



**Pearl City Highlands  
Elementary School  
(PCHES)**

**[1419 Waimano Home Rd.  
Pearl City, HI 96782]  
[808 - 307-4800]**

Submitted by Principal Keith Hui	
	04/10/2024

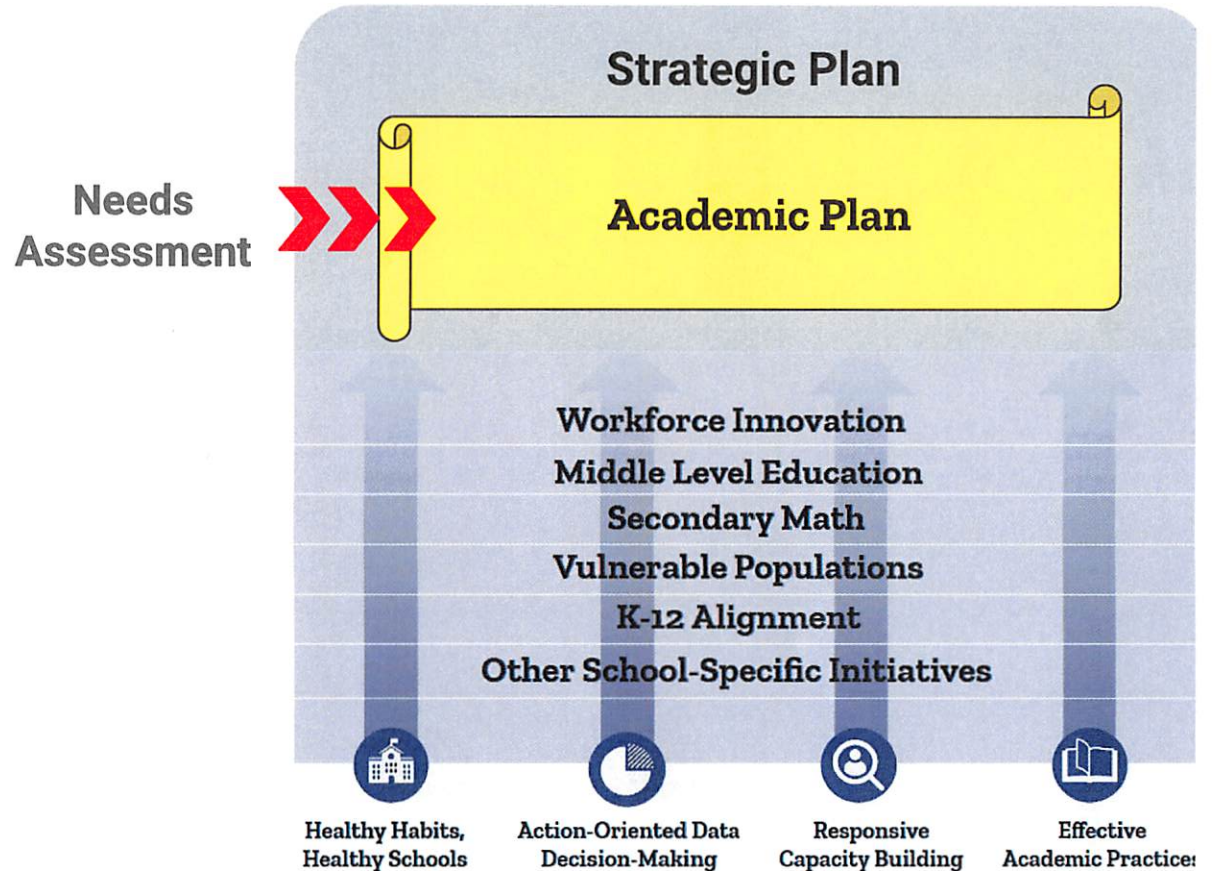
Approved by Complex Area Superintendent [Richard Fajardo]	
	04/15/2024

A well-developed Academic Plan lays out the changes a school needs to make to improve the level of student academic achievement, particularly for student subgroups needing the most support. The Academic Plan **prioritizes critical student learning needs**, and is meant to include innovative and/or enhanced activities that identifies what changes will be made, how the learning needs will be supported, and what will be used to measure success.

