



Pearl Harbor Elementary School Academic Plan SY 2025-2026

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(808) 305-6000

<https://www.pearlharborelementary.org/>

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

Submitted by Principal: Trisha Toyama-Wakumoto		Approved by Complex Area Superintendent: John Erickson	
<u>Trisha Toyama-Wakumoto</u> <small>Trisha Toyama-Wakumoto (Apr 9, 2025 12:36 HST)</small>	April 09, 2025	<u>John Erickson</u> <small>John Erickson (Apr 9, 2025 12:41 HST)</small>	April 09, 2025



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

VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	'23 Wonders ▾	i-Ready Classroom Mathematics ▾		
6	'20 Wonders ▾	i-Ready Classroom Mathematics ▾		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-1	Heggerty Phonemic Awareness			
K-3	Orton-Gillingham (OG)			



HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☐ Panorama ☒ School-created template ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
K-6	I-Ready ▾	I-Ready ▾

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:
 ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit:

Year of Next Action:

Year of Next Self-Study:

Type of Last Visit:

Type of Next Action:

Please identify critical student learning needs and the root/contributing cause why these needs have been prioritized. <i>"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?"</i>	
Please number the student need and root/contributing cause for ease of cross-referencing.	
1	<div> <u>Student Need:</u> Students demonstrate a significant need for improved ELA achievement and growth. <i>Proficiency on statewide language arts assessments has decreased from 54.2% to 46.5%, and growth has declined from 68.8% to 56.6%.</i> </div> <div> <u>Root/Contributing Cause:</u> 1A) Lack of clear communication of schoolwide expectations regarding academics. <i>ADI 1A.2</i> 1B) Tier 1 instruction is not being implemented consistently schoolwide. <i>(WASC #1, #2, #3, #5)</i> 1C) Inadequate response to student learning needs based on formative and summative data. <i>ADI 3A.5 (WASC #6, #7)</i> </div>
2	<div> <u>Student Need:</u> Students demonstrate a significant need for improved Math achievement and growth. <i>Proficiency on statewide math assessments has decreased from 49% to 35%, and growth has declined from 71.8% to 55.1%.</i> </div> <div> <u>Root/Contributing Cause:</u> 2A) The viable curriculum is not being fully implemented as intended; need professional development in curriculum routines. 2B) Tier 1 instruction is not being implemented consistently schoolwide. <i>(WASC #4, #5)</i> 2C) Instructional teams do not consistently review the results of unit pre-/post-tests and formative assessments to make decisions about the curriculum and instructional plans and identify students needing intervention. <i>ADI 3A.4 (WASC #6, #7)</i> 2D) No schoolwide RTI for math. <i>(WASC #6, #7)</i> </div>



3	<p><u>Student Need:</u> Improve student attendance. <i>While the regular attendance rate has improved from 78% to 81%, it remains below pre-pandemic levels.</i></p> <p><u>Root/Contributing Cause:</u> 3A) Lack of tiered interventions for attendance. 3B) Lack of PD for teachers about working effectively with parents.</p>
4	<p><u>Student Need:</u> Students demonstrate a need for improved social-emotional learning (SEL) and behavioral skills. <i>Suspension rates have increased from 1.2% in SY22-23 to 4.5% in SY23-24, and high behavior referrals are observed during unstructured times.</i></p> <p><u>Root/Contributing Cause:</u> 4A) Inconsistent or lack of teaching and reinforcing schoolwide behavior expectations. 4B) Lack of teaching resources for behavior and SEL skills 4C) Lack of Tier 2 behavior supports</p>
5	<p><u>Student Need:</u> Students demonstrate a need for enhanced social-emotional learning (SEL) skills, specifically related to Growth Mindset. <i>Only 50.9% of students exhibit a favorable Growth Mindset rating, as evidenced by the Panorama SEL Survey.</i></p> <p><u>Root/Contributing Cause:</u> 5A) Inconsistent or lack of teaching and reinforcing social/emotional competencies. ADI 3C.5 5B) Lack of clear and shared understanding of 'Growth Mindset' within the school environment.</p>
6	<p><u>Student Need:</u> Students demonstrate a need for improved classroom engagement. <i>Student perceptions of classroom engagement are low, with only 63% of grades 3-5 and 33% of grade 6 students reporting favorable engagement.</i></p> <p><u>Root/Contributing Cause:</u> 6A) Ambiguous and inconsistent understanding of 'classroom engagement' among students, teachers, and potentially other stakeholders 6B) Teachers rarely capitalize on opportunities to stretch students' interests to find value in new topics and connect learning tasks to students' personal aspirations. ADI 3B.9</p>

