NĀ HOPENA A'O

PRIORITY 3
Effective And Efficient Operations At All Levels

PRIORITY 2
High-Quality Educator Workforce In All Schools

PRIORITY 1
High-Quality Learning For All

PU'UHALE ELEMENTARY SCHOOL
Academic Plan
SY 2025-2026

345 Pu'uhale Road
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www.puuhaleschool.com

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

Submitted by Principal Sabrina Feliciano	
[signature: Sabrina Feliciano]	03/21/2025

Approved by Farrington-Kaiser-Kalani (FKK) Complex Area Superintendent Rochelle Mahoe, Ph.D.	
[signature: Rochelle Mahoe]	03/31/2025

Rochelle Mahoe (Mar 31, 2025 15:05 HST)

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

VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	'23 Wonders ⌄	i-Ready Classroom Mathematics ⌄	StemScopes	Teacher Created
K-5 ELL Support	'19 Imagine Learning EL Ed. K-5 … ⌄	Select One ⌄		
	Other: ⌄	Other: ⌄		
	Other: ⌄	Other: ⌄		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Special Education	Reading Wonderworks; TeachTown	TeachTown		
English Language Learners	Imagine Learning; Reading WonderWorks; Reading Mastery; Corrective Reading			
K-1	Reading Mastery	Reflex Math		
Others: Gr. 2-5 Tier 3 Intervention	Reading Mastery; Corrective Reading	Reflex Math		

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.
☐ Panorama   ☑ School-created template   ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
Kindergarten	HI KRA ⌄	HI KRA ⌄
K-5	I-Ready ⌄	I-Ready ⌄
English Language Learners	WIDA Screener ⌄	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: Last Full Self-Study SY 2021-22, Next Full Self-Study: SY 2027-28
☐ Current Western Association of Schools and Colleges (WASC) report

Year of <u>Last Visit</u>: 2021-22   Year of <u>Next Action</u>: Spring 2025   Year of <u>Next Self-Study</u>:
Type of <u>Last Visit</u>: Full Self-Study ▾   Type of <u>Next Action</u>: Mid-Cycle Report & Visit ▾   2027-28

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> 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:** Improve student proficiency and close the achievement gap in ELA and mathematics through Tier 1 instruction and Tier 2 and 3 support. **Root/Contributing Cause:** A. Varying levels of curriculum and standards-based instruction implementation. B. Insufficient time focused on analyzing student data and student needs to then inform instruction based on data/student needs. C. Students are often pulled out for ELL and SPED support during core instruction, missing grade-level instruction in ELA and math. D. Need for teacher support and/or professional development to build teacher capacity with implementing scaffolding and differentiation practices during Tier 1 instruction to support all students with quality grade-level instruction and rigor. E. Classroom instruction is missed, especially with our Pacific Islander population and in the younger grades (K-1) where reading and math foundations are critical, as a result of excessive student absences.
2	**Student Need:** Continue to strengthen and implement a schoolwide multi-tiered system of support and services for attendance that addresses the needs of all students. **Root/Contributing Cause:**

	A. The inconsistent implementation of a school-wide multi-tiered approach to attendance and absences, as well as staff roles and responsibilities within the system. B. The consistent and systemic use of a schoolwide communication system between the school and parents, regarding attendance policies, expectations, absences, supports, and interventions. C. Parents and students may not fully understand the importance of school attendance and its direct impact on academic success. D. Parent contact information changes frequently and the school does not always have updated phone numbers and addresses. The inability to contact parents makes it difficult to intervene promptly. E. Pu'uhale did not have a counselor to support attendance needs and communication for the majority of SY 2024-25.
3	**Student Need:** Continue to strengthen PLT usage to regularly and systemically analyze data and student work throughout the year to reflect on the instructional practices which impact student achievement and student growth so data and student needs drive instruction and necessary interventions in both ELA and math. **Root/Contributing Cause:** A. Varying levels of analyzing data and utilizing data/data analysis to inform instruction in ELA and math. B. Insufficient time to address both ELA and math within one PLT block, leading to only one subject being focused on. C. Inconsistent implementation of targeted interventions/supports based on data and student needs. D. Need to align grade-level instructional expectations with common rubrics and assessments.

