified as high-needs will aim to achieve a minimum of 2% growth in the following iReady domains, specifically targeting the 'Early' or 'Mid/Above' proficiency levels, between Fall and Winter, and Winter and Spring Diagnostics: • Vocabulary • Informational Comprehension Proficiency KPI Target SBA proficiency rates will increase by 1.8% annually (expected average percent growth for ELA to reach 2029 Quintile target of 75.9%) SY26-27 SBA proficiency rate is targeted at 72.2%.		Monthly review of walkthrough summaries to ensure the implementation of the 3-moment lesson framework, strategies, scaffolds, and small group instruction. Student progress Bi-monthly review of data (CFAs, Mastery assessments, interventions, iReady, DIBELS Benchmark and PM) to ensure all students are showing growth. Quarterly review of fluid group rosters to ensure students are moving tiers appropriately. Review Beginning, Middle, and End of year iReady data using the "End of Year" view to ensure students are showing growth.	
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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 to become proficient.</u>	2A, 2B <u>SY 2024-2025</u> 74% of students were proficient in Math. Subgroup proficiency in Math: - EL: 64% - SES: 62% - IDEA: 18% <u>SY 2025-2026</u> (update when data is available) <u>SY 2026-2027</u> Annual Target(s): By the end of the school year, 75% of students in grades K-2 will be "mid GL" and above on the iReady Spring Universal Screener. 76% of students in grades 3-5 will be proficient as measured by the SBA Math. Increase SBA Math proficiency for high-needs grades 3-5 students from 60% to 62%. Increase grades 3-5 high needs students meeting "At/Near" on the SBA Math "Problem Solving" claim: - SES: 60% to 62% - EL: 55% to 57% - IDEA: 31% to 33% Interim Measures	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 the Building Thinking Classrooms (BTC) framework into everyday instruction (launch, body, closing) - Planning for daily opportunities to build fluency (e.g., Number Talks, counting collections, choral counting, numberless word problems, etc) - Planning for Tier 1 small group instruction (SW1; SW6 i, ii) [Lynell Hamada, Math ART Lead] EA 1.1.3(2) Plan and implement small group instruction in all tiers to address student needs. (SW1; SW6 i, ii) [Lynell Hamada, Math ART Lead; Lisa Nakamura, Curriculum Coordinator] EA 1.1.3(3) Monitor student progress and ensure growth in all tiers by: - Utilizing an assessment system to account for student learning - Conducting grade level data team discussions/"Plan, Do, Check, Act" protocol (WASC Growth Area #5) (SW6 i, ii, iii III) [Lisa Nakamura, Curriculum Coordinator]	Implementation Evidence Walkthrough summaries GL articulation minutes, curriculum maps, lesson artifacts Intervention Platform GL Data Team sheets, articulation minutes, Planning for Results (PFR) sheets to target students, Teacher Action Plans Measurable Student Outcomes <u>Initial Measure:</u> <u>Tier 1 instruction</u> Analyze BTC initiative implementation <u>Student performance baseline</u> Analyze data to determine students' baseline and areas of need. Use the information to inform instruction and target specific students for small group interventions. (iReady Fall Universal Screener data, SBA, BOY Listening To Learn/DNC data) <u>Progress Monitoring measure:</u> <u>Tier 1 instruction</u>	☐ WSF, \$ ☒ Title I, \$15,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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	By December, 75% of all students will meet their individualized growth target as measured by the Winter iReady Universal Screener. Students identified as high-needs will aim to achieve a minimum of 2% growth in the following iReady domains, specifically targeting the 'Early' or 'Mid/Above' proficiency levels, between Fall and Winter, and Winter and Spring Diagnostics: • Geometry • Measurement and Data Proficiency KPI Target SBA proficiency rates will increase by 1.2% annually (expected average percent growth for Math to reach 2029 Quintile target of 77.2%) SY26-27 SBA proficiency rate is targeted at 74.8%.		Monthly review of walkthrough summaries to ensure the implementation of the BTC lesson framework, strategies, scaffolds, fluency work, and small group instruction. Student progress Bi-monthly review of data (CFAs, Mastery assessments, interventions, iReady, Listening to Learn/DNC) to ensure all students are showing growth. Quarterly review of fluid group rosters to ensure students are moving tiers appropriately. Review Beginning, Middle, and End of year iReady data using the "End of Year" view to ensure students are showing growth.	
