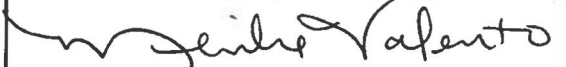




Pā'ia Elementary Academic Plan SY 2025-2026

955 Baldwin Avenue Pā'ia, HI 96779
808-727-3800
<https://paiaelementary.com/>

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

Submitted by Principal [Merilee Valentino]	
	4/1/25

Approved by Complex Area Superintendent [Lori Yatsushiro]	
[Insert signature] 	[Insert date] 4/15/25

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 **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 *HIDOE does not currently provide any recommendations or materials for Hawaiian Language Arts*	Mathematics *HIDOE does not currently provide any recommendations or materials for Hawaiian Language Math Curriculum*	Science	Social Studies
PM-P5	Teacher Created - He Aupuni Palapala (PM-P3) Foundations & Framework	i-Ready Classroom Mathematics -	Mystery Science Ōhi'a Project 'Āina Lupalupa Teacher Created	Teacher Created
K-5	'20 Wonders -	i-Ready Classroom Mathematics -	Mystery Science Teacher Created	Teacher Created
	Select One -	Select One -		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☐ Panorama ☒ School-created template ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts **HIDOE does not currently provide any recommendations or materials for Hawaiian Language Arts*	Mathematics *HIDOE does not currently provide any recommendations or materials for Math in'Ōlelo Hawai'i*
PM-P5	Other: ▾ Nā Puako	Other: ▾ Currently, the HIDOE provides no screeners. We Other: are working on putting one into place that aligns with current standards and curriculum
K-5	I-Ready ▾	I-Ready ▾
	Select One ▾	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: 2025]

Type of Last Visit: Mid-Cycle Report & Visit -

Year of Next Action: [Insert year]

Type of Next Action: Select One -

Year of Next Self-Study:
[Insert year]

The Visiting Committee concurs with the school's identified critical areas for follow-up outlined in the Academic Plan. These are summarized below:

1. Improvement in English/Hawaiian Language Arts Literacy: By focusing on foundational reading skills, implementation of curriculum and instructional strategies with fidelity, and consistent utilization of universal screening, , Pā'ia School's Leadership team, teachers and staff will increase literacy.
2. Improvement in Mathematics Proficiency: By implementing the identified math curriculum, research-based instructional strategies, a universal screener, and effective monitoring systems the Pā'ia School's Leadership team, teachers and staff will strengthen student math proficiency levels for all students.

In addition, the Visiting Committee has identified critical areas for follow-up that need to be addressed:

3. Student learning will improve through strategic planning by teachers and the Leadership Team, using clear goals, data-driven interventions, and effective instruction, supported by a strong action plan, ongoing monitoring, and accountability.
4. To maximize the full potential of instructional programs and ensure the effective and efficient operation of the school, it is essential that Pā'ia fill key vacancies while also strengthening mentoring for new teachers and staff with a deliberate focus on the school's unique culture and values to support, develop, and retain effective and caring educators and professional staff.

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	<p><u>Student Need:</u> Literacy Proficiency: KĀ'EO and SBA data reveal that most students are not proficient in language arts when transitioning to middle school. Addressing this requires strengthening Tier One instruction and implementing Tier Two interventions to build core reading skills, such as phonemic awareness.</p> <p><u>Root/Contributing Cause:</u> School has made significant growth in student progress year to year over the past three years. Now, the challenge is to support increased proficiency levels.</p>
2	<p><u>Student Need:</u> Mathematical Proficiency: KĀ'EO and SBA data show that most students lack proficiency in mathematics at the middle school transition. This highlights the need to enhance Tier One instruction and provide targeted interventions to reinforce foundational math skills.</p> <p><u>Root/Contributing Cause:</u> School has made significant growth in student progress year to year over the past three years. Now, the challenge is to support increased proficiency levels.</p>

<p>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.</p>	
1	<p><u>Targeted Subgroup:</u> Special Education</p> <p><u>Identified Student Need(s):</u> a) Resource alignment to support an increasing range of student needs. b) Increase our inclusive practices in the general education setting. c) Hawaiian Language Proficiency in conjunction with disability</p>
2	<p><u>Targeted Subgroup:</u> [Insert text]</p> <p><u>Identified Student Need(s):</u> [Insert text and/or image]</p>
3	<p><u>Targeted Subgroup:</u> [Insert text]</p> <p><u>Identified Student Need(s):</u> [Insert text and/or image]</p>



