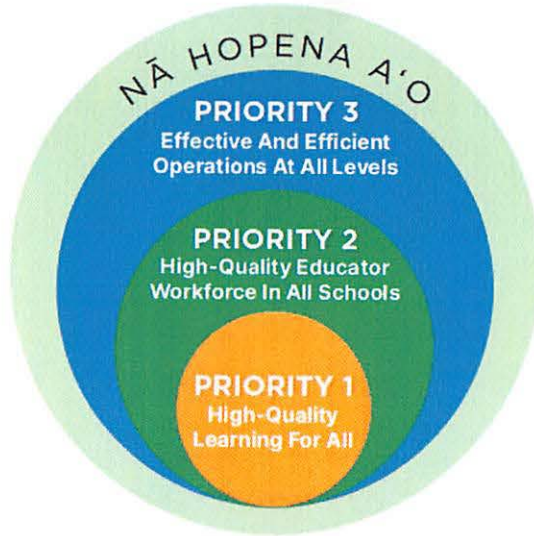




Pearl City Highlands Elementary Academic Plan SY 2026-2027

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Pearl City, HI 96782
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<https://www.pches.org/>

STATE OF HAWAII
DEPT OF EDUCATION
LEEWARD OAHU DIST
26 MAR 23 10:52
ADMINISTRATION

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Keith Hui	
Keith Hui (Digital Signature)	Mar 20, 2026

Approved by Complex Area Superintendent Richard Fajardo	
	Date 4/15/26

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 (*6th grade=2020 ed.)	'23 Wonders ▾	Go Math! ▾	Amplify Science	
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

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
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, Generation Genius, Brainpop, Teacher created (ie PBLs)	Scholastic News, Brainpop, Teacher created (ie PBLs)

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 ▾
1-3	Other: ▾ Rigby	N/A

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** (linked [here](#)) 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: [\[PCHES Improvement Plan\]](#)
- ☒ 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 needs 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. PCHES will begin ongoing Professional Development on math pedagogy to strengthen our understanding of math practices.

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.

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 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 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. <i>Required for PWCA Elem Academic Plan</i>	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) 100% of incoming Kindergartners will complete the KEA assessment. KEA assessment/data collection and monitoring of student progress and development of foundational skills. 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. [Kindergarten Teachers (3 Gen Ed/SpED) and Curriculum Coach]	KEA Data iReady data for beginning, mid, and end Teacher-created Kindergarten skills assessment for beginning, mid, and end Rigby for beginning, mid and end. KPI- % Kindergartners assessed ready	☒ WSF, \$2,100,000 (staffing) ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: Summer Learning, \$3,000

