



Pearl City Highlands Elementary School Academic Plan SY 2025-2026

1419 Waimano Home Road
(808)307-4800
<https://www.pches.org>

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

Submitted by Principal Keith Hui	
<i>Keith Hui</i> (Digital Signature)	March 27, 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
K-6 (*6th grade=2020 ed.)	'23 Wonders ▾	Go Math! ▾	Amplify Science	

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-6	OG, iReady, SIPPS, Brainpop, Scholastic News, Novels, , Teacher created (ie PBLs)	IXL, Extra Math, iReady, Brainpop, Scholastic News, Teacher created (ie PBLs)	Scholastic News, Teacher created (ie PBLs)	Scholastic News, Teacher created (ie PBLs)

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

Year of Last Visit: [2022-2023]

Type of Last Visit: Mid-Cycle Report (No Visit) ▾

Year of Next Action: [2028-2029]

Type of Next Action: Full Self-Study ▾

Year of Next Self-Study:

2028-2029[]

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 **Student Need:** ELA Achievement

Root/Contributing cause(s): Students are learning and achieving, but there is still a sector of students who are not at grade level. As a result, selecting and implementing an approved DOE curriculum to address ELA and continuing with the development of our HMTSS system to address the diverse learning needs of our students are crucial. Data monitoring systems will be strengthened to ensure all students are learning and/or achieving.

2 **Student Need:** Math Achievement

Root/Contributing cause(s): Students are learning and achieving, but there is still a sector of students who are not at grade level. As a result, selecting and implementing an approved DOE curriculum to address Math and continuing with the development of our HMTSS system to address the diverse learning needs of our students are crucial. Data monitoring systems will be strengthened to ensure all students are learning and/or achieving.

3 **Student Need:** Science Achievement

Root/Contributing cause(s): PCHES will need to explore and select a state approved Science curriculum by 2029. PCHES has begun to use "Amplify Science" and is in the initial phases of implementation.

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: IDEA

Identified Student Need(s): About 10% of of school enrollment is comprised of this subgroup. Focus on core content areas of math, ELA, and science and closing learning and achievement gap.

2 Targeted Subgroup: EL or ML

Identified Student Need(s): About 9% of students are comprised of this subgroup. Focus on core content areas of math, ELA, and science and closing learning and achievement gap.

3 Targeted Subgroup: Disadvantaged

Identified Student Need(s): About 23% of students are comprised of this subgroup. Focus on core content areas of math, ELA, and science and closing learning and achievement gap.



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 Outcomes <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 (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>Please 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 provided necessary and timely support to develop foundational skills for learning.	New data about entering kindergarten students will inform instruction, planning and advocacy for K-3 classrooms.	<p>Schools will administer an assessment to students entering Kindergarten. (KEA and local school assessments)</p> <p>100% of incoming Kindergarteners will complete the KEA assessment.</p> <p>KEA assessment/data collection and monitoring of student progress and development of foundational skills.</p> <p>Academic Readiness: Assessment/Data collection and monitoring of student progress and development of foundational skills three times per year using universal screener Iready diagnostic and Rigby.</p> <p>[Kindergarten Teachers (4 Gen Ed/SpED) and Curriculum Coach]</p>	<p>KEA data</p> <p>iReady data for beginning, mid, and end</p> <p>Teacher-created Kindergarten skills assessment for beginning, mid, and end</p> <p>Rigby for beginning, mid and end.</p>	<p><input checked="" type="checkbox"/> WSF, \$ 200,000</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>

Reading Proficiency

1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.

Teachers receive training to provide high quality reading instruction using approved curriculums to help students read.

Tier 1 (Curriculum & Instruction):

- All students in K-3 will receive foundational reading skills instruction through OG Multisensory Learning (ex. rabbit words, reptile words, penny words, camel words, etc.) and 4-6 will receive foundational reading skills instruction through OG Morphology .
- All students will receive vocabulary instruction identified through vertical articulation (reading group).
- All students will receive reading instruction through a variety of reading resources and materials including Reading Wonders as a base curriculum.
- All students will receive instruction on CLSD foundational reading, comprehension strategies and fluency strategies, as appropriate.

