



Pearl Harbor Elementary Academic Plan SY 2026-2027

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- ☒ Title I School
☐ Non-Title 1 School

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Submitted by Principal: Trisha Toyama-Wakumoto	
<u>Trisha Toyama-Wakumoto</u>	4/9/2026
Trisha Toyama-Wakumoto (Apr 9, 2026 13:22:14 HST)	

Approved by Complex Area Superintendent: John Erickson	
<u>John Erickson</u>	4/9/2026
John Erickson (Apr 9, 2026 13:24:07 HST)	

Directions for completing the School Academic Plan template can be found in the Academic Plan Template Guidance document.

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VIABLE QUALITY CURRICULUM

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

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, 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 -		
6	'20 Wonders -	Ready -		

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
K-1	Heggerty (Phonemic Awareness)			
K-3	Orton-Gillingham (Phonics)			

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 -

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:

IDENTIFIED SCHOOL NEEDS

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

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

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

Please identify **critical student learning needs** and the **root/contributing cause** why these needs have been prioritized.

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

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

1	Student Need: All students need to build reading fluency and vocabulary to comprehend grade-level text. Root/Contributing Cause: 1A) Lack of rigorous academic instruction and assessment practices ADI 3A.4, 3B.11 (WASC #1, 2, 5, 6, 7) 1B) Insufficient exposure to academic language and vocabulary development ADI 3B.13 1C) Inadequate preparation with assessment literacy and test-taking strategies ADI 3A.4 1D) Lack of curriculum and OG training for new teachers ADI 2B.4
2	Student Need: All students need to learn to calculate fluently to solve grade-level word problems. Root/Contributing Cause: 2A) Inconsistent implementation of evidence-based math instructional practices ADI 3B.10 (WASC #4, 5, 6, 7) 2B) Insufficient opportunities for skill development and application ADI 3B.11 (WASC #4) 2C) Inadequate academic language development in mathematics ADI 3B.13
3	Student Need: High-needs students must consistently attend school to receive the instruction they need to succeed. Root/Contributing Cause: 3A) Lack of engaging and relevant classroom learning experiences ADI 3B.9 3B) Insufficient multi-tiered system of supports for attendance ADI 1C.4

4	<u>Student Need:</u> All students need opportunities for voice, choice, and differentiated learning pathways to take ownership of their progress and persist through challenging tasks. <u>Root/Contributing Cause:</u> 4A) Lack of student-centered instructional approaches and learning design <i>ADI 3B.6, 3B.9</i> 4B) Insufficient differentiation and classroom environment design <i>ADI 3B.4</i>
5	<u>Student Need:</u> All students need to learn emotion regulation skills in order to demonstrate positive behaviors and a growth mindset. <u>Root/Contributing Cause:</u> 5A) Lack of a systematic approach to teaching emotion regulation skills <i>ADI 3C.5, 3C.6 (WASC #7)</i> 5B) Insufficient focus on creating an environment that fosters belonging <i>ADI 3C.8</i> 5C) Limited integration of growth mindset practices in classroom instruction <i>ADI 4C.2</i>

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:</u> SPED <u>Identified Student Need(s):</u> Students receiving special education services need to learn to use basic operations to solve grade-level word problems. • Inconsistent implementation of inclusive practices • Limited access to grade-level math curriculum with appropriate scaffolding <i>ADI 3B.5</i> • Lack of foundational and prerequisite math skills <i>ADI 3B.11</i> • Lack of proactive planning for accommodations and modifications in math instruction <i>ADI 3B.5</i>
2	<u>Targeted Subgroup:</u> EL <u>Identified Student Need(s):</u> Active EL students need to learn to use basic operations to solve grade-level word problems. • Insufficient personnel support for ELs in math instruction • Limited implementation of collaborative learning structures in mathematics <i>ADI 3B.6</i> • Lack of extended learning opportunities for ELs in math <i>ADI 3C.1</i> • Lack of vocabulary and academic language to comprehend problems <i>ADI 3B.13</i>



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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
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. Target: Increase the percentage of Kindergarten students scoring Mid-Above Grade Level in i-Ready Reading from 40% to 50% and Math from 25% to 50%.	1A 2B 4B 5A	EA 1.1.1 (1) Provide Summer Kinder Camp for entering kindergarten students. Hire part-time personnel to teach Kinder Camp EA 1.1.1 (2) Administer KEA and use the data to provide timely support to students who are approaching readiness for kindergarten.	Implementation KEA Report - % assessed KEA Data Analysis Small Group Sheet Kinder Camp Attendance Sheet Interim Measures Panorama SEL Survey (Fall, Winter) i-Ready Diagnostic & Growth Reports (Fall, Winter, Spring) Fluency Assessments (Fall, Winter, Spring)	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		

