NĀ HOPENA A'O

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

Pāhoa Elementary School Academic Plan SY 2025-2026

**15-3030 Pāhoa Village Road
Pāhoa, Hawaii 96778
808-313-4400**
https://sites.google.com/pahoaes.k12.hi.us/pahoaelementaryschool/welcome

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

Submitted by Principal Karrin Hauanio	
[signature]	04/11/2025

Approved by Complex Area Superintendent Stacey Bello	
[signature]	4/11/2025

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
K	Success for All ▾	ORIGO Stepping Stones 2.0 ▾	Amplify Science	
1	Success for All ▾	ORIGO Stepping Stones 2.0 ▾	Amplify Science	
2	Success for All ▾	ORIGO Stepping Stones 2.0 ▾	Amplify Science	
3	Success for All ▾	ORIGO Stepping Stones 2.0 ▾	Amplify Science	
4	Success for All ▾	ORIGO Stepping Stones 2.0 ▾	Amplify Science	
5	Success for All ▾	ORIGO Stepping Stones 2.0 ▾	Amplify Science	
6	Success for All ▾	i-Ready Classroom Mathematics ▾	Amplify Science	

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
2				Junior Achievement
1-6		iReady iXcel		

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: Success For All SSPT Process

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	DIBELS ▾ I-Ready ▾	I-Ready ▾
1	DIBELS ▾ I-Ready ▾	I-Ready ▾
2	DIBELS ▾ I-Ready ▾	I-Ready ▾
3	DIBELS ▾ I-Ready ▾	I-Ready ▾
4	DIBELS ▾ I-Ready ▾	I-Ready ▾
5	DIBELS ▾ I-Ready ▾	I-Ready ▾
6	DIBELS ▾ I-Ready ▾	I-Ready ▾

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: WASC Mid-Cycle Report
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2025   Year of Next Action: 2028   Year of Next Self-Study:
Type of Last Visit: Mid-Cycle Report (No Visit) ▾   Type of Next Action: Full Self-Study ▾   2028

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:** Increase proficiency, growth, and perseverance in Math.

Strive HI -
SY 23-24: Math 19%
SY 22-23: Math 21%
SY 21-22: Math 17%
SY 20-21: Math 12%
SY 19-20: Due to COVID-19, Hawaii public schools were waived from statewide testing.
SY 18-19: Math 34%

Root/Contributing cause(s):
   A. Students lack foundational skills such as number sense, place value, basic operations, etc.
   B. Mathematical Practices must be implemented daily for students to apply skills being taught.
   C. Spiraling curriculum, inadequate instructional time, and adherence to rigid pacing calendar do not allow for deep learning.
   D. Targeted intervention is needed to address foundational skills in all grade levels.
   E. Follow through with using strategies discussed in PLC (through the CFA process), needs to be incorporated in small group learning for students not meeting proficiency.

2 | **Student Need:** Increase proficiency and growth in ELA.

Strive HI -
SY 23-24: ELA 23%
SY 22-23: ELA 22%
SY 21-22: ELA 25%
SY 20-21: ELA 24%
SY 19-20: Due to COVID-19, Hawaii public schools were waived from statewide testing.
SY 18-19: ELA 40%

Root/Contributing cause(s):
  A. Students lack foundational reading skills (i.e. oral language, phonemic awareness, and phonics).
  B. Teachers must implement effective instructional strategies including collaborative learning, small-group instruction, explicit feedback, no hands raised, etc.).
  C. Adequate time of 90 minutes must be allotted for teachers to implement the routines of the curriculum with fidelity.
  D. Targeted intervention is needed to address reading deficits in all grade levels.
  E. School leaders must consistently demonstrate and communicate the importance of explicit instruction utilizing evidence-based practices to improve student achievement.

3 | **Student Need:** Increase the number of students attending school regularly.

Root/Contributing cause(s):
  A. Students lack feelings of safety, belonging, and engagement.
  B. Instructional methods are not engaging, leading to student apathy and absenteeism.
  C. Students feel disconnected from teachers and peers, impacting their motivation to attend.
  D. Students need earlier intervention and increased access to counseling, tutoring, or other support services that could help them improve their attendance.
  E. Develop and formalize a Tier 1, 2, and 3 plan for attendance.

4 | **Student Need:** Students lack empathy, respect, and social problem-solving skills.

