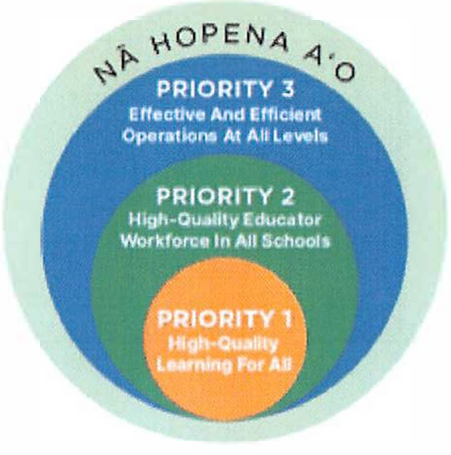


Pearl City High School

Academic Plan
SY 2025-2026

2100 HOʻOKIʻEKIʻE STREET
808 307-5500
pchs.k12.hi.us

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

Submitted by Principal Joseph Halfmann	
	4/14/2025

Approved by Complex Area Superintendent Richard Fajardo	
	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	English Language Arts	Mathematics	Science	Social Studies
ELA 9 -12	'20 OUR Odell HSLP			
Alg 1, Geom, Alg 2		Kendall Hunt's Illustrative Mathematics		
Science - Integrated Science - Biology - Chemistry			Prentice Hall Physical Science Concepts in Action (2006) - HMH Modern Biology (2012) - Prentice Hall Chemistry (2008) - Teacher Developed	
Social Studies - US History - World History - MHH/PID				- Prentice Hall America Pathways to the Present (2007) - Prentice Hall World History the Modern Era (2007) - Bess Press Modern History of Hawaii (2004) - UH Press A History of Hawaii

				(2016) - Pearson Magruder's American Government (2011) - Teacher Developed

Please list all <u>supplementary instructional materials</u> 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
9 - 12 Credit Recovery	Edmentum	Edmentum	Edmentum	Edmentum
9 - 12	Nearpod	Nearpod	Nearpod	Nearpod

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
9 -12	STAR Enterprise	
SPED Resource Math Classes		STAR Enterprise
Geometry		STAR Geometry
All Other Math Classes		STAR Algebra

IDENTIFIED SCHOOL NEEDS

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

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

Year of Last Visit: 2025
Type of Last Visit: Full Self-Study

Year of Next Action: [Insert year]
Type of Next Action: TBD

Year of Next Self-Study: 2031

Please identify critical student learning needs and the root/contributing cause why these needs have been prioritized. *"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"* Please number the student need and root/contributing cause for ease of cross-referencing.	
1	**Student Need:** Improve critical thinking and problem solving skills to analyze complex information, identify problems, and develop creative solutions. **Root/Contributing Cause:** Limited Opportunities for Authentic Learning and Application: Students may lack opportunities to apply critical thinking and problem-solving skills in real-world contexts or through project-based learning. This can hinder their ability to transfer knowledge and skills to new situations.
2	**Student Need:** Increase proficiency in writing arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **Root/Contributing Cause:** Weak foundational skills (reading, vocabulary, grammar), underdeveloped analytical abilities (claim formation, evidence selection, logical reasoning), and insufficient writing practice and feedback.
3	**Student Need:** Improve reading fluency and comprehension for students reading two or more grade levels below. **Root/Contributing Cause:** Insufficient phonemic awareness, limited vocabulary, lack of fluency, and comprehension difficulties factor in students reading two or more grade levels.

4	**Student Need:** Increase the sense of safety and belonging within the school environment to foster overall well-being and academic success. **Root/Contributing Cause:** Low student self-esteem, a lack of positive social connections, and low academic achievement contribute are root causes to some students' sense of safety and belonging.

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	**Targeted Subgroup:** SPED **Identified Student Need(s):** ELA (1- Limited vocabulary and background knowledge, 2-Difficulties with reading comprehension and fluency, 3-Weak writing and communication skills). Math (1-Weak foundational skills in numeracy and basic operations, 2-Difficulty with abstract concepts and problem-solving).
2	**Targeted Subgroup:** ELL **Identified Student Need(s):** ELA (1- Limited vocabulary and background knowledge, 2-Difficulties with reading comprehension and fluency, 3-Weak writing and communication skills). Math (1-Weak foundational skills in numeracy and basic operations, 2-Difficulty with abstract concepts and problem-solving).
3	**Targeted Subgroup:** SES **Identified Student Need(s):** ELA (1- Limited vocabulary and background knowledge, 2-Difficulties with reading comprehension and fluency, 3-Weak writing and communication skills). Math (1-Weak foundational skills in numeracy and basic operations, 2-Difficulty with abstract concepts and problem-solving).