Schools should align their prioritized student learning needs with the Priorities, Goals and Desired Outcomes within the Strategic Plan.

The Academic Plan template serves as the base document and is intended to be a one year planning document. Schools have the flexibility to include additional rows and columns as needed to address the unique needs of their students and communities.

Guidance on how to complete the School Academic Plan template can be found in the linked Academic Plan Template Guidance.



## IDENTIFIED SCHOOL NEEDS

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

- Current Comprehensive Needs Assessment (CNA)
- Current Western Association of Schools and Colleges (WASC) Critical Areas
- Other self study

**Identify critical student learning needs and provide a rationale/root cause(s) 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?”*

*Duplicate “Student Need” text, including “Rationale/Root cause(s)”, as needed. Number (#) Student Need and Rationale/Root cause(s) for ease of reference.*

**Student Need:** ELA Achievement

1

**Rationale/Root cause(s):** Students are learning and achieving, but there is still a sector of students who are not at grade level. As a result, selecting and implementing an approved DOE curriculum to address ELA and continuing with the development of our HMTSS system to address the diverse learning needs of our students are crucial. Data monitoring systems will be strengthened to ensure all students are learning and/or achieving.

**Student Need:** Math Achievement

2

**Rationale/Root cause(s):** Students are learning and achieving, but there is still a sector of students who are not at grade level. As a result, selecting and implementing an approved DOE curriculum to address Math and continuing with the development of our HMTSS system to address the diverse learning needs of our students are crucial. Data monitoring systems will be strengthened to ensure all students are learning and/or achieving.

**Student Need:** Science Achievement

3

**Rationale/Root cause(s):** [PCHES will need to explore and select a state approved Science curriculum by 2029. With our current science curriculum subscription expiring, we are using this time to explore “Amplify Science”.

**In order to address student equity, list the targeted subgroup(s) and their identified needs. Enabling activities in the academic plan should address identified subgroup(s) and their needs.**

*Duplicate "Targeted Subgroup" text, including "Identified Student Need(s)", as needed.*

**Targeted Subgroup:** IDEA

**1**

**Identified Student Need(s):** About 10% of of school enrollment is comprised of this subgroup. Focus on core content areas of math, ELA, and science and closing learning and achievement gap.

**2** **Targeted Subgroup:** EL or ML

**Identified Student Need(s):** About 9% of students are comprised of this subgroup. Focus on core content areas of math, ELA, and science and closing learning and achievement gap.

**3** **Targeted Subgroup:** Disadvantaged

**Identified Student Need(s):** About 23% of students are comprised of this subgroup. Focus on core content areas of math, ELA, and science and closing learning and achievement gap.





# Priority 1 High-Quality Learning For All

1.

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

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Rationale/ Root Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Source of Funds</b> <i>"What is the funding source(s) and estimated additional amount(s) required?"</i>
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.	Kindergarten readiness currently predicts later academic success.	<p>[Kindergarten Teachers (5 Gen Ed/SpEd) and Curriculum Coach]</p> <p>100% of incoming Kindergarteners will complete the KEA assessment.</p> <p>Academic Readiness: Assessment/Data collection and monitoring of student progress and development of foundational skills three times per year using universal screener Iready diagnostic and Rigby.</p> <p>Kindergarten State Resources</p>	KEA data	<input checked="" type="checkbox"/> WSF, \$ <input 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 type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$ <b>TOTAL = \$390,000</b>

**Reading Proficiency**

1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.

Teachers receive training to provide high quality reading instruction using approved curriculums to help students read.

[K-3 teachers, Curriculum Coach]

**CLSD Grant Supports**

- Provide training on science of reading strategies
- Monitor implementation of strategies

100% of Students in K-3 will receive foundational reading skills instruction through OG Multisensory Learning.

100% of PCHES students will receive reading instruction through a variety of reading resources and materials including Reading Wonders as a base curriculum.

Students in tier 2 and tier 3 will receive interventions through SGI to address need and deficit areas.

**Math Proficiency**

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.