Root/Contributing cause(s):
  A. Not all students are receiving direct and systematic instruction in empathy, respect, and social problem-solving skills.
  B. Adults in the school community (teachers, staff, administrators) may not consistently model empathy, respect, and positive problem-solving.
  C. The school culture does not consistently recognize and reinforce acts of empathy, respect, and positive social problem-solving focusing instead on discipline.

D. The SEL lessons from Getting Along Together with Class Council meetings need to be implemented weekly. Skills and strategies must be incorporated throughout the day and encouraged by all staff.
E. Ensure that every student can identify one trusting adult on campus.

| 5 | **Student Need:** Increase stakeholder (support staff, families, teachers) engagement. |

Root/Contributing cause(s):
A. Lack of clear, consistent communication.
B. The methods used to communicate (e.g., email, newsletters, website) are not reaching the target audience effectively.
C. Opportunities for stakeholders to provide feedback and input are limited.
D. Stakeholders do not see the value or benefit of being more engaged. They may not understand how their involvement makes a difference.
E. Previous attempts at engagement may have been negative, leaving stakeholders hesitant to participate again.

| 6 | **Student Need:** There has been a high rate of teacher turnover in the last 3 years. |

Root/Contributing cause(s):
A. Teachers felt unsupported by administration.
B. Teachers felt they lacked voice in decision-making processes.
C. The school culture was negative or toxic, with poor relationships between staff, students, and administration.

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   <u>**Targeted Subgroup:**</u> Special Education (SPED)

<u>**Identified Student Need(s):**</u> All identified Special Education students will meet their iReady Stretch Growth target (100%) in both reading and math as measured by the diagnostic growth for each child.

(Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path toward proficiency.)

2   <u>**Targeted Subgroup:**</u> English Learner (EL)

<u>**Identified Student Need(s):**</u> Increase the amount of EL students that will make progress towards or achieve academic standards as set forth by EL exit requirements.

Priority 1
High-Quality Learning For All

★ **GOAL 1.1** All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" *and* Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please 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 provided necessary and timely support to develop foundational skills for learning.	1A 2A	EA 1.1.1 (1) The assessment used will cover all essential domains of school readiness which is outlined in Act 210 to ultimately close the school readiness gap at kindergarten entry. *[Hauanio, Domingcil]* EA 1.1.1. (2) By the last day of Quarter 1, teachers will analyze Kindergarten Entry Assessment (KEA) data to identify specific intervention needs and create differentiated student groupings for targeted instruction in literacy and mathematics. *[Hauanio, Domingcil]*	**Initial Outcome:** - 100% of kindergarten students enrolled on 08/07/2025 will have completed the KEA by 08/30/2025. **Intermediate Outcome:** - 100% of kindergarten students enrolled as of 12/19/2025 will have been assessed within 30 days. - 100% of kindergarten students enrolled as of 05/28/2025 will have been assessed within 30 days. **Progress Monitoring Tools/Evidence:** - KEA Assessment - Assessment Record Sheet - PLC Minutes	☑ WSF, $2,000 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

- Observation Forms

100% of students will be assessed utilizing the Kindergarten Entry Assessment (KEA) within 30 days of Kindergarten enrollment.

Reading Proficiency

2A
2B
2C
2D
2E
3B

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. [KKP]

By the end of the school year, ELA proficiency will increase 5% as measured by standardized assessments (iReady, SBA).

EA 1.1.2 (1) Beginning in week one of Quarter 1, PES teachers will implement evidence-based ELA curriculum with fidelity, utilizing quality instructional materials, to demonstrably improve student proficiency in all five components of reading (fluency, vocabulary, comprehension, phonics, and phonemic awareness). (SW6)

[Hauanio, Borges, Makuakane]

EA 1.1.2 (2) All grade-level Professional Learning Communities (PLCs) will complete a structured Collaborative Inquiry Process by the last day of Quarter 2, focused on analyzing student reading data to identify the top two areas of need in reading instruction for their respective grade levels (e.g. oral language, phonemic awareness, fluency, comprehension).

[Grade Level Chairs]

EA 1.1.2 (3) Beginning in August 2025, all teachers will implement at least one research-based reading strategy monthly, aligned with specific grade-level standards, as evidenced by student work samples.