		Accountable Lead: Kristi Ingel, Teacher				
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. Target: Increase the percentage of students scoring proficient in SBA ELA from 48.3% to 52%.	1A 1B 1C 1D	EA 1.1.2 (1) Teach foundational reading skills (K-3) - Explicitly teach phonemic awareness, phonics, and fluency daily - Collaboratively create K-3 OG pacing guide - Provide interventions in foundational reading skills based on student needs - Monitor progress every 1-3 weeks and refine interventions as needed - Hire part-time personnel for intervention support - Purchase viable quality curricula EA 1.1.2 (2) Review test and assessment items - Conduct item analysis with ICA-released items and/or Wonders assessments - Identify common misconceptions linked to item errors - Align modeled instruction and practice questions to item formats EA 1.1.2 (3) Teach academic vocabulary - Pre-teach Tier 2 vocabulary (academic language) - Use Wonders Vocabulary Routine (Define/Example/Ask) to explicitly teach vocabulary - Provide structured opportunities to hear, read, speak, and write new vocabulary EA 1.1.2 (4) Provide ongoing teacher training and support - Provide curriculum and OG training for new teachers - Offer differentiated Literacy Coaching based on classroom observation trends Accountable Leads: Trisha Gibson, CC & Kristi Ingel, Teacher	Implementation Walkthrough Data - Tier 1 & Intervention Small Group Sheets Progress Monitoring Evidence Intervention Team Schedule PLC Notes - Assessment Analysis PD Plan & Evaluations Literacy Coaching Calendar or Log Interim Measures i-Ready Diagnostic & Growth Reports (Fall, Winter, Spring) Fluency Assessments (Fall, Winter, Spring) Interim Comprehensive Assessment Data	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		

Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. Target: Increase the percentage of students scoring proficient in SBA Math from 40.8% to 43%. <i>Required for AMR schools.</i>	2A 2B 2C	EA 1.1.3 (1) Teach foundational math skills using evidence-based strategies - Utilize the Try-Discuss-Connect Instructional Routine to build procedural fluency from conceptual understanding - Establish school wide expectation for fact fluency practice - Use PLCs to share data and refine instructional strategies through the Data Teams Process - Provide interventions in prerequisite math skills based on student needs - Monitor progress every 1-3 weeks and refine interventions as needed - Hire part-time personnel for intervention support - Purchase a viable quality curriculum EA 1.1.3 (2) Teach academic vocabulary - Pre-teach key vocabulary using visuals, student-friendly definitions, and examples - Provide structured opportunities to hear, read, speak, and write new vocabulary EA 1.1.3 (3) Provide ongoing teacher training and support - Provide PD on Promoting Strong Conversations - Provide time for teachers to prep Ready Classroom Math materials for Tier 1 instruction and interventions Accountable Leads: Tanya Casil, IC & Lana Doherty, Teacher	Implementation Walkthrough Data - Tier 1 & Intervention Data Teams Sheets Small Group Sheets Progress Monitoring Evidence PD Plan & Evaluations Interim Measures i-Ready Diagnostic & Growth Reports (Fall, Winter, Spring) Math Data Team SMART Goal Results	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant:DoDEA, \$ ☐ Other:__, \$		
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. Target: Increase students' reported growth mindset from 54-56% to 60%. Target: Increase SPED students' math proficiency on the i-Ready diagnostic math assessment from 9% to 12%. Target: Increase EL students' math proficiency on statewide math assessments from 33% (ELs + Exits) to 36%. <i>Required for all schools.</i>	5C See Targeted Subgroups	EA 1.1.4 (1) Promote a growth mindset - Teach students about brain science and "the power of yet" through short videos, stories, and discussions - Implement data chats (reflection & goal-setting) SPED EA 1.1.4 (2) Communicate expectations for Inclusive Practices - Share indicators of inclusive practices with staff - Identify the need areas and provide training EA 1.1.4 (3) Use a planning checklist to ensure supports are built in before delivery of Tier 1 instruction. EA 1.1.4 (4) Provide manipulatives to build foundational math skills. EA 1.1.4 (5) Review student support plans and highlight required classroom accommodations EL EA 1.1.4 (6) Hire part-time personnel for EL support EA 1.1.4 (7) Use structured cooperative learning methods - Provide PD on cooperative learning methods - Start with one structure and commit to using it once a week schoolwide (e.g., Think-Pair-Share, RallyCoach) EA 1.1.4 (8) Provide before, during, or after-school math tutoring specifically designed for ELs EA 1.1.4 (9) Use resources to improve vocabulary and academic language Accountable Leads: Denise Sumida, Librarian, Electra Peig, SSC, & Rayna Kinoshita, EL	Implementation i-Ready Data Analysis Data Chat Evidence Teacher Survey Data on Inclusive Practices Agenda and Slides for PD on Inclusive Practices Inclusive Practices Collaboration Minutes EL personnel schedule Agenda and Slides for PD on Cooperative Learning Methods Teacher Survey Data on Implementation of Cooperative Learning Methods Sign-in Sheets for Tutoring Interim Measures Panorama SEL Survey (Fall, Winter) i-Ready Diagnostic & Growth Reports (Fall, Winter, Spring)	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	5C	EA 1.1.5 (1) Coordinate 6th-grade visit to AMS for Middle School Orientation. Accountable Lead: Trisha Gibson, CC	Implementation Orientation scheduled on the Master Calendar Growth Mindset Student Reflection	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		
PHES.1 All students write effectively for different purposes and audiences. Target: Increase SBA Writing Above Standard scores for each grade level by 3%.	WASC #3	EA PHES.1 (1) Implement the school-wide writing plan (Year 2) created by the PHES Writing Cadre in SY24-25 • Use Writing Pacing Guides to build consistency in writing instruction across the grade level • Use the Data Teams Process to share student work, differentiated instructional strategies, and progress monitoring Accountable Leads: Tanya Casil, IC & Kristi Ingel, Teacher	Implementation Writing Pacing Guides Data Teams Sheets Interim Measures Writing Data Team SMART Goal Results Interim Comprehensive Assessment Data	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		