	In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.
1	**Targeted Subgroup:** English Language Learners **Identified Student Need(s):** Decrease student learning gap between students receiving ELL services and students not receiving EL services through a focus on vocabulary, speaking and writing, phonics, phonemic awareness, numbers and operations, and algebraic thinking. Decrease student learning gap between students receiving ELL services and students not receiving ELL services by structuring ELL pull-out services outside of ELA and math core instructional times, when feasible.
2	**Targeted Subgroup:** Special Education **Identified Student Need(s):** Decrease student learning gap between students receiving IDEA services under Specific Learning Disability (SLD) eligibility and students not receiving IDEA services through a focus on vocabulary, phonemic awareness, phonics, numbers and operations, and algebraic thinking. Decrease student learning gap between students receiving IDEA services under Specific Learning Disability (SLD) eligibility and students not receiving IDEA services by structuring pull-out services outside of ELA and math core instructional times, when feasible.
3	**Targeted Subgroup:** Pacific Islanders **Identified Student Need(s):** Increase daily attendance and core content proficiency through a focus on proactive attendance strategies and attendance interventions, and targeted instructional support in ELA and math.

Priority 1
High-Quality Learning For All

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

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?* *Reference the Identified School Needs section.*	Enabling Activities *"How will we achieve the desired outcome?"* ***and* Position of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	**1B, 1D, 1E, 3A, 3C** The large majority of students entering kindergarten at Pu'uhale have no preschool experience. iReady Fall Diagnostic data shows entering kindergarten proficiency at 19% "early on grade-level" (0% for mid grade-level or above) in ELA	**EA 1.1.1. (1) Kindergarten Entry Assessment (KEA):** Kindergarten teachers and certified instructional support staff will administer the Kindergarten Entry Assessment (KEA) within the first 30 days of each child's entry into kindergarten, assessing their foundational skills in language and literacy, math, social development, and motor skills; **EA 1.1.1. (2) Tier 1 Instruction and Instructional Support:** Kindergarten teachers, ELL teachers, and instructional support staff will utilize Heggerty as a part of Tier 1 instruction and Reading Mastery for small group (Tier 2) instruction for all students to address phonemic awareness, phonics, and literacy.	*Weekly progress checks to ensure 100% of PES Kindergarten students will have completed the Kindergarten Readiness Assessment within 30 days of entry.* *EOY kindergarten Reading proficiency score of 70% or higher through monitoring and interventions based on iReady Fall, Winter, and Spring diagnostics.* • *phonological awareness 75% or higher* *EOY kindergarten phonics proficiency of 70% or higher through monitoring and interventions based on iReady Fall, Winter, and Spring diagnostics.* *End of year kindergarten math proficiency of 60% or higher through monitoring and interventions based on iReady Fall, Winter, and Spring diagnostics.*	☑ WSF, $10,000 ☑ Title I, $2,000 Classroom Supplies ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☑ Other: KEA__, $

| | and 7% "early on grade-level" (0% for mid grade-level or above) in math. | **EA 1.1.1. (3) Action Oriented Data Decision Making:** Teachers will use the insights gained from the KEA, iReady, and classroom data (behavior, student work, observation) to inform instructional decisions, supporting each student's unique development across the four KEA domains (mathematics, language and literacy, social foundations, and physical wellbeing and motor development) of early childhood education, as monitored through weekly PLT minutes and assessment data.

[Accountable Leads - Kindergarten Teachers] | *End of year kindergarten Number and Operations domain proficiency will be 65% or higher through monitoring and interventions based on iReady Fall, Winter, and Spring diagnostics.* | |

Reading Proficiency	SW 1, 3, 5, 6	EA 1.1.2 (1) - Tier 1 Instruction in all ELA classrooms	*Schoolwide Reading proficiency*	☑ WSF, $15,000

Reading Proficiency
1.1.2. All students read proficiently by the end of third grade. All (K-5) students who are not proficient receive necessary and timely support to become proficient.

SW 1, 3, 5, 6

1A,1 B, 1C, 1D, 1E

3A, 3C

At 44% proficiency, Pu'uhale's 3rd grade literacy rate is below the state average of 50% and slightly below the complex average of 45%.
(2023-24 reporting change of "at or above" vs. previous years' "near/at or above")

Current: 50% ELA SBA proficiency schoolwide (3-5) in SY 2023-24
(36% proficiency in 2022-23, 26% proficiency in 2021-22)

EA 1.1.2 (1) - Tier 1 Instruction in all ELA classrooms: Teachers will strengthen Tier 1 instruction by following and using the approved viable ELA curriculum (Wonders) and by utilizing explicit instructional strategies when teaching.

a) All teachers will utilize explicit, evidence-based instructional strategies to teach and build literacy concepts and skills around phonological awareness, phonics, and vocabulary daily, as evidenced by walkthrough data, weekly PLT meetings, iReady data, and grade-level pacing guides.

b) All teachers will differentiate/scaffold Tier 1 literacy instruction daily to ensure all students, including special populations, have access to the curriculum, as evidenced by walkthrough data and PLT minutes.
   o   All teachers will provide small group literacy instruction, reteach, and intervention based on student needs as evidenced by data.

c) All teachers will provide frequent opportunities to respond during Tier 1 instruction to check for student understanding and to inform instruction, as evidenced by walkthroughs and walkthrough data.