Teachers receive training to provide high quality math instruction using approved curriculums to help students

[K-6 teachers, Curriculum Coach]

100% of PCHES students will receive math instruction using our "Go Math" Curriculum as a base and supplementing with other resources as appropriate.

iReady

Data Teams

SBA

Common Formative Assessments (CFAs)

*SBA-3rd Grade Reading data*

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- Homeless, \$
- Grant: \_\_, \$
- Other: \_\_, \$

**TOTAL = \$1,200,000**

iReady

Data Teams

SBA

CFAs

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- Homeless, \$
- Grant: \_\_, \$
- Other: \_\_, \$

**TOTAL = \$2,000,000**

<p>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. Do not delete.</i></p>		<p>[K-6 Teachers, Curriculum Coach, EL Coordinator, Student Services Coordinator]</p> <p>Coordinate focused professional Development</p> <ul style="list-style-type: none"> <li>EL (AVID, TESOL, EL SIQ)</li> <li>SDI (Specially Designed instruction) and Techtown</li> </ul> <p>Implement WEST-Ed Recommendations by supporting and scaffolding instruction to ensure equity for our English Learners. Identify EL strategies on grade level data team sheets for teachers to implement and track student progress on assessments. Capture strategies, discussions, and artifacts through our Data Team process.</p>	<p>Inclusion rates</p> <p>PD survey results</p> <p>Performance on assessments from high needs subgroups</p> <p>HQT &amp; SIQ completions</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input checked="" 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 type="checkbox"/> Homeless, \$</p> <p><input checked="" type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p> <p><b>TOTAL = \$3,250,000</b></p>
<p>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. Do not delete.</i></p>		<p>[Curriculum Coach, EL Coordinator, Counselor]</p> <p>Coordinate articulation meetings between school levels. Utilize Pearl City and Waipahu Graduate Profile and individual school Continuum of Experiences to support articulation.</p> <p>Through Quarterly Counselor PLCs:</p> <ul style="list-style-type: none"> <li>Counselors will receive support and articulation time for effective practices to transition students from elementary to intermediate school (middle school practices)</li> </ul>	<p>Articulation Agenda and Minutes</p> <p>Achievement Data</p> <p>Panorama SEL</p> <p>Survey data</p> <p>Continuum of Experiences</p> <p>School documentation</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input 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 type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p> <p><b>TOTAL = \$130,000</b></p>

*CA Specific Desired Outcome (not part of 1.1.5)*

Implement evidence-based instructional practices in **project**-based learning (PBL) in multiple subject areas allowing students to experience 2 high quality PBL projects.

Project based learning will increase student engagement, support the development of soft skills, and connect with industry experts that will provide students valuable career insights.

[Curriculum Coach]

Professional Development to support implementation of PBL:

- PBL 101 for new teachers who have not yet received training
- Teacher networking throughout the complex area through PW Collaborative Forums

Articulation to include planning and collaboration of PBL units:

- PBL Resources PC/W Resources
- PWCA Curriculum and Support - CCE
- PBL Playground

Articulation

PBL Reflections

Survey Data

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- Homeless, \$
- Grant: \_\_, \$
- Other: \_\_, \$

**TOTAL = \$3,250,000**



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

<p><b>Desired Outcomes</b> "What do we plan to accomplish?"</p>	<p><b>Rationale/ Root Cause</b> "Why are we doing this?"</p>	<p><b>Enabling Activities</b> "How will we achieve the desired outcome?"   <b>and Name of Accountable Lead(s)</b> "Who is responsible to oversee and monitor implementation and progress?"</p>	<p><b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> "How will we know progress is being made?"</p>	<p><b>Source of Funds</b> "What is the funding source(s) and estimated additional amount(s) required?"</p>
<p>1.2.1. All students desire to and attend school regularly. <i>*Required for all schools. Do not delete.</i></p>	<p>School staff will provide supports to students</p> <p>Reduction in percentage of "chronically absent" students</p>	<p>[Vice-Principal]</p> <p>Support schools with:</p> <ul style="list-style-type: none"> <li>Strengthening MTSS systems and communication pathways to encourage attendance.</li> <li>Utilizing programs to re-engage students who have excessive absences.</li> </ul> <p><i>Implementation of selected SEL program, Year 1</i></p> <p>Kahale Academy support from PWCA for students grades 7-12 on long-term suspension [Maribeth Thompson - (CAO)/Abe Villanueva - (RT)]</p>	<p>Chronic Absenteeism</p> <p>Panorama SQS surveys</p> <p>Kahale Academy data</p> <p>Copy of Kaha...</p> <p>Copy of Kaha...</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input checked="" 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"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p> <p><b>TOTAL = \$</b></p>