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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>	1A, 1B, 1C, 2A, 2B, 2C <u>SY 2024-2025</u> Non high needs proficiency on the SBA • ELA 96% • Math 93% • Science 96% High needs proficiency on the SBA • ELA 57% • Math 60% • Science 56% Subgroup proficiency in ELA: • EL: 52% • SES: 58% • IDEA: 6% Subgroup proficiency in Math: • EL: 64% • SES: 62% • IDEA: 18% Subgroup proficiency in Science: • EL: 33% • SES: 58% • IDEA: 22% <u>SY 2025-2026</u> (update when data is available) <u>SY 2026-2027</u> Annual Target(s): Increase SBA ELA proficiency for high-needs grades 3-5 students from 57% to 59%. Increase grades 3-5 high needs students meeting "At/Near" on the SBA ELA "Reading" claim:	1.1.4(1) Establish and protect a daily 45-minute Intervention Block Monday through Friday in the master schedule to provide fluid, small-group instruction targeted at learners who need Tier 2 and Tier 3 instruction. (SW1; SW6 i, ii, iii III) [Tim Hosoda, Principal; Lead Team] 1.1.4(2) Implement consistent data teams/"Plan, Do, Check, Act" (PDCA) protocol bi-weekly during grade-level articulation meetings to analyze short-cycle formative data for high-needs subgroups. Topics to include: • Vocabulary • Informational comprehension • Geometry • Problem-solving (SW1; SW6 i, ii) [Jayna Salcedo, ELA ART Lead; Lynell Hamada, Math ART Lead; Toni Oyama, NGSS ART Lead; Ivy Newton, EL Coordinator, Stephanie Nguyen, SSC]	Implementation Evidence Walkthrough summaries, GL schedules Planning for Results (PFR) sheets to target students, Teacher Action Plans GL articulation agenda and minutes, GL DT sheets Student Tracker updates reflecting instructional adjustments made every 2–3 weeks. Measurable Student Outcomes <u>Initial Measure:</u> <u>Establish baseline for student performance</u> Analyze subgroup data to establish student baselines and identify specific learning needs. This information will then guide instructional planning and the selection of target students for small group instruction. (iReady Fall Diagnostic data, WIDA ACCESS scores, BOY DIBELS Benchmark, BOY Listening To Learn data (and/or DNC assessments), SBA, GTT) <u>Progress Monitoring</u>	☐ WSF, \$ ☒ Title I, \$5,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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	● SES: 55% to 57% ● EL: 67% to 69% ● IDEA: 44% to 47% Increase SBA Math proficiency for high-needs grades 3-5 students from 60% to 62%. Increase grades 3-5 high needs students meeting "At/Near" on the SBA Math "Problem Solving" claim: ● SES: 60% to 62% ● EL: 55% to 57% ● IDEA: 31% to 33% Interim Measures By December, 75% of students identified as high-needs will meet their individualized growth target as measured by the Winter iReady Universal Screener. Students identified as high-needs will aim to achieve a minimum of 2% growth in the following iReady domains, specifically targeting the 'Early' or 'Mid/Above' proficiency levels, between Fall and Winter, and Winter and Spring Diagnostics: ● Vocabulary ● Informational Comprehension ● Geometry ● Measurement and Data		Measure Monthly review of walkthrough summaries to ensure targeted instruction is occurring on a daily basis within the intervention block. Quarterly review of fluid group rosters to ensure students are moving tiers appropriately. Review Beginning, Middle, and End of year iReady data using the "End of Year" view to ensure students are showing growth.	
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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>	<u>SY 2026-2027</u> Annual Target Hold transition meetings with middle school(s) for targeted Grade 5 students by the end of the school year. Interim Measures By December, targeted students will meet their individualized growth target as measured by the iReady Universal Screener. By December, at least 50% of targeted students will show an increase in favorable student responses for targeted behaviors on the Winter Panorama self-assessment.	EA 1.1.5(1) Continue partnership with Kawanānakoā to bring 5th graders to their school for the 1 day orientation. [Darin Uetake, Counselor] EA 1.1.5(2) 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]	Implementation Evidence School calendar Pauoa Student Tracker Data Team sheets, Intervention platform Measurable Student Outcomes Initial 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. (Sources: LEI Kulia, Panorama, Student Tracker) Progress Monitoring Measure Monthly review of students in their area(s) of concern to assess the impact of interventions, make adjustments to instruction, and inform next steps.	☐ 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.	