NĀ HOPENA AʻO

PRIORITY 3
Effective And Efficient
Operations At All Levels

PRIORITY 2
High-Quality Educator
Workforce In All Schools

PRIORITY 1
High-Quality
Learning For All

[Palisades Elementary School]
Academic Plan
SY 2025-2026

[2306 Auhuhu Street Pearl City, HI 96782]
[(808)307-4700]
[palisades.k12.hi.us]

☑ Non-Title 1
School

☐ Title 1
School

☐ Kaiapuni School
(Self Contained)

☐ Kaiapuni School
(Shared School Site)

Submitted by Principal [Gavin Tsue]	
(signature)	03/28/25

Approved by Complex Area Superintendent [Insert printed name]	
(signature)	9/15/25

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 <u>comprehensive instructional program(s)</u> being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	**English Language Arts**	**Mathematics**	Science	Social Studies
Grades K-5	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	Amplify Science	
Grade 6	'20 Wonders ▾	i-Ready Classroom Mathematics ▾		
Grades 2-6	Other: ▾ Beable (Lexile/CCE)	Select One ▾		

Please list all <u>supplementary instructional materials</u> 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
Grades K	Primary Phonics			Scholastic News (K-1)
Grades K-2	ECRI			
Grades 3-6	Wordly Wise 3000			
Grades K-6	iReady	iReady		

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 <u>screening and/or progress monitoring assessments</u> 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
K-6	I-Ready ▾	I-Ready ▾
K-2	DIBELS ▾	Select One ▾
K	KEA ▾	Select One ▾
Grades 2-6	Beable - Lexile	Select One ▾

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: [2023]	Year of Next Action: [Insert year]	Year of Next Self-Study:
Type of Last Visit: Full Self-Study ˅	Type of Next Action: Select One ˅	[Insert year]

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:** [PES must continue strengthening PBL through aligning and infusing NGSS and CCE into the projects.] **Root/Contributing Cause:** [Teachers and students need to build a more thorough understanding of NGSS and the content of the HSA Science test as well as incorporating CCE for pre-academies.]
2	**Student Need:** [There is a need to strengthen student-teacher conferencing by deliberately focusing on SEL in order to build student confidence in providing honest feedback. Student-teacher conferences are used to encourage student engagement and build stamina throughout four quarters. For academics, students and teachers continue to set goals, monitor progress, and reflect on results which will help to increase student achievement and close the achievement gaps. Student-teacher conferences will take place regularly and be consistently monitored.] **Root/Contributing Cause:** [Based on the Panorama Student Perception Survey, "Student Engagement" ranks the lowest. For many students academic progress is stagnant. Students need more opportunities to build their SEL and provide student voice and input into their academics.]
3	**Student Need:** [PES must continue to strengthen RTI-A to meet the focused needs of all students through focused and monitored, differentiated, and small group instruction in order to close the achievement gap and increase student achievement.]

Root/Contributing Cause: [There is a need for more targeted tutoring and focused academic monitoring in order to close the achievement gap and raise student achievement. PES needs to expand their tutoring program for students in need. Student academic growth is inconsistent. Teachers need more professional development and will use more PLC time to differentiate and do small group instruction.]

	In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.
1	**Targeted Subgroup:** [Multi-Language Learners] **Identified Student Need(s):** [Reading: Comprehension, phonemic awareness, comprehension, and vocabulary. Math: Number sense, word problems, math fluency, word problems, multi-step problems.]
2	**Targeted Subgroup:** [Special Education] **Identified Student Need(s):** [Reading: Comprehension, phonemic awareness, comprehension, and vocabulary. Math: Number sense, word problems, math fluency, word problems, multi-step problems.]
3	**Targeted Subgroup:** [Targeted/Gap Students] **Identified Student Need(s):** [Reading: Comprehension, phonemic awareness, comprehension, and vocabulary. Math: Number sense, word problems, math fluency, word problems, multi-step problems.]

