NĀ HOPENA AʻO

PRIORITY 3
Effective And Efficient Operations At All Levels

PRIORITY 2
High-Quality Educator Workforce In All Schools

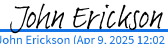**PRIORITY 1**
High-Quality Learning For All

Pearl Harbor Kai
Academic Plan
SY 2025-2026

1 C Avenue, Honolulu HI, 96818
(808)421-4245
www.PearlHarborKai.org

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

Submitted by Principal Celest Dandurand		Approved by Complex Area Superintendent John Erickson	
Celest Dandurand (signature)	April 09, 2025	*John Erickson* John Erickson (Apr 9, 2025 12:02 HST)	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	'20 Into Reading	HMH Into Math	STEMscopes	
Grade 6	'20 Into Reading	Go Math!	STEMscopes	
Pre-school	Teacher Created	Teacher Created		

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-6				Studies Weekly
Special Education	Sonday, Orton-Gillingham	Touch Math		

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
K-6	I-Ready ˅	I-Ready ˅
Kindergarten	HI KRA ˅	HI KRA ˅
K-6 EL Students	WIDA Screener ˅	Teacher Created ˅
Pre-school	Other: ˅ TS Gold Standard	Other: ˅ TS Gold Standard

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: 2024   Year of Next Action: 2027   Year of Next Self-Study:
Type of Last Visit: Full Self-Study ▾   Type of Next Action: Mid-Cycle Report & Visit ▾   2030

Please identify critical student learning needs and the root/contributing cause of 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 increase their understanding and application of literacy skills in reading, writing, listening/speaking, and research/inquiry.
	○ <u>Reading</u> - All students need to increase their ability to apply skills related to foundational reading and comprehension in non-fiction.
	○ <u>Writing</u> - All students need to increase their ability to edit their writing, increasing their writing skills in convention and organization.
	○ <u>Listening/Speaking</u> - Follow and engage in rules for discussions (e.g., gaining the floor respectfully, listening to others with care, and speaking one at a time about the topics and texts under discussion). Explain their ideas and understanding in light of the discussion.
	○ <u>Research/Inquiry</u> - All students need to increase their ability to interpret, analyze, integrate, and evaluate information and sources.
	Root/Contributing Cause: **1A** Not all are implementing targeted small-group instruction in all classrooms for Tiers 1, 2, & 3 **1B** Infrequent monitoring and feedback to educators and student observations. **1C** Clarity and common practices are needed in ELA foundational skills and implementing the writing process

2	**Student Need:** All students need to increase their understanding and application of numeracy and fluency skills in mathematical concepts and problem-solving, modeling & data analysis, and communicating reasoning.
	- Concepts and Procedures - All students need to increase their ability to apply mathematical concepts. - Problem-Solving - All students need to increase their ability to make sense of problems and persevere in solving them. - Modeling and Data Analysis - All students need to increase their ability to model with mathematics and interpret/analyze numerical information displayed in diagrams, charts, graphs, and tables. - Communicating Reasoning - All students need to increase their ability to reason abstractly and quantitatively and communicate their reasoning. **Root/Contributing Cause:** **2A** Infrequent observations and feedback for differentiation/small group instruction in Tiers 1, 2, & 3 in all classrooms. **2B** PLCs need increased focus on more specific skills, evidence-informed teaching, and learning practices in math based on student data inform. **2C** Minimal training and onboarding of new teachers through professional development on math evidence-based teaching practices. **2D** Infrequent vertical articulation in mathematics focusing on HMTSS in Tiers 1, 2, & 3 has not happened in this year's schedule
3	**Student Need:** - WASC - All students need increased opportunities to engage in real-world learning by integrating state standards across content areas and collaborating with community partners to solve real-world problems to be prepared for their future college and career pathways. - WASC - All students need increased opportunities in design thinking and project-based learning to deepen their knowledge and expand their critical thinking, computational, collaboration, and communication skills. - All students need to learn the new computer science skills in grades k-6. **Root/Contributing Cause:** **3A** Differentiated training is needed for all our educators in Project-based learning. **3B** Lack of time for coaches to observe and give feedback on all the components of robust Project-based learning with experts, field studies with integrated standards from all content, and authentic feedback and presentations. **3C** Not dedicated time to reflect on PBL assessments with feedback and for revisions to improve the process and products. **3D** Lack of time for increased collaboration with field and content experts to deepen the knowledge of students and staff.
4	**Student Need:** - The Panorama Student SEL Survey identifies students who need to practice and implement strategies for increased success in SEL competencies, specifically with emotional regulation and self-efficacy skills. - All students need to feel a sense of belonging and safety at school. - WASC identified the need for systematic use of data in Tiers 1, 2, & 3 to inform how to support students through documentation and monitoring to enable students to self-regulate, problem-solve, and advocate for themselves tied to our PBIS system.

