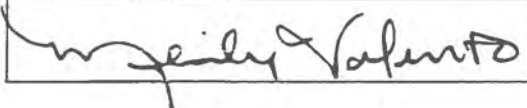




Pā'ia Elementary School Academic Plan SY 2026-2027

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- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Merilee Valentino	
	Apr 1, 2026 ...

Approved by Complex Area Superintendent Lori Yatsushiro	
	4/7/26

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance document](#).

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VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used for 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.

Comprehensive Instructional Programs: English-Medium Program				
Grade Level(s)/ Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	'20 Wonders ▾	i-Ready Classroom Mathematics ▾	Mystery Science Teacher Created	Teacher Created
	Select One ▾	Select One ▾		

Comprehensive Instructional Programs: Hawaiian-Medium Program					
Grade Level(s)/ Course Name	Hawaiian Language Arts (PM-P12)	Kaiapuni ELA (P5-P12)	Mathematics	Science	Social Studies
	OG (M-2) ▾	'20 Wonders ▾	i-Ready Classroom Math... ▾	Mystery Science Ōhi'a Project 'Āina Lupalupa Teacher Created	Teacher Created
	Other: ▾ He Aupuni Palapala (PM-P3)	Select One ▾	Select One ▾		
	Teacher Created	Select One ▾	Select One ▾		

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

Supplementary Instructional Materials: English-Medium Program				
Grade Level(s)/ Course Name	English Language Arts (ELA)	Mathematics	Science	Social Studies

Supplementary Instructional Materials: Hawaiian-Medium Program					
Grade Level(s)/ Course Name	Hawaiian Language Arts (PM-P12)	Kaiapuni ELA (P5-P12)	Mathematics	Science	Social Studies

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 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.

Screening And Progress Monitoring Assessments: English-Medium Program		
Grade Level(s)/ Course Name	English Language Arts (ELA)	Mathematics
K-5	I-Ready ▾	I-Ready ▾
	DIBELS ▾	Select One ▾

Screening And Progress Monitoring Assessments: Hawaiian-Medium Program			
Grade Level(s)/ Course Name	Hawaiian Language Arts (PM-P12)	Kaipuni ELA (P5-P12)	Mathematics
PM-P5	Nā Puako	I-Ready ▾	Teacher Created ▾

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.

HMTSS: English-Medium Program	HMTSS: Hawaiian-Medium Program
☐ Panorama ☒ School-created template ☐ Other:	☐ Panorama ☒ School-created template ☐ Other:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

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

Year of Last Visit: 2025

Type of Last Visit: Full Self-Study -

Year of Next Action: 2027-28

Type of Next Action: Mid-Cycle Report & Visit -

Year of Next Self-Study:

2031

Please identify **critical student learning needs** and the **root/contributing cause** why these needs have been prioritized.
"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

Please number the student need and root/contributing cause for ease of cross-referencing.

1	Student Need: 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. Root/Contributing Cause: 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.
2	Student Need: 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. Root/Contributing Cause: 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.

In order to address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

1 **Targeted Subgroup:** Special Education

Identified Student Need(s): 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

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.



PRIORITY 1: High-Quality Learning For All

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
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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.	ENGLISH-MEDIUM PROGRAM Entering students have varied preschool experiences.	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. 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.	Universal Screeners Progress Monitoring	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:___, \$ ☐ Other:___, \$
	HAWAIIAN-MEDIUM PROGRAM Entering students have varied preschool experiences. Only 1/3 of Kaiapuni Papa Mālaa'o haumāna attended Pūnana Leo.	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) 4. PLCs to review student needs and aligned supports. 5. Family Engagement events from orientation to continue during year to support strong home to school partnership Accountability leads: Principal, VP, Instructional Coach, PTT CCs, PM/K kumu, PSAP Coordinator SW6		

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.	ENGLISH-MEDIUM PROGRAM Need to increase and implement with fidelity core reading instruction and targeted supports. In HLIP, range of exposure to 'Ōlelo Hawai'i impacts "readiness to read"	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 and DRA in M-2. 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. 3. MTSS for instructional strategies and groupings to include strategic support and intensive intervention (RTI).	Universal screeners Formative & Summative Assessments KĀ'EO and SBA Learning Walkthroughs	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
	HAWAIIAN-MEDIUM PROGRAM Need to increase and implement with fidelity core reading instruction and targeted supports. In HLIP, range of exposure to 'Ōlelo Hawai'i impacts "readiness to read"	4. PD to support high leverage literacy practices and materials creation inclusive of foundational reading. 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) Accountability leads: Principal, VP, Instructional Coach, RTI Coordinator, PTT CCs, GLCs SW6		

