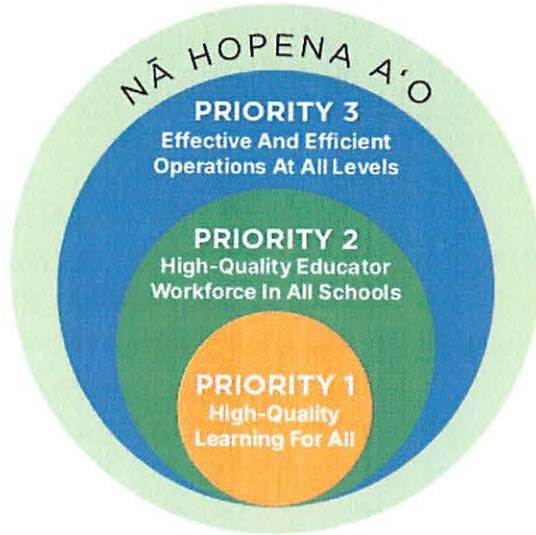




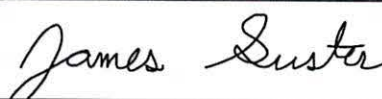
Pearl City Elementary School Academic Plan SY 2026-2027

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

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

- ☒ Title I School
☐ Non-Title 1 School

STATE OF HAWAII
DEPT OF EDUCATION
LEeward OAHU DIST
ADMINISTRATION
26 MAR 27 8:17

Submitted by Principal James Suster	
	Mar 27, 2026

Approved by Complex Area Superintendent Richard Fajardo	
	Date 9/15/26

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

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VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-6	Other: - Magnetic Literacy 2026	Ready Math	STEMScopes	NA

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
2-6	Beable			
K-6	IXL	IXL	IXL	IXL

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 ▾
K-3	DIBELS ▾	

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☒ Panorama ☒ School-created template ☐ Other:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** [265_Pearl_City_EL_2025_CNA_Data_Workbook](#) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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

- ☒ Current CNA
- ☐ Other current assessment/self-study report:
- ☒ Current Western Association of Schools and Colleges (WASC) report [WASC 2022 Self-Study Final](#)

Year of Last Visit: 2022

Type of Last Visit: Full Self-Study -

Year of Next Action: NA

Type of Next Action: N/A

Year of Next Self-Study:

NA

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	<u>Student Need:</u> Large gap rate in ELA when students begin 3rd grade. <u>Root/Contributing Cause:</u> Students having to go from learning to read to reading to learn is difficult as many students struggle with comprehension. Although we have seen students in K-2 improve their scores on i-Ready over the past 2 years since using Magnetic Foundations, we see students still struggling in comprehension. Transitioning to Magnetic Foundations this year will address the comprehension gap we are seeing.
2	<u>Student Need:</u> Math foundational skills and student to be prepared in math for the next grade level <u>Root/Contributing Cause:</u> Many students learn to perform an algorithm without understanding <i>why</i> it works. They are playing a game of "Simon Says" with their math teacher. When the numbers get larger or the context changes (e.g., word problems), the "trick" they memorized fails them, and they don't have the conceptual flexibility to figure out a new path.
3	<u>Student Need:</u> Support student learning and tier 1 instruction in ELA

Root/Contributing Cause: Student gap rate in ELA and SBA scores in ELA declining over the past 2 years. Students demonstrate a significant gap in ELA proficiency, with few students meeting grade-level standards in reading comprehension and writing compared to school targets, indicating a need for strengthened tier 1 instruction and targeted intervention

To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

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



PRIORITY 1: High-Quality Learning For All

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
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 kindergartners 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 Melanie Smith	KEA Assessment Teacher-created Kindergarten skills Inventory assessment. i-Ready beginning, mid and end scores KPI- % Kindergartners assessed ready	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	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 continue to 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 PCES will be adopting a new program, Magnetic Literacy, which is a more comprehensive version of Magnetic Reading and Magnetic Foundations. Tier 1 instruction will be the focus of walkthroughs for the 2026-2027 school year Accountable Leads: James Suster and Caryn Nunokawa	RTI progress monitoring Data Team Assessments i-Ready diagnostic scores	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	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 continue 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 Tier 1 instruction will be the focus of walkthroughs for the 2026-2027 school year Accountable Leads: James Suster and Caryn Nunokawa	RTI progress monitoring Data Team Assessments	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