	• The high frequency of transitions for our students creates a need to support the emotional well-being of students moving in and out of our school during the year and from preschool to elementary to middle school. **Root/Contributing Cause:** **4A** Lack of dedicated time for teachers to plan increased opportunities for high-rigor learning, open-ended questions, and projects for students to be self-directed, rigorous, collaborative, and utilize emotional regulation. **4B** Not all teachers are trained in teaching common self-regulation strategies throughout the school. **4C** Lack of time dedicated to collaborative vertical articulation must be designed for GLO collaboration with horizontal and vertical articulation. **4D** As a military-impacted school, we have one-third of our student population moving in and out in a calendar year, plus temporary lodging for military families with frequent relocation to other school districts all year long.

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	**<u>Targeted Subgroup:</u>** IDEA Student Growth **<u>Identified Student Need(s):</u>** 1. WASC identified the need to collaborate to ensure and monitor the consistency of standards-based grading practices, scaffolds, and inclusive practices to help decrease the achievement gap and ensure rigor for all students. 2. Students who receive special education need to strengthen their understanding of grade-level concepts and application of literacy/numeracy skills. 3. Students in this subgroup need specialized instruction in their least restrictive environment to strengthen their understanding of grade-level concepts and application of literacy/numeracy skills to support their learning of grade-level academic content. 4. Utilize best practices in inclusion and collaboration among special education and general education teachers to modify and accommodate to meet all students' needs. 5. Increase social-emotional support based on students' needs in groups and during non-structured activities.

Priority 1
High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.						
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?" Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* **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**

| 1.1.2.
All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient. | 1A,1B,1C, 3B | **EA 1.1.2 (1)** School administration/leadership will work with the state and complex to coordinate PD for teachers and additional classroom support personnel on our new school-wide ELA curriculum and implementation of Science of Reading to increase differentiation practices for increased student growth.
EA 1.1.2 (2) School administration and coaches will implement a cycle of professional learning, observations, and feedback to calibrate the implementation of the Science of Reading with foundational skills with the state's new MTSS-Reading guidance.
EA 1.1.2 (3) All teachers will implement the vertically aligned standards-based writing process with the Into Reading curriculum to teach the CCSS for writing, speaking/listening, research/inquiry, and GLOs with an emphasis on Complex thinking and Effective communication, including the use of curriculum-embedded high-yield instructional strategies and assessments.
EA 1.1.2 (4) All grade levels will increase the amount of writing and utilize common rubrics for teacher and student use with various types of writing, research, and speaking assignments for grade-level expectations.
EA 1.1.2 (5) All teachers will examine student work and assessment data and provide students who struggle with timely feedback and ongoing interventions/support as needed within the classroom with the support of their PLCs & Data Talks.
EA 1.1.2 (6) All students will complete standards-based learning activities/tasks and assessments to read proficiently and strengthen their literacy development, preparing them for real-world application and success on standardized assessments.

Leads: Principal, VP, MTSS-Reading Team, & all educators. | Progress Monitoring - monthly

Curriculum Assessments - monthly

Universal Screener - 4x a year

KEA - yearly

Grades - quarterly

Observation & Feedback - quarterly | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☑ Grant:__, $
☐ Other:__, $ | | |

| 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive the necessary and timely support to become proficient. | 2A,2B,2C,2D | EA 1.1.3 (1) School administration/district staff will coordinate PD and coaching that is embedded within a cycle of professional learning to calibrate understanding of mathematics best practices to deliver core math instruction to all students systematically and will monitor the impact of the PD with collaborative number talks, visible learning, and differentiated tasks and instruction.
EA 1.1.3 (2) All teachers will implement the vertically aligned standards-based curriculum to teach the CCSS Math concepts and procedures, mathematical practices, and GLOs, including using curriculum-embedded high-yield instructional strategies and assessments.
EA 1.1.3 (3) All grade levels will utilize common scoring methods and curriculum for teacher, student, and parent use and consistency.
EA 1.1.3 (4) All teachers will examine student work and assessment data and will provide timely feedback and ongoing interventions/support as needed within the classroom.
EA 1.1.3 (5) All students will complete standards-based learning activities/tasks and assessments to strengthen their numeracy development and become proficient in mathematics, preparing them for real-world application.
EA 1.1.3 (6) All students will reflect on their learning, set goals, and self-monitor their progress toward ongoing academic growth

Leads: Principal, VP, Coaches, SSC, and ELA Focus Group | Progress Monitoring - monthly

Common Curriculum Assessments - monthly

Universal Screeners - quarterly

Grades - quarterly | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☑ Grant:__, $
☐ Other:__, $ | | |

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. | 1A,1B,1C, 2A,2B,2C,2D | **EA 1.1.4 (1)** School administration and the Kokua team will coordinate the schoolwide ELA and Math intervention program and provide PD/guidance on the schoolwide programs and expectations to diagnose and address students' academic needs through data talks.
EA 1.1.4 (2) The administration, instructional coaches, and complex and state trainers will provide PD/guidance and expectations on the schoolwide use of inclusive practices and strategies to strengthen the learning of all students and subgroups with best practices in learning disabilities for academics, behaviors, and social skills.
EA 1.1.4 (3) Special ed and general ed teachers will be allocated more time to plan for accommodations and modifications on grade level standards and tie to common learning targets for increased alignment and inclusive practices.
EA 1.1.4 (4) Collaborate with community partners to help guide our increased inclusive practices and collaborative opportunities with Best Buddies and Unified School's support.