Schoolwide Reading proficiency will increase 20 percentage points from BOY to EOY through monitoring and interventions based on iReady Fall, Winter, and Spring diagnostics.

K-2 phonological awareness proficiency will increase 20 percentage points from BOY to EOY, or until the student tests out, through monitoring and interventions based on iReady Fall, Winter, and Spring diagnostics.

K-5 iReady phonics proficiency will increase 20 percentage points from BOY to EOY, or until the student tests out, through monitoring and interventions based on Fall, Winter, and Spring diagnostics.

SBA ELA proficiency will increase 3 percentage points (53%) or more, through the analysis and use of SBA interims and Fall, Winter, and Spring Assessment data.

☑ WSF, $15,000
☑ Title I, $20,000
  Substitutes
  PD
  Classroom Supplies
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $

		d) The school will provide professional development on topics including curriculum implementation (Wonders), literacy strategies, data analysis/data monitoring, special populations, scaffolding/ differentiation, quality interactions, etc, as evidenced by event exit passes. Other Professional Development (PD) opportunities targeted for SY 2025-26 may include but is not limited to: • The use of 21 hrs to support instructional needs including literacy and vocabulary strategies, scaffolding, small group instruction, quality interactions, effective instructional strategies, EL strategies, etc • WestEd • Plain Talk • NCTE/ NCTM • Visible Learning **EA 1.1.2 (2) - EL Strategies to Support Instruction**: Teachers will incorporate ELL strategies into their daily literacy/ELA Tier 1 instruction and interventions including, but not limited to modeling, think-alouds, building background knowledge, frontloading/ preteaching vocabulary, pairing auditory with visuals, Think-Pair-Share/structured partner talks, scaffolding, providing think time, sentence frames/sentence starters, Thinking Maps, etc., as evidenced by classroom walkthroughs and quarterly walkthrough data. **[Accountable Leads - Literacy Coach and Principal]**		

Mathematics Proficiency	SW 3, 6	EA 1.1.3 (1) - Tier 1 instruction in all Math classrooms:	*Overall Math iReady proficiency*	☑ WSF, $15,000

Mathematics Proficiency
1.1.3.   All students are proficient in mathematics <u>by the end of fifth grade</u>. All (K-5) students who are not proficient receive necessary and timely support to become proficient.

SW 3, 6
1A,1 B, 1C, 1D, 1E
3A, 3C

Current: 37% math SBA proficiency in SY 2023-24
(31% proficiency in 2022-23,
21% proficiency in 2021-22)

EA 1.1.3 (1) - Tier 1 instruction in all Math classrooms: Teachers will strengthen Tier 1 instruction in math by following and using the approved viable curriculum (ReadyMath).

a) All teachers will provide problem-solving & inquiry-based opportunities to ground students in the conceptual learning of math, with an emphasis in numbers & operations.

b) All teachers will differentiate/scaffold mathematics instruction daily to ensure all students, including special populations, have access to the curriculum, as evidenced by walkthrough data and PLT minutes.

   ○ All teachers will provide small group mathematics instruction, reteach, and intervention based on student needs as evidenced by data.

c) All teachers will actively participate in Professional Learning Teams to focus on utilizing data to inform instruction in ways which accelerate student growth and achievement for ALL students through appropriate instructional practices and necessary supports/intervention.

d) The school will provide professional development on topics such as, but not limited to ReadyMath curriculum implementation, discourse, problem-solving, fluency with numbers, etc, as evidenced by event exit passes.

Overall Math iReady proficiency will increase 20 percentage points from BOY to EOY through monitoring and interventions based on Fall, Winter, and Spring diagnostics.

iReady Number and Operations proficiency will increase 20 percentage points from BOY to EOY through monitoring and interventions based on Fall, Winter, and Spring diagnostics.

SBA math proficiency will increase 3 percentage points (40%) or more through the analysis and use of SBA interims and Fall, Winter, and Spring Assessment data.