Mathematics Proficiency 1.1.3 Students demonstrate mathematical proficiency supported by clear articulation of learning targets and next-step decision making.	Mathematics instruction does not consistently require students to explain reasoning or monitor strategy effectiveness.	Pilot classes will implement ownership routines in mathematics with strategies learned through Learner Pathways: (a) Students articulate the mathematical goal and reasoning criteria. (b) Students identify and justify the next step when problem solving stalls. Accountable Lead(s): James Suster, Caryn Nunokawa, Astrid Apo	<i>Initial</i> Percent of students who can describe the mathematical objective. <i>Intermediate</i> Increased accuracy on first attempts and visible strategy revision. <i>Monitoring</i> Monthly math benchmark growth.	
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	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.	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. 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 and 3 learners. RTI blocks happen four times a week. All homeroom teachers will receive assistance from a PPE during their 30 minute ELA RTI block. School will use OG training techniques and practices to support building reading skills for students, particularly younger students learning to read Teachers will use IXL and Beable to supplement instruction and differentiate for all learners CLSD CLSD strategies and work will continue to be implemented during articulation time and in teachers' lessons. Accountable Leads: James Suster Caryn Alyn Nunokawa	RTI end of cycle data. <u>Key Checkpoints</u> ELA Prof in 3rd and 6th Grade (SBA/ Univ. Screener) Math Prof in 3rd and 6th Grade (SBA/ Univ. Screener)	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	Enabling students to transition smoothly from elementary to middle school and middle to high school will improve academic and social-emotional outcomes for students.	Pre-K students visit the Kindergarten general education class during the 4th quarter to prepare them for next year. 6th Graders do a field trip to Highlands Intermediate to see the campus and learn about the programs they offer. Grade 4-6 teachers run a rotation of non-core classes so students experience learning lessons from multiple teachers on a grade level. Accountable Leads: PreK Teachers Grade K Teachers Grade 6 Teachers	Grade K Readiness Scores KPI: programs for newly entering students	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
Implement evidence-based instructional practices in project-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.	All Students will experience 2 PBL projects during the school year. One PBL will be focused on Science. All PBL projects will incorporate a career component. Accountable Leads: James Suster and Caryn Nunokawa	Data Analytics of PBL Playground Celebration of Learning event at the end of the year where PBL Projects are displayed for parents	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☒ Title IV-B, \$ ☐ IDEA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$ TOTAL = \$

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

A second EOEL preschool class will be established on campus to help serve up to 40 preschool students before entering Kindergarten.

Accountable Leads: James Suster

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.

Accountable Leads: James Suster and Laura Ginoza

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.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly.	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.	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. Home visits will be made when necessary. Counselors will meet with the school social worker monthly QR Code for parents to report absences Accountable Leads: Tammy Calbero Annabelle Bautista Barnard	SQS Panorama Survey KPI-% of students attending 90% or more days	☒ 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.	Enhancing schoolwide practices and programs that foster a nurturing and caring environment will support students' well-being and reinforce positive behaviors.	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. Counselors will continue to implement our RTI-B process and paperwork in 3 cycles throughout the school year (September-December, Third Quarter, Fourth Quarter). Accountable Leads: Tammy Calbero Annabelle Bautista Barnard	Pegasus Buck bank accounts SQS KPI- % of parents agreeing school supports positive behaviors	☒ 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.	Expanding current programs on Nā Hopena A'o (HĀ) to more schools, students and stakeholders will strengthen the depth and breadth of its implementation.	All Students will receive instruction in the SEL Choose Aloha Program to reinforce the HA Framework. All students will receive supplemental instruction from our Hawaiian Studies teacher to deepen their understanding of Hawaii and Hawaiian Culture. Accountable Leads: Tammy Calbero Annabelle Bautista Barnard James Suster	Choose Aloha Surveys Panorama Survey	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	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.	All students participate in a rotation of specialty classes including Library, Music, Technology, PE, Guidance and Hawaiian Studies. 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. 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. PCES will be adopting the Beable Program which links students to articles on topics they are interested in and also has the RIASEC embedded in the program to help gauge students interest and link them to jobs that align with their interest. Accountable Leads: Tammy Calbero Annabelle Bautista Barnard James Suster	Career Day Surveys Data Team Results Student Ambassador Participation	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		Caryn Alyn Nunokawa		
K-12 Alignment 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.	Promoting additional programs and activities for students will supplement quality instruction and support to increase students' academic readiness for high school.	All Students will experience 2 PBL projects during the school year. One PBL will be focused on Science. All PBL projects will incorporate a career component. Grade levels attend field trips to learn about jobs and connect to learning in class. Accountable Leads: James Suster and Caryn Nunokawa	PBL 2x/Yr for each student Career connection for all PBL	☒ 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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
2.1.2 All teachers 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	All teachers will participate in Magnetic Literacy PD to prepare them for the more comprehensive program All teachers will participate in Beable PD to prepare them for the more comprehensive program All non-tenured teachers will be assigned an I&M trained mentor on campus to meet with regularly to improve their practice. Accountable Leads: James Suster Caryn Alyn Nunokawa	i-Ready Math Scores KPI #/% of first and second year teachers participating in state I&M programs	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
2.2.2 All schools' support staff are effective or receive the	Supporting teachers with opportunities, such as	All EAs will continue to be certified for QBS. The refresher course will be scheduled yearly for EAs to attend.		☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