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?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
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. All students in grades K-6 are assessed in ELA and Math. *Required for PWCA Elem Academic Plan*	New data about entering Kindergartners will inform instruction, planning, and advocacy K-3 classrooms.] Our goal is for students in grades K-6 to be at or above grade level for their respective grades.	Palisades Elementary School will administer an assessment to students entering Kindergarten. (KEA and local school assessments) at the beginning of the school year. iReady assessment for ELA and Math (Pre, Mid, Post) will be used to increase grade-level mastery of the CCSS.]; Teachers use assessments to conduct student/teacher conferences to set academic, SEL, and behavioral goals. [Accountable Leads: Kindergarten Teachers, Teachers, Student Services Coordinator, Curriculum Coordinator, and Administration]	KPI- % Kindergartners assessed ready iReady (Pre/Mid/Post) DIBELS (Pre/Mid/Post) Student/Teacher Conferencing	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☑ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

Required for all schools. | School environments that value and enhance the connection between all learners and their families and the school, support learning for student groups who are underperforming on traditional, summative measures. | What is the school's universal screener process, including Tier 1, 2, and 3 instructional processes and intervention support (Academic MTSS Process)?
Universal Screeners:
KEA Assessments - Administered Grade K
iReady Diagnostic - Administered 3xyear(Pre,Mid,Post)
DIBELS (Grades K-2)-Administered 3xyear(Pre,Mid,Post)
Beable(Grades 2-6) - Administered 1xyear with monthly growth checks

Instructional Processes:
Tier 1: Whole Group Instruction (Core Curriculum)
Tier 2: Small Group Instruction (RTI)
Tier 3: Individualized Instruction (Tutoring, IEP, 504)
How is CLSD work to be sustained?
Vertical Articulation (twice a year)
PLC (every seven school days during resource days)
Accountable Leads: Administration, Curriculum Coordinator, Student Services Coordinator, Counselor | <u>Key Checkpoints</u>
ELA Prof in 3rd and 6th Grade (SBA/ Univ. Screener)

Math Prof in 3rd and 6th Grade (SBA/ Univ. Screener)

iReady K-6 (Pre, Mid, Post ELA/ Math Assessment)

DIBELS K-2 (Pre, Mid, Post Assessment)
Beable (2-6) Beginning of year assessment.

PLC Memory | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☑ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 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. | Some students entering Kindergarten do not attend preschool and do not come prepared for school. Although grade levels 3-6 rotate some classes throughout the school day, students are not used to a rotation of 6-7 classes throughout the week and with different teachers on different days. | What does your school do to support transitions between pre-K to elementary, lower elementary to upper elementary program and again to intermediate school?

Palisades Elementary supports the pre-academy movement for students in grades PK-6 through orientation, classroom visits, rotation of classes, and grade-level transitions.

Pre-K to Kindergarten Transition:

Pre-K students visit Kindergarten classrooms in May to help transition to Grade K.

Pre-K to K summer orientation program.

Kindergarten parent orientation held at the beginning of the school year.

Modified schedule for K students at the beginning of the year.

Accountable Lead: K Teachers, Administration, SSC

6th Grade to Intermediate School Transition:

Palisades 6th grade students visit Highlands Intermediate for orientation, rotate classrooms for different subject areas in grades 3-6 in order to transition to the Middle School Concept.

Accountable Leads: Grade 3-6 Teachers, Counselor, SSC, CC, and Administration | KPI: programs for newly entering students | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☑ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |
|---|---|---|---|---|