In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u> . Enabling activities should address identified subgroup(s) and their needs.	
1	<p><u>Targeted Subgroup:</u> SPED</p> <p><u>Identified Student Need(s):</u> Students receiving SPED services demonstrate a significant need for improved Math achievement and growth. <i>Only 4% of students receiving SPED services were “Early on Grade Level,” as evidenced by i-Ready.</i></p> <ul style="list-style-type: none"> • Lack of prerequisite math skills • Lack of generalization skills to solve problems that are presented in a different format • Inconsistent understanding of Specially Designed Instruction (SDI) • Some IEPs still reflect bell-to-bell minutes (the bell schedule should not determine SDI)
2	<p><u>Targeted Subgroup:</u> EL</p> <p><u>Identified Student Need(s):</u> ELs demonstrate a significant need for improved ELA and Math achievement and growth. <i>Proficiency on statewide language arts and math assessments is at 25% and 29%, respectively (ELs + Exits), indicating an achievement gap.</i></p> <ul style="list-style-type: none"> • Lack of EL personnel to service the growing number of ELs • Need more collaboration and collegiality ADI 2B.3 • Lack of PD on sheltered instruction, differentiation, and teaching strategies to support EL



Priority 1 High-Quality Learning For All

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026



One-Year Academic Plan SY 2025-2026 for AMR Schools

<p>Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.</p>	<p>1A 1B 1C</p>	<p>EA 1.1.2 (1) Communicate schoolwide expectations for the reading block, including the use of core curriculum (Wonders) and supplemental resources (Heggerty, OG).</p> <p>EA 1.1.2 (2) Provide PD and coaching for teachers on Tier 1 instruction, including, but not limited to, explicit instruction.</p> <p>EA 1.1.2 (3) Continue class visits and provide constructive feedback on Tier 1 instruction practices.</p> <p>EA 1.1.2 (4) Provide time (grade-level articulation or PLC) to review data and plan for small group instruction.</p> <p>EA 1.1.2 (5) Provide casual hires to support small group instruction.</p> <p>Accountable Leads: Trisha Gibson, CC & Alfonso Soto, Teacher</p>	<p>HMTSS-R Action Plan</p> <p>Reading Expectations & Curriculum Maps</p> <p>PD, Exit Surveys, PLC Notes (follow-up)</p> <p>Class Observations</p> <p>Small Group Sheets</p> <p>PTT/PPE Schedules</p> <p>Data Walls</p> <p>i-Ready Data</p> <p>ICA Data</p> <p>SBA Data</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:___ \$</p> <p><input type="checkbox"/> Other:___ \$</p>		
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One-Year Academic Plan SY 2025-2026 for AMR Schools

<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p> <p><i>Required for AMR schools.</i></p>	<p>2A 2B 2C 2D</p>	<p>EA 1.1.3 (1) Consistently implement the viable, standards-based curriculum, Ready Classroom Math (including routines and teaching slides).</p> <p>EA 1.1.3 (2) Provide PD on curriculum routines and Standards of Mathematical Practices.</p> <p>EA 1.1.3 (3) Refine the data team process for math and expand to short cycles in grade-level articulation.</p> <p>EA 1.1.3 (4) Develop and implement Math RTI.</p> <p>Accountable Leads: Tanya Casil, IC & Doug Elder, Teacher</p>	<p>Curriculum Maps</p> <p>Class Observations</p> <p>PD & Exit Surveys</p> <p>Data Team Sheets</p> <p>Grade Level Articulation Notes</p> <p>Math RTI Documentation</p> <p>i-Ready Data</p> <p>ICA Data</p> <p>SBA Data</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>		
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One-Year Academic Plan SY 2025-2026 for AMR Schools