necessary support to become effective.

differentiated training and incentives, that are aligned with state, complex area and school priorities will increase their effectiveness.

Accountable Leads:
James Suster

- ☐ 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>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
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.	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. The SCC will continue to nominate and vote on new members for community, certificated, classified, student and parent members on a 2 year rotation. Accountable Leads: James Suster	SCC agenda and minutes	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
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	The PTO will meet monthly and plan and discuss various ways in which they can help support our school. 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. Accountable Lead: James Suster Jennifer Baltero	PTO meeting agendas and minutes Volunteer sign up sheets PTO fundraisers	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
PCES 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	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: Meet and Greet Night STEM Night Online Cooking Event Mini Carnival Movie Night	Event Surveys Participation rates from sign in/up sheets	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		Career Day Lunch with your Child Flurries of Fun Health Fair Celebration of Learning Jingle Bell Trot Accountable Leads: Leadership Team		
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APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

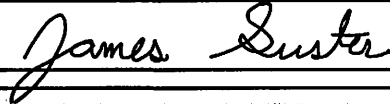
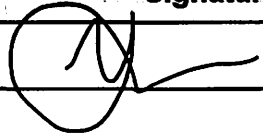
Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Pearl 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 Council Meeting was conducted on **Dec 10, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 5, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list):
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.

7. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 25, 2026**

Attested:

Pearl City Elementary Principal	Signature	Date
James Suster		Mar 25, 2026
SCC Chairperson	Signature	Date
Crystal Reyes		Mar 25, 2026

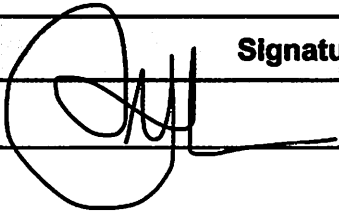
SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
Differentiate instruction to allow success for students at <i>all</i> ability levels/tiers, especially students who are proficient or have exceeded grade-level standards. Some suggestions include: • IXL • PBL • Gifted and Talented Program • Small group instruction	Accelerate learning for students who are proficient or have exceeded grade-level standards.	We have RTI blocks which are designed to challenge students at their level. Teachers are also expected to differentiate their lessons for all learners in their classroom.

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

Attested:

SCC Chairperson	Signature	Date
Crystal Reyes		Mar 25, 2026

APPENDIX B: BELL SCHEDULE

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

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1074
Has an SCC Waiver Request Form been submitted to address bell schedule compliance? Waiver was submitted for an additional waiver day	☒ Yes ☐ No ☐ N/A, we meet the requirement

Pearl City Elementary Bell Schedule:  **PCES Master Schedule 25-26**

Master Schedule PCES 2026-2027

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Preschool
7:45-8:00 Morning Business	7:45-8:00 Morning Business	7:45-8:00 Morning Business	7:45-8:00 Morning Business	7:45-8:00 Morning Business	7:45-8:00 Morning Business	7:45-8:00 Morning Business	7:45-8:00 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 2026-2027 (Friday)

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Preschool
7:45-8:00 Morning Business	7:45-8:00 Morning Business	7:45-8:00 Morning Business	7:45-8:00 Morning Business	7:45-8:00 Morning Business	7:45-8:00 Morning Business	7:45-8:00 Morning Business	7:45-8:00 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	