1A, 1B, 1C, 2A, 2B, 2C, 3A <u>SY 2024-2025</u> Non high needs proficiency on the SBA • ELA 96% • Math 93% • Science 96% High needs proficiency on the SBA • ELA 57% • Math 60% • Science 56% Subgroup proficiency in ELA: • EL: 52% • SES: 58% • IDEA: 6% Subgroup proficiency in Math: • EL: 64% • SES: 62% • IDEA: 18% Subgroup proficiency in Science: • EL: 33% • SES: 58% • IDEA: 22% SEL Student Self-Assessment, Winter • Emotion Regulation 39% • Self-Efficacy 44% • Growth Mindset 42% <u>SY 2025-2026</u> (update when data is available) <u>SY 2026-2027</u> Annual Target(s):	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) Refine Pauoa's student data tracker and monitoring systems to provide necessary behavioral, socio-emotional, and physical health support. (SW6 iii I) EA 1.1.6(3) Throughout the year, identify and monitor students who are "at risk" (e.g. attendance, social/emotional, academic concerns) and plan for next steps: • Beginning of the year • After each Universal Screener • After each Panorama survey (SW6 iii I, III) [Darin Uetake, Counselor & CSSS ART Lead; Stephanie Nguyen, SSC; Ivy Newton, EL Coordinator; Lisa Nakamura, Curriculum Coordinator]	Implementation Evidence HMTSS Blueprint, Pauoa Student Tracker, Teacher Action Plans, Implementation Platform, Data Team sheets, GL articulation minutes Student survey responses Measurable Student Outcomes Initial Measure Review HMTSS Blueprint to identify the areas that need to be worked on. Review Pauoa's Student Tracker to identify students "at risk." Progress Monitoring Measure All teachers identify students "at risk" in their classroom using data from Universal screener, Panorama survey, ACCESS, DIBELS, L2L, previous year's Student Tracker, etc. Monitor targeted students requiring support every two weeks. Assess the effectiveness of their interventions, adjust strategies as needed, and determine next steps based on the findings.	☐ WSF, \$ ☒ Title I, \$2,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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	Increase SBA ELA proficiency for high-needs grades 3-5 students from 57% to 59%. Increase grades 3-5 high needs students meeting "At/Near" on the SBA ELA "Reading" claim: • SES: 55% to 57% • EL: 67% to 69% • IDEA: 44% to 47% Increase SBA Math proficiency for high-needs grades 3-5 students from 60% to 62%. Increase grades 3-5 high needs students meeting "At/Near" on the SBA Math "Problem Solving" claim: • SES: 60% to 62% • EL: 55% to 57% • IDEA: 31% to 33% Increase positive responses on the Spring SEL Student Self-assessment by 10% • Emotion Regulation 39% to 49% • Self-Efficacy 44% to 54% • Growth Mindset 42% to 52% Interim Measures By December, 75% of students identified as high-needs will meet their individualized growth target as measured by the Winter iReady Universal Screener.		Review December SEL Student Self-assessment to assess the effectiveness of Tier 1 SEL instruction, interventions, and determine next steps based on the findings.	
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	Students identified as high-needs will aim to achieve a minimum of 2% growth in the following iReady domains, specifically targeting the 'Early' or 'Mid/Above' proficiency levels, between Fall and Winter, and Winter and Spring Diagnostics: • Vocabulary • Informational Comprehension • Geometry • Measurement and Data By December, increase positive responses on SEL Student Self-assessment by 5% • Emotion Regulation 39% to 44% • Self-Efficacy 44% to 59% • Growth Mindset 42% to 47%			
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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>	<u>SY 2024-2025</u> 84% attending 90% instructional days. Panorama Student Classroom Survey - School Safety 60% - Sense of Belonging 62% - Classroom Engagement 47% <u>SY 2025-2026</u> (update when data is available) <u>SY 2026-2027</u> Annual Target By the end of the school year, 85% of students will attend 90% or more instructional days. Positive responses on Panorama Student Classroom Survey will increase by 10 percentage points - School Safety 60% to 70% - Sense of Belonging 62% to 72% - Classroom	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. [Darin Uetake, School Counselor]	Implementation Evidence LEI Kulia attendance data, Teacher Action Plans, Pauoa Student Tracker, Implementation Platform Student survey responses Measurable Student Outcomes <u>Initial Measure</u> Identify students with poor attendance from the previous school year. Use Panorama data to identify students "at risk" and plan for next steps. <u>Progress Monitoring Measure</u> Bi-weekly monitoring of student attendance rates. Monthly review of targeted students to assess the impact of interventions, make	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

