

# Pearl City Elementary School Academic Plan SY 2025-2026

1090 Waimano Home Road  
Pearl City, Hawaii 96782  
808-307-5400

<https://sites.google.com/k12.hi.us/pearlcityelementaryschool/home>

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

Submitted by Principal: James Suster

*James Suster*

3/17/2025

Approved by Complex Area Superintendent: Richard Fajardo

*RF*

*4/15/25*

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	<a href="#">English Language Arts</a>	<a href="#">Mathematics</a>	Science	Social Studies
Kindergarten-5th	Magnetic Reading	Ready ▾	STEMScopes	McGraw Hill
6th	'23 Wonders ▾	Ready ▾	STEMScopes	McGraw Hill

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-2	Smarty Ants/ IXL	IXL	Generation Genius/IXL	IXL
3-6	Achieve 3000/IXL	IXL	Generation Genius/IXL	IXL

**HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)**

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

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

☒ Panorama      ☒ School-created template      ☐ Other:

**UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS**

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



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

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



## IDENTIFIED SCHOOL NEEDS

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

- ☒ Current Comprehensive Needs Assessment (CNA)  265 Pearl City El 2024 CNA Data Workbook
- ☐ Other current assessment/self-study report:
- ☒ Current Western Association of Schools and Colleges (WASC) report  
 Pearl City Elementary ACS WASC\_HIDOE Visiting Committee Report Pearl City Elementary.pdf

Year of Last Visit: 2023

Type of Last Visit: Full Self-Study -

Year of Next Action: 2026

Type of Next Action: Mid-Cycle Report (No Visit) -

Year of Next Self-Study:

2029

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	<p><b><u>Student Need:</u></b> Math foundational skills and student to be prepared in math for the next grade level</p> <p><b><u>Root/Contributing Cause:</u></b> Students are not fully prepared for the next grade level in math due to not having the foundational skills for the next grade level.</p>
2	<p><b><u>Student Need:</u></b> Gap rate increase in ELA once students get to 3rd grade</p> <p><b><u>Root/Contributing Cause:</u></b> Students having to go from learning to read to reading to learn is difficult as many students struggle with comprehension.</p>
3	<p><b><u>Student Need:</u></b> Gap rate increase in Math over the past few years</p> <p><b><u>Root/Contributing Cause:</u></b> Students are not fully prepared for the next grade level in math due to not having the foundational skills for the next grade level.</p>

In order 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	<p><b><u>Targeted Subgroup:</u></b> High Needs</p> <p><b><u>Identified Student Need(s):</u></b> Closing the achievement gap in both reading and math</p>
2	<p><b><u>Targeted Subgroup:</u></b> Special Education</p> <p><b><u>Identified Student Need(s):</u></b> Students being more inclusive the general education setting</p>
3	<p><b><u>Targeted Subgroup:</u></b> EL Learners</p> <p><b><u>Identified Student Need(s):</u></b> In-class support for language and content acquisition</p>



## Priority 1 High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
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.	New data about entering kindergarteners will inform instruction, planning and advocacy for K-3 classrooms.	Schools will administer an assessment to students entering Kindergarten. (KEA and local school assessments)  Kindergarten skills inventory assessment will be given during the first 5 days of school to create class lists and help plan for the class make up of students  Karol Nakamatsu Arleen Bourcier Michelle Wada	KEA Assessment  Teacher-created Kindergarten skills Inventory assessment.  i-Ready beginning, mid and end scores  KPI- % Kindergartners assessed ready	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$

<b>Reading Proficiency</b> 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.	Data from the complex area showed deficiencies in the areas of Literal and figurative language and Inferencing in 3rd grade and then again in 7th grade.	RTI Blocks will continue for reading so teachers can address the needs of the tier 2 and tier 3 students in class  Data Teams will be focused on specific benchmarks that span the K-6 Spectrum. In reading we will focus on Figurative and Literal Language for one round and Inferencing for the second round	RTI progress monitoring  Data Team Assessments	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
<b>Mathematics Proficiency</b> 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.	Data from the complex area showed deficiencies in the areas of geometry and data analysis in 3rd grade and then again in 7th grade	RTI Blocks will be created for math so teachers can address the needs of the tier 2 and tier 3 students in class  Data Teams will be focused on specific benchmarks that span the K-6 Spectrum. In math we will focus on Geometry for one round and Data Analysis for the second round	RTI progress monitoring  Data Team Assessments	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$