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> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountability Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <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 to execute the enabling activity.</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.	Entering students for both programs have varied preschool experiences. Only 1/3 of Kaiapuni Papa Mālaa'o haumāna attended Pūnana Leo.	<p>1. System of assessment to include KEA for English program and Papa Mālaa'o teacher created screeners, progress monitoring for fluency and numeracy, observational data, and common formative assessments (with aligned rubrics) and analyze student data to adjust whole group and small group instruction.</p> <p>2. Instruction with fidelity to meet grade level standards through consistent curriculum implementation (He Aupuni Palapala and Wonders) and refinement curriculum guides to support curriculum, instruction, and assessment.</p> <p>3. MTSS for-instructional strategies and groupings to include strategic support and intensive intervention (RTI).-social emotional and behavioral to include referrals for Public School Adjustment Program (PSAP)</p> <p>4. PLCs to review student needs and aligned supports.</p> <p>5. Family Engagement events from orientation to continue during year to support strong home to school partnership</p> <p>Accountability leads: Principal, VP, Instructional Coach, PTT CCs, PM/K kumu, PSAP Coordinator</p>	<p>Universal Screeners</p> <p>Progress Monitoring</p>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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<p>Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.</p>	<p>Need to increase and implement with fidelity core reading instruction and targeted supports.</p> <p>In HLIP, range of exposure to 'Ōlelo Hawai'i impacts "readiness to read"</p>	<p>1. Instruction with fidelity to meet grade level standards through consistent curriculum implementation and refinement curriculum guides to support curriculum, instruction, and assessment. Implementation of ECRI in K-2 and OG in M-2.</p> <p>2. System of assessment to include universal screeners, progress monitoring, and common formative assessments (with aligned rubrics) and analyze student data to adjust whole group and small group instruction.</p> <p>3. MTSS for instructional strategies and groupings to include strategic support and intensive intervention (RTI).</p> <p>4. PD to support high leverage literacy practices and materials creation inclusive of foundational reading.</p> <p>5. PLCs to support collaborative work focused on instructional implications (data and student constructed response protocol + instructional strategy share + curriculum and materials review and revision)</p> <p>Accountability leads: Principal, VP, Instructional Coach, RTI Coordinator, PTT CCs, GLCs</p>	<p>Universal screeners</p> <p>Formative & Summative Assessments</p> <p>KĀ'EO and SBA</p> <p>Learning Walkthroughs</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>
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<p>Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p>	<p>Consistently low proficiency levels on state tests.</p> <p>Need to build stronger foundational math skills</p>	<p>1. Instruction with fidelity to meet grade level standards through consistent curriculum implementation (Ready Classroom) and refine and implement curriculum guides.</p> <p>2. System of assessment to include universal screeners (to be identified for Kaiapuni and iReady Math for English program), progress monitoring, and common formative assessments (with aligned rubrics) and analyze student data to adjust whole group and small group instruction. Design and implement universal screener for HLIP</p> <p>3. PD to support implementation of Ready Classroom Math curriculum and aligned strategies. Inclusive of PD from math educational specialists who 'ōlelo Hawai'i to train and coach math teachers to deepen content knowledge and implement effective instructional practices as well as intervisitations at Pā'ia and to other schools.</p> <p>4. PLCs to support collaborative work focused on instructional implications (data and student constructed response protocol + instructional strategy share + curriculum and materials review and revision)</p> <p>Accountability leads: Principal, VP, Instructional Coach, PTT CCs, GLCs</p>	<p>Universal screeners</p> <p>Formative & Summative Assessments</p> <p>KĀ'EO and SBA Learning Walkthroughs</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input checked="" type="checkbox"/> Title IV-A, \$</p> <p><input checked="" type="checkbox"/> Title IV-B, \$</p> <p><input checked="" type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>		<p>1. Vertical alignment and implementation of consistent curriculum. Revise curriculum maps to ensure inclusion of grade aligned skills, strategies, vocabulary, formative assessments (in addition to standards)</p> <p>2. Align assessments and assessment tools program-wide, including the following: a. assessments: universal screeners, fluency, formative, b. criteria: growth and proficiency goals, common rubrics</p> <p>3. MTSS for instructional strategies and groupings to include strategic support and intensive intervention(RTI).</p> <p>4. Implement IEPs and 504s with fidelity a. alignment of accommodations and modifications to core curriculum and individual goals b. ongoing data collection c. collaboration of team members to review student progress and refinement of supports</p> <p>5. PLCs to support collaborative work focused on instructional implications (data and student constructed response protocol + instructional strategy share + curriculum and materials review and revision)</p> <p>6. Ensure 'ĀPBE units support sustained inquiry, rigor, and implementation of literacy practices.</p> <p>7. PD to include the following: a. understanding IEPs and 504s b. reading: ECRI, small group, science of reading c. core curriculum: Ready, Wonders, He Aupuni Palapala, Foundations & Framework d. differentiated instruction and Universal Design for Learning</p> <p>Accountability leads:</p>	<p>Universal screeners</p> <p>Formative & Summative Assessments</p> <p>KĀ'EO and SBA</p> <p>Learning Walkthroughs</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input checked="" type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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		Principal, VP, Student Services Coordinator, RTI Coordinator, Special Education DH, Instructional Coach		
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	Support systems ensure smoother transitions	<p>For students transitioning INTO Pā'ia for elementary school</p> <ol style="list-style-type: none"> 1. Create and implement transition plan protocol for any students who are new to the school with all staff and stakeholders, including English Learners, military connected students, students with disabilities, and new keiki with no formal Hawaiian Language into the Kaiapuni program. For Keiki with IEP plans or 504 plans coming into the school during the middle of the school year, the SSC will work with the former school to get the student plan and share with the stakeholders and Care Coordinators will follow up with scheduling transition meetings. <p>For 5th graders transitioning to middle school</p> <ol style="list-style-type: none"> 1. Transition meetings between Pā'ia and Kalama staff for all students with IEPs and 504s. 2. Prepare 5th graders for the transition to middle school through <ol style="list-style-type: none"> a. Meeting with Kalama registrar and counselors to learn about school expectations, classes and schedule b. Visiting Kalama 3. Align academic practices and tools, such as incorporating Google Classroom 4. Incorporate decision making, alcohol/vaping/drug awareness, and social interactions into 5th grade SEL curriculum <p>Accountability leads: Student Services Coordinator, Counselors, Special Education DH</p>	Report Cards	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:___ \$ <input type="checkbox"/> Other:___ \$

