



Pu'uhale Elementary School

Academic Plan

SY 2026-2027

345 Pu'uhale Road
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puuhaleschool.com

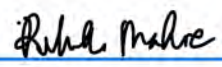
- ☒ Title I School
☐ Non-Title 1 School

Vision of a Hawai'i Public School Graduate

The Hawai'i State Department of Education, together with families and communities, envisions every graduate as a lifelong learner who is globally competitive and locally committed. Graduates will:

- *Apply academic knowledge and an innovative mindset to think critically, communicate effectively, and create impactful contributions in the pursuit of excellence.*
- *Be resilient and adaptable to an ever changing world, they take initiative in charting their next steps to advance their life journey—such as in postsecondary education, career, enterprise, service or exploration.*
- *Cultivate well-being and compassion, care for self and others, and build deep roots in Hawai'i to fulfill their kuleana and strengthen their community.*

Submitted by Principal Sabrina Feliciano	
	Apr 10, 2026

Approved by [FKK] Complex Area Superintendent: Rochelle Mahoe, Ph.D.	
	☐ Date 04/14/2026

Rochelle Mahoe (Apr 14, 2026 07:49:55 HST)

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

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SCHOOL VISION AND MISSION

Vision Statement Dream. Believe. Achieve.

Mission Statement Pu‘uhale is where we dream of a bright future, believe in ourselves and each other, and achieve our highest goals.

VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	'23 Wonders	Ready Math	Amplify Science	Teacher Created
K-5 SPED Resource	WonderWorks		Amplify Science	
SPED FS	TeachTown			

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.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
SPED	Reading Wonderworks; Teachtown	TeachTown		
English Language Learners	Teams			
K-1	Reading Mastery	Reflex Math, Kickstart		
Gr 2-5 Tier 3 Intervention	Reading Mastery; Corrective Reading			

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
Kindergarten	HI KRA ▾	HI KRA
K-5	I-Ready ▾	I-Ready ▾
K-5	DIBELS ▾	
English Language Learners	WIDA Screening	

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: RFA Process

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 [\[Link\]](#)
- ☒ Other current assessment/self-study report: [\[Trend Statement Tool\]](#)
- ☒ Current Western Association of Schools and Colleges (WASC) report [\[2024-25 Mid-cycle Visit Report\]](#) [\[2021-22 WASC Visit Report\]](#)

Year of Last Visit: [April 11/14, 2025]

Year of Next Action:

Year of Next Self-Study:

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

Type of Next Action:

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	<u>Student Need:</u> Improve student proficiency in reading and mathematics to meet grade-level standards. <u>Root/Contributing Cause:</u> 1. Attendance Issues: Excessive tardiness and absences, particularly in foundational grades (K-2), result in inconsistent access to reading and math instruction and learning opportunities. This leads to a deficit in critical foundational skills, exposure to grade-level material, and necessary academic practice. 2. Inconsistent implementation of instructional practices: Inconsistent/varying levels of intentional teacher-provided opportunities for students to engage in grade-level academic quality interactions and discourse to promote critical thinking and problem solving skills. 3. Data-to-Action Gap: Inconsistent or insufficient use of student data and needs to actively inform and adapt instructional planning and delivery (i.e., failure to consistently act on data analysis). 4. Teacher Efficacy: A need to increase teacher confidence and effectiveness in instruction to positively impact student learning outcomes.
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2	<u>Student Need:</u> Increase daily student attendance and reduce chronic absenteeism through the implementation of Nā Hopena A'o ("HĀ") and a consistent schoolwide multi-tiered system of support and services (HMTSS) that addresses the needs of students. <u>Root/Contributing Cause:</u> 1. Inconsistent Attendance Process: The HMTSS attendance process is implemented inconsistently, particularly in communicating school attendance policies, expectations, absence notifications, available supports, and interventions between the school and parents. 2. Lack of Engaging Learning: Insufficient and inconsistent opportunities for students to participate in projects and classroom experiences that foster a sense of belonging, pride, and cultural connection. 3. Inadequate Communication on Attendance Importance: A lack of ongoing and meaningful opportunities to inform parents and students about the significance of school attendance as both a human right and a legal obligation, and its direct correlation with academic achievement. 4. Limited Parent Engagement: The absence of meaningful, year-round opportunities for parent engagement that make parents feel welcome and valued as they learn about and/or participate in their student's education.
3	<u>Student Need:</u> Systematically sustain and enhance the utilization of Professional Learning Teams (PLTs) throughout the academic year. <u>Root/Contributing Cause:</u> 1. Inconsistent PLT Focus: PLT time is not consistently used to focus on the regular analysis of student work and data to inform and drive instruction, which is essential for addressing both student achievement and growth during every meeting. 2. Inconsistent Data Use: Data is inconsistently used to plan for, inform next-step instruction, select instructional strategies, and determine necessary interventions. 3. Limited Reflection: There is a lack of meaningful reflection on instructional practices and their subsequent impact on student learning. 4. Need for Balanced Subject Focus: PLT time needs to be structured to simultaneously address needs in both English Language Arts (ELA) and mathematics, rather than focusing predominantly on only one subject throughout the school year.