	Engagement 47% to 57% Interim Measures By December, School Safety, Sense of Belonging, and Classroom Engagement percentages will increase by 5% using a school created student survey.		adjustments to instruction/strategies, and plan for next steps.	
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1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	3A <u>SY 2024-2025</u> SEL Student Self-Assessment, Winter - Emotion Regulation 39% - Self-Efficacy 44% - Growth Mindset 42% <u>SY 2025-2026</u> (update when data is available) <u>SY 2026-2027</u> Annual Target All teachers provide weekly explicit SEL instruction. Increase positive responses on the Spring SEL Student Self-assessment by 10% - Emotion Regulation 39% to 49% - Self-Efficacy 44% to 54% - Growth Mindset 42% to 52% Interim Measures By December, increase positive responses on SEL Student Self-assessment by 5% - Emotion Regulation 39% to 44% - Self-Efficacy 44% to 59% - Growth Mindset 42% to 47%	1.2.2(1) Deliver explicit and consistent Tier 1 SEL lessons schoolwide, focusing on the identified areas of concern: Emotion Regulation, Growth Mindset, and Self-Efficacy. (SW6 iii I, III) 1.2.2 (2) Develop and implement student surveys to progress monitor Emotion Regulation, Self-Efficacy, and Growth Mindset for all grade levels. [Darin Uetake, Counselor & CSSS ART Lead; Stephanie Nguyen, SSC; Lisa Nakamura, Curriculum Coordinator]	Implementation Evidence Walkthrough summaries Student survey results GL curriculum maps, Teacher Action Plans Progress monitoring survey development Measurable Student Outcomes <u>Initial Measure</u> All teachers identify students "at risk" in their classroom using Panorama survey results from Spring and Pauoa Student Tracker. All GLs plan for SEL lessons. <u>Progress Monitoring Measure</u> Monthly review of walkthrough summaries to assure SEL instruction in all classrooms. Monitor targeted students requiring support every two weeks. Assess the effectiveness of their interventions, adjust strategies as needed, and determine next steps based on the findings.	☐ WSF, \$ ☒ Title I, \$3,900 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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			Review December SEL Student Self-assessment to assess the effectiveness of Tier 1 SEL instruction, interventions, and determine next steps based on the findings.	
1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	<u>SY 2025-2026</u> All teachers received HĀ orientation on Jan. 21, 2026. <u>SY 2026-2027</u> Annual Target All students in K-5 will experience a Nā Hopena A'o environment for learning through Hawaiian Studies and school activities. Revised PBIS matrix to include elements of HĀ Interim Measures Check in with teachers to see if behaviors in the matrix are explicitly taught and/or reviewed at the beginning and ending of each quarter.	EA 1.2.3(1) Embed HĀ in Pauoa's PBIS matrix. EA 1.2.3(2) 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]	Implementation Evidence Pauoa PBIS matrix Measurable Student Outcomes <u>Initial Measure</u> Review current PBIS matrix Plan opportunities to deepen understanding of HĀ <u>Progress Monitoring Measure</u> Elements of HĀ in PBIS matrix Elements of HĀ in classrooms	☒ WSF, \$2,000 ☐ 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 <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>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	<u>SY 2025-2026</u> Some GLs exposed students to various careers as it related to their standards. <u>SY 2026-2027</u> Annual Target Every GL will offer students a minimum of one opportunity to engage in career, community, and civic activities. Interim Measures By December, all GLs will have at least planned for one opportunity.	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]	Implementation Evidence GL curriculum maps, school calendar Measurable Student Outcomes <u>Initial Measure</u> GLs visit curriculum maps to identify opportunities to tie in career, community, and civic opportunities. <u>Progress Monitoring Measure</u> Documentation of opportunities and alignment to grade level standards.	☒ WSF, \$2,000 ☐ 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 <i>middle</i> school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	<u>SY 2024-2025</u> iReady Diagnostic 3 taken in March; Grade 5 students at Mid/Above grade level • ELA 39% • Math 49% Grade 5 proficiency on state assessments • ELA 68.9% • Math 56.8% • Science 71.1% <u>SY 2025-2026</u> iReady Diagnostic 3 taken in March; Grade 5 students at Mid/Above grade level • ELA 38% • Math 58% (update when SBA data is available) <u>SY 2026-2027</u> Annual Target Increase Grade 5 proficiency by 2% in ELA and 7% in Math. Interim Measures Increase percentage of mid/above in Vocabulary with each Diagnostic. Increase percentage of mid/above in Algebra & Algebraic Thinking with each Diagnostic.	1.3.2(1) In order to prepare our 5th graders for middle school, teachers will • Address grade level standards in all content areas • Monitor student growth • Provide tiered instruction to meet the needs of all students • Teach SEL lessons at least once a week [Grade 5 teachers]	Implementation Evidence Curriculum maps, GL articulation minutes, DT sheets, Teacher Action Plans Classroom assessments, iReady Diagnostic results Measurable Student Outcomes <u>Initial Measure</u> Analyze students' grade 4 data at the beginning of the year to identify students who may need extra support in academics and SEL. <u>Progress Monitoring Measure</u> Monthly checks on student growth for all students in all content areas.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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PRIORITY 2: High-Quality Educator Workforce In All Schools