☑ WSF, $15,000
☑ Title I, $20,000
   Substitutes
   PD
   Classroom Supplies
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $

Other Professional Development (PD) opportunities targeted for SY 2025-26 may include but is not limited to:

- The use of 21 hrs to support instructional needs including small group instruction, effective math strategies, etc
- NCTE/ NCTM
- NCSM
- Thinking Classrooms/ Peter Liljedahl
- Dr. Yeap Ban Har

EA 1.1.3 (2) - EL Strategies to Support Instruction:

Teachers will incorporate ELL strategies into their daily Tier 1 math instruction and interventions including, but not limited to using manipulatives, modeling, think-alouds, building background knowledge, frontloading/preteaching vocabulary, pairing auditory with visuals, Think-Pair-Share/structured partner talks, scaffolding, providing think time, etc., as evidenced by classroom walkthroughs and quarterly walkthrough data.

[Accountable Leads - Instructional Coach and Principal]

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. | **SW 5, 6** **1C, 1D, 1E** Educational equity; to close the achievement gap between high need and non-high need students | **Strategies to Engage Special Populations:** EA 1.1.4 (1) The school will hire and retain high-quality teachers and support staff (including one .5 ELL teacher to support English Language Learners) to provide Tier 1, 2, and 3 support to target the needs of our special population students. EA 1.1.4 (2) - Special populations teachers will implement Wonderworks and TeachTown curriculum and limit teacher-created curriculum, unless necessary, to support students with grade-level standards and intervention. EA 1.1.4 (3) - All teachers will incorporate ELL strategies into their daily Tier 1 instruction such as, but not limited, to vocabulary routines, Quality Interactions, scaffolding, etc., as evidenced by weekly walkthroughs and quarterly teacher surveys. EA 1.1.4 (4) - The Special Education Department will utilize Specially Designed Instruction strategies to adapt the content, methodology, or delivery of instruction to address the unique needs of students with disabilities to:
• ensure access to the general education curriculum
• allow special education students to make progress and meet educational standards. **[Accountable Leads - SSC and EL Coordinator]** | *The learning gap in Overall Reading and math proficiency scores between EL and Non-EL students will decrease by at least 5 percentage points through monitoring and interventions based on Fall, Winter, and Spring diagnostics.* *The learning gap in iReady Overall Reading and math proficiency scores between special education and non-special education students will decrease by at least 5 percentage points through monitoring and interventions based on Fall, Winter, and Spring diagnostics.* *The learning gap in iReady Overall Reading and math proficiency scores between Pacific Islander and non-Pacific Islander students will decrease by at least 5 percentage points through monitoring and interventions based on Fall, Winter, and Spring diagnostics.* | ☑ WSF, $20,000
☑ Title I, $15,000
 Substitutes
 PD
 Classroom Supplies
 Supplementary Curr.
☐ Title II, $
☑ Title III, $20,000
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☑ SPPA, $20,000
☐ Homeless, $
☐ Grant:__, $
☐ Oth
☐ er:__, $ |

| 1.1.5. All students transition successfully at critical points, from preschool to elementary school, **AND** from elementary to middle school, **AND** during non-traditional times (e.g., new students mid quarter). | To ensure all students are well-prepared for success going to the next (transitional) grade-level | **EA 1.1.5 (1) Plan and coordinate year-round transition activities,** fostering a positive transition for students and families moving from PreKindergarten (or home/ daycare) to Kindergarten, and 5th grade to 6th grade at Kalakaua Middle School, as monitored by transition activities' agendas, schedules and parent/ student surveys.

a. **Coordinate Orientation Visits:** Facilitate orientation classroom/campus visits to familiarize students with their new academic environment from pre-k to k and 5th through 6th at Kalakaua Middle School.

b. **Informative Parent sessions**: Host parent informational sessions and distribute informational fliers to keep parents well-informed and engaged in the transition process, including a kindergarten sign-up at Kahauiki Village.

c. **Summer Transition Support:** Provide and/or encourage transition opportunities during the summer to assist students in successful transitions to the next grade level

  ○ Kindergarten Summer Jumpstart Program
  ○ 6th Grade Summer Bridge/ transition opportunity | *At least 80% of rising Kindergarten parents will respond favorably on surveys regarding transition activities.*

At least 80% of Rising Fifth-Grade students will respond favorably on surveys regarding transition activities. | ☑ WSF, $5,000
☑ Title I, $7,000
 Parent Sessions
 Commun. Supplies
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☑ IDEA, $5,000
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