[Hauanio, Borges, Makuakane]

EA 1.1.2 (4) By the last day of each academic quarter, 100% of students in each grade level who score within the lowest 20% on standardized reading assessments will participate in Tier 2 pull-out tutoring 4-5 times per week, as measured by Tier 2 Tutoring records.

[Borges, Makuakane]

EA 1.1.2 (5) By the first day of the 2025-2026 academic year, PES will implement a daily 90-minute dedicated reading block for all students, across all grade levels, ensuring consistent and focused literacy instruction.

[Hauanio]

Initial Outcome:
- 80% of tested students in grades K-6 will show 50% or better typical growth on the iReady Winter Reading Assessment.
- 40% of tested students will show 50% or better stretch growth on the iReady Winter Reading Assessment
- _% of students will move up at least 1 level reading group in quarters 2 and 3.

Intermediate Outcome:
- 80% of tested students in grades K-6 will show 75% or better typical growth on the iReady Quarter 3 Reading Assessment
- 40% of tested students in grades K-6 will show 75% or better stretch growth on the iReady Quarter 3 Reading Assessment

Progress Monitoring Tools/Evidence:
- PLC minutes and Tracking Forms
- Observation/ Fidelity Check forms
- PES Observation Spreadsheet and Data Feedback Forms
- Progress monitoring minutes on all enabling activities (Leadership Team)
- Collaborative Inquiry documentation
- Tier 2 Intervention Roster
- School-wide iReady Data
- School-wide Dibels Data
- Panorama Intervention Documentation

☑ WSF, $70,000
☑ Title I, $222,000 (teacher, PD, tutors)
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $

EA 1.1.2 (6) Monthly Literacy Leadership meetings will be conducted to drive data-informed decisions, facilitate collaborative strategy development, and ensure the effective implementation and continuous improvement of literacy initiatives school-wide.

[Hauanio, Borges, Makuakane, Domingcil, Behr, Agbayani, Serrao]

Mathematics Proficiency

1A
1B
1C
1D
1E
3B

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. [KKP]

By the end of the school year, math proficiency will increase 5% as evidenced by standardized results (iReady, SBA).

EA 1.1.3 (1) Beginning in week one of Quarter 1, PES teachers will implement evidence-based math curriculum with fidelity, using high-quality instructional materials. (SW6)

[Hauanio, Borges, Makuakane]

EA 1.1.3 (2) Beginning in week three of Quarter 1, 100% of faculty and instructional staff will participate in scheduled (8 day-cycle) Professional Learning Community (PLC) meetings to analyze and collaboratively develop action plans based on common formative assessment (CFA) data, resulting in documented, measurable improvements in instructional strategies.

[Grade Level Chairs]

EA 1.1.3 (3) Beginning in week 2 of Quarter 1, PES teachers will implement small group math interventions targeting foundational mathematical skills for 30 minutes, 4 days per week.

[Hauanio, Borges, Makuakane]

EA 1.1.3 (4) By the last day of each academic quarter, 100% of students in each grade level who score in the lowest 10% on math assessments will participate in a Tier 2 pull-out tutoring program at least one time per week.

[Borges, Makuakane]

Initial Outcome:
- 70% of tested students in grades K-6 will show 50% or better typical growth on the iReady Winter Reading Assessment.
- 35% of tested students will show 50% or better stretch growth on the iReady Winter Reading Assessment

Intermediate Outcome:
- 70% of tested students in grades K-6 will show 75% or better typical growth on the iReady Quarter 3 Reading Assessment
- 35% of tested students in grades K-6 will show 75% or better stretch growth on the iReady Quarter 3 Reading Assessment

Progress Monitoring Tools/Evidence:
- PLC minutes and Tracking Forms for CFA data
- Observation/ Fidelity Check forms
- PES Observation Spreadsheet and Data Feedback Forms
- Progress monitoring minutes on all enabling activities (Leadership Team)
- Collaborative Inquiry documentation
- Tier 2 Intervention Roster
- School-wide iReady Data

☑ WSF, $148,000
☑ Title I, $30,000
☐ (intervention, curriculum materials)
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:, $
☑ Other: WSF Reserve, $74,000

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. **[STATE]**

By the end of the academic year, 80% of English Learner (EL) students will demonstrate measurable progress towards or achieve academic standards as defined by ELL exit requirements, as evidenced by annual WIDA testing scores.

By the end of the academic year, 75% of special education students will demonstrate measurable progress towards their IEP goals, as evidenced by quarterly progress reports and reduce the achievement gap in English Language Arts by 10%.