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

Desired 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.	<u>SY 2024-2025</u> 100% of teachers are HQ. 56% of teachers meet SIQ hours and/or have TESOL certification. <u>SY 2025-2026</u> Q1-Q3, 96% of teachers are HQ. (1 Emergency hire) Q3-Q4, 93% of teachers are HQ. (1 Emergency hire and 1 long term sub) 85% of teachers meet SIQ hours and/or have TESOL certification. <u>SY 2026-2027</u> Annual Target 100% of teachers are HQ. By the end of the school year, 100% of returning teachers will be SIQ or	EA 2.1.1(1) Share opportunities available for teachers to attend EL PD that supports SIQ hours. ● Building the Base ● State/District EL course offerings ● University courses EA 2.1.1(2) Teachers who are not yet SIQ or TESOL certified will be encouraged to embed their plan of meeting SIQ hours or TESOL certification in their IPDP. [Tim Hosoda, Principal; Ivy Newton, EL Coordinator]	Implementation Evidence HQ data SIQ data Teacher IPDP Measurable Student Outcomes <u>Initial Measure</u> Identify teachers not yet SIQ. Plan for support for teachers not HQ. <u>Progress Monitoring Measure</u> Quarterly check in with teachers not SIQ to ensure they are working towards becoming qualified by the end of the school year.	☐ 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

	TESOL qualified. Interim Measures By the end of Q1, teachers not SIQ will have a plan of becoming SIQ. By the end of Q3, teachers not SIQ will have completed 75% of the requirements to be SIQ.			
2.1.2 All teachers are effective or receive the necessary support to become effective.	1A, 1B, 1C, 2A, 2B, 2C, 3A <u>SY 2025-2026</u> All teachers received PD on WIDA standards, Math (fluency, BTC framework), HĀ, and Studies Weekly (SEL). <u>SY 2026-2027</u> Annual Target All teachers will attend PD. All teachers will implement learning from PD in their instruction. Interim Measures Conduct walkthroughs at least quarterly to give feedback on implementation of learning from PDs.	2.1.2(1) In order to reach a wide range of learner abilities within the classroom and improve proficiency levels in all students, all teachers will be provided supports such as: • 1:1/small group coaching sessions focused on applying QTEL strategies and BTC strategies • EL PD - WIDA standards and strategies • Math PD - math consultant, math manipulatives, conference travel (NCTM Oct. 28-31, 2026, Denver, CO) • Writing PD • SEL PD • HĀ PD • MTSS PD (WASC Growth Area #4) (SW6 iii IV) [Tim Hosoda, Principal; Lisa Nakamura, Curriculum Coordinator]	Implementation Evidence Walkthrough summaries Staff sign-in sheets, minutes Measurable Student Outcomes <u>Initial Measure</u> Plan for systematic rollout of PD <u>Progress Monitoring Measure</u> Quarterly checks on implementation of PD in the classroom using walkthrough summaries.	☒ WSF, \$30,000 ☒ Title I, \$5,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
2.2.2 All schools' support staff are effective or receive the necessary	1A, 1B, 1C, 2A, 2B, 2C, 3A <u>SY 2024-2025</u>	EA 2.2.2(1) Share opportunities available for support staff to attend: • OG	Implementation Evidence Support staff attendance of PDs	☒ WSF, \$5,000 ☐ Title I, \$ ☐ Title II, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

