




Pū'ōhala School Academic Plan SY 2025-2026


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<https://www.puohala.k12.hi.us/>

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

Submitted by Principal: Kathy Kahikina	
	4.15.25

Approved by Complex Area Superintendent: Sam Izumi	
	04/15/2025

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

VIAABLE 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 (English)	'20 Wonders ▾	Ready ▾	Amplify	
K - 5 (Kaiapuni)	Teacher Created ▾	Ready ▾		

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
No supplemental instructional materials used				

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 (English)	I-Ready ▾	I-Ready ▾
M - 5 (Kaiapuni)	Teacher Created ▾ Loiloi heluhelu	Teacher Created ▾ Loiloi pilihelu

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: 2018

Type of Last Visit: Full Self-Study

Year of Next Action: 2021

Type of Next Action: Mid-Cycle

Year of Next Self-Study: n/a

Please identify critical student learning needs and the root/contributing cause why these needs have been prioritized.

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

Please number the student need and root/contributing cause for ease of cross-referencing.

1	<p><u>Student Need:</u> RTI</p> <p><u>Root/Contributing Cause:</u></p> <ul style="list-style-type: none">• Lack of understanding standards• Lack of vertical alignment of practices• Inadequate systems and procedures
2	<p><u>Student Need:</u> Data Teams</p> <p><u>Root/Contributing Cause:</u></p> <ul style="list-style-type: none">• Inconsistent understanding of best instructional best practices• Inconsistent understanding of purpose of Data Team time• Lack of collaboration across grade levels and classes

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	<u>Targeted Subgroup:</u> Low SES/Disadvantaged students <u>Identified Student Need(s):</u> ELA and Math
2	<u>Targeted Subgroup:</u> Special Education students <u>Identified Student Need(s):</u> ELA and Math
3	<u>Targeted Subgroup:</u> EL students <u>Identified Student Need(s):</u> ELA and Math



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

Desired Outcome	Root/ Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress (Initial & Intermediate Outcomes)	Anticipated Source of Funds
<p>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.</p> <p><i>Required for all elementary schools.</i></p>	<p>State of Hawai'i Act 210 (§302A-A)</p> <p>State Strategic Plan (Implementation Plan) - Desired Outcome 1.1.1</p> <p>Department Action Item #1: Implement a new Kindergarten Readiness Assessment, including teacher resources and support (School Year (SY) 2023-24; SY2026-27 for Kaiapuni – Hawaiian immersion – students).</p>	<p>All kindergarten students are assessed for social, emotional, and academic readiness.</p> <p><u>Accountable Leads:</u> Kindergarten Teacher School Counselors</p> <p>[SW6]</p>	<p>KEA assessment data (LEI Kūlia)</p>	<p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p>

<p>Reading Proficiency 1.1.2. All students read proficiently by the end of <u>third</u> grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.</p> <p>Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of <u>fifth</u> grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p>	<p>Complex Area Plan:</p> <ul style="list-style-type: none"> • There is a need for K-12 alignment. • There is a need for teacher articulation and collaboration to improve instructional practices across our schools. • There is a need to reflect on best practices and ways to improve so staff increase their effectiveness. 	<p>All CK schools implement an Academic RTI system that includes:</p> <ul style="list-style-type: none"> • Universal Screening (iReady) • Multi-Tiered Systems of Support • Progress Monitoring • Data-Based Decision Making • High quality teaching including the K-6 alignment of standards • Prioritized standards and align prioritized standards to curriculum. <p>Nā Ana A'o Achieve The Core Kathy Kahikina, Principal Dana Tomita, Academic Coach Marie Elia, Math Interventionalist Susan Burch, Reading Interventionalist</p> <p>[SW6]</p>	<p>There will be an increase in the amount of students on grade-level or above in Reading and Math (when compared to SY 2024-2025) as evidenced by iReady data.</p> <ul style="list-style-type: none"> • All students • Low SES students • Special Education students • EL students <p>There will be a decrease in the amount of students who are two grade levels below or more in Reading and Math (when compared to SY 2024-2025) as evidenced by iReady data.</p> <ul style="list-style-type: none"> • All students • Low SES students • Special Education students • EL students 	<p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I</p>
<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>Complex Area Plan: There is a need for K-12 alignment.</p> <p>State Strategic Plan (Implementation Plan) - Desired Outcome 1.1.4 Action Item #5: Expand support for students who are new to a school (e.g., transition centers), including English Learners, military-connected students and students with disabilities (SY2023-24).</p>	<p>All CK schools will:</p> <ul style="list-style-type: none"> • Participate in the CK EL Success Plan Design Team Meetings • Send appropriate staff to the required EL Success Plan trainings • Implement one high-leverage strategy for each CK EL Success Plan goal <p>[SW6] Kathy Kahikina, Principal Andrea Lee, EL Coordinator</p>	<p>Theory of Action of Planning Doc</p>	<p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p>