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	<u>Targeted Subgroup (for all schools):</u> SPECIAL EDUCATION <u>Identified Student Need(s):</u> To increase academic growth in English Language Arts (ELA) and math for students receiving IDEA services under the Specific Learning Disability (SLD) eligibility. This will be achieved through: • <u>Focus Areas:</u> Explicit instruction in vocabulary, phonemic awareness, phonics, numbers and operations, and algebraic thinking. • <u>Curriculum Implementation:</u> Ensuring routine and faithful implementation (fidelity) of the school's chosen viable curriculum: Reading Wonderworks and Ready Math.
2	<u>Targeted Subgroup:</u> English Language Learners <u>Identified Student Need(s):</u> Increase ELA and math academic growth for students with limited English proficiency and 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.
3	<u>Targeted Subgroup:</u> Pacific Islanders <u>Identified Student Need(s):</u> Increase daily attendance and core content proficiency through a focus on a sense of belonging (Nā Hopena A'o), proactive attendance strategies and 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 <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>
1.1.1. 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'u hale have no preschool experience. iReady Fall Diagnostic data shows entering kindergarten proficiency at 31% "early on Grade-level" or higher in ELA and 15% "early on Grade-level" or higher in math.	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) Action Oriented Data Decision Making: Teachers and certified instructional support staff 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 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. EA 1.1.1 (3) Kindergarten teachers will use Heggerty during Tier 1 instruction to address phonemic awareness & phonics; EA 1.1.1. (4) Kindergarten and ELL teachers will utilize Reading Mastery for small group (Tier 2) instruction to address phonemic awareness, phonics, and literacy. [Accountable Leads - Kindergarten Teachers]	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 __, \$