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

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	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 "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
1.2.1. All students desire to and attend school regularly. Target: Close the attendance rate gap for high-needs students from a 17% gap to 14%. <i>Required for all schools.</i>	3A 3B	EA 1.2.1 (1) Stretch students' interests to find value in new topics and connect learning tasks to students' personal aspirations. - Design lessons with real-world relevance and provide real-world learning opportunities - Offer students voice and choice - Use active engagement strategies EA 1.2.1 (2) Develop and implement a tiered attendance intervention protocol - Develop clear criteria for moving between tiers based on attendance data - Create standard procedures for each tier (universal, targeted, intensive) - Establish regular data review cycles to identify students needing intervention - Hire Sense of Belonging personnel to provide tiered supports, build relationships with identified students, and review attendance to assess impact Accountable Leads: VP & Rayna Kinoshita, EL	Implementation RWL Planning Docs Attendance Intervention Protocol Attendance Data Review Cycles Sense of Belonging personnel schedule Interim Measures Quarterly Attendance Data	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant:DoDEA, \$ ☐ Other:__, \$		

1.2.2. All students demonstrate positive behaviors at school. Target: Increase students' reported emotion regulation from 45-50% to 60% as measured by the Panorama SEL Survey. <i>Required for all schools.</i>	5A	EA 1.2.2 (1) Implement the Radford Complex protective factors and essential practices - Teachers greet students at the door - PBIS recognition system (awards assembly, incentives, etc.) - Regulation skills; explore self and co-regulation strategies for students and teachers EA 1.2.2 (2) Teach social and emotional competencies - Use evidence-based SEL curricula (Choose Love and Kimochis) with fidelity - Provide Kimochis training - Model self-awareness and self-management by narrating one's own emotional regulation - Provide calm-down spaces or regulation strategies Accountable Leads: Electra Peig, SSC & VP	Implementation Observations Evidence of recognition & Incentives SEL Sharing Padlet Master block schedule Interim Measures Panorama SEL Survey (Fall, Winter)	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		
1.2.3. All students experience a Nā Hopena A'o environment for learning. Target: Increase students' sense of belonging from 50-65% to 70% as measured by the Panorama SEL Survey. <i>Required for all schools.</i>	5B	EA 1.2.3 (1) Implement activities to build relational capacity and foster a sense of belonging, such as: Interest inventories, identity maps Accountable Leads: Trisha Toyama-Wakumoto, Principal & Lana Doherty, Teacher	Implementation Student interest inventories/identity maps Interim Measures Panorama SEL Survey (Fall, Winter)	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
1.3.1: All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. Target: Increase students' reported classroom engagement from 49-58% to 60% as measured by the Panorama Student Perception Survey. <i>Required for all schools.</i>	4A 4B	EA 1.3.1 (1) Utilize AVID WICOR strategies & teach student success skills to engage students in learning and promote college and career readiness. - AVID membership, training, and student supplies EA 1.3.1 (2) Use cooperative learning methods in ELA, Math, Science, and Social Studies, and encourage questioning, seeking help from others, and offering help to others - Adopt and implement one specific cooperative structure (e.g., Think-Pair-Share or RallyCoach), schoolwide - Utilize checklists/rubrics (AVID, PBL, or WestEd) to assess the quality of collaborative conversations EA 1.3.1 (3) Foster student agency and career-readiness through Real-World Learning (RWL) experiences. - Support students in making connections between skills and future success - Offer choice in product, process, or content - Plan and implement Career Day EA 1.3.1 (4) Provide extracurricular activities, opportunities, and resources for students (i.e., sports, music, clubs)	Implementation AVID Site Team Notes Checklist/rubric evidence for cooperative learning RWL Planning Docs, including choice in product, process, content Student Reflections from Career Day Club Rosters & Student Surveys Digital Literacy/CS PD (learning.com) Interim Measures AVID CCI & Site Goal Progress	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant:DoDEA, \$ ☐ Other:__, \$		