1A
2A

EA 1.1.4 (1) The English Learning (EL) program will ensure equal access for students to engage in educational opportunities through targeted English as a Second Language, sheltered instruction, and utilization of other available program resources. (SW6)
[Behr]

EA 1.1.4 (2) Implement a multi-faceted approach to consistently improve learning outcomes for all special education students.
- Strategic Support Scheduling
- Student-Centered IEP Development and Implementation
- Implementation of Differentiated Instruction
- Continuous improvement of the school's Multi-Tiered System of Supports (MTSS)

(SW6)
[Hauanio, Agbayani]

Initial Outcome:
- 50% of tested ELL students in grades K-6 will show 50% or better typical growth on the iReady Winter Reading Assessment.
- 35% of tested ELL students will show 50% or better stretch growth on the iReady Winter Reading Assessment
- 30% of special education students will show progress on academic goals on IEP progress reports.

Intermediate Outcome:
- 70% of tested ELL students in grades K-6 will show 75% or better typical growth on the iReady Quarter 3 Reading Assessment
- 35% of tested ELL students in grades K-6 will show 75% or better stretch growth on the iReady Quarter 3 Reading Assessment
- 60% of special education students will show progress on academic goals on IEP progress reports.

Progress Monitoring Tools/Evidence:
- Monthly progress monitoring minutes on all enabling activities (Leadership Team)
- WIDA/ACCESS Report
- IEP Progress Reports
- Student scheduling

- ☑ WSF ELL, $29,000
- ☐ Title I, $
- ☐ Title II, $
- ☐ Title III, $
- ☐ Title IV-A, $
- ☐ Title IV-B, $
- ☐ IDEA, $
- ☑ SPPA, $12000
- ☐ Homeless, $
- ☐ Grant:___, $
- ☐ Other:___, $

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.
[STATE]

By the end of the school year, 100% of grade 6 students be offered multiple opportunities to participate in transition activities.

EA 1.1.5 (1) By the last day of Quarter 4, 100% of Grade 6 teachers will implement at least three documented Middle Level Education best practices (e.g., interdisciplinary units, advisory periods, student-led conferences), as evidenced by lesson plans and teacher observation checklists, to prepare students for their transition to middle school.

[Grade 6 GLC]

EA 1.1.5 (2) By last day of Quarter 3, , Pāhoa Elementary School will have a collaboratively developed transition plan, created with Pahoa High and Intermediate, outlining at least three specific and measurable strategies (e.g., school tour, mentor pairing, skills workshop) to facilitate a smooth transition to middle school, as evidenced by a documented student transition plan.

[Tampos; Grade 6 GLC]

Initial Outcome:
- By the last day of quarter 2, all grade 6 students will be given the opportunity to engage in at least 1 interdisciplinary unit.

Intermediate Outcome:
- By the last day of quarter 3, all grade 6 classrooms will implement a 30 minute advisory period at least 2 x per month.

Progress Monitoring Tools/Evidence:
- Lesson Plans
- Student work samples
- Instructional schedules
- Transition Plan Meeting Minutes
- Transition Plan

☑ WSF, $2,000
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $

PES EA 1 All students are proficient in writing and those who are not proficient receive necessary and timely support to become proficient. [PES]

By the end of the school year, 75% of students will demonstrate proficiency in grade-level writing standards as measured by common formative assessment (CFA) data.

2A
2B
2E

PES EA 1 (1) Beginning in week one of Quarter 1, 100% of PES teachers will implement the designated evidence-based writing curriculum with fidelity, utilizing provided high-quality instructional materials.(SW6)
[Grade Level Chairs]

PES EA 1 (2) To empower teachers to effectively utilize writing data to inform instructional decisions and improve student writing outcomes, teachers will participate in collaborative, cyclical processes of data analysis, instructional planning, implementation, and reflection.
[Grade Level Chairs]

Initial Outcome:
- By the last day of quarter 2, 25% of students will show increased writing proficiency as evidenced by CFA data.

Intermediate Outcome:
- By the last day of quarter 3, 50% of students will show increased writing proficiency as evidenced by CFA data.