<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>School environments that value and enhance the connection between all learners and their families and the school, support learning for student groups who are underperforming on traditional, summative measures.</p>	<p>i-Ready Universal Screener will be given 4 times a year. One at the beginning of the year and again at the end of the 1st, 2nd and 3rd quarter.</p> <p>All homeroom teachers will have a 30 minute RTI block focusing on ELA to support tier 2 and tier 3 learners. Teachers will also implement a 15 minute Math RTI block to help support tier 2 learners. RTI blocks happen four times a week.</p> <p>All homeroom teachers will receive assistance from a PPE or certificated staff during their 30 minute ELA RTI block.</p> <p>School will use OG training techniques and practices to support building reading skills for students, particularly younger students learning to read</p> <p>Teachers will use IXL and Achieve 3000 to supplement instruction and differentiate for all learners</p> <p>CLSD CLSD strategies and work will continue to be implemented during articulation time and in teachers' lessons.</p> <p>Accountable Leads: James Suster Robyn Andrade Caryn Alyn Nunokawa</p>	<p>RTI end of cycle data.</p> <p><u>Key Checkpoints</u> ELA Prof in 3rd and 6th Grade (SBA/ Univ. Screener)</p> <p>Math Prof in 3rd and 6th Grade (SBA/ Univ. Screener)</p>	<p><input checked="" type="checkbox"/> WSF, \$  <input checked="" type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:__, \$  <input type="checkbox"/> Other:__, \$</p>
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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.	Enabling students to transition smoothly from elementary to middle school and middle to high school will improve academic and social-emotional outcomes for students.	<p>Pre-K students visit the Kindergarten general education class during the 4th quarter to prepare them for next year.</p> <p>6th Graders do a field trip to Highlands Intermediate to see the campus and learn about the programs they offer.</p> <p>Grade 4-6 teachers run a rotation of non-core classes so students experience learning lessons from multiple teachers on a grade level.</p> <p>Accountable Leads: PreK Teachers Grade K Teachers Grade 6 Teachers</p>	<p>Grade K Readiness Scores</p> <p>KPI: programs for newly entering students</p>	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
Implement evidence-based instructional practices in <b>project</b> -based learning (PBL) in multiple subject areas allowing students to experience 2 high quality PBL projects.	Connecting students to realistic learning experiences will increase engagement and retention, improve soft skills, and provide an alternative way to access content.	<p>All Students will experience 2 PBL projects during the school year. One PBL will be focused on Science.</p> <p>All PBL projects will incorporate a career component.</p>	<p>Data Analytics of PBL Playground</p> <p>Celebration of Learning event at the end of the year where PBL Projects are displayed for parents</p>	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input checked="" type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$ <b>TOTAL = \$</b>

Students will have more opportunities for preschool to be better prepared for entering Kindergarten

Students have limited or no preschool experience before coming to Kindergarten

An EOEL preschool class will be established on campus to serve a maximum of 20 preschool students before entering Kindergarten.

KPI- %  
Kindergartners  
assessed ready

- ☐ WSF, \$
- ☐ Title I, \$
- ☐ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☐ Grant:\_\_, \$
- ☒ Other: EOEL \$

All EL Students will receive support and servicing in their general education classroom

EL students are still learning language acquisition while also learning content.

EL Coordinator and PPEs will help support grade level EL classrooms with support during the school day. EL Coordinator and PPEs will push in and assist students with language acquisition while supporting the content knowledge.

WIDA Access  
Scores

i-Ready Diagnostic

Data Team  
Assessments

- ☒ 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.