<p>1.2.2. All students demonstrate positive behaviors at school. <i>*Required for all schools. Do not delete.</i></p>	<p>All staff can encourage improvement of kindness and soft skills.</p> <p>Increase of student behaviors and office referrals</p>	<p>[Vice-Principal, Counselor]</p> <p>Professional development and support for the following will be provided during quarterly Counselor PLCs:</p> <ul style="list-style-type: none"> <li>• ASCA Training for Counselors</li> <li>• Counselor PLC- Trauma informed practices</li> <li>• <i>504 Refresher</i></li> <li>• <i>Infinite Campus navigation</i></li> <li>• <i>Data and recordkeeping</i></li> </ul> <p>Coordinate and facilitate Individualized school support based on needs for SEL</p> <ul style="list-style-type: none"> <li>• Integrating SEL programs to help students increase positive behaviors. (e.g. Choose Love, Leader in Me)</li> <li>• Panorama data analysis and Playbook</li> <li>• <i>Coordinate Staff PD for selected SEL Program</i></li> <li>• <i>Year 1 of implementation of selected SEL Program, schoolwide</i></li> <li>• <i>Implement 3x per year Behavior Screener to identify and monitor vulnerable students</i></li> </ul> <p>Design &amp; provide resources to support implementation of support for Behavior and SEL:</p> <ul style="list-style-type: none"> <li>• PWCA Curriculum &amp; Support Website</li> </ul>	<p>PD Feedback Discipline data Panorama Data</p> <p><i>Discipline Data Behavior screener data</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF, \$</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant: __, \$</li> <li><input type="checkbox"/> Other: __, \$</li> </ul> <p><b>TOTAL = \$94,000 over 4 years: \$27,000 for SY 24 - 25, \$17K for SY 25 - 26, \$17K for SY 26 - 27, \$6,500 for SY 27 - 28</b></p>
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>*Required for all schools. Do not delete.</i></p>	<p>Hawaii is a unique place and culture.</p>	<p>[K-6 Teachers, Curriculum Coach]</p> <p>Implement HĀ orientation, training, and support to all teachers and classroom support staff.</p> <p>Continue partnership with community organizations that offer culture-based and placed-based learning opportunities to build a stronger school connection to HĀ.</p>	<p>PD Feedback and Reflection</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF, \$</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant: __, \$</li> <li><input type="checkbox"/> Other: __, \$</li> </ul> <p><b>TOTAL = \$2,000,000</b></p>

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

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Rationale/ Root Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities and Name of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i>  <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Source of Funds</b> <i>"What is the funding source(s) and estimated additional amount(s) required?"</i>
<p>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. Do not delete.</i></p>	<p>Provide earlier opportunities for career exposure, exploration and experiences</p>	<p style="text-align: right;">K-6 Teachers, CC</p> <p>Coordinate articulation and professional development to support career connected education throughout the K12 construct.</p> <ul style="list-style-type: none"> <li>● Team facilitator training</li> <li>● School Ambassador program development</li> <li>● E-portfolio alignment K-12</li> <li>● Elem/Inter Advisory Board</li> <li>● Community Partner engagement opportunities and support</li> </ul> <p>Coordinate opportunities allowing school teams to share their experiences, along with their strengths and growth areas related to supporting academies through career-connected education</p>	<p>PD Survey results</p> <p>Presentations of Learning feedback</p> <p>CAS Walkthroughs</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input checked="" 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 type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p> <p><b>TOTAL = \$</b></p>





## 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.

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Rationale/ Root Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Source of Funds</b> <i>"What is the funding source(s) and estimated additional amount(s) required?"</i>
2.1.2 All teachers are effective or receive necessary support to become effective.	Teachers have the greatest impact after parents on student learning.	<p>[Principal, Curriculum Coach, and EL/I&amp;M Coordinator]</p> <p>Provide Teachers with Professional development training to increase effectiveness.</p> <ul style="list-style-type: none"> <li>● Mentoring and Induction program (maintain 100% pairing with an instructional mentor)</li> <li>● 21 Hours</li> <li>● School PD</li> </ul> <p>Communicate expectations and standards using Educator Effectiveness System</p> <p>Utilize systems to maintain prompt notification of new hires.</p> <p><b><u>SGI (Small Group Instruction):</u></b>            Provide teacher PD for using functional classroom data to plan appropriate interventions to meet student's literacy needs in small groups.</p>	Retention rates SBA summative measures  <u>Strategic Plan</u> <u>Metrics - I&amp;M</u> <u>BT PLC</u> <u>Attendance records</u>	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input checked="" 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"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$  <b>TOTAL = \$</b>