<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p>K-12 Alignment</p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p> <p><i>Required for all schools.</i></p>	<p>Complex Area Plan: There is a need for clear transitions between and across schools.</p> <p>State Strategic Plan (Implementation Plan) - Desired Outcome 1.3.1 All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities</p>	<p>All CK schools will have a plan and/or matrix to document how they address their Complex Graduate Profile/Portrait.</p> <p>[SW5, SW6]</p> <p>Kathy Kahikina, Principal Katrina H Souza, School Counselor</p>	<p>School Made chart that references the Castle Complex Graduate Profile crosswalk with what is done at Pū'ōhala</p>	<p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p>
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome	Root/ Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress (Initial & Intermediate Outcomes)	Anticipated Source of Funds
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<ul style="list-style-type: none"> Lack of vertical alignment of practices Inadequate systems and procedures 	<p>Continue with the 'Imi Pono awards program to foster regular attendance.</p> <p>[SW6]</p> <p>Accountable Leads: School Counselors</p>	<p>Attendance letters that are sent home by school counselors</p> <p>‘Imi Pono Awards Criteria ‘Imi Na‘auao Awards Criteria</p>	<p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I</p>
<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p> <p>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p>	<ul style="list-style-type: none"> Lack of vertical alignment of practices Inadequate systems and procedures Inconsistent understanding of best instructional best practices Inconsistent understanding of purpose of Data Team time Lack of collaboration across grade levels and classes 	<p>Teachers and staff will co-construct a school wide behavior matrix. Aligning to the following:</p> <ul style="list-style-type: none"> Na Hōpena A’o (HĀ) General Learner Outcomes (GLOs) Castle Complex 5Rs <p>[SW6]</p> <p>Accountable Leads: HMTSS Lead School Counselors</p>	<p>School wide behavior matrix in the student planner.</p> <p>Revisit and revise based upon WASC visiting team feedback.</p> <p>Communicate school wide behavior matrix with students, parents and all school staff.</p>	<p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I</p>

- ★ 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	Root/ Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress (Initial & Intermediate Outcomes)	Anticipated Source of Funds
<p>Science of Reading</p> <p>1.1.2. All students read proficiently by the end of <u>third</u> grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.</p> <p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>Complex Area Plan: There is a need for ongoing professional learning.</p> <p>State Strategic Plan (Implementation Plan) - Desired Outcome 1.1.2 Action Item #3: Use findings of the federally funded Comprehensive Literacy State Development Grant, piloted in six complex areas, to inform training, coaching and resources for K-3 teachers statewide (SY2024-25).</p>	<p>Facilitate teacher development in the Science of Reading through training sessions based on the Science of Literacy & Evidence-Based Models Overview, fostering a culture of continuous learning and improvement. [SW6]</p> <p>Accountable Leads: Kathy Kahikina, Principal Dana Tomita, Academic Coach</p>	<p>There will be an increase in the amount of students on grade-level or above in Reading (when compared to SY 2024-2025) as evidenced by iReady data.</p> <ul style="list-style-type: none"> • All students • Low SES students • Special Education students • EL students <p>There will be a decrease in the amount of students who are two grade levels below or more in Reading (when compared to SY 2024-2025) as evidenced by iReady data.</p> <ul style="list-style-type: none"> • All students • Low SES students • Special Education students • EL students 	<p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I</p>



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	Root/ Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress (Initial & Intermediate Outcomes)	Anticipated Source of Funds
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Hawai'i Revised Statutes Section §302A-1124 Mandate to initiate school community councils	All schools post their SCC Meeting agendas and minutes (separate docs) to their school's website for each SCC Meeting. [SW6] Accountable Lead: Kathy Kahikina, Principal	Agendas and minutes posted to the school website SCC Self-Evaluation Survey	See Financial Plan for amounts: <input type="checkbox"/> WSF <input type="checkbox"/> Title I

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

Desired Outcome	Root/ Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress (Initial & Intermediate Outcomes)	Anticipated Source of Funds
Increase parent/guardian partnerships in parent involvement activities during the school year.	WASC: "To encourage equality, the school should consider working with the school community to find ways to better bring together both branches to encourage a unified school environment."	Provide academic parent involvement/engagement activities (4 per year) to improve parent partnerships and address at-home academic support. [SW5, SW6] Accountable Leads: Principal and Title I Coordinator	<ul style="list-style-type: none"> Flyers for each activity Sign-in sheets for each activity Evaluations for each activity 	See Financial Plan for amounts: <input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I

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 **Pū'ōhala Elementary School's** current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

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)

1,089

Did your school submit a SCC Waiver Request Form? Please explain.

Applied for 4 waiver days; applied for 2 hours for PTC

Bell Schedule: [Pū'ōhala Bell Schedule](#)