NĀ HOPENA A'O

PRIORITY 3
Effective And Efficient Operations At All Levels

PRIORITY 2
High-Quality Educator Workforce In All Schools

PRIORITY 1
High-Quality Learning For All

Pearl Ridge Elementary Academic Plan SY 2025-2026

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Aiea, HI 96701
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Website: https://www.pearlrid.k12.hi.us/

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

Submitted by Principal Cindee Raymond	
CRaymond	March 14, 2025

Approved by Complex Area Superintendent John Erickson	
John Erickson John Erickson (Apr 14, 2025 07:42 HST)	March 14, 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**
	'23 Wonders ˅	ORIGO Stepping Stones 2.0 ˅		
	Other: ˅ iReady Toolbox	Other: ˅ iReady Toolbox		
	Other: ˅ Magnetic Reading (K-2)	i-Ready Classroom Mathematics ˅ (gr.6)		

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
	Phonics Reading (2-6)			
	Read Naturally (SPED K-6)			

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
	KEA ▾	I-Ready ▾
	I-Ready ▾	Select One ▾
	WIDA Screener ▾	Select One ▾

IDENTIFIED SCHOOL NEEDS

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

☑ Current Comprehensive Needs Assessment (CNA)
☐ Other current assessment/self-study report: [Insert text]
☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2022	Year of Next Action: [Insert year]	Year of Next Self-Study:
Type of Last Visit: Full Self-Study ⌄	Type of Next Action: Select One ⌄	[Insert year]

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> why these needs have been prioritized. *"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"* Please number the student need and root/contributing cause for ease of cross-referencing.	
1	**Student Need:** Increase the number of students who are performing at grade level in ELA **Root Cause Statement:** On the Spring 2024 SBA, there was a decrease in **ELA** proficiency (76% → 70%). **Root/Contributing Cause:** 1a. Because teachers feel pressured to cover the standards by the end of the year (depth vs breadth), they move on/along in the lessons despite students' level of mastery or lack thereof. • Implication: prioritize standards, revisit curriculum maps, creatively find time to target student needs that do not take away from your regular instruction, utilize Enrichment days to address non-Core standards, focus on strategies that target growth in ELA and Math 1b. Because there is no time for the faculty to prioritize and consider the impact of our actions, decisions to add initiatives and/or expectations are made by Admin without teacher voice. • Implication: articulation and collaboration structures and opportunities like PLC and faculty meeting time
2	**Student Need:** Increase the number of students who are performing at grade level in Math **Root Cause Statement:** On the Spring 2024 SBA there was a decrease in **Math** proficiency (77% → 63%). **Root/Contributing Cause:**

2a. Teachers feel pressure to teach all the standards and follow curriculum pacing guide to prepare them for the next grade level, SBA, diagnostic assessments, classroom assessments, etc. We feel there is less instructional time due to PLCs, cafe duty, school events, WIDA testing, SpEd Goals & Objectives time 5x/week. Although we said those things affect their instructional time, it does not mean we do not want to have them.
- Implication: prioritize standards, revisit curriculum maps, creatively find time to target student needs that do not take away from your regular instruction, utilize Enrichment days to address non-Core standards, focus on strategies that target growth in ELA and Math

2b. Teachers are not implementing curriculum with fidelity - not consistently using the manipulatives for lessons that require it, sometimes not going through all the steps (skip step 1 and 4)
- Implication: PD in math (fluency, problem solving skills, model drawing), Building Thinking Classrooms, differentiation & scaffolding, small group instruction, etc

2c. Teachers have not had schoolwide Math PD due to lack of funding and not prioritized because it was not a need.
- Implication: PD in math (fluency, problem solving skills, model drawing), Building Thinking Classrooms, differentiation & scaffolding, small group instruction, etc

2d. Students lack foundational skills in fluency due to not enough instructional time to address fluency skills and need more opportunities with hands-on practice.

3	**Student Need:** Increase teachers' ability to create lessons that promote discussions, collaboration, critical thinking, and problem solving with topics that students can relate to.
	
	Root Cause Statement:
	We saw a decrease in students reporting positively for Engagement (-12% in grades 3-5 and -22% in grade 6). We are at an all time low for the area of Engagement in both grade level bands.
	