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly.</p>	<p>Communicating with students and families about the benefits of attending school regularly, encouraging attendance, and re-engaging students who are frequently absent will improve student attendance.</p>	<p>Counselors will make contact with families to check in when students are absent and the family does not call to give a reason for the absence. Calls will be supportive on how we can help and assist to get students back on campus on a regular basis.</p> <p>Home visits will be made when necessary. QR Code for parents to report absences Accountable Leads: Tammy Calbero and new counselor</p>	<p>SQS Panorama Survey</p> <p>KPI-% of students attending 90% or more days</p>	<p><input checked="" type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:__, \$  <input type="checkbox"/> Other:__, \$</p>

1.2.2. All students demonstrate positive behaviors at school.	Enhancing schoolwide practices and programs that foster a nurturing and caring environment will support students' well-being and reinforce positive behaviors.	<p>Students will be able to receive Pegasus Bucks to use at the school store when they are demonstrating positive behavior in and outside of the classroom.</p> <p>Counselors will continue to implement our RTI-B process and paperwork in 3 cycles throughout the school year (September-December, Third Quarter, Fourth Quarter).</p> <p>Accountable Leads:  Tammy Calbero  New Counselor</p>	<p>Pegasus Buck bank accounts</p> <p>SQS</p> <p>KPI- % of parents agreeing school supports positive behaviors</p>	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
1.2.3. All students experience a Nā Hopena A'o environment for learning.	Expanding current programs on Nā Hopena A'o (HĀ) to more schools, students and stakeholders will strengthen the depth and breadth of its implementation.	<p>All Students will receive instruction in the SEL Choose Aloha Program to reinforce the HA Framework.</p> <p>All students will receive supplemental instruction from our Hawaiian Studies teacher to deepen their understanding of Hawaii and Hawaiian Culture.</p> <p>Accountable Leads:  Tammy Calbero  New Counselor  James Suster</p>	<p>Choose Aloha Surveys</p> <p>Panorama Survey</p>	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$



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

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>Students will be better prepared for post-high school success by having intentional and age-appropriate experiences to explore and engage in careers and in community and civic responsibilities.</p>	<p>All students participate in a rotation of specialty classes including Library, Music, Technology, PE, Guidance and Hawaiian Studies.</p> <p>All students will participate in Career Day where they can hear from professionals in their field on what their job is about and what is needed to be successful in their field.</p> <p>The Ambassador program/Student Council will continue and expand to provide students a leadership role in the school and to help work on their communication skills and relationship building.</p> <p>Accountable Leads:            Tammy Calbero            New Counselor            James Suster            Caryn Alyn Nunokawa            Robyn Andrade</p>	<p>Career Day Surveys</p> <p>Data Team Results</p> <p>Student Ambassador Participation</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>

<p><b>K-12 Alignment</b></p> <p>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.</p>	<p>Promoting additional programs and activities for students will supplement quality instruction and support to increase students' academic readiness for high school.</p>	<p>All Students will experience 2 PBL projects during the school year. One PBL will be focused on Science.</p> <p>All PBL projects will incorporate a career component.</p> <p>Grade levels attend field trips to learn about jobs and connect to learning in class.</p> <p>James Suster Caryn Alyn Nunokawa Robyn Andrade</p>	<p>PBL 2x/Yr for each student</p> <p>Career connection for all PBL</p>	<p><input checked="" type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input checked="" type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:__, \$  <input type="checkbox"/> Other:__, \$</p>
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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> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <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 to execute the enabling activity.</i>
2.1.2 All <b>teachers</b> are effective or receive the necessary support to become effective.	Supporting teachers with opportunities, such as differentiated training and incentives, that are aligned with state, complex area and school	<p>All teachers will participate in Math PD to begin implementation on Math RTI blocks</p> <p>All non-tenured teachers will be assigned an I&amp;M trained mentor on campus to meet with regularly to improve their practice.</p> <p>All EAs will continue progress on their PAS</p> <p>Accountable Leads:  James Suster  Caryn Alyn Nunokawa  Robyn Andrade</p>	<p>i-Ready Math Scores</p> <p>KPI  #/% of first and second year teachers participating in state I&amp;M programs</p>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

2.2.2 All schools' support staff are effective or receive the necessary support to become effective.

Supporting teachers with opportunities, such as differentiated training and incentives, that are aligned with state, complex area and school priorities will increase their effectiveness.

All EAs will continue to be certified for QBS. The refresher course will be scheduled yearly for EAs to attend.