Tier 2 (Curriculum & Instruction):

- Targeted students will receive interventions for foundational reading skills, comprehension, and fluency through SGI to address need and deficit areas.

Tier 3 (Curriculum & Instruction):

- Targeted students will receive pull out interventions using SIPPS.
- Students completing the SIPPS intervention program will receive comprehension interventions to help them to transition back to their general education reading class and assist them with accessing that curriculum.

[K-6 Teachers; Curriculum Coordinator; Reading Interventionist; Student Services Coordinator]

Math Proficiency

Teachers

Tier 1 (Curriculum & Instruction):

- ☒ WSF, \$3,500,000
- ☐ Title I, \$
- ☐ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☒ SPPA, \$1,00,000
- ☐ Homeless, \$
- ☐ Grant:__, \$
- ☐ Other:__, \$

KPI- %
Kindergartners
assessed ready

Grade Level
Common
Formative
Assessments
(CFA) .

iReady
(Beginning, Mid,
End)

Rigby (K-3)

Tier 3: SIPPS
Mastery
Assessments

- ☒ WSF, \$10,000
- ☐ Title I, \$

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

receive training to provide high quality math instruction using approved curriculums to help students

- All students will demonstrate standards-based math skills and knowledge using our "Go Math" Curriculum as a base and supplementing with other resources as appropriate.
- All students will demonstrate problem solving strategies as identified and shared through vertical articulation (math group).
- All students will receive SGI to address misunderstandings or receive reteaching.

Tier 2 (Curriculum & Instruction):

- Targeted students will receive interventions through SGI to address need and deficit areas.

Tier 3 (Curriculum & Instruction):

- Explore and pilot use of Expeditions to Numeracy, a math intervention program.

[K-6 Teachers; Curriculum Coordinator]

Grade Level
Common
Formative
Assessments
(CFA)

iReady
(Beginning, Mid,
End)

Go Math Chapter
Reviews and
Assessments

- ☐ Title II, \$
- ☐ Title III, \$
- ☒ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☐ Grant:__, \$
- ☐ Other:__, \$

<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></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><u>Tier 1 (Assessment):</u></p> <ul style="list-style-type: none"> Students will take the beginning, mid, and end iReady universal screener. <p><u>Tier 2 and Tier 3 (Assessment):</u></p> <ul style="list-style-type: none"> Students will be progress monitored to continue or exit SGI interventions. <p>[K-6 teachers; Curriculum Coach; EL Coordinator; Student Services Coordinator]</p>	<p>iReady</p> <p>Data Teams</p> <p>SBA</p> <p>Common Formative Assessments</p>	<p><input checked="" type="checkbox"/> WSF, \$2,00,000</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, \$1,00,000</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>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>	<p><u>Tier 1 SEL</u></p> <ul style="list-style-type: none"> • Pre-K students who will be aging out of the pre-K class will continue to engage with our Kindergarten inclusion class and their rituals and routines for two weeks in May. • Gr. 5 & 6 grade students will continue to rotate through classes departmentalized by subject areas to gain exposure to the organizational structure they will encounter in intermediate school. • Gr. 6 students will continue to participate in the Highlands Intermediate School visitation to tour the campus and receive firsthand information about the programs and classes that are offered. <p><u>Tier 2 SEL</u></p> <ul style="list-style-type: none"> • IDEA and 504 families are offered transition meetings with HIS staff in May to determine appropriate classes, placements, and supports. <p><u>Tier 3 SEL</u></p> <ul style="list-style-type: none"> • SSC works with HIS SSC to plan for students who may need additional, individualized transition activities/supports. <p>[PreK Teacher; Kindergarten Teachers; Grade 5 Teachers; Grade 6 Teachers; Vice-Principal; SSC]</p>	<p>KPI: programs for newly entering students</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$2,700,000 <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 checked="" type="checkbox"/> SPPA, \$1,00,000 <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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CA Specific Desired Outcome (not part of 1.1.5)

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 in grades K-6 will experience 2 high-quality PBL projects during the school year.
- Develop student success skills (communication, collaboration, critical thinking, and self-directed learning) and expand career connections in PBL while making connections to HIS/PCHS academies programs.