		EA 1.1.5 (2) Create a system for new students enrolling to Pu'uhale fostering a positive transition for students and families moving from another school, another state, or another country, as monitored by transition activities' agendas, schedules and parent/ student surveys. a. **Coordinate School Buddy Program:** Partner new students with a student from our Pu'uhale Ambassador Program to welcome new students and assist with the transition. b. **Informative Parent sessions**: Host parent informational sessions and distribute informational fliers to keep parents well-informed and engaged in the transition process. **[Accountable Leads: Counselor]**		

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Position of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** **(Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*

1.2.1. All students desire to and attend school regularly.	**SW 3 , 5**
	1E,
	2B, 2C, 2D, 2E
	
	Regular and consistent (daily) student attendance is critical in moving students toward academic proficiency and in supporting the needs of the whole child.
	
	Current: 2023-24 Regular attendance= 64%
	(2022-23 chronic absenteeism= 44%)
		1.2.1 (1) Continue to strengthen and implement the school attendance policy with fidelity to incorporate a multi-tiered system of support and services. Teachers, admin, the SSC, the school counselor, and other school support staff will implement Tier 1 strategies for proactive intervention, followed by Tier 2 and Tier 3 interventions for increasing levels of targeted support and services.
		
		1.2.1 (2) Attendance Monitoring: Teachers, admin, the SSC, the school counselor, office staff, and other school support staff will implement and maintain a consistent daily attendance monitoring system.
		
		1.2.1 (3) Attendance Incentive Program: Continue to strengthen and implement a tiered system to incentivize and recognize consistent attendance among students and families.
		
		● Quarterly attendance award recognition
		● P-A-N-T-H-E-R-S classroom attendance recognition and incentives
			The average daily attendance rate will be monitored in Infinite Campus and Lei Kulia. Weekly attendance rates will be reported weekly to support attendance and an achievement of 90% or higher daily attendance.
			
			"Regular attendance" will increase to 67% or higher.
				☑ WSF, $5,000
				☑ Title I, $5,000
				   Parent Sessions
				   Commun. Supplies
				   Classroom Supplies
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☑ Other:_SAF_, $

		• Surprise Attendance Days
		• Student Attendance Goal Incentives
		
		1.2.1(4) Increase parental involvement in monitoring and supporting student attendance. Add TalkingPoints to contact parents.
		
		a. Establish regular communication to keep parents and families informed throughout the school year.
		
		    ○ Continue to utilize Talking Points for parent communication in families' preferred language for communication and updates.
		
		    ○ Continue to utilize Infinite Campus to generate Attendance Letters at determined absence counts.
		
		b. Send proactive notifications regarding student attendance and academic performance.
		
		c. Host parent meetings to highlight the importance of daily attendance in relation to students achievement and academic success.
		
		d. Provide resources for parents to support classroom instruction and school attendance.
		
		[Accountable Leads: Leadership Team]		

1.2.2. All students demonstrate positive behaviors at school.	SW 3 , 5	1.2.2 (1) Positive Behavior Intervention and Support (PBIS):	*Panorama Survey results will be monitored to achieve*	☑ WSF, $5,000
		a) **KALO Values**: All teachers continue to explicitly teach the KALO Values at the beginning of the school year and reinforce the values throughout the year with modeling, acknowledgements, and reminders to encourage desired character values and positive behaviors.	• *an overall increase of 3 percentage points or higher* • *70% of students scoring 4 or more on the emotional regulation domain*	☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $
		○ Outstanding KALO Value students are recognized at quarterly school assemblies.	*95% of students will display appropriate behaviors as reflected in the number of classroom and office behavioral incidence referral forms by the end of the school year.*	☐ Homeless, $ ☐ Grant:___, $ ☑ Other:_SAF_, $5,000
		b) **PBIS Rewards:** Teachers will implement a system to reward students with KALO Cash for exemplifying the KALO Values/ behavior characteristics. KALO Cash may be redeemed at the KALO Store.		
		c) **Explicit Behavioral Expectations:** Teachers will explicitly teach rules and expectations throughout the school year. Rules and expectations are posted and reinforced across all settings, aligning them with the school's behavioral matrix.		
		d) **SEL Curriculum Implementation:** All teachers will utilize Choose Love as the school's SEL program, in addition to explicit SEL instruction, to develop students' social-emotional skills.		

| | | e) **General Learner Outcomes:** All teachers continue to explicitly teach the GLOs at the beginning of the school year and reinforce the expectations throughout the year with acknowledgements, and reminders to encourage desired behaviors.