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.	SW 1, 3, 5, 6 1A,1 B, 1C, 1D, 1E, 3A, 3C Implementation of instructional practices, specifically those emphasizing explicit instruction and other research-based strategies is inconsistent. Furthermore, there is a need to improve the utilization of student data and monitoring to effectively inform Tier 1 instruction, targeted interventions, and overall student support. At 29% proficiency, Pu'uhale's 3rd grade literacy rate is below the state average of 50% and the complex average of 36%. Current: 48% ELA SBA proficiency schoolwide (3-5) in SY 2024-25 (50% proficiency in 2023-24;	EA 1.1.2 (1) - Tier 1 Instruction in all ELA classrooms: Strengthen Tier 1 instruction by consistently applying explicit instruction practices and strategies using the approved ELA curriculum (Wonders 2023). a) Explicit Literacy Instruction: All teachers will integrate explicit, evidence-based instructional strategies daily to develop core literacy concepts and skills, specifically in phonological awareness, phonics, and vocabulary. These strategies include the "I do, We do, You do" framework (e.g., Archer strategies), structured vocabulary routines, and accountable partner talk. - o <i>Evidence:</i> Walkthrough data, weekly PLT meeting minutes, iReady data, and grade-level pacing guides. b) Frequent Opportunities to Respond and Check for Understanding: All teachers will provide frequent opportunities for student response during Tier 1 instruction to check for understanding and to inform instructional practices and intervention. - o <i>Evidence:</i> Walkthroughs and walkthrough data. c) Differentiated and Scaffolded Instruction: All teachers will differentiate and scaffold Tier 1 literacy instruction daily to ensure curriculum access for all students, including special populations. - o <i>Evidence:</i> Walkthrough data and PLT minutes. - o <i>Key Activity:</i> Provide small group literacy instruction, reteaching, and intervention based on specific student needs, as supported by data. d) Literacy Assessment and Progress Monitoring: - o Kindergarten: Teachers will utilize the DIBELS assessment system (benchmark and progress monitoring) throughout the year to track students' level of performance and rate of improvement in Word Reading Fluency.	<i>BOY-Winter Schoolwide Reading proficiency will increase 15 percentage points through monitoring and interventions based on iReady Diagnostics</i> <i>Winter-EOY Schoolwide Reading proficiency will increase 15 percentage points through monitoring and interventions based on iReady diagnostics.</i> <i>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.</i> <i>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.</i> <i>SBA ELA proficiency will increase 3 percentage points (51%) or more, through the analysis and use of SBA interims and Fall, Winter, and Spring Assessment data.</i>	☒ WSF, \$15,000 ☒ Title I, \$20,000 Classroom Supplies ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:___ \$ ☐ Other:___ \$
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	36% proficiency in 2022-23; 26% proficiency in 2021-22).	○ Grades 1-5: Teachers will utilize the DIBELS assessment system (benchmark and progress monitoring) throughout the year to track students' level of performance and rate of improvement in Oral Reading Fluency e) Learning Mindset: All teachers will provide learning opportunities for students to establish routines and tasks to support growth mindset, to identify and apply effective study skills, and demonstrate consistency in exemplary work habits. ○ <i>Evidence: Teachers and students will utilize a 4-point rubric to assess for growth mindset, effective study skills and exemplary work habits each quarter and set mindset and work habit goals for the next quarter.</i> f) Professional Development: The school will provide professional development (PD) to enhance instructional practices and support proficiency for all students, with effectiveness measured by event exit passes. School-Wide PD Topics: ● Curriculum implementation (Wonders) ● The Science of Reading (Cox Academy) ● Literacy strategies (including Cox Academy) ● Data analysis and monitoring ● Strategies for special populations ● Scaffolding and differentiation ● Quality teacher-student interactions Other Professional Development (PD) opportunities targeted for SY 2026-27 may include but are not limited to: ○ WestEd ○ Metis ○ Plain Talk ○ NCTE/NCTM ○ Visible Learning	● 1st interim- 25 % of target students on track to proficiency ● 2nd interim- 50 % of target students on track to proficiency 80% of Kindergarten students will meet the Dibels end of the year Word Reading Fluency goal: 17+ Words read correctly in a minute. 75% of students in Grades 1-5 will meet the Dibels end of the year Oral Reading Fluency Accuracy goals: ● Grade 1: 75+ Accuracy ● Grade 2: 127+ Accuracy ● Grade 3: 135+ Accuracy ● Grade 4: 96+ Accuracy ● Grade 5: 96+ Accuracy 75% of students will attain the highest point level of the rubrics by the end of the year.	