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. <i>Optional for PWCA Elem Academic Plan</i>	Teachers receive training to provide high quality reading instruction using approved curriculums to help students read.	<u>Curriculum & Instruction:</u> • All students in K-3 will receive foundational reading skills instruction through OG Multisensory Learning and 4-6 will receive foundational reading skills instruction through OG Morphology . • All students will receive comprehensive reading and vocabulary instruction through vertical articulation, a variety of resources including the Reading Wonders curriculum, and CLSD-aligned foundational, comprehension, and fluency strategies as appropriate. The BTC approach will be applied in reading instruction as appropriate. • All students will receive consistent K-6 spiraling writing instruction based on PWCA's writing clinic PD. [K-6 Teachers; Curriculum Coordinator; Reading Interventionist; Student Services Coordinator]	Grade Level Common Formative Assessments (CFA) iReady (Beginning, Mid, End) Rigby (K-3) Class data sheets Class Reflect and Project Data Sheets	☒ WSF, \$ 2,100,000 (staffing) ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$630,000 ☐ 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. <i>Optional for PWCA Elem Academic Plan</i>	Teachers receive training to provide high quality math instruction using approved curriculums to help students	<u>Curriculum & Instruction:</u> • All students will receive math instruction using the "Go Math" Curriculum. • All students will receive SGI to address misunderstandings or receive reteaching. • All students will receive math instruction based on Kim Rimbey's math PD and vertical articulation: ◦ Common problem-solving strategies (RISE, CUBES, or UPS Check) ◦ Building Thinking Classrooms ◦ Foundational math concepts and skills [K-6 Teachers; Curriculum Coordinator]	Grade Level Common Formative Assessments (CFA) iReady (Beginning, Mid, End) Class Data Sheets Class Reflect and Project Data Sheets Go Math Chapter Reviews and Assessments	☒ WSF, \$2,100,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$630,000 ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	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.	<u>Data Systems:</u> • PCHES will continue to goal setting and tracking and monitoring the progress of all students in Reading and Math using iReady, SBA interim, SBA, and Rigby data. • PCHES will continue to implement the “Reflect and Project” process to build consistency and coherence within grade level teams. • PCHES will continue to adjust Pacing Guides that were established in SY 2526 to ensure consistency and coherence within grade level teams and to ensure instruction is finished before the end of the SY. <u>Assessment:</u> • All students will take the beginning, mid, and end iReady universal screener. • Students will be progress monitored to continue or exit SGI interventions. <u>Reading & Math Tier 2 (Curriculum & Instruction):</u> • Identified students will receive supplemental and/or targeted interventions through SGI to address identified needs and deficits with their homeroom teacher. <u>Reading Tier 3 (Curriculum & Instruction):</u> • Identified students will receive intensive and targeted interventions using SIPPS in a pull-out setting. • Students completing the SIPPS intervention program will receive comprehension interventions to help them transition back to their general education reading class and access that curriculum. <u>Math Tier 3 (Curriculum & Instruction):</u>	iReady Data Teams SBA Common Formative Assessments Tier 3 Reading: SIPPS Mastery Assessments	☒ WSF, \$2,100,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$630,000 ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		- Identified students will receive intensive and targeted interventions using <i>Explore and pilot use of Expeditions to Numeracy</i>, a math intervention program. <u>Enrichment (First Lego League):</u> - Identified students in grades 2-6 will receive enrichment opportunities through the First Lego League. Students participate in a global STEM program that challenges students to solve real-world problems and build autonomous LEGO robots while fostering teamwork, innovation, and critical thinking. [K-6 teachers; Curriculum Coach; EL Coordinator; Student Services Coordinator]		
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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. <i>Required for all schools.</i>	Enabling students to transition smoothly from elementary to middle school and middle to high school will improve academic and social-emotional outcomes for students.	<u>Tier 1 Transitions</u> • 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. <u>Tier 2 Transitions</u> • IDEA and 504 families are offered transition meetings with HIS staff in May to determine appropriate classes, placements, and supports. <u>Tier 3 Transitions</u> • SSC works with HIS SSC to plan for students who may need additional, individualized transition activities/supports. [PreK Teacher; Kindergarten Teachers; Grade 5 Teachers; Grade 6 Teachers; Vice-Principal; SSC]	KPI: programs for newly entering students	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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Implement evidence-based instructional practices in project-based learning (PBL) in multiple subject areas allowing students to experience 2 high quality PBL projects. <i>Required for PWCA Elem Academic Plan</i>	Connecting students to realistic learning experiences will increase engagement and retention, improve soft skills, and provide an alternative way to access content.	Coordinate and facilitate professional development for PBL: • Introductory to PBL for new staff (e.g. PBL 101) • Teacher networking throughout the complex area. • Individualized school support based on need • Continue to connect PBL to career and the PCHES Academies	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 = \$
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★ 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. <i>Required for all schools.</i>	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.	Tier 1: - 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. Tier 2: - Counselor and School Social Worker will identify students on a case by case basis who have excessive absences and make contact with families. Tier 3: - On a case by case basis, parent and student will be asked to meet with an administrator, counselor, and classroom teacher to establish an attendance contract should excessive absences persist. - Identified students with parental support could be paired with a mentor (PCHS mentors, Common Grace mentor). [VP, Counselors, SSC]	Chronic Absenteeism Panorama SQS Surveys KPI-% of students attending 90% or more days	☒ WSF, \$2,400,000 ☐ 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. <i>Required for all schools.</i>	Enhancing schoolwide practices and programs that foster a nurturing and caring environment will support students' well-being and reinforce positive behaviors.	