    ○ Outstanding GLO students are recognized at quarterly school assemblies.

f) **Behavior Matrix:** All Pu'uhale staff will utilize the KALO/ GLO Crosswalk to model, encourage, and address expected behaviors schoolwide.

[Accountable Leads: Counselor, Principal, and SSC] | | |

| 1.2.3. All students experience a [Nā Hopena Aʻo](#) environment for learning. | SW 3 , 5 | **1.2.3 (1) Implementation & Integration of the Nā Hopena Aʻo ~ HA outcomes**

a) School staff will engage in targeted professional development to deepen our understanding of the 6 HĀ Outcomes: Belonging, Responsibility, Excellence, Aloha, Total Well-being, and Hawaii ("BREATH"), as evidenced by staff survey after PD.

b) All grade-level teachers will incorporate cultural and/or place-based opportunities into their curriculum through the Aina Aloha Program with lessons and activities that directly incorporate Hawaiian language, music, and cultural practices into the curriculum.

   ○ Grade 4 partners with Hoʻoulu Aina throughout the school year

   ○ Grade-level field trips to local/historical sites

   ○ Using storytelling as a tool to teach Hawaiian stories and legends

c) Schoolwide focus on "Sense of Belonging"

   ○ Whole-school morning assemblies to foster connection and community as One Ohana

   ○ Student identified School Spirit Events throughout the year | 100% of staff who participated in the HĀ professional development will show an increase in understanding of the 6 HĀ Outcomes.

Positive growth under student sense of belonging in the Panorama Survey. | ☑ WSF, $10,000
☑ Title I, $20,000
  PD
  Classroom Supplies
  HA Projects
  Aina-Based Projects
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☑ Grant:_Aina Aloha_, $10,000
☑ Other:_SAF_, $5,000 |

		○ Culture Day to celebrate diversity and provide students and families with an opportunity to share their culture **[Accountable Leads: Principal, SSC, and Counselor]**		

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

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* *Reference the Identified School Needs section.*	Enabling Activities *"How will we achieve the desired outcome?"* *and* Position of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	Exposing students to various careers and civic opportunities to empower students to be well-informed active students and to engage them in opportunities to shape their communities and their futures.	**EA 1.3.1 (1) - Promote student understanding of the political structure of Hawaii and the United States** • Inviting guest speakers to speak with Grades 4 and 5 • Relevant field trips to extend classroom lessons • Partner with Kids Vote Hawaii to teach students about and to engage students in the voting process **EA 1.3.1 (2) - Promote career exploration with a schoolwide career fair and guest speakers throughout the year where students can learn about and explore various career options** **EA 1.3.1 (3) - Promote student civic engagement through a multitude of opportunities and/or service projects during the 2024-25 school year** • Students engage in environmental sustainability/ conservation through Earth Day activities and other projects during the school year	*80% or more of students in grades 3-5 will demonstrate their knowledge related to careers, community, and civic engagement based on student survey responses.*	☑ WSF, $5,000 ☑ Title I, $10,000 Classroom Supplies Civic Eng. Projects Career Fair ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

		- Students engage in projects which promote action (taking informed action) to a student-identified cause (letters, posters, sign-waving, videos, etc) - Grade 4 will partner with Ho'oulu Aina to participate in maintenance and sustainability activities. - Grade 4 will harvest and clean olena (turmeric root) which is distributed to care homes patients throughout the valley to help with joint care. **[Accountable Leads - Grade Level Chairs]**		

| K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways (e.g., Career Academies, International Baccalaureate, CTE) . | Providing students with whole-child opportunities for enrichment, interests, and academic success | **1.3.2 (1) K-12 Alignment of Academic Background and Skills-** Students will obtain the academic background and skills necessary to enter, engage in, and complete high school academic and CTE programs successfully.

• School administration, teachers, and staff will identify and implement strategies throughout the school year which prepare students for middle/high school (e.g., GLO integration, study skills, note-taking, test-taking, organization, inquiry, research, use of technology, and computer science).
• Leadership and staff articulation sessions will be conducted to align curriculum, courses, and programs as appropriate to meet student and Farrington Complex (Honolulu District) needs.

1.3.2 (1) K-12 Alignment through whole child experiences.