<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>See Targeted Subgroups</p>	<p>EL EA 1.1.4 (1) Provide casual hires to service and support ELs.</p> <p>EA 1.1.4 (2) Provide PD opportunities for staff on sheltered instruction, differentiation, and teaching strategies to support ELs.</p> <p>EA 1.1.4 (3) Provide time for teachers to meet with EL Coordinator to plan and implement strategies to support ELs.</p> <p>SPED EA 1.1.4 (4) Teach and practice prerequisite math skills during school-wide math RTI block.</p> <p>EA 1.1.4 (5) Provide opportunities for students to be exposed to grade-level math skills to improve generalization and problem-solving (i.e., inclusive practices, grade-level curriculum).</p> <p>EA 1.1.4 (6) Provide training or PD to general and special education teachers on Specially Designed Instruction.</p> <p>EA 1.1.4 (7) Provide professional development refreshers to teachers on appropriate accommodations and modifications.</p> <p>Accountable Leads: Rayna Kinoshita, EL & Electra Peig, SSC</p>	<p>PTT/PPE Schedules</p> <p>PD & Exit Surveys</p> <p>EL Collaboration Evidence</p> <p>WIDA ACCESS Scores</p> <p>Disaggregated i-Ready Data (Diagnostic & Growth Monitoring)</p> <p>SBA Data</p> <p>Progress Reports</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>		
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One-Year Academic Plan SY 2025-2026 for AMR Schools

<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	5B	<p>EA 1.1.5 (1) Coordinate 6th-grade visit to AMS for Middle School Orientation.</p> <p>Accountable Lead: Trisha Gibson, CC</p>	<p>Growth Mindset KWL Chart (Pre/Post Orientation)</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:___, \$</p> <p><input type="checkbox"/> Other:___, \$</p>		
<p>PHES.1 All students write effectively for different purposes and audiences.</p>	1A 1B 1C	<p>EA PHES.1 (1) Implement the school-wide writing plan created by the PHES Writing Cadre in SY24-25.</p> <p>EA PHES.1 (2) Train teachers on the ELA Revised Standards, including Foundational Writing (new) and Writing.</p> <p>Accountable Lead: Tanya Casil, IC & Alfonso Soto, Teacher</p>	<p>Training & Exit Survey</p> <p>School-Wide Writing Plan</p> <p>Observations</p> <p>Student Writing Samples</p> <p>ICA Data</p> <p>SBA Data</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:___, \$</p> <p><input type="checkbox"/> Other:___, \$</p>		



★ 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 Name 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.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	3A 3B	EA 1.2.1 (1) Explore and provide Tier 1 interventions for attendance, such as: <ul style="list-style-type: none"> welcoming students in fun ways schoolwide attendance incentives EA 1.2.1 (2) Explore and provide Tier 2 early interventions for students at risk for chronic absenteeism. EA 1.2.1 (3) Provide PD for teachers about working effectively with parents. Accountable Leads: Rayna Kinoshita, EL & Aaron Ohara, Counselor	HMTSS Process Flowchart - Tiered Interventions for Attendance (Physical Health) Schoolwide attendance incentive data Intervention Documentation PD & Exit Survey Chronic Absenteeism Data Regular Attendance Data	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$		