Implement evidence-based instructional practices in **project**-based learning (PBL) in multiple subject areas allowing students to experience 2 high quality PBL projects. *Required for PWCA Elem Academic Plan*	Connecting students to realistic learning experiences will increase engagement and retention, improve soft skills, and provide an alternative way to access content.	Coordinate and facilitate professional development for PBL: • Introductory to PBL for new staff (e.g. PBL 101) • Teacher networking throughout the complex area. • Individualized school support based on needs • Teachers access career related professionals for their respective PBL projects. Students in Grades K-6 engage in 2 quality PBL lessons focused around CCE (Career Connected Education) and Renewable Energy/Weather/Sustainability, also infusion NGSS **Accountable Leads:** Curriculum Coordinator and Admin	PD feedback PWCA Teacher Implementation Survey Results PLC meetings COL event attendance Beable Program	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $ **TOTAL = $**

★ **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.*	Communicating with students and families about the benefits of attending school regularly, encouraging perfect attendance, and re-engaging students who are frequently absent will help to improve student attendance.	How does your school build a sense of belonging, community? Our school's vision, mission, motto, and PES Concept guide our entire school community to focus and operate as One Ohana. Every month, the school's PCNC works with school community leaders to put together our school's monthly newsletter that is sent home to families, posted on our school's website, and important dates and messages are displayed on our school marquee. School leaders and staff attend monthly PTO meetings and quarterly School Community Council meetings where school updates, the importance of daily attendance is emphasized, and collaborate on other school related matters. School incentive field trips are provided and students are awarded 5 star student app points which can be redeemed for prizes via our school's virtual store. Our PCNC also celebrates the monthly winning class for best attendance by grade level bands. Winning classes for attendance are also displayed on our school marquee. On our school marquee there are messages regarding attendance, important dates and events.	KPI-% of students attending 90% or more days SQS, Panorama surveys School attendance incentives 5 star student app log Perfect attendance Monthly grade level class attendance winners Attendance logs PTO meeting attendance logs	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ ☑ Other:__, $

		The school creates and provides family/community engagement opportunities and activities (movie nights, BINGO night, Trunk or Treat, Chuck E Cheese night, etc.) 1-2 times per quarter. These activities enable families to be actively involved in their child's education and school related matters. **Accountable Leads:** Administration, Counselor, and PCNC.		
1.2.2. All students demonstrate positive behaviors at school. *Required for all schools.*	Enhancing schoolwide practices and programs that foster a nurturing and caring environment will support students' well being and reinforce positive behaviors.	What is your PBIS, MTSS-B process? All students in grades PK-6 follow our school's PES Concept, set academic and GLO goals, model our school motto, practice the school's Three B's, and receive school-wide incentives through our 5 star student app program. Students also receive certificates of recognition and attend incentive field trips. Student-Teacher Conferences? **Accountable Leads:** PCNC, Counselor, SSC, CC, and Admin.	KPI- % of parents agreeing school supports positive behaviors GLO's PES Concept 5 Star Student App Chapter 19 Data SQS/Panorama Survey Student awards/ recognitions	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| 1.2.3. All students experience a Nā Hopena Aʻo environment for learning.

Required for all schools. | Expanding current programs on Na Hopena Aʻo at Palisades will strengthen the depth and breadth of its implementation. | How is your school reinforcing student belonging through the lens of the HA framework? (Can be similar or repeat 1.2.1, may include other initiatives)

Students in grades K-6 attend Hawaiiana resource class every 7 days to learn, engage, and participate in Na Hopena Aʻo activities.

Grades 2 and 4 visit and engage in activities at a loʻi as part of their field trip experience.

Students in grades PK-6 strengthen their skills, behaviors, and dispositions of Na Hopena Aʻo through our school's vision, mission, motto, oli, PES Concept, PBL cultural based lessons, field trips, career speakers, family engagement experiences, classroom instruction, and more.

Students engage in cross-grade level activities.