[K-6 teachers; Curriculum Coach; VP]

Articulation minutes

PBL Reflections

PD feedback

PWCA Teacher Implementation Survey Results

- ☐ WSF, \$
- ☐ Title I, \$
- ☐ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ Homeless, \$
- ☐ Grant:____, \$
- ☐ Other:____, \$

TOTAL = \$

★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment**

Desired Outcomes <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 (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>Please 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><i>Required for all schools.</i></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>Tier 1:</p> <ul style="list-style-type: none"> Students will receive agreed upon Tier 1 behavior strategies: greet students at the door, 6 positives to 1 negative, the importance of a smile, classroom behavior systems, established classroom rules and routines, and the shared belief in the power of relationships. School office assistants will continue to make daily contact with families when students are absent and if a family does not call to inform the school. Continue to refine, revise, and implement a consistent, schoolwide attendance process (attendance letters, home visits, etc.) <p>Tier 2:</p> <ul style="list-style-type: none"> Student focus team meetings will be convened with counselor to review student attendance, interventions tried, and establish additional interventions to progress monitor and document (ie. student attendance contracts) to increase attendance. Identified students with parental support could be paired with a mentor (PCHS mentors, Common Grace mentor). <p>Tier 3:</p>	<p>Chronic Absenteeism</p> <p>Panorama SQS Surveys</p> <p>KPI-% of students attending 90% or more days</p>	<p><input 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>

		<ul style="list-style-type: none"> If absences continue, parent and student will be asked to meet with an administrator, counselor, and classroom teacher to establish an attendance contract with the family. <p>[VP, Counselors, SSC]</p>		
<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>Enhancing schoolwide practices and programs that foster a nurturing and caring environment will support students' well-being and reinforce positive behaviors.</p>	<p><u>Tier 1:</u></p> <ul style="list-style-type: none"> All PS-6th grade students will continue to receive instruction using our schoolwide SEL program of choice, Leader in Me. Students will be provided the opportunities to participate in extracurricular clubs/groups: <ul style="list-style-type: none"> Robotics Student Council Media Rocketry Science Anti-Bullying Ambassadors CPO Basketball & Track (gr. 5 & 6) <p><u>Tier 2</u></p> <ul style="list-style-type: none"> Students will be identified through the RTI-B process and receive necessary support. After being identified, students will receive selected Tier 1 Behavior Strategies to reinforce positive behaviors and expectations. <p><u>Tier 3</u></p> <ul style="list-style-type: none"> Identified students with parental support could be paired with a mentor (PCHS mentors, Common Grace mentors). <p>[Vice-Principal; Student Services Coordinator; Counselors]</p>	<p>Panorama SQS Surveys</p> <p>RTI-B process</p> <p>KPI- % of parents agreeing school supports positive behaviors</p>	<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:__, \$

<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>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>	<p><u>Tier 1 (Curriculum & Instruction):</u></p> <ul style="list-style-type: none"> • Students in grades K-6 will receive instruction from our Hawaiian Studies teacher. The goal is to build an understanding and appreciation for Hawaiian culture, history, and values. • Students in grades PK-6 will participate in the annual Hoike program, as a celebration of what they have learned during articulation classes. • Students will be provided with experiences to help understand the importance of preserving our land and culture of Hawaii through place based instruction and PBL such as but not limited to(I.E): <ul style="list-style-type: none"> ◦ Grade 2 students will learn and engage with Hawaiian reef experts through a guest speaker presentation and a hands-on experience. ◦ Grade 4 students will experience a Hawaiian lo`i and participate in a grade level luau. ◦ Grade 5 students partner with Sustainable Coastlines and build a sand sifter to help remove plastic from our local beaches. <p>[K-6 Teachers; Hawaiian Studies teacher; Curriculum Coordinator]</p>	<p>Student Reflections</p>	<p> <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:__, \$ </p>
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★ **GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement**

Desired Outcomes <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 (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>Please 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><i>Required for all schools.</i></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>	<ul style="list-style-type: none"> Students in grades K-6 will receive a variety of age-appropriate experiences to explore and engage in career connections and in community and civic responsibilities through two gold-standard PBL units and projects per year. All students will develop student success skills (communication, collaboration, critical thinking, and self-directed learning) and expand career tie-ins in PBL while making connections to HIS/PCHS academies programs. Identified students will apply student success skills (communication, collaboration, critical thinking, and self-directed learning) by serving as ambassadors. <p>[K-6 Teachers; Curriculum Coach; Counselor]</p>	<p>% of students participating in CCE</p> <p>Description and participation in civics engagement</p>	<p> <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: __, \$ </p>