		EA 1.3.1 (5) Provide technology hardware, software, and training to support instruction and engagement. Accountable Leads: Trisha Gibson, CC, Denise Sumida, Librarian & Linda Kelly, TC	RWL Sharing (semesterly) RWL Student Survey (semesterly)			
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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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
[Insert school specific desired outcome] <i>(To add additional desired outcomes, duplicate this row)</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]	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		



★ **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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. Target: SCC meetings will be held monthly. <i>Required for all schools.</i>	N/A	EA 3.3.1 (1) Convene monthly SCC meetings Accountable Lead: Trisha Toyama-Wakumoto, Principal	<u>Implementation</u> Monthly meeting agendas/minutes <u>Interim Measures</u> Advertisement of open SCC positions to ensure representation of all required groups (students, teachers, administrators, and community members) Schedule of Monthly Meetings	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		

★ Other Systems of Support						
Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	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 "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
PHES.3 Refine and implement HMTSS to meet student needs, including all four domains (Academic, Behavior, Social-Emotional, and Physical Health) to close the achievement gap. Target: Close the achievement gap for high-needs students. ELA - 30% to 27% gap Math - 22% to 19% gap <i>Required for AMR schools.</i>	1A 2A 3B 4B 5A	EA PHES.3 (1) Continue implementing the i-Ready Universal Screener to identify students needing additional Reading and Math support. EA PHES.3 (2) Provide families with written notification of students' literacy screening results, and intervention supports after each benchmark. EA PHES.3 (3) Administer content mastery progress-monitoring assessments to students receiving reading interventions. • Tier 2 (once every 2 weeks or according to program) • Tier 3 (weekly or according to program) See also: EA 1.1.2 (1), EA 1.1.3 (1), EA 1.2.1 (2), EA 1.2.2 (1), EA 1.2.2 (2) Accountable Leads: Trisha Gibson, CC & Tanya Casil, IC	<u>Implementation</u> Schoolwide Assessment Schedule Diagnostic Status Report Family Letter Sample Progress Monitoring Samples <u>Interim Measures</u> Data Analysis (BOY, MOY, EOY) Small Group Sheets Diagnostic Growth Reports	☒ 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 **Pearl Harbor Elementary** 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 **Jan 28, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 25, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): School Academic Review Team
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 25, 2026**

Attested:

Pearl Harbor Elementary Principal	Signature	Date
Trisha Toyama-Wakumoto	<i>Trisha Toyama-Wakumoto</i>	Mar 25, 2026
SCC Chairperson	Signature	Date
Carrie Bucalo	<i>Carrie Bucalo</i>	Mar 25, 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
Carrie Bucalo	<i>Carrie Bucalo</i>	Mar 25, 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 (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
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Pearl Harbor Elementary Bell Schedule: Pearl Harbor Bell Schedule	