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.	ENGLISH-MEDIUM PROGRAM Consistently low proficiency levels on state tests. Need to build stronger foundational math skills	1. Instruction with fidelity to meet grade level standards through consistent curriculum implementation (Ready Classroom) and refine and implement curriculum guides. 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 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. Participation in district math initiatives. 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) Accountability leads: Principal, VP, Instructional Coach, PTT CCs, GLCs SW6	Universal screeners Formative & Summative Assessments KĀ'EO and SBA Learning Walkthroughs	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$ ☒ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
	HAWAIIAN-MEDIUM PROGRAM			

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM & HAWAIIAN-MEDIUM PROGRAM	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) 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 3. MTSS for instructional strategies and groupings to include strategic support and intensive intervention(RTI). 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 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) 6. Ensure 'ĀPBE units support sustained inquiry, rigor, and implementation of literacy practices. 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 Accountability leads: Principal, VP, Student Services Coordinator, RTI Coordinator, Special Education DH, Instructional Coach	Universal screeners Formative & Summative Assessments KĀ'EO and SBA Learning Walkthroughs	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:___ \$ ☐ Other:___ \$
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		SW6		
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM & HAWAIIAN-MEDIUM PROGRAM Support systems ensure smoother transitions	For students transitioning INTO Pā'ia for elementary school 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. For 5th graders transitioning to middle school 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 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 Accountability leads: Student Services Coordinator, Counselors, Special Education DH SW6	Report Cards	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

All students will engage in 'ĀPBE units that foster pilina with 'āina and empowers students to effectively enact change through authentic, meaningful experiences.	ENGLISH-MEDIUM PROGRAM & HAWAIIAN-MEDIUM PROGRAM	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: 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. Accountability Leads: Principal, VP, 'ĀPBE PTT Lead SW6	Project Planners Lā 'APBE SBA & KĀ'EO Learning Walkthroughs	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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All Hawaiian Language Immersion Program students will become proficient speakers of 'Ōlelo Hawai'i	HAWAIIAN-MEDIUM PROGRAM 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	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:___, \$ ☐ Other:___, \$
All Hawaiian Language Immersion Program students will demonstrate traditional knowledge and cultural practices	HAWAIIAN-MEDIUM PROGRAM 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	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:___, \$ ☐ Other:___, \$

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM & HAWAIIAN-MEDIUM PROGRAM Varied mindsets on importance of attendance	Improve student attendance and reduce chronic absenteeism through attendance action plan to include: ●Attendance Policy ●Attendance team ●Intervention system ●Incentives Accountability leads: Principal, VP, Counselors, Attendance Liaison, Social Worker SW5	Attendance rate	☒ WSF, \$ ☒ 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. <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM & HAWAIIAN-MEDIUM PROGRAM	1. Schoolwide SEL framework 2. Implement Koho Pono to include a. Koho Pono Ioina/theme with aligned lessons and materials and student of the month assemblies b. Positive Behavioral Incentive Supports and Koho Pono tickets 3. Direct service support for social and emotional health through school level counseling, BHS counseling, and specific trauma and grief counseling. 4. Behavioral and discipline referral system 5. Professional Development to include classroom management, de-escalation, QBS, Positive Behavior Supports, Behavior Support Plans, data collection (e.g. ABC) 6. Collaborate with community organizations to train HIDOE staff in cultural awareness, competence and humility for diverse communities. Accountability leads: Principal, VP, Counselors SW6	Referrals Perception Survey SQS	☒ 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 A'o environment for learning. <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM & HAWAIIAN-MEDIUM PROGRAM	1. Schoolwide protocols 2. SEL embedded in classroom environment Accountability leads: Counselors, GLCs SW6	SQS	☒ 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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM & HAWAIIAN-MEDIUM PROGRAM	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 SW6	KĀ'EO Akeakamai and SBA Science Lā 'ĀPBE	☒ 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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
Build and sustain faculty capacity to deliver high quality instruction	ENGLISH-MEDIUM PROGRAM & HAWAIIAN-MEDIUM PROGRAM Teaching staff not yet 100% certificated. Implementation of new curriculum and strategies.	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 Accountability leads: Principal, VP, Instructional Coach, Grade Level Chairs	SQS Internal surveys	☒ 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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM & HAWAIIAN-MEDIUM PROGRAM 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 SW2	SCC Agendas	☐ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
Engage families through school-based opportunities that seek to strengthen home to school partnership.	ENGLISH-MEDIUM PROGRAM & HAWAIIAN-MEDIUM PROGRAM 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. Engagement Events to include Open House, Curriculum, Lā Kupuna, Conferences, Mahina 'Ōlelo Hawai'i, Lā 'ĀPBE, Lā 'Ohana. Accountability leads: Principal, VP, SCC, Instructional Coach & Grade Level Chairs SW6	SQS Attendance sign ins	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ 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>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
School Level Coherence: School level systems will align with shared mission and vision	ENGLISH-MEDIUM PROGRAM & HAWAIIAN-MEDIUM PROGRAM	1. Schoolwide expectations to include: planning, curriculum, assessments, grading, classroom environment, professional collaboration, parent engagement 2. Culture of collaboration through teams that facilitate workstreams by constantly reviewing student data to inform implications for support. 3. Support teacher leadership and increase distributive leadership model 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. Accountability leads: Principal, Vice Principal, Instructional Coach, & Grade Level Chairs SW6	SQS Faculty Google survey	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL (SCC) ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