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 K-6 will experience:

- 2 high-quality PBL projects during the school year that integrates disciplines
- Develop student success skills (communication, collaboration, critical thinking, and self-directed learning)
- Exposure to a variety of careers

[K-6 Teachers; Curriculum Coach]

PBL 2x/Yr for each student

1 career connection/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 Outcomes <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>Please estimate the additional amount needed to execute the enabling activity.</i>
2.1.2: All teachers are effective or receive necessary support to become effective.	Teachers have the greatest impact after parents on student learning.	<u>Tier 1 (Curriculum & Instruction):</u> <ul style="list-style-type: none"> All teachers in K-6 will identify and strengthen Tier 1 instruction in all ELA and Math classrooms by aligning schoolwide curriculum to Common Core State Standards, and creating curriculum maps and pacing guides to ensure consistent implementation. All teachers will work in grade levels to develop common formative assessments and grade level pacing guides for OG instruction (K-3) and Morphology instruction (4-6). Teachers will implement CLSD foundational reading, comprehension, and fluency strategies (PD with Jennifer S.) when appropriate. 	Data Teams Data Sheet Common Formative Assessments iReady (Beginning, Mid, End) Rigby	

- In order to sustain CLSD strategies for foundational reading, comprehension, and fluency, teachers will integrate the CLSD instructional strategies into Tier 1 instruction, document them in grade level curriculum maps and pacing guides, highlight them through horizontal walkthroughs, and share them during articulation.
- All teachers will provide SGI to address misunderstandings or provide reteaching.
- All teachers will use data to inform SGI topics and grouping.
- Identify and strengthen Tier 1 instruction in all ELA and Math classrooms by aligning schoolwide curriculum to Common Core State Standards, and creating curriculum maps and pacing guides to ensure consistent implementation.
- Teachers will agree upon and apply vocabulary, quick write, and math problem solving strategies in their classrooms (vertical articulation groups).
- Teachers will continue to review and plan for professional development and if needed a program selection for writing and foundational math skills.
- Professional Development will be provided to teachers to support implementation of PBL. PBL 101 for new teachers who have not yet received training.
- Teachers will use articulation time to include planning and collaboration of PBL units.

Tier 2 (Curriculum & Instruction):

- Teachers will provide differentiated instruction through SGI by using various student data points and assessments.

Tier 3 (Curriculum & Instruction):

- Support staff will continue to provide and refine support services for identified sub groups: EL, Enrichment, and Interventions. Explore progress monitoring for all students, including IDEA and EL students.

[Principal; Vice-Principal; Curriculum Coordinator; Student Services Coordinator; EL Coordinator]

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.

What type of professional development opportunities are available to your teachers?

Provide Teachers with Professional development training to increase effectiveness.

- Mentoring and Induction program (maintain 100% pairing with an instructional mentor)
- 21 Hours
- School PD

EES/21 Hours

Highly Qualified Teachers

National Board Certification

School PD

Teachers will receive ongoing PD to apply high-leverage instructional strategies as articulated in Wonders, Go Math, and Amplify Science curriculum.

CLSD grant PD will support teachers with the development of high-leverage instructional strategies for Foundational Reading, Comprehension, and Fluency.

All teachers will receive Year 2 full staff training and coaching and continued PD for Leader in Me (SEL) program from Lighthouse trainer.

All teachers will self monitor and refine practices through coaching and horizontal and vertical walkthroughs.

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 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.

Administration and supervising teachers provide explicit feedback to all Educational Assistants through their annual PAS review.

Educational Assistants receive PD on areas of school focus, interest, and grade level areas of need (ie. behavior support, Safety Care, Science of Reading).