<u>Tier 1:</u> - All PS-6th grade students will continue to receive instruction using our schoolwide SEL program of choice, Leader in Me. - To foster whole-child development, students will be provided various in school and after school opportunities to participate in extracurricular clubs/groups. <u>Tier 2</u> - Students will be identified through the RTI-B process and receive necessary support. - After being identified, students will receive selected Tier 2 Behavior Strategies to reinforce positive behaviors and expectations. <u>Tier 3</u> - Identified students could be paired with a mentor (PCHS mentors, Common Grace mentors). [Vice-Principal; Student Services Coordinator; Counselors]	Panorama SQS Surveys RTI-B process KPI- % of parents agreeing school supports positive behaviors	☒ WSF, \$2,300,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$630,000 ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	Expanding current programs on Nā Hopena A'o (HĀ) to more schools, students and stakeholders will strengthen the depth and breadth of its implementation.	<u>Tier 1 (Curriculum & Instruction):</u> - All students will participate in Hawaiian Studies (Gr. K - 6) and Ho'ike (Gr. PK - 6). - Students will be provided with experiences to help understand the importance of preserving our land and culture of Hawaii through place-based instruction, PBL, and field trips. [K-6 Teachers; Hawaiian Studies teacher; Curriculum Coordinator]	Student Reflections	☒ WSF, \$2,100,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$630,000 ☐ 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. <i>Required for all schools.</i>	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.	- 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 strengthen 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. [K-6 Teachers; Curriculum Coach; Counselor]	General Learner Outcomes	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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.	How is your school addressing the Expose component for PWCA CCE and PBL Initiatives? All students K-6 will experience: • 2 high-quality PBL projects during the school year that integrates disciplines and includes guest speakers who represent a variety of careers. • Develop student success skills (communication, collaboration, critical thinking, and self-directed learning) • Pilot student goal setting and portfolios (<i>Pearl City Complex K12 Effort</i>) [K-6 Teachers; Curriculum Coach]	PBL 2x/Yr for each student	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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PRIORITY 2: High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	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 necessary support to become effective.	Teachers have the greatest impact after parents on student learning.	What type of professional development opportunities are available to your teachers and support staff? School PD: • Leader in Me, Year 3 training for all staff. PCHES will continue to deepen our knowledge and understanding of the 8 Habits of Highly Successful People, and begin goal setting and portfolios. • Building Thinking Classrooms and Fact Fluency with Kim Rimbey. PCHES will adopt the BTC pedagogy in our Tier 1 instruction. • Small Group Instruction. PCHES will deepen our understanding of supplemental and targeted interventions and begin to administer these approaches regularly during SGI. • Provide summer planning stipends • Provide professional development such as national conferences. I.e. CEC, VL, NCAC, PBL [Principal; Vice-Principal; Curriculum Coordinator; Student Services Coordinator; EL Coordinator]	Walkthrough data Student growth data (iReady) Progress Monitoring data KPI #/% of first and second year teachers participating in state I&M programs # of pd opportunities for support staff	☒ WSF, \$200,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	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. <i>Required for all schools.</i>	Continue 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.	PCHES will implement a nomination and election process to ensure PCHES has an established SCC board each year. PCHES SCC will meet quarterly to review school improvement efforts. [Principal; Counselor]	Documentation of meeting minutes and agendas. Nominations of nominations, elections, etc. Documentation of nominations and elections.	☒ WSF, \$800.00 ☐ 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 <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>
3.3.2 Whole school and grade level parent-child activities where parents and students work together in learning and to celebrate learning. <i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i>	To maintain family engagement and to continue to build relationships that will provide support to the school and the student.	PCHES will continue planning and sustaining whole school and grade level parent-child activities that bring the school community together to build relationships and celebrate learning. PCHES will continue the quarterly PCHES Promise Awards Assembly to highlight extraordinary students who exemplify the 8 Habits of Highly Effective People (2 per quarter) [PS-6 Teachers; Major Events Focus Group; EL Coordinator; Principal; Vice-Principal]	Sign in Sheets Participation Rates Parent Surveys	☒ WSF, \$1,000.00 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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 Highlands 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 **Date** to share the school data and gather input on student priorities.
 - ☐ A School Community Meeting was conducted on **Date** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): [Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]
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**

Attested:

Pearl City Highlands Elementary Principal	Signature	Date
Keith Hui		Date
SCC Chairperson	Signature	Date
Insert name of SCC chairperson		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:

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

Attested:

SCC Chairperson	Signature	Date
Insert name of SCC chairperson		Date

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 <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>	[1089 hrs]
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Pearl City Highlands Elementary Bell Schedule: Adopted and voted on Spring 2024	

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

The Pearl City Highlands Elementary School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)

☒ A School Community Meeting was conducted to share the school data and gather input on student priorities.

Date of School Community Meeting: February 24, 2026

☐ 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: March 4, 2025

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

Student Council _____

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 February 24, 2026.

Attested:

Keith Hui

Typed name of school principal

Signature

2/24/26

Date

Mark Matsuoka

Typed name of SCC chairperson

Signature

2/24/26

Date

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		
N/A		
N/A		

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

[illegible]

Date _____