support to become effective.	3 out of 6 EAs and 2 out of 2 EL support staff (PPEs) are formally trained in OG. EL support staff received training on Heggerty. <u>SY 2025-2026</u> 3 out of 7 EAs are formally trained in OG. <u>SY 2026-2027</u> Annual Target By the end of the school year, 87.5% of EAs will be OG and Heggerty trained. Interim Measures By the end of Q2, EAs will have attended OG and Heggerty training.	• Heggerty • QBS • Complex EA PD • EA Union trainings • School level trainings/meetings (SW6 iii IV) [Tim Hosoda, Principal; Stephanie Nguyen, SSC]	Walkthrough summaries Measurable Student Outcomes Initial Measure Plan for OG and Heggerty training Meet with support staff to identify areas of need Progress Monitoring Measure Quarterly checks on implementation of PD in the classroom using walkthrough summaries.	☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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PRIORITY 3: Effective and Efficient Operations At All Levels

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

Desired 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>	<u>SY 2025-2026</u> All SCC positions are filled. Meetings are held once a quarter. <u>SY 2026-2027</u> Annual Target Hold collaborative meetings focused on school improvement once a quarter. Interim Measures Quarterly meeting agenda and minutes documented and shared with role groups and school.	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 agendaized. [Tim Hosoda, Principal]	Implementation Evidence SCC agenda and minutes School calendar Measurable Student Outcomes <i>Initial Measure</i> Identify SCC members <i>Progress Monitoring Measure</i> Hold at least 1 SCC meeting per quarter.	☐ 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.	<u>SY 2024-2025</u> EDP parent night hosted by NGSS ARTeam <u>SY 2025-2026</u> Family Math Night hosted by Math ARTeam <u>SY 2026-2027</u> Annual Target At least 2 parent nights with an academic focus are held by the end of the school year. Clear expectations for parent communication are established and implemented. Interim Measures By the end of Q2, confirm that 2 parent nights are scheduled. Quarterly check-ins with teachers about parent communication.	3.3.2(1) Conduct at least two school events to share data (iReady, SBA, Panorama, etc) and provide home-based strategies for academic support. Possible focus areas include: • Foundational reading skills • Reading comprehension • Problem solving • Social and emotional health [Jayna Salcedo, ELA ART Lead; Lynell Hamada, Math ART Lead; Toni Oyama, NGSS ART Lead; Ivy Newton, EL Coordinator, Stephanie Nguyen, SSC] EA 3.3.2(2) Systematize regular two-way communication about student progress with families. • Timely responses to family inquiries • Regular communication channels to keep families informed about their child's progress. • The frequency of communication based on a student's academic standing (Tier 1, Tier 2, or Tier 3) [Tim Hosoda, Principal]	Implementation Evidence Parent night agenda and sign-ins Parent communication expectations document Samples of teacher and parent communication Measurable Student Outcomes <u>Initial Measure</u> Identify the parent nights to be hosted by ARTeams. Set expectations for parent communication with the staff. <u>Progress Monitoring Measure</u> Track parent attendance and feedback about parent nights and adjust accordingly. Gather teacher feedback on their progress with parent communication	☐ WSF, \$ ☒ Title I, \$1,200 ☐ 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.

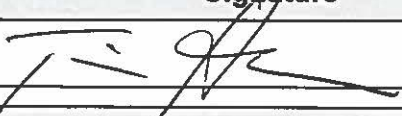
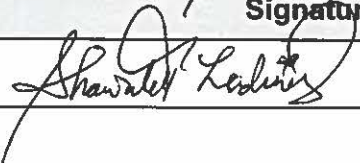
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Pauoa 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 **Oct 28, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 31, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Lead Team, Curriculum committee (ARTs)
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: **Mar 31, 2026**

Attested:

Pauoa Elementary School Principal	Signature	Date
Timothy Hosoda		Apr 1, 2026
SCC Chairperson	Signature	Date
Shawntell Ladines		Apr 1, 2026

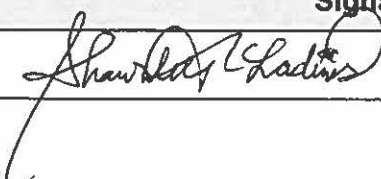
SCC Recommendations to the Academic Plan and Financial Plan:

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.
None at this time.

Attested:

SCC Chairperson	Signature	Date
Shawntell Ladines		Apr 1, 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>	1,113 hours per year
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Pauoa Elementary School Bell Schedule: Link	