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		EA 1.1.2 (2) - EL Strategies to Support Instruction: Teachers will incorporate ELL strategies into their daily Tier 1 literacy/ELA Tier 1 instruction and interventions. These strategies include but are not limited to: • Modeling • Think-alouds • Building background knowledge • Frontloading/pre-teaching vocabulary • Pairing auditory and visual aids • Think-Pair-Share/structured partner talks • Scaffolding • Providing appropriate think time • Using sentence frames/sentence starters • Employing Thinking Maps Evidence of this implementation will be collected through regular classroom walkthroughs and documented in quarterly walkthrough data. [Accountable Leads - Literacy Coach and Principal]		
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Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of fifth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	SW 3, 6 1A,1 B, 1C, 1D, 1E, 3A, 3C Implementation of instructional practices, specifically those grounded in effective mathematical teaching practices and other research-based strategies is inconsistent. Furthermore, there is a need to improve the utilization of student data and monitoring to effectively inform Tier 1 instruction, targeted interventions, and overall student support. Current: 32% math SBA proficiency in SY 2024-25 (37% proficiency in 2023-24, 31% proficiency in 2022-23,	EA 1.1.3 (1) - Tier 1 instruction in all Math classrooms: Teachers will strengthen Tier 1 mathematics instruction by consistently implementing the chosen curriculum, ReadyMath, and utilizing effective mathematical teaching strategies. a) Conceptual Understanding and Inquiry: All teachers will ground students in the conceptual learning of mathematics, particularly focusing on numbers and operations, through problem-solving and inquiry-based activities. b) Differentiation and Scaffolding: All teachers will provide daily differentiation and scaffolding of math instruction to ensure access to the curriculum for all students, including those in special populations (evidenced by walkthrough data and PLT minutes). - o Teachers will implement small group instruction, reteaching, and targeted intervention based on student data and needs. c) Strengthening Foundational Understanding: K-3 teachers will utilize Ban Har's math problem solving strategies 3Cs (Concrete, Conversation, Collaboration) and Try-Discuss-Connect, as evidenced in PLT cycles. d) Mathematical Discourse: Grades 3-5 teachers will facilitate student discourse by engaging students in tasks which promote reasoning and problem solving, offer multiple entry points, and provide for varied solution strategies to: • Build a shared understanding of mathematical ideas. • Foster critical thinking and problem-solving abilities. • Analyze and compare various student approaches and arguments. • Provide opportunities for students to articulate their thinking and listen to the reasoning of others, strengthening conceptual understanding. e) Learning Mindset: All teachers will provide students with opportunities for productive struggle and the opportunity to establish a learner's growth mindset in math.	<i>BOY-Winter Schoolwide Math proficiency will increase 15 percentage points through monitoring and interventions based on iReady Diagnostics</i> <i>Winter-EOY Schoolwide Math proficiency will increase 15 percentage points through monitoring and interventions based on iReady diagnostics.</i> <i>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.</i> <i>SBA math proficiency will increase 3 percentage points (35%) or more through the analysis and use of SBA interims and Fall, Winter, and Spring Assessment data.</i> • 1st interim- 25 % of target students on track to proficiency • 2nd interim- 50 % of target students on track to proficiency.	☒ WSF, \$15,000 ☒ Title I, \$20,000 Classroom Supplies ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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	21% proficiency in 2021-22)	○ Evidence: Teachers and students will utilize a 4-point rubric to assess for growth mindset, effective study skills and exemplary work habits each quarter and set mindset and work habit goals for the next quarter. f) Data-Driven Instruction and Intervention: 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 support/intervention. g) Professional Development: 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. Other Professional Development (PD) opportunities targeted for SY 2026-27 may include but is not limited to: ● The use of 21 hrs to support instructional needs including small group instruction, EMTPs, 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 frontloading/preteaching vocabulary, building background knowledge, pairing auditory with visuals, modeling, using manipulatives, Think-Pair-Share/structured partner talks, think-alouds, providing think time, scaffolding, etc., as evidenced by classroom walkthroughs and quarterly walkthrough data. [Accountable Leads - Instructional Coach and Principal]	75% of students will attain the highest point level of the rubrics by the end of the year.	