	Root/Contributing Cause:
	3a. We need to put more effort into making real-life connections, and balance our curriculum with time to celebrate actual student interests (celebrities, dancing (Tiktok), peer relationships, young adult trends, music, etc. We need to prioritize success on many different levels (academics, social, physical, mental stamina, etc.).
	3b. Teachers need to ask for support when they need it, know where to go for support (behavior, curriculum, etc), and when support/help provided, they need to follow through consistently
	    • Implication: PD in math (fluency, problem solving skills, model drawing), Building Thinking Classrooms, differentiation & scaffolding, small group instruction, etc
	3c. Continue to provide time for teachers to discuss student concerns and ask questions (Kid Talks), when recommendations/ideas are shared, teachers need to follow through consistently, and do check-ins to see if it's working/not working (need a monitoring system)
	    • Implication: articulation and collaboration structures and opportunities like PLC and faculty meeting time
	3d. Teachers need to point out examples of engagement as they're teaching, so students will have a clear understanding of what engagement is

4	**Student Need:** Provide teachers opportunities to discuss, collaborate, and problem solve with other teachers and administration around student performance and school systems. **Root Cause Statement:** Satisfaction & Well-Being: Teachers - Why hovering at low 60%?? **Root/Contributing Cause:** 4a. There needs to be an increase in building relationships and connections between Administration and faculty. Student performance, academics, and behavior will improve and increase when there are happy teachers who feel valued and respected. 4b. There needs to be a better balance between academics and creating a positive school environment through experiences and making memories.
5	**Student Need:** Provide instructional staff professional development opportunities to strengthen skills around effective instructional practices in ELA, math, PBL, and SEL. **Root Cause Statement:** Not having enough time. It is a challenge because it limits our ability to deliver comprehensive lessons, provide personalized support, and meet the diverse needs of every student.

Root/Contributing Cause:
5a. Providing teachers with more planning time, professional development opportunities, and mentorship programs can help reduce burnout and improve job satisfaction.
- Implication: articulation and collaboration structures and opportunities like PLC and faculty meeting time

	In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.
1	**Targeted Subgroup:** Special Education **Identified Student Need(s):** With the lowest attendance rate, lowest proficiency rate in ELA and Math, and highest gap rate (reading 74.1/math 70.5), our Special Education subgroup is vastly behind their grade level peers.
2	**Targeted Subgroup:** English Learner **Identified Student Need(s):** In 2023-24 EL students had a proficiency rate of 43.7% for ELA and 50% for Math. The gap rate for ELA is 36.6 and the rate for Math is 20.5.
3	**Targeted Subgroup:** Low Socio-Economic Status **Identified Student Need(s):** In 2023-24 Low SES students had a proficiency rate of 56.2% for ELA and 50% for Math. The gap rate for ELA is 24.1 and the rate for Math is 20.5.

Priority 1
High-Quality Learning For All

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

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?* *Reference the Identified School Needs section.*	Enabling Activities *"How will we achieve the desired outcome?"* *and* **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
1.1.1. 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.	Targeted Instruction & Intervention: 1a, 2a	Administer the Kindergarten Entry Assessment (KEA), PRE Kindergarten screener, i-Ready Fall Diagnostic (Aug), and SEL Panorama screener for all kindergarteners (Sept). Provide small group instruction focused on developing foundational skills in reading and math for students who need additional support outside of quality Tier 1 instruction. Accountable Lead(s): SSC	Kindergarten Entry Assessment (KEA) Quarterly Kindergarten skills screener i-Ready universal screener 3Xs/year Magnetic Reading assessment	☑ WSF, $10,000 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $		

Reading Proficiency	PD:	Gr K-2 Instructional Staff will participate in professional development, articulation and collaboration to implement Magnetic Reading daily with fidelity.	i-Ready universal screener 3Xs/year	☐ WSF, $		
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.	2b, 2c, 3b, 5 Articulation: 1b, 3c, 5a Targeted Instruction & Intervention: 1a, 2a		Progress Monitor Tier 2 (every other week) and Tier 3 (every week) students	☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $		
		Gr K-6 Instructional Staff will participate in professional development, articulation and collaboration in • Curriculum Map (unpack new ELA standards, view new Wonders 2023, revisit & update maps accordingly) • Understanding and implementing WIDA Can Do Descriptors	Mid semester Data Dives Trajectory Graphs for subgroups Class data sheet	☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $		
80% of students in grades K-6 will pass 70-100% of their i-Ready online instruction in Reading. 75% of students in grades K-6 will meet their i-Ready annual typical growth in Reading. 25% of identified students (SES, EL, SpEd) will meet their stretch growth goal in iReady in Reading.		Gr PK-6 Instructional Staff will provide timely and appropriate interventions to students to develop foundational skills in reading (phonics, phonemic awareness, alphabetic principle, fluency, vocabulary, comprehension). Gr 3-6 teachers will administer SBAC Reading Interim assessment to inform student needs and guide instruction Accountable Lead(s): Academic Coach	Reading committee minutes PLC minutes WIDA ACCESS for ELs Completed ELA Maps SBAC Reading interim - Centralized Reporting System			

| Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.