All Hawaiian Language Immersion Program students will become proficient speakers of 'Ōlelo Hawai'i	Students have varying levels of opportunities to practice their language outside of school	1. Curriculum maps incorporate 'Ōlelo–Pae Pilina'ōlelo 2. Explicit speaking and listening opportunities for students embedded in lessons 3. Implementation of loiloi 'ōlelo assessment 4. Ongoing PD to include language acquisition, 'ike kupuna, and assessment implementation. Accountability leads: Principal, VP, Instructional Coach, Grade Level Chairs	FAFKE Loiloi assessment Fluency Formative & Summative Assessments KĀ'EO Learning Walkthroughs	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:___, \$ <input type="checkbox"/> Other:___, \$
All Hawaiian Language Immersion Program students will demonstrate traditional knowledge and cultural practices	Students have varying levels of opportunities to practice their culture outside of school	1. Curriculum maps incorporate cultural experiences 2. Explicit cultural opportunities for students embedded in lessons and school wide activities (Makahiki, Lā Puka, Lā 'Ohana, Huaka'i O'ahu). 3. Participating in cultural protocols in a variety of settings. Accountability leads: Principal, VP, Instructional Coach, GL Chairs	FAFKE Lā 'ĀPBE	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:___, \$ <input type="checkbox"/> Other:___, \$

<p>All students will engage in 'ĀPBE units that foster pilina with 'āina and empowers students to effectively enact change through authentic, meaningful experiences.</p>		<ol style="list-style-type: none"> 1. Units aligned to Science Standards (NGSS/Nā Ana A'o Akeakamai) 2. Units incorporate PBL Gold Standard Design Elements, including literacy practices 3. All students will participate in at least one huaka'i and one connection with a community member or expert per unit 4. 100% of students and classes will participate in annual Lā 'ĀPBE 5. Professional development to include: <ol style="list-style-type: none"> a. PD to support implementation of high quality "gold standard" PBL unit design and practices b. Creation and implementation of literacy resources c. Kumu directed PD to develop content knowledge, relationships with experts and field opportunities, and cultivate potential student experiences. <p>Accountability Leads: Principal, VP, 'ĀPBE PTT Lead</p>	<p>Project Planners</p> <p>Lā 'APBE</p> <p>SBA & KĀ'EO</p> <p>Learning Walkthroughs</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input checked="" type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>
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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> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountability Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <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 to execute the enabling activity.</i>
1.2.1. All students desire to and attend school regularly.	Varied mindsets on importance of attendance	<p>Improve student attendance and reduce chronic absenteeism through attendance action plan to include:</p> <ul style="list-style-type: none"> ●Attendance Policy ●Attendance team ●Intervention system ●Incentives <p>Accountability leads: Principal, VP, Counselors, Attendance Liaison, Social Worker</p>	Attendance rate	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