[Principal; Vice-Principal; Student Services Coordinator; SPED GLC]

Supervising teacher feedback forms

Exit surveys from PD opportunities

of pd opportunities for support staff

- ☐ 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 Outcomes <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>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>	<p>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</p>	<p>PCHES will implement a nomination and election process to ensure PCHES has an established SCC board each year.</p> <p>PCHES SCC will meet quarterly to review school improvement efforts.</p> <p>[Principal; Counselor]</p>	<p>Documentation of meeting minutes and agendas</p> <p>Notifications of nominations, elections, etc.</p> <p>Documentation of nominations and elections.</p>	<p><input 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>

decision-making to improve student achievement.

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

Desired Outcomes <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>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>3.3.2. Whole school and grade level parent-child activities where parents and students work together in learning and to celebrate learning.</p>	<p>To maintain family engagement and to continue to build relationships, that will provide support to the school and the student</p>	<p>Continue to plan for and maintain the traditions of the following parent-child activities to allow for parents, students, and staff to come together to learn, build relationships, and celebrate learning.</p> <p>Meet and Greet Fall Festival Winterfest Ho'ike Fun Run Annual Grade Level Parent Activities: Movie Night, Breakfast with Santa, Gr. 4 Luau, etc. EL Parent-Child Activities</p> <p>[PS-6 Teachers; Major Events Focus Group; EL Coordinator; Principal; Vice-Principal]</p>	<p>Sign In Sheets</p> <p>Participation Rates</p> <p>Parent Surveys</p>	<p><input 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>

★ Other Systems of Support

Desired Outcomes <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>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.3. All teachers will participate in bi-weekly articulation sessions to analyze data to inform instruction and to collaborate on Tier 1 strategies to support student needs.	As part of the planning for HMTSS, PCHES needs to explicitly identify high-leverage Tier 1 instructional strategies and systematize the use of small group instruction in all classrooms.	<p>All teachers will:</p> <ul style="list-style-type: none"> • Participate in grade level articulation and data team meetings on a bi-monthly rotation. • Go through the data team cycle to identify instructional strategies to target student needs. • Use i-Ready data and Rigby data (K-3) to make their Tier 1 and Tier 2 small groups for their reading and math classes. • Develop grade level curriculum maps and pacing guides (aligned to revised ELA , Math and Science) including LISC • Refine SGI strategies for implementation • Begin discussions of progress monitoring across tiers <p>[PS-6 Teachers; VP; Curriculum Coach; SSC]</p>	<p>Articulation Notes</p> <p>Data Teams Data</p> <p>Common Formative Assessments</p> <p>iReady (Beginning, Middle, End)</p> <p>Rigby</p>	<p><input 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: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) 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 PCHES 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 (<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>)	[1068 hours. Less 2 days @ 6 hrs each for waiver days.]
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Did your school submit a SCC Waiver Request Form? Please explain.	Yes, SCC approved waiver day request for 2 days.
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Bell Schedule: [PCHES Bell Schedule](#)

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

The PCHE S School Community Council (SCC) recommends this school plan 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 and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending this plan 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: Dec 17, 2024

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

Date of School Community Meeting: Mar 4, 2025

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

Jan 15, 2025 Feb 26, 2025

4. The SCC reviewed the Academic and Financial Plan and found that it is based upon a thorough analysis of student performance data, and uses researched-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 and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: Date: Mar 4, 2025

Attested:

Keith Hui
Typed name of school principal

Xo Hui
Signature

MAR 28 2025
Date

Mark Matsuoka
Typed name of SCC chairperson

mm
Signature

MAR 28 2025
Date

School Community Council: PC HES School

SCC Chairperson: Mark Matsuoka Signature: mr Matsuoka

Date: MAR 28 2025

SCC Recommendations to the Academic and Financial Plan (AFP):

The School Community Council, in review of the Academic and Financial Plan 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:
Example: To maintain the full time computer teacher position	Example: The school is moving into electronic portfolios for each student so there is a need for schoolwide training for staff and students. The computer teacher conducts teacher inservice on integrating technology into instructional units for all classrooms. The computer teacher also provides direct instruction for students.	Example: Due to the need for a focus on improving Math and Reading skills for all students, the position is being eliminated and funds will be used to contract professional development consultants for Math and Reading based on the student performance data. The electronic portfolio inservice for teachers will be coordinated through OCISS, Advanced Technology Research Branch.

**SCC Comments: Statement of Problem or Concerns regarding
AFP process**