One-Year Academic Plan SY 2025-2026 for AMR Schools

<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>4A 4B 4C</p>	<p>EA 1.2.2 (1) Conduct mandatory annual training sessions for all staff, including teachers, paraprofessionals, and adult supervisors, on schoolwide behavior expectations and positive behavior intervention strategies.</p> <p>EA 1.2.2 (2) Provide clear, concise guidelines for behavior expectations during recess and lunch, including specific procedures for supervision and intervention.</p> <p>EA 1.2.2 (3) Continue to implement the Radford Complex protective factors and essential practices:</p> <ul style="list-style-type: none"> Teachers greet students at the door PBIS recognition system (awards assembly, incentives, etc.) <p>EA 1.2.2 (4) Continue to provide and implement Tier 2 behavior supports.</p> <p>Accountable Lead: Keith Hamana, VP & Aaron Ohara, Counselor</p>	<p>Training & Exit Survey</p> <p>Guidelines for Behavior for recess & lunch</p> <p>HMTSS Process Flowchart - Tiered Interventions (Behavior)</p> <p>Observations</p> <p>Evidence of recognition & incentives</p> <p>Intervention Documentation</p> <p>Behavior Referral Data</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>		
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>5A 5B</p>	<p>EA 1.2.3 (1) Supplement the Choose Love curriculum to teach and reinforce SEL competencies, especially for Self-Awareness (including Growth Mindset), including but not limited to the following:</p> <ul style="list-style-type: none"> CASEL Framework Panorama SEL Playbook AVID PHES Sharktastic Matrix <p>EA 1.2.3 (2) Revisit and explore other SEL curricula to meet the needs of our students.</p> <p>Accountable Leads: Electra Peig, SSC & Alfonso Soto, Teacher</p>	<p>SEL Sharing Padlet</p> <p>Panorama SEL Survey Data</p> <p>Panorama Student Perception Survey Data</p> <p>SEL HMTSS Group Agenda/Notes</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>		



★ **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 Name 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.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	6A 6B	EA 1.3.1 (1) Provide opportunities and resources for students to participate in Real World Learning (RWL) activities. EA 1.3.1 (2) Develop and share the schoolwide definition and expectations for classroom engagement with all stakeholders (i.e., 5C's, Levels of Engagement). EA 1.3.1 (3) Utilize AVID WICOR strategies & teach student success skills to engage students in learning and promote college and career readiness. <ul style="list-style-type: none"> AVID membership, training, student supplies EA 1.3.1 (4) Provide extracurricular activities, opportunities, and resources for students (i.e., sports, music, clubs). EA 1.3.1 (5) Provide technology hardware and software to support instruction and engagement. Accountable Leads: Trisha Gibson, CC & Denise Sumida, Librarian, Linda Kelly, TC	RWL Planning Docs & Evidence RWL Maturity Matrix Sharks Learning Showcase Classroom Engagement Expectation Sharing AVID Class Visits AVID Site Goal Progress & CCI Extracurricular Activity Enrollment Technology Integration Evidence	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$		



Priority 2

High-Quality Educator Workforce In All Schools

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
[Insert school specific desired outcome] <i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i>	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here]	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$		



Priority 3

Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	N/A	EA 3.3.1 (1) Convene monthly SCC meetings Accountable Leads: Trisha Toyama-Wakumoto, Principal	SCC Meeting Minutes	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$		



★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.						
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
PHES.1 Families and community members are offered opportunities to participate in meaningful activities to improve student academic achievement and school performance. <i>Required for AMR schools.</i>	1A 6A	EA PHES.1 (1) Host quarterly Parent-Community Engagement activities or events. (i.e., Meet & Greet, TEAM Conferences, Sharks Learning Showcase, AVID Night, etc.) Accountable Lead: Rayna Kinoshita, EL & Linda Kelly, TC	RSVP for Events Attendance for Events School Quality Survey Exit Surveys	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$		



★ Other Systems of Support						
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
PHES.2 Refine and implement HMTSS to meet student needs, including all four domains (Academic, Behavior, Social-Emotional, and Physical Health) to close the achievement gap. <i>Required for AMR schools.</i>	1B 1C 2B 2D 3A 4C	EA PHES.2 (1) Continue implementing a universal screener to identify students needing additional Reading and Math support. EA PHES.2 (2) Teachers select interventions with clear criteria for entering and exiting and are provided professional development to implement if needed. EA PHES.2 (3) Revise HMTSS Process Flowchart as needed Accountable Leads: Trisha Gibson, CC & Tanya Casil, IC	i-Ready Data & Analysis Data Walls Small Group Sheets Intervention criteria for entering and exiting PD & Exit Surveys HMTSS Process Flowchart including all four domains	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: ___ \$ <input type="checkbox"/> Other: ___ \$		

**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 Pearl Harbor Elementary'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.

N/A

Bell Schedule: [Pearl Harbor Bell Schedule](#)