Leads: Principal, VP, SSC, Coaches, and Math Focus Groups | Progress monitoring - monthly

IEP Goals with Growth Data - quarterly

Universal Screeners - 4x a year to analyze, reflect, and plan for improvement

PD reflections - quarterly tied to a plan of implementation and measure student success

Grade-level PLC meeting notes utilizing classroom data to plan instruction-monthly

Parent, teacher, and student feedback - IEP meetings | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☑ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ | | |

| 1.1.5.
All students transition successfully at critical points, from elementary to middle school and from middle to high school. | 3D, 4D | EA 1.1.5 (1) The Kokua team, teachers, and staff will coordinate activities that support student transitions between grade levels.
EA 1.1.5 (2) Administrators and counselors will coordinate an early learning event to support the transition into preschool and kindergarten, connecting families to community partners.
EA 1.1.5 (3) Coaches and counselors will participate in coordinated orientation events with the middle schools.
EA 1.1.5 (4) We will improve our transition center to include our parents and students with information about our school before they arrive at school, supporting our military-impacted families throughout their year.
EA 1.1.5 (5) Special education IEP teams will provide additional support for transitioning.

Leads: Principal, VP, Counselors, SSC, and SEL Focus Group | Kids Care Club notes to support the transitions

PLC notes - monthly

Student Survey - yearly

Parent Survey - yearly

Student Behavior Data - quarterly | ☑ 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?"* *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 attend school regularly.	3A, 3D, 4D	**EA 1.2.1 (1)** School administration will communicate clear, proactive attendance procedures to teachers, staff, and students/parents. **EA 1.2.1 (2)** Administration, teachers, and staff will encourage student attendance and implement proactive follow-up procedures when absent. **EA 1.2.1 (3)** Teachers will provide engaging project-based learning, extended club activities, and a warm, welcoming culture in each classroom to increase students' and parents' investment in improved attendance. **EA 1.2.1 (4)** School-wide positive incentives for classes collecting perfect attendance days for encouragement will be offered quarterly. Leads: Principal, VP, and Counselors.	Attendance Reports Quarterly and anylyze to identify who to support Positive Incentive Reports Quarterly and behavior data to identify areas to improve	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $		

| 1.2.2. All students demonstrate positive behaviors at school. | 4B, 4C | **EA 1.2.2 (1)** Increase student learning opportunities with trauma-informed practices in classroom circles through training and modeling of effectiveness. **EA 1.2.2 (2)** Train all teachers and educational assistants in self-regulation strategies to implement common practices in teaching and learning by counselors and coaches in all grades pre-s to 6th grade. **EA 1.2.2 (3)** Create a schedule for vertical articulation designed for consistency in horizontal and vertical articulation in teaching GLOs, 3 Bs, and Choose Love. **EA 1.2.2 (4)** Improve our transition services with proactive videos and documentation shared with families and students before coming to school. Leads: Principal, VP, Counselors, SSC, and SEL Focus Team | Panorama SEL Survey Data - 3x a year Trauma-informed Survey Data - 3x a year | ☑ 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. | 3D | **EA 1.2.3 (1)** Increase practices to build, maintain, and repair positive relationships. **EA 1.2.3 (2)** Consistently teach and monitor GLOs tied to family engagement activities to unite our families quarterly. **EA 1.2.3 (3)** Continue to support all our students with a sense of belonging and care. Leads: Principal, VP, Counselors, SSC, and SEL Focus Team | 3x a year CARE Survey on staff-student relationships with reflection, analysis, and plan to improve GLO Grades - reflection, analysis, and plan to improve quarterly 3x a year Panorama Survey on belonging & relationships with reflection, analysis, and plan to improve | ☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☑ Other:__, $ | | |