Accountable Leads: Hawaiiana Kupuna, Counselor, CC, SSC, PCNC, and admin. | PBL Projects
Hawaiiana Projects, activities, and family engagements
Field Trip Activties | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

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

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* *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.*	Students will be better prepared for post-high school success by having intentional and age-appropriate experiences to explore and engage in careers and in community and civic responsibilities.	How is your school building community and civic responsibility through CCE and PBL? (Career and community participation)- e.g., Ambassador program Students in grades K-6 experience 2 PBL lessons focused around Renewable Energy, NGSS, and Career Connected Education. Our school's vision focuses on the 5 C's: Critical Thinking, Creativity, Communication, Collaboration, and Care which drives teaching and learning. Programs, initiatives, and lessons focus and promote Career Connected Education and cross content learning. Students in grades K-6 participate in our annual career day, featuring parents and friends in various occupations of the Palisades Elementary School community and field trips that support CCE. Students in grade 5 also participate in an interview activity and students in grade 6 participate in a hands-on career focused day. Students in grades 2-6 take the RIASEC at the beginning of each school year through Beable, to learn more about their career of interest through non-fiction articles.	% of students participating in CCE Description and participation in civics engagement PBL memory Description and participation in civics Career Fair memory COL memory Beable Data	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☑ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

		Students in grades 1-6 are offered after school enrichment programs such as: sewing, art, math, culinary, eSports, STEM, and fitness that are part of CCE. Students in grades 4-6 apply for our school's leadership program. PES students participate in the pre-Academy experiences and/or are exposed to real-world learning activities and careers. Students also participate and represent the school at national conferences (NAESP, NASSP, NCAC, NCTM, etc.). **Accountable Leads:** CC, Counselor, SSC, and Admin		
K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	Promoting additional programs and activities will supplement quality instruction and support to increase students' academic readiness for high school.	How is your school addressing the Expose component for PWCA CCE and PBL Initiatives? Teachers integrate disciplines within PBL. Teachers in grades K-6 provide a rigorous and pertinent curriculum and instruction that embeds CCE and PBL. The focus is on integrating the core discipline within the PBL with a career focus. **Accountable Leads:** Admin, CC, and Leadership Team	PBL 2x/Yr for each student 1 career connection with PBL 1 Renewable Energy connection with PBL Beable RIASEC assessment	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Priority 2
High-Quality Educator Workforce In All Schools

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

Desired Outcome *"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.*
All teachers are effective or receive the necessary support to become effective.	Teachers, support staff, and those of the school community need to expand their teaching repertoire and keep up with educational advances(eg. AI, STEM, PBL, CCE, etc.)through various professional development that may not be offered locally.	What type of professional development opportunities are available to your teachers and support staff? EES/ PAS 21 Hours HIghly Qualified Teachers National Board Certification State/District/School PD (ECRI, Write Tools, differentiated math instruction, English Learners National conferences (Visible Learning, NAESP/NASSP United Conference, NCAC, NCTM, etc.)	KPI #/% of first and second year teachers participating in state I&M programs # of pd opportunities for support staff	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☑ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

Priority 3
Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome *"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.*	Involving all sectors of the school community and being transparent with how we plan and devise our academic and financial plans.	Palisades Elementary School SCC follows the State SCC Guidance Handbook for recruiting and maintaining a full SCC membership. Meetings are conducted quarterly which may be in person or online. Additional meetings are held as needed (e.g., approval of Financial and Academic Plans) **Accountable Leads:** Administration and Leadership Team	SCC Minutes and Agendas SCC Handbook SCC Evaluation	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

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 [Palisades Elementary School's] current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.

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)*	1,095 student instructional hours
Did your school submit a SCC Waiver Request Form? Please explain.	PES did not submit a waiver request form.
Bell Schedule: Refer to the bell schedule tool link above. (See below)	

Monday

Student Start Time	7:45 AM
Teacher Start Time	7:45 AM

Start	End	Min	Type	Description (Optional)
7:45 AM	7:50 AM	5	Passing	
7:50 AM	8:10 AM	20	Homeroom	Other
8:10 AM	9:40 AM	90	Instruction	Block 1
9:40 AM	9:55 AM	15	Recess	Other
9:55 AM	11:25 AM	90	Instruction	Block 2
11:25 AM	11:55 AM	30	Lunch	
11:55 AM	12:10 PM	15	Recess	Other
12:10 PM	2:00 PM	110	Instruction	Block 3
2:00 PM	2:45 PM	45	Teacher Prep	Prep
2:45 PM				