Accountable Leads:

James Suster

- ☐ 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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <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 to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Increasing training for School Community Council (SCC) members and providing information about the role and purpose of the SCCs will engage more stakeholders in shared decision-making to improve student achievement.	<p>The SCC will meet at least 5 times a year to review important decisions for the school such as Financial Plan, Academic Plan, School Initiatives and Waiver Days. 2 of the 5 days will be community meetings open to all parents and community members.</p> <p>The SCC will continue to nominate and vote on new members for community, certificated, classified, student and parent members on a 2 year rotation.</p> <p>Accountable Leads: James Suster</p>	SCC agenda and minutes	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
PTO will have parent, teachers and staff attend to help support the school in various initiatives	Continue to build relationships with our families and community while trying to improve the overall experience for students attending PCES	<p>The PTO will meet monthly and plan and discuss various ways in which they can help support our school.</p> <p>Parents are able to give input on various school initiatives and brainstorm ideas on how to help the school financially as well as in a volunteer capacity for various events and activities on campus.</p> <p>Accountable Lead: James Suster Jason Lagpacan</p>	PTO meeting agendas and minutes  Volunteer sign up sheets  PTO fundraisers	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
School will have a variety of after school Parent Engagement Activities where parents and students work together in learning.	Increase the number of families who attend our Parent Engagement Activities	<p>Continue to provide the following Parent Engagement Activities on campus to allow for parents, students and staff to come together in learning and building relationships:</p> <p>Meet and Greet Night STEM Night Online Cooking Event Mini Carnival</p>	Event Surveys  Participation rates from sign in/up sheets	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$

		<p>Movie Night Career Day Lunch with your Child Flurries of Fun Health Fair Celebration of Learning Jingle Bell Trot</p> <p>Accountable Leads: Leadership Team</p>		<p><input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$</p>
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★ Other Systems of Support				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <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 to execute the enabling activity.</i>
All teachers will participate in a school level process to analyze and utilize data to inform instruction.	Monitor and access teaching practices for all students in the classroom.	<p>All teachers will participate in grade level articulation and data team meetings on a 7 day rotation. Teachers will go through the data team cycle as well as collaborate on lessons and strategies to be taught in the classroom.</p> <p>All teachers will look at i-Ready Data 3 times a year to make their tier 1, 2, and 3 groups for their ELA and Math RTI blocks to close the gap for our struggling learners.</p> <p>Accountable Lead: James Suster Robyn Andrade Caryn Alyn Nunokawa</p>	<p>Data Team Minutes</p> <p>Monitoring of EL learners growth</p> <p>WIDA Access Test Scores</p>	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$
Ensuring families are receiving information regarding the high expectations for their child's education.	We want to make sure our communication to families is equitable and accessible to all.	PCES will provide information via multiple modes of communication and in families' home languages when necessary (flyers, phone calls, digital platforms, visits to the home etc.) and establish a system to measure effectiveness.	<p>Initial parent letters sent</p> <p>Quarterly EL parent communication</p> <p>WIDA Scores</p>	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$



		<p>PCES will be establishing a new website and application for easier access for parents to stay connected to our school.</p> <p>Accountable Leads: James Suster Leadership Team</p>	<p>Access to interpreters</p> <p>Communication logs</p>	<p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>
<p>Ensure decisions and operations of the school include all stakeholders.</p> <p>Evaluate the effectiveness of programs, professional development and strategies used at the school</p>	<p>PCES wants to make sure what we are doing at the school is impactful to student learning and growth</p>	<p>PCES will continue to have leadership meetings every Friday to look at school data, operations and make decisions for the school moving forward.</p> <p>PCES will continue to have a 3 committee model (GLC, Parent Engagement, SEL/PBIS) to help with the decision making process for the school and to evaluate the effectiveness of current programs and initiatives.</p> <p>Accountable Leads: James Suster Leadership Team</p>	<p>Committee agenda/minutes</p> <p>Leadership Meeting agenda/minutes</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>

## 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 City 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](#).

<b>Total student instructional <u>hours per year</u></b> <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1,080
<b>Did your school submit a SCC Waiver Request Form? Please explain.</b>	No, We do not need any additional days of training next school year