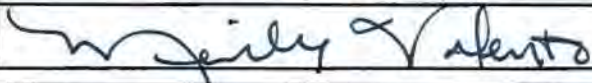
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

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

The **Pā'ia Elementary School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☐ A School Community Council Meeting was conducted on ☐ **Date** to share the school data and gather input on student priorities.
 - ☐ A School Community Meeting was conducted on ☐ **Date** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee
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: **April 1, 2026**

Attested:

Pā'ia Elementary School Principal	Signature	Date
Merilee Valentino		☐ Date 4/1/26
SCC Chairperson	Signature	Date
Sanoe Cabanting-White		☐ 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. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:

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

Attested:

SCC Chairperson	Signature	Date
Sanoe Cabanting-White	<i>Sanoe Cabanting-White</i>	Apr 1, 2026 5:00 PM HST

APPENDIX B: BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1,080
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Pā'ia Elementary School Bell Schedule: https://paiaelementary.com/apps/bell_schedules/	

Monday, Tuesday, Thursday, Friday

	Start Time	End Time	Length
Piko/Homeroom	7:40 AM	8:00 AM	20 min
Instruction until 1st recess	8:00 AM	—	—
Recess: K-1/PM-P1	9:30 AM	9:45 AM	15 min
Recess: 2-3/P2-P3	9:45 AM	10:00 AM	15 min
Recess: 4-5/P4-P5	10:00 AM	10:15 AM	15 min
Instruction until lunch	9:45 AM	—	—
Lunch: PM/K	10:30 AM	11:00 AM	30 min
Lunch: P1/1	10:40 AM	11:10 AM	30 min
Lunch: P2/2	11:20 AM	11:50 AM	30 min
Lunch: P3/3	11:30 AM	12:00 PM	30 min
Lunch: P4/4	12:10 PM	12:40 PM	30 min
Lunch: P5/5	12:20 PM	12:50 PM	30 min
Instruction until school dismissal	12:50 PM	—	—
DISMISSAL FOR STUDENTS	2:00 PM	—	—

Wednesday Schedule

	Start Time	End Time	Length
Piko/Homeroom	7:40 AM	8:00 AM	20 min
INSTRUCTION	8:00 AM	—	—
Recess: K-1/PM-P1	9:30 AM	9:45 AM	15 min
Recess: 2-3/P2-P3	9:45 AM	10:00 AM	15 min
Recess: 4-5/P4-P5	10:00 AM	10:15 AM	15 min
END OF RECESS - INSTRUCTION UNTIL LUNCH	10:15 AM	—	—
Lunch K/PM	10:20 AM	10:50 AM	30 min
Lunch: 1/P1	10:30 AM	11:00 AM	30 min
Lunch: 2/PM-P2	11:00 AM	11:30 AM	30 min
Lunch: 3/P3	11:10 AM	11:40 AM	30 min
Lunch: 4/P4	11:40 AM	12:10 PM	30 min
Lunch: 5/P5	11:50 AM	12:20 PM	30 min
DISMISSAL FOR STUDENTS	12:25 PM	—	—