Pu'uhale will continue to plan and implement activities and experiences targeting the whole child. Examples include, but are not limited to:

• Weekly K-5 music classes with ukulele for grade 4 and violin for grade 5
• Engineering and STEM activities through Computer Science weekly classes
• Indoor hydroponic and outdoor gardening
• Before and after-school tutoring
• Morning computer lab | *As evidenced through rosters and sign-in sheets throughout the year.* | ☑ WSF, $20,000
☑ Title I, $20,000
  Student Technology Club Supplies
  Project Supplies
☐ Title II, $
☑ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☑ Other:_CLSD_, $10,000 |

		- Extra- or co-curricular activities (Farrington Complex Field Day, district/ complex tournaments, science fair, Speech Festival, e-Sports, after school interest clubs, etc.) - Summer Learning Opportunities - Summer Hub - Kindergarten Summer Jumpstart **[Accountable Leads - Principal]**		

Priority 2
High-Quality Educator Workforce In All Schools

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

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?" Reference the Identified School Needs section.*	Enabling Activities *"How will we achieve the desired outcome?"* *and* **Position of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.*
2.2.1. All **teachers** positions are filled with qualified hires that include SIQ hours and/or TESOL certification by SY 26-27.	Ensuring all teachers are equipped to effectively teach our high ELL population.	**2.2.1 (1)** Pu'uhale will continue to inform teachers of SIQ opportunities (training, conferences, seminars, workshops, etc) throughout the school year. **2.2.1 (2)** Pu'uhale will continue to conference with teachers not meeting the SIQ requirement and encourage teachers to attend SIQ opportunities (training, conferences, seminars, workshops, etc) throughout the school year. **2.2.1 (3)** Admin, academic coaches, the English Language Coordinator, and the Student Services Coordinator will support non-highly qualified teachers in	*Teacher participation and completion of professional development for SIQ hours and/or TESOL certification.*	☑ WSF, $ ☑ Title I, $ Subs & Stipends ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

		becoming highly qualified through the following measures: • Pairing non-HQT teachers with a mentor • Providing content support/professional development • Coaching support and co-teaching • Weekly walkthroughs with feedback **[Accountable Lead - ELL Coordinator, Academic Coaches, SSC, Principal]**		
2.1.2. All **teachers** are effective or receive the necessary support to become effective.	Successfully supporting teachers ensures students have an effective teacher in the classroom to instruct them. 62% of teachers have been at Pu'uhale for 5 years or more. 10% of teachers are 1st year teachers at Pu'uhale, but not new to teaching. 24% of teachers are 2nd year teachers here at Pu'uhale; 2 are new teachers, 2 are experienced (tenured) teachers, one is an emergency hire.	**2.1.2 (1) Provide professional development and support to target teacher needs:** Teachers will receive professional development and/ or coaching support in self-identified and/ or observed areas of need to support teacher effectiveness and growth, as evidenced by monthly walkthrough data and admin/ teacher data conferences. **2.1.2 (2) School Literacy Coach:** All teachers will receive support from a school literacy coach. • Coaching cycles to include planning conversations, lesson observations, and reflective conversations. • Demonstration of effective literacy instruction in classrooms, showcasing best practices. **2.1.2 (3) Classroom walkthroughs:** All teachers will receive feedback from weekly walkthroughs to support effective instruction and instructional growth.	As evidenced through walkthroughs, walkthrough data, coaching logs, and teacher reflections. *Admin-Teacher Data Conferences 3x/ year*	☑ WSF, $10,000 ☑ Title I, $20,000 PD Subs & Stipends Classroom Supplies Teacher Equipment ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

2.2.2. All schools' **support staff** are effective or receive the necessary support to become effective.	Successfully supporting school support staff ensures Pu'uhale is a clean and safe place where student learning can happen. Over 25% of Pu'uhale support staff are new to the school this year.	**2.2.2 (1) New Staff Onboarding:** Pu'uhale will establish an onboarding system for new staff and staff hired throughout the school year. • All staff will receive a new staff folder, including the OSY Packet and relevant school information. • All OSY videos confirmation and forms will be submitted within 2 weeks of staff being hired. • Pu'uhale admin will conduct welcome interviews with all new staff to set goals for success. • All new staff will have a 'mentor' who checks in for temperature checks minimally biweekly. **2.2.2 (2) Training opportunities for all support staff:** • The school will provide relevant training opportunities throughout the year or as the need arises for all staff groups- EAs, SASA, SHA, front office, custodians, cafeteria, PPTs, etc to assist them in their capacity on campus. • The school will hold staff group meetings no less than 1x/ quarter- EAs, SASA, SHA, front office, custodians, cafeteria, PPTs, etc • The school will continue to provide information to all staff about upcoming relevant workshops and professional development opportunities/ training. **[Accountable Lead - Principal]**	*As evidenced through OSY packet confirmation and new staff surveys.* *Support staff PD exit surveys* *Emails to support staff with information about relevant PD opportunities/ training*	☑ WSF, $2,000 ☑ Title I, $1,000 PD/ Training ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