Progress Monitoring Tools/Evidence:
- Lesson Plans
- Student work samples
- Instructional schedules
- PLC minutes and Tracking Forms for CFA data
- Observation/ Fidelity Check forms
- PES Observation Spreadsheet and Data Feedback Forms
- Progress monitoring minutes on all enabling activities (Leadership Team)

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

PES EA 2 All students are proficient in science and those who are not proficient receive necessary and timely support to become proficient. [PES]

By the end of the school year, science proficiency will increase 5% as evidenced by the HSA Science assessment.

PES EA 2 (1) Beginning in the second week of Quarter 1, PES teachers will implement evidence-based science curriculum with fidelity, at least 75 minutes per week, using high-quality instructional materials, resulting in a 5% increase in student science proficiency as measured by the HSA Science assessments.

[Hauanio, Borges, Makuakane]

PES EA (2) By the end of Quarters 2 and 4, 100% of grade-level science pacing guides will be reviewed and updated to ensure alignment with Next Generation Science Standards (NGSS) and inclusion of all six required elements (Disciplinary Core Ideas, Science and Engineering Practices, Crosscutting Concepts, Assessment, Equity, and Safety), as evidenced by documented review logs and updated pacing guide versions.

[Academic Coaches]

Initial Outcome:
- By the last day of quarter 2, 25% of students will show increased writing proficiency as evidenced by CFA data.

Intermediate Outcome:
- By the last day of quarter 3, 50% of students will show increased writing proficiency as evidenced by CFA data.

Progress Monitoring Tools/Evidence:
- Lesson Plans
- Student work samples
- Instructional schedules
- PLC minutes and Tracking Forms for CFA data
- Observation/ Fidelity Check forms
- PES Observation Spreadsheet and Data Feedback Forms
- Progress monitoring minutes on all enabling activities (Leadership Team)
- Pacing guides & calendars

- ☑ WSF, $10,000
- ☐ Title I, $
- ☐ Title II, $
- ☐ Title III, $
- ☐ Title IV-A, $
- ☐ Title IV-B, $
- ☐ IDEA, $
- ☐ SPPA, $
- ☐ Homeless, $
- ☐ Grant:__, $
- ☐ Other:__, $

Desired Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.
1.2.1. All students desire to and attend school regularly. [STATE] By the end of the school year, the percentage of students with 90% or higher will increase by 15% as measured by Lei Kulia.	3A 3B 3D 3E	EA 1.2.1 (1) Beginning in August 2025, monthly Attendance Solutions Team meetings will be held to refine the process and monitor the effectiveness of current programs for regular attendance (% of students attending 90% or more days of instruction or 17 or less days absent). *School Counselors; HMTSS Lead]* EA 1.2.1 (2) Beginning on the first day of Quarter 1, implement attendance intervention strategies • Implementation of a weekly "Attendance Celebration" recognizing classes in each grade level with the highest weekly attendance rate. • Provide effective communication between school and home via ○ Phone calls ○ Communication applications ○ Home visits ○ Attendance letters ○ Attendance Success Plans • Create a schoolwide campaign to promote attendance *[School Counselors; HMTSS Lead]*	**Initial Outcome:** - By the last day of quarter 2, 85% of students will have 12 or less absences. **Intermediate Outcome:** - By the last day of quarter 3, 75% of students will have 15 or less absences. **Progress Monitoring Tools/Evidence:** - Average Daily Attendance - Lei Kulia "Chronic Absenteeism" Report - Attendance Solutions Team agendas & minutes - Counselor logs	☑ WSF, $5,000 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| 1.2.2. All students demonstrate positive behaviors at school. [STATE] By the end of the school year, the number of student disciplinary referrals will decrease by 15% as measured by LEI Kulia. | 3D 4A 4B 4C 4D 4E | EA 1.2.2 (1) Implement Tier 1 Hawaii Multi-Tiered Systems of Support (HMTSS) ... | Initial Outcome ... | WSF, $5,000 ... |

1.2.2. All students demonstrate positive behaviors at school.
[STATE]

By the end of the school year, the number of student disciplinary referrals will decrease by 15% as measured by LEI Kulia.

3D
4A
4B
4C
4D
4E

EA 1.2.2 (1) Implement Tier 1 Hawaii Multi-Tiered Systems of Support (HMTSS)
- Teachers promote a safe and secure environment using behavior data (Brief Externalizing and Internalizing Screener for Youth (BEISY), Panorama survey, and school level behavioral data) to teach, monitor, and reinforce behavioral expectations.
- Ensure a research-based continuum of social services supports (Tiers 1, 2 and 3) is fully implemented.
- Apply a system of supports that identifies at-risk students, resulting in the application of appropriate tiered interventions.
- Develop a system and process for identifying the physical needs of students.
- Families and diverse school community members will consistently be engaged with the school to support & enhance student positive behavior & learning.