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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) Staffing: The school will commit to hiring and retaining high-quality educators and support personnel to support our special population students as needed. Staffing is crucial for delivering effective Tier 1, Tier 2, and Tier 3 support tailored to the specific needs of our special population students. EA 1.1.4 (2) Curriculum: Teachers working with special populations will prioritize the implementation of Wonderworks and TeachTown. Teacher-created materials will be used only when necessary to ensure students appropriate intervention. EA 1.1.4 (3) Supporting English Language Learners: All teachers will incorporate effective 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) Specially Designed Instruction: The Special Education Department will employ Specially Designed Instruction (SDI) to modify the content, methodology, or delivery of instruction. The purpose of SDI is to address the unique needs of students with disabilities to: • Guarantee their access to the general education curriculum. • Enable special education students to make meaningful progress and achieve 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 DD and SLD special education students 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 Classroom Supplies Supplementary. Curr. ☐ Title II, \$ ☒ Title III, \$10,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$20,000 ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.5. All students transition successfully at critical points, from preschool to elementary; from elementary to middle school; and non-natural transitions during the school year.	Ensure all students are well-prepared for a successful transition to the next grade level.	EA 1.1.5 (1) Transition Activities: Implement and coordinate comprehensive, year-round transition activities to promote a smooth and positive transition for both students and families for students moving from PreKindergarten (or home/daycare) to Kindergarten, and from 5th grade to 6th. Key Strategies: • Orientation Visits: ○ Organize and facilitate classroom and campus orientation visits to familiarize students with their new academic setting i. Pre-K to K ii. 5th to 6th at Kalakaua Middle School ○ Organize kindergarten transition days for incoming EOEL and Headstart students • Informative Parent Engagement: ○ Conduct parent informational sessions ○ Distribute fliers to keep parents informed and actively involved in the transition process ○ Organize a Kindergarten sign-up at Kahauiki Village. • Summer Transition Opportunities: ○ Offer Kindergarten Summer Jumpstart ○ Promote 6th Grade Summer Bridge/Transition Program EA 1.1.5 (2): New Student Transitions: The school will refine its system to ensure new students and families enrolling to Pu'u hale from another school, another state, or another country experience a positive and welcoming transition. • Re-establish a School Buddy Program: Partner new students with a student from our Pu'u hale Ambassador Program to welcome new students and assist with the transition. • Informative Parent sessions: Host parent informational sessions and distribute informational fliers to keep parents well-informed and engaged in the transition process. Monitoring: Success will be monitored through transition activities' agendas, schedules, and parent/student surveys. [Accountable Leads: Counselor, PreK, Kinder, & Gr 5 Teachers]	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 Communication ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$5,000 ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	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.	SW 3 , 5 1E, 2B, 2C, 2D, 2E Regular and consistent (daily) attendance is critical in moving students toward academic proficiency and in supporting the needs of the whole child. Current: (2025-26) Daily att.= 92% 2024-25 Students Regularly Attending= 71% (up from 64% in 23-24) In 2024-25 64% Kindergarten attending regularly In 2024-25 29% 1st Grade attending regularly	1.2.1 (1) Attendance Policy: The school's attendance policy will be consistently implemented with fidelity, incorporating a Multi-Tiered System of Support (MTSS). ○ All staff (teachers, administration, SSC, counselor, and support staff) will utilize Tier 1 proactive strategies and interventions, escalating to Tier 2 and Tier 3 for more targeted support and services as needed. 1.2.1 (2) Systematic Attendance Monitoring: All school staff (teachers, administration, SSC, counselor, office, and support staff) will maintain a consistent daily attendance monitoring system. ○ School counselor will implement routine attendance check-ins with identified Tier 2 and Tier 3 students. ○ Establish "Attendance Buddies" for students requiring Tier 3 support. 1.2.1 (3) Tiered Attendance Incentives: The school will maintain and enhance a tiered system to incentivize and acknowledge students and families for consistent attendance. ○ Attendance awards at quarterly assemblies. ○ All classrooms will each have their own recognition and incentive systems. ○ The school will implement "Surprise Attendance Days." ○ The school will hold monthly attendance drawings. ○ The school will implement "Beat the Bell" reward days.	The average daily attendance rate will be monitored through Infinite Campus daily and Lei Kulia weekly. Weekly attendance will be shared with parents to support an increased attendance of 90% or higher daily Attendance Rate. "Regular attendance" will increase to 74% or higher.	☒ WSF, \$5,000 ☒ Title I, \$5,000 Classroom Supplies Communication ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:_SAF_, \$