					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	
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.*	**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.	3D, 4A	**EA 1.3.1. (1)** School administration, the Kokua team, and teachers/staff will coordinate and implement activities that promote college/career awareness and exploration throughout the school year. **EA 1.3.1. (2)** School administration and teachers/staff will coordinate and implement activities that foster students' connection with their community and develop a sense of civic responsibility with aina-based learning, service-based learning, PBL, guest speakers, and student research. **EA 1.3.1. (3)** All students will participate in various AVID learning activities that increase their awareness of colleges/careers, foster a connection with their community, and strengthen their sense of civic responsibility. **EA 1.3.1 (4) The** School will offer extended learning opportunities tied to real-world skills, career, community, and civic opportunities. Leads: Principal, VP, AVID Coach, and Complex AVID team.	AVID Evaluation with next steps for the school for the next year Career Day Survey Feedback & Attendance Attendance of Community Experts by Grade Level Club Offerings & Attendance	☑ 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.**

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.		**EA 1.3.2 (1)** School administration and the Kokua team will provide PD on Computer Science (CS) standards and instruction with the help of the state, complex, and experts. Additional PD coaching in PBL with integrated computer science and technology will support increased opportunities for skill acquisition of all our students. **EA 1.3.2 (2)** The administration will continue to provide time for teachers to align and calibrate their instruction and assessments. **EA 1.3.2 (3)** All teachers will examine student work and assessment data and provide timely feedback and ongoing support in the classroom. **EA 1.3.2 (4)** All teachers will integrate technology and computer science standards into one student PBL. **EA 1.3.2 (5)** PD and implementation of AVID teachings in organization, writing, and critical thinking, which are essential for any career path. It also cultivates a college and career-focused mindset, helping young students envision and prepare for future opportunities. Leads: Principal, VP, Coaches, Tech Coordinator, and Complex Learning Design Team	Computer Science Grades common grading practices and analysis to identify the need for instruction and PD PBL Plans w/ CS Standards	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☑ Grant:___, $ ☐ 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 *"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**

Priority 3
Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.						
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* *and* **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**
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	N/A	**EA 3.3.1(1)** The school principal and School Community Council (SCC) Chair will collaborate to schedule and plan regular meetings for SCC members and two SCC meetings open to the community to share and discuss school data and receive input on the draft/proposed Academic Plan. **EA 3.3.1(2)** All stakeholder role groups will have respective members on the SCC. **EA 3.3.1(3)** Revisit the vision and mission to include the veteran and current staff, students, and parents in alignment with the current direction of complex school initiatives, building a sense of ownership and commitment together. Leads: Principal and SCC Chair	SCC Meeting Minutes Posted on School Website SCC Academic Plan Assurances Form SCC Team Reflection Form SCC Attendance	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___ $ ☐ Other:___ $		

★ PHKai.1 Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.						
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* *and* **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**
3.3.2 All parents feel welcome, involved, and engaged in their child's school.	WASC identified need	**EA PHK 3.3.2 (1)** Our educators and leadership team will provide parents with opportunities to support their children through training/information sessions during various activities, programs, and events tied to curriculum and real-world learning. **EA PHK 3.3.2 (2)** The school will have a transparent variety of modes of communication and feedback with parents for continuous collaboration focused on improving student achievement. **EA PHK 3.3.2 (3)** Our transition center will welcome families and students throughout the year with tours, orientations, and connecting families with community partners transitioning into our school. Leads: Principal, VP, Tech Coordinator, PCNC, Counselor, PTSO, and Kokua Team.	Parent Surveys School Quality Survey Parent Involvement and Engagement Sign-ins Attendance	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___ $ ☐ Other:___ $		
The school will embrace a continuous improvement mindset reflected in a	1A, 2A, 4A, 4B	**EA AMR 3.3.1 (1)** All tiers 1, 2,& 3 will differentiate and utilize small group instruction based on data to target skills	Common in-class curriculum assessments will be analyzed in PLCs to	☑ WSF, $ ☐ Title I, $ ☐ Title II, $		

| comprehensive multi-tiered system of support that includes an actionable data system with evidence practices to support the growth of all students. | | based on student needs consistently and frequently in academics, behavior, SEL, and heath & wellness.

EA AMR 3.3.1 (2) Through collaborative decision-making, all educators will use a common system and format for communication, grading, and informing parents of all students' progress and growth throughout the year for all to succeed.

EA AMR 3.3.1 (3) Increased opportunities for high-rigor learning, open-ended questions, and projects for students to be self-directed, rigorous, collaborative, and practice growth mindset to deepen their learning with two PBLs a year. | inform support and growth of all students during PLC & Data Talks - meeting notes & next steps recorded monthly

Universal screeners will be analyzed 4x times a year to help guide intervention groups quarterly.

PBL Gold Standard Lessons at each grade level for students 2x in a year | ☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☑ SPPA, $
☐ Homeless, $
☐ Grant:___, $
☐ Other:___ $ | | |

APPENDIX A: SCHOOL BELL SCHEDULE

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

This section showcases Pearl Harbor Kai'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 <u>hours per year</u> *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1083
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, for complex collaboration and real-world learning professional development.
Bell Schedule: PHK's Bell Schedule	