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.*
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. *Required for all schools.*	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.	Data Driven Instructional Cycle (DDIC) #1: • All DDIC units will address FOL/WASC identified Student Learner Needs success criteria. ○ **Leads**: VP of Instructional Support, Data Teams RT	☐ Increase in the use of effective researched-based and evidence-based instructional strategies aligned to SLNs as measured by walkthrough data. ☐ Increase the number of students meeting the success criteria for SLN measured through quarterly DDIC checkpoints. ☐ Increase in the proficiency scores measured through the tri-annual Universal Screener (STAR) testing (CCSS RI.1 and RI.4 for ELA). ☐ Increase in the longitudinal proficiency scores measured through the SBA in argumentative writing.	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

		Data Driven Instructional Cycle #2:
		• Targeted IDEA students will receive Tier 2 differentiated instruction in reading workshop/ study skills course to meet individual learner needs.
		  ○ **Leads**: VP of Instructional Support, HS Reading specialist,, Data Team s RT
		• Targeted students (IDEA etc.) will receive Tier 3 pull out reading support.
		  ○ **Leads**: VP of Instructional Support, HS Reading specialist,, Data Team s RT
			☐ Improved classroom assessments (spelling, reading fluency, reading comprehension) as measured monthly.
			☐ Increase in the proficiency scores of targeted students as measures through the tri-annual Universal Screener (STAR) testing (CCSS RI.1 and RI.4 for ELA)	

		Data Driven Instructional Cycle #3: • Multilingual Learners will be provided with opportunities to practice using language skills through speaking and listening with their peers during every lesson. ○ **Leads**: VP of Instructional Support, EL Coordinator, Data Team s RT	☐ Increase in the proficiency scores measured through the WIDA assessment ☐ Increase in the proficiency scores of targeted students as measures through the tri-annual Universal Screener (STAR) testing (CCSS RI.1 and RI.4 for ELA) ☐ Increase in the longitudinal proficiency scores measured through the SBA in argumentative writing.	

		Academies #1: • Each academy will provide support to academy students, promoting daily attendance, appropriate behavior, and academic success. ○ **Leads**: VP of Instructional Support, Academy Coordinator	☐ Each Academy will meet its SMART goals in increases in average daily attendance, ACT, SBA Math, ELA and Biology EOC scores, graduation rate and a reduced number of suspensions.	
		Academies #2: • Academy teachers will vertically articulate to set priorities, supports and measures. ○ **Leads**: VP of Instructional Support, Academy Coordinator	☐ Each Academy will meet its SMART goals in increases in average daily attendance, ACT, SBA Math, ELA and Biology EOC scores, graduation rate and a reduced number of suspensions.	
		Project Based Learning #1: • All PBL units will address FOL/WASC identified Student Learner Needs success criteria. ○ **Leads**: VP of Instructional Support, Academy Coordinator	☐ Increase in the proficiency scores measured through the tri-annual Universal Screener (STAR) testing (CCSS RI.1 and RI.4 for ELA). ☐ Increase in the longitudinal proficiency scores measured through the SBA in argumentative writing.	

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.*	Enabling students to transition smoothly from elementary to middle school and middle to high school will improve academic and social-emotional outcomes for students.	Academies #3: • Students will participate in WBL experiences as documented in the PCHS College and Career Continuum ○ **Leads**: VP of Instructional Support, Academy Coordinator	☐ Increase the number of work-based learning experiences as documented in: ☐ ClimbHI Bridge ☐ Student Portfolios ☐ Student 10- year plan	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
		Data Driven instructional Cycle #4: • Algebra 1 teachers will collaborate with Highlands Intermediate Algebra 1 teachers on the implementation of Illustrative Math, as well as other strategies to build conceptual understanding. • Algebra 1, Geom and Algebra 2 PLCs will participate in Illustrative Math PD and implement strategies in the classroom. ○ **Leads**: VP of Instructional Support, Data Teams RT	☐ Students utilizing Illustrative strategies as measured by classroom walkthroughs. ☐ Students will improve scores as measured by key indicators on the STAR universal screener. ☐ Students will improve scores as measured by the Algebra 1 EOC.	
		Academies #4: • CTE Coordinator will articulate with Highlands Intermediate to backwards map academy learning/skills in Pre-Academies. ○ **Leads**: VP of Instructional Support, CTE Coordinator	☐ Decrease in the 9th Grade Retention Rate. ☐ Decrease in academy and program of study change requests between 9th and 10th grade. ☐ Increase in the number of incoming 9th graders who report that they were prepared for 9th grade expectations.	