		○ The school will provide incentives for Tier 2 and 3 students who meet individual attendance goals. 1.2.1(4) Parent Partnership: Parental involvement in monitoring and supporting student attendance will be enhanced through: ○ Regular Communication: All teachers will establish and maintain consistent communication with parents/families throughout the school year. ■ Each parent will receive a minimum of one positive communication and student update monthly. ○ Multilingual Communication: Teachers will continue to use Talking Points to communicate updates in families' preferred language. ○ Formal Notifications: Teachers will continue to use Infinite Campus to generate official Attendance Letters after students reach specified absence thresholds per the Attendance Policy. ○ Proactive Alerts: School staff will send timely notifications regarding student attendance and academic standing. ○ Informational Meetings: The school will host parent meetings to emphasize the crucial link between daily attendance and student achievement/academic success. ○ Parent Resources: The school will provide resources for parents to assist with classroom instruction and to support regular school attendance. [Accountable Leads: Leadership Team]		
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1.2.2. All students demonstrate positive behaviors at school.	SW 3 , 5 Demonstrating positive behavior at school is directly linked to higher academic achievement, increased safety, and the development of lifelong social-emotional skills. When students behave positively, it creates a "ready-to-learn" environment where everyone feels safe to take academic risks and focus on their studies. 2025-26 Fall Panorama Data for self-management = 48% 2025-26 Fall Panorama Data for emotional regulation= 33%	1.2.2 (1) Positive Behavior Interventions and Support (PBIS) Components: Core Values and Expectations: • KALO Values: All teachers will explicitly teach the KALO Values at the start of the school year and at the start of each quarter. ◦ All Pu'uhale staff will consistently reinforce KALO Values throughout the year with modeling, positive acknowledgments, and reminders to promote desired character traits and behaviors. ◦ Recognition: Students demonstrating outstanding performance based on the KALO Rubric are recognized at quarterly school assemblies. • General Learner Outcomes (GLOs): All teachers will explicitly instruct students on the GLOs at the beginning of the school year and at the start of each quarter. ◦ All Pu'uhale staff will reinforce the GLOs throughout the year using acknowledgments and reminders to foster desired behaviors. ◦ Recognition: Students identified as outstanding GLO students via the GLO Rubric are recognized at quarterly school assemblies. Behavioral Reinforcement and Instruction: • Behavior Matrix: All Pu'uhale staff will utilize the KALO/GLO Crosswalk to ensure school-wide consistency in modeling, encouraging, and addressing expected student behaviors in all school settings. • Explicit Behavioral Expectations: ◦ Teachers will explicitly teach school and classroom rules and expectations continuously throughout the year. ◦ All teachers will post and reinforce rules and expectations in all settings, aligning directly with the school's behavioral matrix.	92% or more of the student body will display appropriate behaviors as reflected in the number of classroom and office behavioral incidence referral forms by the end of the school year. Panorama SEL Survey results will be monitored to achieve • an overall increase of 3 percentage points or higher in self management • an overall increase of 5 percentage points or higher in emotional regulation	☒ WSF, \$5,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: _SAF_, \$
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		• PBIS Rewards: All teachers will operate a reward system where students receive KALO Cash for consistently exhibiting GLOs, KALO Values, and desired behavior characteristics. ◦ KALO Cash is redeemable at the KALO Store. Social-Emotional Learning (SEL): • SEL Curriculum Implementation: All teachers will implement "Choose Love" as the primary SEL program, supplementing it with additional explicit SEL instruction to develop students' crucial social-emotional skills. [Accountable Leads: Counselor, Principal, and SSC]		
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1.2.3. All students experience a Nā Hopena A'o environment for learning.	To provide an environment where all learners thrive by ensuring we are addressing the physical and social-emotional needs of every student, and are providing learning experiences that are meaningful and relevant to a student's heritage and home. Panorama Surveys show students' reported Sense of Belonging has been decreasing: Fall 23-24: 65% Fall 24-25: 63% Fall 25-26: 58%	1.2.3 (1) Implementation and Integration of Nā Hopena A'o (HĀ) Outcomes Professional Development and Understanding - School staff will participate in targeted professional development to deepen their comprehension of the six HĀ Outcomes: Belonging, Responsibility, Excellence, Aloha, Total Well-being, and Hawai'i (B.R.E.A.T.H.). Evidence will be collected via a post-PD staff survey. Curriculum Integration and Cultural/Place-Based Learning - All grade-level teachers will integrate cultural and/or place-based learning opportunities into their curriculum, including lessons and activities that directly incorporate Hawaiian language, music, and cultural practices. - Grade level teachers will utilize storytelling as a pedagogical tool for teaching Hawaiian stories and legends. - Grade level teachers will organize field trips to local and historical sites of significance. - Grade 4 will maintain a year-long partnership with Ho'oulu Aina in Kalihi Valley. Schoolwide Focus: Sense of Belonging - A schoolwide initiative will focus on fostering a "Sense of Belonging" among students and staff. - Whole-school morning assemblies will be held daily to nurture connection and community as "One Ohana." - The Student Council will organize School Spirit Events throughout the year. - Teachers will organize a Culture Day to celebrate diversity and offer students and families a platform to share their cultural heritage. [Accountable Leads: Principal, Leadership Team]	The Panorama SEL Student Survey will show an overall increase in the category: Sense of Belonging The Panorama SEL Student Survey will show an increase in the category: Sense of Belonging for Pu'uuhale's Pacific Islander population.	☒ 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:_Aloha Aina_, \$10,000 ☒ Other:_SAF_, \$
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★ **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.	By participating in career, community, and civic opportunities, students become active contributors of their futures and communities, fostering a sense of belonging instead of remaining passive learners.	EA 1.3.1 (1) Promote Civic Literacy & Political Structure: - Teachers will incorporate the political structure of Hawaii and the United States into their curriculum - Teachers will organize relevant field trips to extend classroom lessons on civic engagement - The school will integrate the Kids Vote Hawai'i curriculum into Social Studies to teach the mechanics of voting, culminating in a school-wide "Election Day" where students cast ballots on local issues. EA 1.3.1 (2) Integrated Career Exploration: Schoolwide Career Fair: The school will host an annual career fair featuring career stations for students to learn about various career options. Career Speakers: Teachers will coordinate guest speakers from various sectors (tech, agriculture, trades, arts) to visit classrooms or join via video call to discuss career paths. EA 1.3.1 (3) Community Service & Environmental Stewardship: All teachers will foster a sense of community "Kuleana" (responsibility) through hands-on action: Informed Action: Teachers will provide students with opportunities to engage in projects which promote taking action on a student-identified cause (letters, posters, sign-waving, videos, etc) Place-Based Partnership (Grade 4): Formalize work-days with Ho'oulu Aina throughout the 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: __, \$