80% of students in grades K-6 will pass 70-100% of their i-Ready online instruction in Math.

75% of students in grades K-6 will meet their i-Ready annual typical growth in Math.

25% of identified students (SES, EL, SpEd) will meet their stretch growth goal in iReady in Math.

Required for AMR schools. | PD: 2b, 2c, 3b, 5

Articulation: 1b, 3c, 5a

Targeted Instruction & Intervention: 1a, 2a

Fluency: 2d | Gr PK-6 Instructional staff will provide weekly opportunities to strengthen math fluency (addition, subtraction, multiplication, division)

Gr PK-6 Instructional Staff will provide timely and appropriate interventions to students to develop foundational skills in math

Gr 3-6 teachers will administer SBAC Math Interim assessment to inform student needs and guide instruction

Accountable Lead(s): Academic Coach | i-Ready universal screener 3Xs/year

Trajectory Graphs for subgroups

Class data sheet

Math committee minutes

PLC minutes

SBAC Math interim - Centralized Reporting System | ☑ 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.

Required for all schools. | PD:
2b, 2c, 3b, 5

Articulation:
1b, 3c, 5a

Targeted Instruction & Intervention:
1a, 2a | Instructional Staff will participate in articulation and collaboration to analyze baseline, diagnostic, interim, classroom, and school data to inform student needs and guide instruction.

Instructional Staff will participate in professional development, articulation and collaboration to align and implement evidence based instructional strategies in ELA and Math
● Four Habits of Powerful Teaching & Learning
● Thinking Maps
● Questioning [HOT]
● Building conceptual understanding (Math)
● School-wide word problem strategy (Math)
● School-wide comprehension strategy (ELA)

GrPK-6 will implement a PBL unit a semester that incorporates:
a. Reading, writing and math standards
b. Student presentation

Accountable Lead(s): Academic Coach | Class data sheet

iReady Growth in Reading & Math for Winter Diagnostic

Teacher reflections from Learning Walks (Ready to Learn, What to Learn, Talk to Learn, Model to Learn)

Support Team Learning Walks

PBL Semester 1 student reflection
PBL Semester 2 student reflection

Gr 3-6 Student Perception Survey (Panorama) - Engagement | ☑ 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.

Required for all schools. | N/A | All entering/exiting students will be provided support to ensure successful transition to/from PRE.

All **new students** (kindergarten/entering transfers) will be:
  a. Kindergarten Summer Start Transition Program
  b. Kindergarten Orientation and Meet & Greet Night (Grades 1-6)
  c. Assessed (EL Screener, iReady Diagnostic, Kindergarten Assessment, etc) within 2 weeks to provide necessary and timely support for learning.
  d. Provided with a PRE Welcome Packet
  e. Greeted and welcomed by Intervention Support Team and PRE's Student Council Aloha Committee
  f. Paired with a buddy for the first two weeks

All **exiting** (transfers/grade 6) will:

  a. (grade 6) Tour the Aiea Intermediate campus and participate in an orientation of the school's course offerings, programs, and learning opportunities
  b. Provided with Farewell Packet
  c. SSC and SPED Department Head will coordinate transition meetings with Aiea Intermediate SPED Department

Accountable Lead(s): SSC | New/Incoming Students notification

Exiting Notification

Admission and Withdrawal Report (Infinite Campus)

Gains & Losses spreadsheet | ☑ 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 and attend school regularly. *Required for all schools.*	Balance academics & memory making and Real World/Life: 3a, 4a, 4b Engagement: 3d	PRE will consistently implement attendance intervention strategies: a. PERFECT class incentive b. Awarding individual PERFECT attendance c. Informing families of attendance concerns through letters, meetings, home visits, etc. PRE will hold school activities and events throughout the year: a. Quarterly spirit week competitions b. SBA hype assemblies and incentives c. Halloween Parade d. Winter Festivities e. Chinese New Year Festivities f. Read Across America g. Spring Festivities and/or End of the year festivities Accountable Lead(s): Intervention Specialist	Quarterly attendance reporting (chronic absenteeism) Quarterly perfect attendance awards Daily attendance rate tracking "Unexcused" absence tracking Gr 3-6 Student Perception Survey (Panorama) - Engagement	☑ 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. *Required for all schools.*	Targeted Instruction & Intervention: 1a, 2a PD: 2b , 2c, 3b, 5	PRE will consistently implement: ● Quarterly Maikaʻi Awards ● Porpoise PRIDE incentives Gr K-6 teachers will administer Panorama SEL Student Survey 3x/year to inform student needs and guide intervention strategies Gr PK-6 Instructional Staff will participate in professional development, articulation and collaboration to incorporate SEL strategies in daily lessons Accountable Lead(s): Intervention Specialist	Panorama SEL survey 3x/year Faculty meeting sign in sheet & PD reflection or exit ticket SEL committee minutes	☑ 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 Aʻo environment for learning. *Required for all schools.*	Engagement: 3d	Gr PK-6 teachers will implement Aloha Circles at least 3x/week to develop and strengthen: ● Belonging: Fostering a sense of connection and inclusion. ● Responsibility: Cultivating accountability and ownership. ● Excellence: Encouraging striving for high standards. ● Aloha: Embodying respect, kindness, and compassion. ● Total Well-being: Promoting physical, mental, and emotional health. ● Hawaiʻi: Nurturing appreciation for Hawaiian culture and history. Accountable Lead(s): Principal	Panorama SEL survey 3x/year Aloha Circles SEL committee minutes	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☑ Grant:OHE, $2,000 ☐ Other:__, $		