(SW6)
[Tampos, Agbayani]

EA 1.2.2 (2) Beginning in week one of Quarter 1, PES teachers will implement evidence-based social-emotional learning (SEL) curriculum with fidelity, using provided high-quality instructional materials. (SW6)

[Tampos, Agbayani]

EA 1.2.2 (3) By January 26, 2026, Pāhoa Elementary School will implement a school-wide Positive Behavioral Interventions and Supports (PBIS) system. (SW6)

[Tampos, Agbayani]

Initial Outcome:
- By the last day of quarter 2, student disciplinary referrals will show a 5% decrease as compared to the same period in 2024-2025.

Intermediate Outcome:
- By the last day of quarter 3, student disciplinary referrals will show a 10% decrease in disciplinary referrals as compared to the same period in 2024-2025.

Progress Monitoring Tools/Evidence:
- Disciplinary referral log
- Infinite Campus
- LEI Kulia Disciplinary Data
- BEISY data
- Panorama SEL Survey results
- School-level behavioral data
- TFI
- SSPT agendas & minutes
- Observation/ Fidelity Check forms
- PES Observation Spreadsheet and Data Feedback Forms
- Progress monitoring minutes on all enabling activities (Leadership Team)

☑ WSF, $5,000
☑ Title I, $5,000
☐ 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. [STATE]

By the end of the school year, 100% of students will be provided the opportunity to engage in culturally relevant learning opportunities. | 3A
3C | EA 1.2.3 (1) Students will strengthen their understanding of Hawaiian culture and values by engaging in culturally relevant/place based lessons to build cultural literacy and to enhance the development of academic achievement, character, and physical and social emotional well being.
• ʻĀina Aloha
• Kupuna Program

(SW5)
[Hauanio; Rice]

EA 1.2.3 (2) By the last day of Quarter 1, create and maintain a school garden growing traditional Hawaiian plants to facilitate a deeper understanding of Mālama Honua (caring for the earth) and cultivate a sense of responsibility (kuleana) within students.
[Agbayani, Classroom Teachers] | **Progress Monitoring Tools/Evidence:**
- ʻĀina Aloha competencies
- PES Observation Spreadsheet and Data Feedback Forms
- Progress monitoring minutes on all enabling activities (Leadership Team) | ☑ WSF, $5000
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☑ Other: OHE, $ |

Desired Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please 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. [STATE] By the end of the school year, all PES students will have multiple opportunities to participate in college, career, and civic readiness opportunities.		EA 1.3.1 (1) Opportunities for college, career, and civic readiness activities will be implemented throughout the school year using a variety of resources including but not limited to the CTE Standards, code.org, and the C3 Framework for Social Studies. (SW6) [Grade Level Chairs] EA 1.3.1 (2) Student Body Government (SBG)/Student Leadership provide students with civic opportunities by coming together to share their thoughts, ideas and questions in order to make positive changes at the school level through student voice. [Grade 6 GLC]	**Progress Monitoring Tools/Evidence:** - Pacing calendar of college - Career, and civic readiness opportunities - SBG agenda and minutes	☑ WSF, $10,000 ☐ 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 Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please 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. [KKP] By the end of the school year, all teachers in grades K-5 will engage in professional development centered	6A	EA 2.1.2 (1) All teachers will be provided with ongoing professional development opportunities throughout the academic year, related to the fidelitous implementation of the science of reading. (SW6) [Leadership Team] EA 2.1.2 (2) All teachers will be provided with ongoing professional development opportunities throughout the academic year, focused on evidence-based math instructional strategies.(SW6) [Leadership Team] EA 2.1.2 (3) All teachers will be provided with ongoing professional development opportunities throughout the academic year, related	**Progress Monitoring Tools/Evidence:** - PD Agendas - PD sign-in sheets - PD evaluation results - Observation data related to implementation of PD strategies	☑ WSF, $20,000 ☑ Title I, $15,000 (substitute) ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

on research-based instructional strategies to support the achievement of a 5% increase in the percentage of students scoring proficient or above in reading, math, and science on standardized assessments.

to the fidelitous implementation of New Generation Science Standards (NGSS). (SW6)

[Leadership Team]

EA 2.1.2 (4) By the last day of Quarter 4, teachers will engage in at least one professional development opportunity focused on Hawaiian cultural literacy to deepen their understanding of place-based knowledge and strengthen the integration of culturally relevant lessons.