		where students engage in physical land maintenance and indigenous sustainability practices. • The 'Ōlena Project (Grade 4 Service Learning): Facilitate the harvesting, cleaning, and distribution of 'ōlena (turmeric) to local care homes. Teachers will link this to learning to science (medicinal properties) and ethics (caring for kūpuna/elders). • Earth Day Action Campaigns: Teachers will empower students to lead conservation projects, such as school-wide beautification, native plant restoration, energy-saving challenges, and other student-identified activities. [Accountable Leads - Grade Level Chairs]		
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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, career academies, or International Baccalaureate (IB) programmes.		1.3.2 (1) K-12 Alignment: Academic Background and Skills: To equip students with the necessary academic background and skills for successful entry, engagement, and completion of middle school and high school academics, as well as relevant Career Technical Education (CTE) programs. • Strategies for Middle/High School Readiness: School staff will identify and implement year-long strategies to prepare students for middle/high school. ◦ School staff will integrate General Learner Outcomes (GLO) into everyday learning ◦ School staff will teach essential skills such as study skills, note-taking, test-taking, organization, inquiry, research, and the use of technology and computer science. • Curriculum Alignment: Leadership and staff will hold articulation sessions to align curriculum, courses, and programs to meet the needs of students within the Farrington Complex. ◦ All grade-level teachers will instruct using approved school curriculum and grade-level standards with fidelity and rigor to minimize learning gaps when students enter the next grade-level. 1.3.2 (2) K-12 Alignment: Whole Child Experiences: To continue planning and implementing a diverse range of activities and experiences aimed at developing the whole child. This includes fostering engagement that encourages continued involvement at the middle and high school levels. These experiences include, but are not limited to: • Arts and Music: Weekly K-5 music classes, with ukulele instruction for grade 4 and violin for grade 5. • STEM and Computer Science: Weekly classes focusing on Engineering, STEM activities, and Computer Science. • Environmental and Life Skills: Indoor hydroponic and outdoor gardening. • Academic Support: Before and after-school tutoring and morning computer lab access.	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:__, \$
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		• Extra/Co-Curricular Activities: Participation in Farrington Complex Field Day, district/complex tournaments, Science Fair, Speech Festival, e-Sports, and various after-school interest clubs. • Summer Learning Opportunities: Offering Summer Hub and Kindergarten Summer Jumpstart program. [Accountable Leads - Principal]		
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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>
2.1.1. All teacher positions are filled with qualified hires.	13.86% of teachers in FKK are non-highly qualified. Pu'uhale HQT in 25-26= 73% 24-25= 93% 23-24= 93%	School administrators will follow the principal timeline for Highly Qualified Teachers (HQT). 1. Ensure parent notice of Right to Request Teacher Qualifications is made available to all parents. 2. Notify NHQ Teachers of their NHQ Status and Parent Notification letter of the NHQ Status. 3. Send Parent Notice of NHQT letters to parents whose children are assigned classes taught by non- Highly Qualified teachers. 4. Upload all documentation to shared drive HQ folder Administrators will complete a highly qualified professional development plan for Non-Highly Qualified Teachers (NHQT) to assist teachers in becoming Highly Qualified. Lead: Principal or HQ designee, FKK HQ EO	FKK HQ EO will monitor HQ documentation via shared drive #1 August 2026 #2 October 2026 #3 October 2026 & January 2027	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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	2.1.2 (1) Targeted Support for New Teachers All first and second-year teachers will receive professional development and/or coaching based on self-identified or observed needs to enhance effectiveness and growth. This support will be	As evidenced through walkthroughs, walkthrough data, coaching logs, and teacher reflections.	☒ WSF, \$10,000 ☒ Title I, \$20,000 PD Subs & Stipends Classroom Supplies Teacher Equipment