## Priority 3

### Effective and Efficient Operations At All Levels

- ★ Families and staff are informed of and engaged in planning and decision-making processes.
- ★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Rationale/ Root Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Source of Funds</b> <i>"What is the funding source(s) and estimated additional amount(s) required?"</i>
3.3.1 All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal		[Principal] PCHES will implement a nomination and election process to ensure PCHES has an established SCC board each year.  PCHES SCC will meet quarterly to review school improvement efforts.	Nomination ballots  Election ballots  SCC agenda and minutes	<input type="checkbox"/> WSF, \$ <input 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"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$  <b>TOTAL = \$</b>

#### ★ Optional - Other Systems & Structures (Explain)

<b>Desired Outcomes</b>	<b>Rationale/</b>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>	<b>Monitoring of Progress</b>	<b>Source of Funds</b>
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"What do we plan to accomplish?"	Root Cause "Why are we doing this?"	and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	"How will we know progress is being made?"	"What is the funding source(s) and estimated additional amount(s) required?"
The PCHES HMTSS System will support all students (academically, emotionally, and behaviorally).	All students will receive the academic, emotional, and behavioral instruction and support that they need to be successful.	<p>[K-6 Teachers, Vice-Principal, and Student Services Coordinator]</p> <p>PCHES will strengthen current HMTSS system.</p> <p><b>HMTSS (Hawaii Multi-Tiered Systems of Support):</b> Review current academic and behavioral student support process. Collaborate on an updated process with specific timelines and expectations for monitoring.</p> <p>Monitor and evaluate the effectiveness of the implementation of agreed upon Tier 1 strategies for academics and behavior, which can be used as the base expectation for the HMTSS support for individual students.</p> <p>Refine and evaluate Tier 1, 2, and 3 and specialized support in EL and SPED to build the HMTSS System at PCHES.</p> <p>Begin SIPPS pilot (Systematic Instruction with Phonological Awareness, Phonics, and Sight Words) with Collaborative Classroom (to train SPED inclusion/resource teachers and their EAs, as well as Curr. Coord., VP, SSC, and HMTSS Coordinator).</p> <p>Survey teacher needs for HMTSS professional development focus: trauma informed practices, executive functioning skills, etc. Start exploration and planning for professional development for selected area(s) of need.</p> <p><b>Inclusion</b> Reintroduce a whole school discussion on what is inclusion, why it is important, what does it look like, and how we (PCHES) are going to do it.</p> <p>Provide professional development about inclusive practices to entire teaching staff (teachers and EA). Survey and assess staff to gather a baseline of what is currently being done at PCHES in regards to inclusive education practices. Determine school wide expectation for Tier 1 inclusive practices.</p>	<p>*Discipline Data</p> <p>*Behavior Screener Data</p> <p>*SIPPS Data</p> <p>*Student Progress Monitoring Data</p> <p>*Teacher Survey for Tier 1 Practices</p> <p>*Horizontal and Vertical Grade Level Observations</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input 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 type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p> <p><b>TOTAL =</b></p>

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

The \_\_\_\_\_ PCHES \_\_\_\_\_ School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board or Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)

A School Community Meeting was conducted to share the school data and gather input on student priorities.

Date of School Community Meeting: 12/2023

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

Date of School Community Meeting: 12/2023

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

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

\_\_\_Multipl School Leaderships Mtgs: Monthly

4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: Date 04/04/2024.

Attested:

Keith Hui  \_\_\_\_\_ 04/104/2024

name of school principal Signature Date

Michael Sugano  MICHAEL SUGANO 04/04/2024

name of SCC chairperson Signature Date

**SCC Recommendations to the Academic Plan and Financial Plan:**

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations.

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

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