★ 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.*

1.2.1. All students desire to and attend school regularly.
 	
Required for all schools.
	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.	Academies #5:
		• Each academy will develop enabling activities to build a sense of belonging among academy students.
		  ○ **Leads**: VP of Instructional Support, Academy Coordinator
		
		• Each academy will develop a system to identify and track those students who have a low sense of belonging based on survey data and staff feedback.
		  ○ **Leads**: VP of Instructional Support, Academy Coordinator
			☐ % of students attending 90+% of instructional days
			☐ Each Academy will see increases in students reporting positive sense of belonging as measured from fall to winter on the Panorama survey.
				☑ 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.*	Enhancing schoolwide practices and programs that foster a nurturing and caring environment will support students' well-being and reinforce positive behaviors.	Academies #2: • Academy teachers will vertically articulate to set priorities, supports and measures. ○ **Leads**: VP of Instructional Support, Academy Coordinator	☐ Each Academy will meet its SMART goals in increases in average daily attendance, graduation rate and a reduced number of suspensions.	☑ 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.
 	
Required for all schools.
	Expanding current programs on Nā Hopena A'o (HĀ) to more schools, students and stakeholders will strengthen the depth and breadth of its implementation.	Academies #5:
		• Each academy will develop enabling activities to build a sense of belonging among academy students.
		  ○ Leads: VP of Instructional Support, Academy Coordinator
		• Families will receive information regarding the high expectations for their child's education by providing information via multiple modes of communication and in families' home languages (flyers, phone calls, digital platforms, visits to the home, etc.).
		  ○ **Leads**: VP of Instructional Support, Academy Coordinator
			☐ % of students attending 90+% of instructional days
			☐ Each Academy will see increases in students reporting positive sense of belonging as measured from fall to winter on the 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 *"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.*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.*	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.	Project Based Learning #2: • Students will participate in 2 PBL projects per elective per class. The PBLs will address content standards, SWLN, and professional skills. ○ **Leads**: VP of Instructional Support, Academy Coordinator	☐ % of students participating in CCE ☐ Description and participation in civics engagement ☐ # of Students completing formal work-based learning opportunities ☐ Increase the number of PBL Projects assessed as effective in at least one of these design elements: Sustained Inquiry, Critique and Revision and/or Student Reflection.	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
		Academies #3: • Students will participate in WBL experiences as documented in the PCHS College and Career Continuum	☐ Increase the number of work-based learning experiences as documented in: ☐ ClimbHI Bridge ☐ Student Portfolios	

		○ **Leads**: VP of Instructional Support, Academy Coordinator	☐ Student 10- year plan	
		Work Based Learning for All #1 • Develop a Senior Work-Based Learning Course designed for all students for implementation with cohort Class of 2027. Identify the standards and benchmarks for the Senior Work course. ○ **Leads**: VP of Instructional Support, CTE Coordinator	☐ By the end of SY 25-26, standards and benchmarks for the senior WBL for all will be developed.	
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. Required for PWCA HS academic plan	Promoting additional programs and activities for students will supplement quality instruction and support to increase students' academic readiness for high school.	Project Based Learning #2: • Students will participate in 2 PBL projects per elective per class. The PBLs will address content standards, SLN, and professional skills. ○ **Leads**: VP of Instructional Support, Academy Coordinator	☐ PBL 2x/Yr for each student ☐ Increase the number of PBL Projects assessed as effective in at least one of these design elements: Sustained Inquiry, Critique and Revision and/or Student Reflection.	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

1.3.3. All students graduate high school with a personal plan for their future. Required for PWCA HS academic plan	Organize to provide students with experiences, advising and resources necessary to graduate with opportunities to pursue post-high school options. Structures and policies should align to current and projected expectations of the workforce, postsecondary education and training, and the community	Academies #3: • Students will participate in WBL experiences as documented in the PCHS College and Career Continuum ○ **Leads**: VP of Instructional Support, Academy Coordinator	☐ Data regarding students use of college and career counseling (including summer usage) ☐ % of grad with an industry-valued credential or completing advanced coursework (AP, IB, College courses) ☐ Increase the number of work-based learning experiences as documented in: ☐ ClimbHI Bridge ☐ Student Portfolios ☐ Student 10- year plan	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
		Academies #6: • Utilize text messaging (e.g. TalkingPoints) and other tools to support college transition. ○ **Leads**: College/Career Counselors, Academy Counselors	☐ Percentage of students completing the FAFSA increases compared to prior school years. ☐ More students are completing college applications as documented by CCRI and other measures. ☐ Increase in scholarships awarded to students and more students earning scholarships.	