1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.*	Balance academics & memory making and Real World/Life: 3a Engagement: 3d	PRE will organize events for students in grades PreK-6: ● A career day/week ● Read Across America week with guest readers from the community ● At least two charitable activities ● Grade levels will organize at least three field trips a year for their students Accountable Lead(s): Principal				

Priority 2
High-Quality Educator Workforce In All Schools

★ All students are taught by effective teachers. ★ All schools are staffed by effective support staff. ★ All schools are led by effective school administrators.						
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* 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**
2.1 All students are taught by effective teachers who are committed to quality teaching and learning for all.	Articulation: 1b, 3c, 5a	PRE will implement Reading, Math, PBL, Science, and SEL committees to provide instructional staff opportunities to offer ideas, expertise, instructional and collaboration skills: • Identifying areas for improvement and developing strategies to improve them • Identifying professional development opportunities • Developing and implementing action plans Accountable Lead(s): STEM Coach, Academic Coach	Committee minutes [Reading, Math, PBL, Science, SEL] Action Plans PD reflection or exit ticket	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $		

Priority 3
Effective and Efficient Operations At All Levels

★ 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. *Required for all schools.*	N/A	PRE will hold semester meetings with SCC and all stakeholders. Accountable Lead(s): Principal	SCC minutes	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___ $ ☐ Other:___ $		

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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.						
Desired Outcome *"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 school community stakeholders are informed and have the opportunity to engage in school activities and planning
 	
Required for AMR schools.
	Balance academics & memory making and Real World/Life: 3a, 4a, 4b
	
	Engagement: 3d
		PRE will publish monthly newsletters, deliver weekly phone blasts via School Messenger, email weekly staff bulletins, update social media accounts.
		
		PRE administrator(s) and school team will participate in monthly PTA meetings.
		
		Gr PK-6 teachers will utilize a communication platform to efficiently and effectively communicate with families regarding classroom activities, student progress, etc.
		
		PRE grade levels will coordinate at least one parent-involvement activity
		
		PRE will hold school wide events throughout the year:
		  a. Hustle for Health
		  b. Winter Sing Along
		  c. End of year celebration
		  d. Principal Coffee Hour
		
		Accountable lead: Principal
			Monthly newsletter
			
			Weekly staff bulletin
			
			PTA minutes
			
			Parent involvement attendee reflection
			
			Classroom Management Plan
			
			Master Calendar
			
			School Quality Survey (SQS)
				☐ 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?* *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**
Other Systems of Support *Required for AMR schools.*	Targeted Instruction & Intervention: 1a, 2a	Continue to refine and implement PRE's Multi-Tiered System of Support (MTSS), that ensures Core Quality Instruction (Tier 1) to all students and targeted Response to Intervention (Tiers 2 & 3) to address individual needs (academic, behavior, social/emotional, physical, etc). This ensures responsive support for every student, aims to accelerate learning, and close the achievement gap. Continue to meet as a Triage team to review and refine systems as well as individual student progress and needs. Accountable Lead: SSC	MTSS Handbook MTSS Continuum of Supports Triage Minutes	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___ $ ☐ Other:___ $		

APPENDIX A: SCHOOL BELL SCHEDULE

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

This section showcases Pearl Ridge Elementary School'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.	Waiver days will be dedicated to training staff on essential topics that directly support all students and staff **PRE Waiver Days** August 4, 2025 September 12, 2025 January 12, 2025 Date #4 - TBD **Complex Planning and Collaboration Days** January 16, 2026 May 4, 2026
Bell Schedule: PRE Bell Schedule	