### Master Schedule PCES 2024-2025

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Preschool
7:50-8:00 Morning Business	7:50-8:00 Morning Business	7:50-8:00 Morning Business	7:50-8:00 Morning Business	7:50-8:00 Morning Business	7:50-8:00 Morning Business	7:50-8:00 Morning Business	7:50-8:00 Morning Business
8:00-9:30 Instruction (90)	8:00-9:30 Instruction (90)	8:00-9:30 Instruction (90)	8:00-9:30 Instruction (90)	8:00-9:30 Instruction (90)	8:00-9:30 Instruction (90)	8:00-9:30 Instruction (90)	
9:30-9:45 Recess	9:30-9:45 Recess	9:30-9:45 Recess	9:30-9:45 Recess	9:30-9:45 Recess	9:30-9:45 Recess	9:30-9:45 Recess	10:45-11:15 Lunch
9:45-10:45 Instruction (60)	9:45-10:50 Instruction (65)	9:45-10:55 Instruction (70)	9:45-11:15 Instruction (90)	9:45-11:20 Instruction (95)	9:45-11:25 Instruction (100)	9:45-11:45 Instruction (120)	
10:45-11:15 Lunch	10:50-11:20 Lunch	10:55-11:25 Lunch	11:15-11:45 Lunch	11:20-11:50 Lunch	11:25-11:55 Lunch	11:45-12:15 Lunch	
11:15-2:00 Instruction (165)	11:20-2:00 Instruction (160)	11:25-2:00 Instruction (155)	11:45-2:00 Instruction (135)	11:50-2:00 Instruction (130)	11:55-2:00 Instruction (125)	12:15-2:00 Instruction (105)	
315x4=1260	315x4=1260	315x4=1260	315x4=1260	315x4=1260	315x4=1260	315x4=1260	

### Master Schedule PCES 2024-2025 (Friday)

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Preschool
7:50-8:00 Morning Business	7:50-8:00 Morning Business	7:50-8:00 Morning Business	7:50-8:00 Morning Business	7:50-8:00 Morning Business	7:50-8:00 Morning Business	7:50-8:00 Morning Business	7:50-8:00 Morning Business
8:00-9:30 Instruction (90)	8:00-9:30 Instruction (90)	8:00-9:30 Instruction (90)	8:00-9:30 Instruction (90)	8:00-9:30 Instruction (90)	8:00-9:30 Instruction (90)	8:00-9:30 Instruction (90)	
9:30-9:45 Recess	9:30-9:45 Recess	9:30-9:45 Recess	9:30-9:45 Recess	9:30-9:45 Recess	9:30-9:45 Recess	9:30-9:45 Recess	10:45-11:15 Lunch
9:45-10:45 Instruction (60)	9:45-10:50 Instruction (65)	9:45-10:55 Instruction (70)	9:45-11:15 Instruction (90)	9:45-11:20 Instruction (95)	9:45-11:25 Instruction (100)	9:45-11:45 Instruction (120)	
10:45-11:15 Lunch	10:50-11:20 Lunch	10:55-11:25 Lunch	11:15-11:45 Lunch	11:20-11:50 Lunch	11:25-11:55 Lunch	11:45-12:15 Lunch	
11:15-12:45 Instruction (90)	11:20-12:45 Instruction (85)	11:25-12:45 Instruction (80)	11:45-12:45 Instruction (60)	11:50-12:45 Instruction (55)	11:55-12:45 Instruction (50)	12:15-12:45 Instruction (30)	
240	240	240	240	240	240	240	

**Bell Schedule:**

# Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The Pearl City 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 Meeting was conducted to share the school data and gather input on student priorities.

Date of School Community Meeting: 12/11/2024

☐ A School Community Meeting was conducted to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.

Date of School Community Meeting: 3/5/2025

☒ Other (list) Examples: School Leadership Team, Curriculum Committee  
School Safety Committee, School CSSS Cadre

School Leadership Team

GLC Meetings

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: Date 4/4/2024.

Attested:

James Suster

Typed name of school principal

Signature

3/5/25

Date

Allison Roeder

Typed name of SCC chairperson

Signature

3/5/25

Date



### 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.

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
RE: 1.2.1 Develop proactive approach to help chronically truant students/families to come to school.	The current plan is reactive - and necessary - but prevention will help students more. This could also help address the achievement gap.	Working with SCC and PTO on ideas to assist these families and potentially have incentives for improvement

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

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