[Hauanio]

2.2.2. All school support staff are effective or receive the necessary support to become effective. [KKP]

By the end of the school year, all support staff will be provided with multiple opportunities to engage in job-embedded professional learning opportunities to increase the effectiveness of school systems and operations as evidenced by a __% increase in Support Staff SQS Satisfaction scores.

EA 2.2.2 (1) Ongoing, job-embedded professional development for support staff will be provided throughout the academic year, providing targeted growth opportunities to enhance their effectiveness and foster a high-quality learning environment for students.

[Hauanio]

EA 2.2.2 (2) School support staff will engage in professional development focused on Hawaiian cultural literacy to deepen their understanding of place-based knowledge and strengthen the integration of culturally relevant lessons.

[Hauanio]

EA 2.2.2 (3) By the last day of Quarter 1, PES Leadership Team will develop a "Profile of 'Effective' Support Staff" to ensure a shared understanding of job duties and instructional responsibilities.

[Leadership Team]

Progress Monitoring Tools/Evidence:
- PD Agendas
- PD sign-in sheets
- PD evaluation results
- Observation data related to implementation of PD strategies

- ☑ WSF, $15,000
- ☐ 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 Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" *and* Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.
3.3.1. All School Community Councils (SCC) have full membership, meet regularly, and are engaged with their respective school principal. [STATE]	5C 5D	EA 3.3.1 (1) Facilitate active participation of family and community members in activities and conversations that directly impact student academic success through quarterly School Community Council Meetings. [Hauanio; Agbayani]	**Progress Monitoring Tools/Evidence:** - SCC agendas & minutes - SCC feedback results (Waiver day request, progress monitoring, CNA, financial plan, academic plan)	☐ WSF, $ ☑ Title I, $3000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
PES EA 4 Faculty and staff will	5A 5C	PES EA 4 (1) By the end of Quarter 1, PES will establish a formalized, documented feedback loop. This loop will include: 1)	**Progress Monitoring Tools/Evidence:** - Meeting agendas and minutes	☑ WSF, $18,000 ☐ Title I, $3000

| contribute to key school decisions, including curriculum development, resource allocation, and policy formation, through established participatory processes. | 6B 6C | a structured protocol for collecting and sharing faculty/staff input from Grade Level and Solution Team meetings with the Leadership Team, 2) a defined timeline for Leadership Team response and action, and 3) a mechanism for communicating resulting decisions and actions back to all faculty and staff. This process will ensure consistent and transparent opportunities for input into school decisions.

[Hauanio] | Faculty & staff input & feedback data | ☐ 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.*
PES EA 4 Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance. [PES] PES will provide academic activities to increase parent engagement as evidenced by a 3% increase in SQS Parent Involvement Scores.	1D 2D 5B 5D 5E	PES EA 4 (1) Equip parents and the community to directly impact student academic outcomes with school wide quarterly academic engagement initiatives. *[Enriquez-Farned]* PES EA 4 (2) Grade levels will implement a minimum of one academically focused family engagement activity per semester. *[Grade Level Chairs]* PES EA 4 (3) Cultivate and maintain effective collaborative partnerships with students, faculty, staff, and community partners through tailored communication initiatives delivered in diverse and accessible formats. *[Enriquez-Farned]*	**Progress Monitoring Tools/Evidence:** - Activity flyers - Activity agendas - Activity sign in sheets - Purchase orders - Activity evaluations	☑ WSF, $7,000 ☑ Title I, $4,000 ☐ 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 Pahoa Elementary School current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)   1090

Did your school submit a SCC Waiver Request Form? Please explain.

Yes - *Due to the structure of the instructional schedule, there is extremely limited time to provide professional development to instructional staff. The 5 requested waiver days will allow us to provide much needed targeted professional development to teachers and other instructional staff.*

The waiver days will be utilized to directly impact student learning and outcomes through implementation of targeted professional development related to curriculum, instructional practice, and integration of Na Hopena A'o.

Bell Schedule: PES Daily Bell Schedule