Priority 3
Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.					
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Position of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*	
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Need to sustain and strengthen the involvement of the School Community Council (SCC) in collaborative planning and decision-making to allow for equity of voice of all stakeholder groups.	**3.3.1 (1) Continue to actively solicit membership to engage all stakeholder groups in Pu'uhale's School Community Council.** ● Send information to all families at the beginning of the school year. ● Post information on social media and messenger blasts. ● Create and post member roster with all role groups represented. **3.3.1 (2) Using the School Community Council Checklist and Timeline to meet all functions and responsibilities of the Pu'uhale SCC:** ● Create and distribute an annual meeting schedule	*SCC Chairperson and school leadership will monitor the school website monthly for posting of SCC Schedule, Agendas, and Minutes.* *SCC Chairperson and school leadership will monitor the SCC minutes to reflect on meeting attendance of required stakeholders.* *SCC Chairperson and school leadership will monitor the SCC minutes for evidence of functions and responsibilities.*	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $	

		• Post meeting agendas on the school website six calendar days prior to SCC meeting • Post SCC Minutes on the school website once approved • Complete no less than one SCC meeting per quarter • Complete two SCC community meetings per year ○ Discuss the CNA, Academic, and Financial Plan, providing opportunity for community input. • Complete SCC Assurances, Principal Survey and the end-of-year SCC Self-Assessment • Review Academic Plan implementation progress throughout the year • Work on Requests for Waivers **[Accountable Lead - School Community Council (SCC) Chair]**		

★ **Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.**				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* Reference the Identified School Needs section.	**Enabling Activities** *"How will we achieve the desired outcome?"* **and Position of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* Estimate the additional amount needed to execute the enabling activity.

3.3.2 Family and Community Engagement (FCE)
 	
Increase Family Engagement Opportunities on Campus
 	
All parents feel welcome, involved, and engaged in their child's school.
	SW 7
	
	Need to partner with and engage families and community to bridge the school-home connection and support student learning.
		Family & Community Engagement Activities: Pu'uhale will coordinate quarterly (at minimum) parent workshops, trainings and/or events throughout the school year to engage families with a greater sense of partnership and belonging on campus.
		
		   ○ Ex: Open House, quarterly awards assemblies, Movie Night, BINGO Night, Literacy Night, STEM Night, etc
		   ○ Grade-levels will provide opportunities for parents to volunteer and/or participate in classroom activities throughout the school year
		
		[Accountable Leads - Principal & Title 1 Coordinator]
			*The school will monitor event exit passes to work towards a goal of **80%** or more of parents who participate in FCE activities, workshops, training and/or events will respond favorably or with satisfaction based on each end-of-activity survey.*
			
			Parent School Quality Survey (SQS) Involvement and Engagement Results.
				☑ WSF, $2,000
				☑ Title I, $2,000
				   Family Nights
				   Parent Workshops
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:___, $
				☐ Other:___, $

★ Other Systems of Support

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* *Reference the Identified School Needs section.*	Enabling Activities *"How will we achieve the desired outcome?"* **and Position of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
Continue to build and refine Pu'uhale's Request for Assistance (RFA) process.	To support teachers in meeting the needs of students academically, behaviorally, and socially.	**Other Systems of Support- RFA/ HMTSS** Pu'uhale will continue to look at our HMTSS framework, specifically the RFA process to: • Provide teachers with tools and resources to support students • Assess students' behavioral, social, and academic needs beyond what the teacher can provide • Schedule and provide students with Tier 2 and/or Tier 3 interventions **[Accountable Leads - Principal & School Counselor]**	*RFA schedules* *Student Support Plans* *RFA meeting notes*	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

APPENDIX A: SCHOOL BELL SCHEDULE

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

This section showcases Pu'uhale'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)*	1080
Did your school submit a SCC Waiver Request Form? Please explain.	Pu'uhale submitted an SCC Waiver Request Form for two waiver days ● September 05, 2025 ● January 16, 2026
Bell Schedule: [Pu'uhale's Bell Schedule](#)	