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** *"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.*

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 priorities will increase their effectiveness.	• Professional Development will be conducted address student learning
		  ○ PD Sessions on PC Days that address the NSOPs and Standards
		  ○ Content Area Coaching in Literacy and Mathematics for ELA, Math, and SPED teachers.
		  ○ Monthly DDIC and PBL coaching in addressing Student Learner Needs, Content Standards, and PBL Design Elements.
		  ○ EES Support for on-cycle teachers
			☐ PD Session Agenda and Schedules
			☐ Coaching Walk-Through and Debrief Data
			☐ DDIC and PBL Coaching Notes
			☐ EES Meetings
			☐ KPI #/% of first and second year teachers participating in state I&M programs
			☐ Professional Development Attendance Logs
				☑ WSF, $
				☐ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:___, $
				☐ Other:___, $

		○ Induction & Mentoring for Beginning Teachers ○ Participation in workshops and conferences ○ **Leads**: VP of Instructional Support, Curriculum Coordinator		
2.2.2 All schools' **support staff** are effective or receive the necessary support to become effective.	Supporting **support staff** with opportunities, such as differentiated training and incentives, that are aligned with state, complex area and school priorities will increase their effectiveness.	Professional Development opportunities will be offered to support staff in their respective work areas to become more effective in supporting a conducive school environment. • **Leads**: Vice Principals	☐ Number of Professional Development opportunities for support staff. ☐ Number of staff members attending the professional development activities.	

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** *"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.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.*	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 hold at least one (1) Community Meeting during the school year to provide for public accountability, opportunities for input, collaboration, and communication with members of the school community on the development of the school's Academic Plan and Financial Plans. • The SCC will hold quarterly SCC Meeting during the school to provide for public input and collaboration on school initiatives. ○ Principal, SCC Chairperson	☐ Posted SCC Agendas 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? 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** *"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.*
Parents will attend activities focused on academic achievement and community members will participate in school-improvement initiatives.	Meaningful family and community involvement significantly boosts student academic achievement, leading to improved grades, attendance, and behavior.	• Chargerpalooza, the school's annual presentation of learning, will expand to include complex feeder schools and a greater number of student presentations. • Academies will continue to recruit community members for their advisory boards. ○ **Leads**: VP of Instructional Support, Academy Coordinator, Academy Principals	• Increase in the number of parents attending to Chargerpalooza. • Community member representation for all Programs of Study on Academy Advisory Boards.	☐ 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** *"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.*
				☐ 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 City High 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)*	1127
Did your school submit a SCC Waiver Request Form? Please explain.	Not required
Bell Schedule: https://www.pchs.k12.hi.us/apps/bell_schedules/	

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

The Pearl City High School 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 or 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)

   [x] 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: 3/12/2025

   [x] Other *(list) Examples:* School Leadership Team, Curriculum Committee School Safety Committee, School CSSS Cadre

   Leadership Team - 3/25/2025

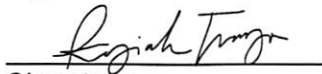
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.

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 3/12/2025 .

Attested:

Joseph Halfmann		4/7/2025
Typed name of school principal	Signature	Date
Keziah Mae Tuazon		4/7/2025
Typed name of SCC chairperson	Signature	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. If no recommendations were made, please write "N/A."
SCC Chairperson signature is required on both pages.

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A		

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

N/A

Attested:
Keziah Mae Tuazon
Typed name of SCC Chairperson

Signature

4/7/2025
Date

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

The Pearl City High School 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 or 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)

   [x] 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: 3/12/2025

   [x] Other *(list) Examples:* School Leadership Team, Curriculum Committee School Safety Committee, School CSSS Cadre

   Leadership Team - 3/25/2025

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 3/12/2025 .

Attested:

Joseph Halfmann		4/7/2025
Typed name of school principal	Signature	Date
Keziah Mae Tuazon		4/7/2025
Typed name of SCC chairperson	Signature	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. If no recommendations were made, please write "N/A."
SCC Chairperson signature is required on both pages.

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A		

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

N/A

Attested:
Keziah Mae Tuazon
Typed name of SCC Chairperson

Signature

4/7/2025
Date