1.2.2. All students demonstrate positive behaviors at school.		<p>1. Schoolwide SEL framework</p> <p>2. Implement Koho Pono to include</p> <p>a. Koho Pono Ioina/theme with aligned lessons and materials and student of the month assemblies</p> <p>b. Positive Behavioral Incentive Supports and Koho Pono tickets</p> <p>3. Direct service support for social and emotional health through school level counseling, BHS counseling, and specific trauma and grief counseling.</p> <p>4. Behavioral and discipline referral system</p> <p>5. Professional Development to include classroom management, de-escalation, QBS, Positive Behavior Supports, Behavior Support Plans, data collection (e.g. ABC)</p> <p>6. Collaborate with community organizations to train HDOE staff in cultural awareness, competence and humility for diverse communities.</p> <p>Accountability leads: Principal, VP, Counselors</p>	Referrals Perception Survey SQS	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
1.2.3. All students experience a Nā Hopena A'o environment for learning.		<p>1. Schoolwide protocols</p> <p>2. SEL embedded in classroom environment</p> <p>Accountability leads: Counselors, GLCs</p>	SQS	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> 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> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountability Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <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 to execute the enabling activity.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	To support pilina and kuleana	1. 'ĀPBE tasks challenge students to act as agents of change and present a public product that engages families and community partners. 2. Service opportunities woven into SEL 3. Opportunities to engage with community contributors through experiences such as 'ĀPBE units and Career Day Accountability leads: Principal, VP, Grade Level Chairs, Counselors, 'ĀPBE PTT Lead	KĀ'EO Akeakamai and SBA Science Lā 'ĀPBE	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



Priority 2 High-Quality Educator Workforce In All Schools

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountability 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 to execute the enabling activity.</i>
Build and sustain faculty capacity to deliver high quality instruction	Teaching staff not yet 100% certificated. Implementation of new curriculum and strategies.	<ol style="list-style-type: none"> 1. Ongoing coaching for uncertificated and new kumu and EAs to include summer onboarding of curriculum, instructional strategies, classroom management, and professional teaching expectations. 2. PLCs to support collaborative work toward priority areas of literacy and math with an emphasis on collective efficacy. 3. All new kumu and EAs will have a mentor (through official certification program or if not in an official program school level assigned). 4. Ongoing PD opportunities for all pedagogical staff <p>Accountability leads: Principal, VP, Instructional Coach, Grade Level Chairs</p>	SQS Internal surveys	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$



Priority 3

Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountability 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 to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Importance of voice of all stakeholders	1. SCC meetings provide space for all voices 2. SCC Family Engagement Events to interact with families, receive feedback, and sustain membership Accountability leads: Principal & SCC	SCC Agendas	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> 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> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountability 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 to execute the enabling activity.</i>
Engage families through school-based opportunities that seek to strengthen home to school partnership.	School to family partnership increases student achievement outcomes	1. 'Ōlelo Hawai'i classes for parents 2. Monthly Family Engagement Events to engage families as partners in supporting student academic and social emotional growth. Events to include engagement with curriculum and instructional strategies, community organizations, student performances. a. Open House (August) b. Curriculum (Literacy is Lit & Math is Rad) c. Bring your kupuna & mākua to school day d. Conferences (Nov) e. Mahina 'Ōlelo Hawai'i (Feb) f. Art Night g. Lā 'ĀPBE (April) h. Health and Wellness i. Lā 'Ohana (May) Accountability leads: Principal, VP, SCC & Grade Level Chairs	SQS	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

★ Other Systems of Support				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountability 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 to execute the enabling activity.</i>
School Level Coherence: School level systems will align with shared mission and vision	Importance of shared systems to support implementation of schoolwide goals	<p>1. Schoolwide expectations to include: planning, curriculum, assessments, grading, classroom environment, professional collaboration, parent engagement</p> <p>2. Culture of collaboration through teams that facilitate workstreams by constantly reviewing student data to inform implications for support.</p> <p>3. Support teacher leadership and increase distributive leadership model</p> <p>4. Strategic planning by teachers and the Leadership Team, using clear goals, data-driven interventions, and effective instruction, supported by a strong action plan, ongoing monitoring, and accountability.</p> <p>Accountability leads: Principal, Vice Principal & Grade Level Chairs</p>	SQS Faculty Google survey	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> 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 Pā'ia'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)*

1,080

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

Waiver Day Request

Bell Schedule: https://paiaelementary.com/apps/bell_schedules/