PRIORITY 2: High-Quality Educator Workforce In All Schools

	to instruct them. 50% of teachers have been at Pu'uhale for 5 years or more. 9% of teachers are 1st year teachers at Pu'uhale. 1 teacher is in her 2nd year here at Pu'uhale. 5 teachers are emergency hires (one is a 3rd year EH, two are experienced J1 teachers, and two are new EHs).	monitored through monthly walkthrough data and teacher/administrator data conferences. - All first and second-year teachers will be paired up with a District or school-level mentor - Special Education Support: First and second-year special education teachers will meet monthly with the Student Services Coordinator (SSC) for assistance with student needs, IEP development/implementation, lesson planning, specially designed instruction, and other identified needs. 2.1.2 (2) School-Wide Instructional Coaching - Literacy Coach: All teachers will be supported by a school literacy coach. - PLT Coaching Support: All teachers will receive support during PLTs to include planning conversations, lesson observations, data analysis, and reflective discussions. - Best Practices: Academic coaches will provide and/or demonstrate effective instructional practices during PLTs and within classrooms as teacher support. 2.1.2 (3) Regular Instructional Feedback - Classroom Walkthroughs: All teachers will receive weekly feedback from classroom walkthroughs to promote effective instruction and continuous instructional growth. [Accountable Leads - Principal, SSC, School-Level Mentors]	Admin-Teacher Data Conferences 3x/ year	☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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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.	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) Stakeholder Representation: The school will continue to actively solicit membership to engage all stakeholder groups in Pu'uhale's School Community Council. - The school will send information on how to be engaged in the SCC to all families at the beginning of the school year. - The school's tech coordinator will post relevant SCC information on social media and the school's website - The school will send out reminders to families for SCC community meetings through TalkingPoints - The school will create and post a member roster with all role groups represented. 3.3.1 (2) SCC Functions and Responsibilities: Pu'uhale will use the School Community Council Checklist and Timeline to meet all functions and responsibilities of the Pu'uhale SCC: - The school will create and distribute an annual meeting calendar at the start of the school year - The school's tech coordinator will post all meeting agendas on the school website no less than six calendar days prior to SCC meeting - The school's tech coordinator will post SCC Minutes on the school website once approved - The school will hold no less than one SCC meeting per quarter - The school will complete two SCC community meetings per year	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:__, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

		○ The school will discuss the CNA, Academic, and Financial Plan during SCC meetings, providing opportunity for community input. ● The school will ensure SCC complete the SCC Assurances, Principal Survey and the end-of-year SCC Self-Assessment ● The school will review the Academic Plan implementation progress with the SCC throughout the year ● The school will work with the SCC to complete Requests for Waivers [Accountable Leads - Principal, SCC Chair]		
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★ 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>
3.3 Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.	SW 7 Need to partner with and engage families and community to bridge the school-home connection and support student learning.	3.3.2 Family & Community Engagement Activities: Pu'uhale School is committed to fostering a strong sense of partnership and belonging among families. To achieve this, the school will host a minimum of one parent workshop, training, or event each academic quarter. Examples of Engagement Activities: • Open House • Parent-Teacher Conferences • Quarterly awards assemblies • Movie Night, Literacy Night, STEM Night, etc. Classroom Participation: • Grade levels will actively encourage parents to volunteer or participate in classroom activities throughout the school year either in-person or through family projects Community Partnerships: • Pu'uhale will continue to engage community partners to work with our school and students as: ○ Career/Expert Speakers ○ Guest Readers in the classrooms ○ Partners in schoolwide activities or special events	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 responding 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 III, \$ ☐ 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>
Continue to refine Pu'uhale's Request for Assistance (RFA) Process as a successful and ongoing schoolwide support system.	To support teachers in meeting the needs of students academically, behaviorally, and socially.	Other Systems of Support- RFA/ HMTSS Pu'uhale's will continue to refine our HMTSS framework, specifically the RFA process to: - 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 - Provide teachers with tools and resources to support students - Create and implement a consistent, systemic approach to supporting student needs beyond the classroom [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 COMMUNITY COUNCIL 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.

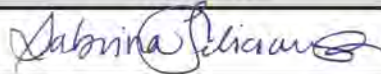
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Pu'uhale 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 **Nov 20, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Feb 26, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list):
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: **Mar 24, 2026**

Attested:

Pu'uhale Elementary School Principal	Signature	Date
Sabrina Feliciano		Apr 10, 2026
SCC Chairperson	Signature	Date
Chanelle Mattos		Apr 10, 2026

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:
n/a		

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

Attested:

SCC Chairperson	Signature	Date
Chanelle Mattos		Apr 10, 2026

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>	1080
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Pu'uhale Elementary School Bell Schedule: Pu'uhale's Bell Schedule	