Tuesday

Student Start Time	7:45 AM
Teacher Start Time	7:45 AM

Start	End	Min	Type	Description (Optional)
7:45 AM	7:50 AM	5	Passing	
7:50 AM	8:10 AM	20	Homeroom	Other
8:10 AM	9:40 AM	90	Instruction	Block 1
9:40 AM	9:55 AM	15	Recess	Other
9:55 AM	11:25 AM	90	Instruction	Block 2
11:25 AM	11:55 AM	30	Lunch	
11:55 AM	12:10 PM	15	Recess	Other
12:10 PM	2:00 PM	110	Instruction	Block 3
2:00 PM	2:45 PM	45	Teacher Prep	Prep
2:45 PM				

Wednesday

Student Start Time	7:45 AM
Teacher Start Time	7:45 AM

Start	End	Min	Type	Description (Optional)
7:45 AM	7:50 AM	5	Passing	
7:50 AM	8:10 AM	20	Homeroom	Other
8:10 AM	9:40 AM	90	Instruction	Block 1
9:40 AM	9:55 AM	15	Recess	Other
9:55 AM	11:25 AM	90	Instruction	Block 2
11:25 AM	11:55 AM	30	Lunch	
11:55 AM	12:10 PM	15	Advisory	Other
12:10 PM	1:10 PM	60	Instruction	Block 3
1:10 PM	1:55 PM	45	Teacher Prep	Prep
1:55 PM	2:45 PM	50	Meetings	Other
2:45 PM				

Thursday

Student Start Time	7:45 AM
Teacher Start Time	7:45 AM

Start	End	Min	Type	Description (Optional)
7:45 AM	7:50 AM	5	Passing	
7:50 AM	8:10 AM	20	Homeroom	Other
8:10 AM	9:40 AM	90	Instruction	Block 1
9:40 AM	9:55 AM	15	Recess	Other
9:55 AM	11:25 AM	90	Instruction	Block 2
11:25 AM	11:55 AM	30	Lunch	
11:55 AM	12:10 PM	15	Recess	Other
12:10 PM	2:00 PM	110	Instruction	Block 3
2:00 PM	2:45 PM	45	Teacher Prep	Prep
2:45 PM				

Friday

Student Start Time	7:45 AM
Teacher Start Time	7:45 AM

Start	End	Min	Type	Description (Optional)
7:45 AM	7:50 AM	5	Passing	
7:50 AM	8:10 AM	20	Homeroom	Other
8:10 AM	9:40 AM	90	Instruction	Block 1
9:40 AM	9:55 AM	15	Recess	Other
9:55 AM	11:25 AM	90	Instruction	Block 2
11:25 AM	11:55 AM	30	Lunch	
11:55 AM	12:10 PM	15	Recess	Other
12:10 PM	2:00 PM	110	Instruction	Block 3
2:00 PM	2:45 PM	45	Teacher Prep	Prep
2:45 PM				

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

The __Palisades Elementary School's__ 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 or 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 Meeting was conducted to share the school data and gather input on student priorities.

    Date of School Community Meeting: __December 04, 2024__

    ☒ A School Community Meeting was conducted to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.

    Date of School Community Meeting: __February 26, 2025__

    ☐ Other *(list)* *Examples:* School Leadership Team, Curriculum Committee
    School Safety Committee, School CSSS Cadre

    __HMTSS Team Meeting__   __Faculty & Staff Meeting__

    _____   _____

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: Date __March 25, 2025__ .

Attested:

__Gavin Tsue__	_(signature)_	__03/25/25__
Typed name of school principal	Signature	Date
__Jennifer Teshima__	_(signature)_	__3/25/2025__
Typed name of SCC chairperson	Signature	Date

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.

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
None		

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

None