



Pū'ōhala Elementary Academic Plan SY 2026-2027

**45-233 Kulauli Street Kaneohe, HI 96744
(808) 305-5900**

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



- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Kathy Kahikina	
	Apr 15, 2026

Approved by Complex Area Superintendent Sam Izumi	
	Apr 15, 2026

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 (English)	'20 Wonders ▾	Ready ▾		
K - 5 (HLIP)	Teacher Created ▾	Ready ▾		

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
No supplemental instructional materials used				

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 ▾
Kindergarten (Kaiapuni)	HI KRA ▾	HI KRA ▾
K - 5 (Kaiapuni)	Teacher Created ▾ Loiloi Heluhelu	Teacher Created ▾ Loiloi Pilihelu

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:
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit:
Type of Last Visit:

Year of Next Action:
Type of Next Action:

Year of Next Self-Study:

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

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

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

1	<u>Student Need:</u> - By the beginning of third grade, all students will be proficient in basic computer skills. For those who are not, they will receive necessary and timely support to become proficient. - By the start of third grade, 100% of teachers grades K-2 will implement the standard testing protocols (TBD) in all classes across both branches. These procedures will continue through the upper grades as well, but it is critical that our students are introduced prior to reaching testing grades. - All K-6 students will complete grade-level 'Stamina Sprints'—consisting of uninterrupted computer-based, reading, and writing tasks—increasing focused work time by X minutes every two weeks until reaching their grade-level benchmark. <u>Root/Contributing Cause:</u> Students do not practice “good” test-taking skills.
2	<u>Student Need:</u>

	All students learn in a positive, safe, nurturing, and culturally responsive environment. <u>Root/Contributing Cause:</u> Unclear communications and lack of positive relationships
3	<u>Student Need:</u> Low SES students will achieve or surpass the school population within a year of implementation. Language Arts Non-High Needs 38% High Needs 25% GAP 13% Math State Non-High Needs 31% High Needs 28% GAP 3% <u>Root/Contributing Cause:</u> Lack of addressing the SES achievement gap
4	<u>Student Need:</u> • A proactive approach to standards synchronization. <u>Root/Contributing Cause:</u> Lack of alignment of language arts and math curriculum (standards)

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.

Desired Outcome	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
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.	State of Hawai'i Act 210 (§302A-A) State Strategic Plan (Implementation Plan) - Desired Outcome 1.1.1 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).	REQUIRED BY THE COMPLEX AREA: All kindergarten students are assessed for social, emotional, and academic readiness. Accountable Leads: ☐ Chantelle Sonoda, English Kindergarten Teacher ☐ Dukie Akioka, HLIP Malaa (Kindergarten) Teacher SW6	Quarter 1 - Administer KEA/KRA within the first 30 days of enrollment - KEA assessment data (LEI Kūlia) Quarter 2 - Share KEA/KRA report with parents/guardians at the parent teacher conference Quarter 3 Quarter 4	See Financial Plan for amounts: ☒ WSF ☐ Title I

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.	Complex Area Plan: • 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.	REQUIRED BY THE COMPLEX AREA: All CK schools implement an ELA Academic RTI system that includes: • Universal Screening (iReady) • Multi-Tiered Systems of Support (RTI support for all grade levels that include small group instruction and targeted instruction) ◦ Alignment of ELA standards and instructional practices ◦ Use of Explicit Instruction • Progress Monitoring • Data-Based Decision Making • Testing stamina Accountable Leads: • Kathy Kahikina, Principal • Dana Tomita, English Branch Academic Coach • Malia Mataele, HLIP Branch Academic Coach SW6	Quarter 1 • Beginning of Year (BOY) Diagnostic Assessment Growth Goals: All students have growth goals based on BOY Universal Screener data. • Instructional Groups: All students are instructionally grouped based on BOY Universal Screener data. • 50% Proficiency on Common Grade Level Assessments: At least 50% of students are proficient on the common grade level assessments. • Interventions: 100% of teachers are providing interventions to at least one target group of students. • Monitored: ◦ Walkthrough data ◦ Data team minutes	See Financial Plan for amounts: ☒ WSF ☒ Title I
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(continued) 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.	(continued) Complex Area Plan: • 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.	(continued) REQUIRED BY THE COMPLEX AREA: All CK schools implement an ELA Academic RTI system that includes: • Universal Screening (iReady) • Multi-Tiered Systems of Support (RTI support for all grade levels that include small group instruction and targeted instruction) ◦ Alignment of ELA standards and instructional practices ◦ Use of Explicit Instruction • Progress Monitoring • Data-Based Decision Making • Testing stamina Accountable Leads: • Kathy Kahikina, Principal • Dana Tomita, English Branch Academic Coach • Malia Mataele, HLIP Branch Academic Coach	Quarter 2 • iReady Growth Reports: At least 50% of students meet the iReady Progress to Annual Typical Growth. • Loiloi Assessments: At least 50% of students will demonstrate growth on the loiloi assessments. • Instructional Groups: Instructional Groupings are adjusted based on a Triangulation of data collected. • Common Grade Level Assessments: At least 55% of students are proficient on common grade level assessments. • Interventions: 100% of teachers are providing interventions to at least one target group of students. • Monitored: ◦ Walkthrough data ◦ Data team minutes Quarter 3 • Common Grade Level Assessments: At least 60% of students are proficient on common grade level assessments. • Interventions: 100% of teachers are providing interventions to at least one target group of students. • Monitored: ◦ Walkthrough data ◦ Data team minutes • Focused Interim Assessment Blocks	
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(continued) 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.	(continued) Complex Area Plan: • 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.	(continued) REQUIRED BY THE COMPLEX AREA: All CK schools implement an ELA Academic RTI system that includes: • Universal Screening (iReady) • Multi-Tiered Systems of Support (RTI support for all grade levels that include small group instruction and targeted instruction) ◦ Alignment of ELA standards and instructional practices ◦ Use of Explicit Instruction • Progress Monitoring • Data-Based Decision Making • Testing stamina Accountable Leads: • Kathy Kahikina, Principal • Dana Tomita, English Branch Academic Coach • Malia Mataele, HLIP Branch Academic Coach SW6	Quarter 4 • iReady Growth Reports: 100% of students meet the iReady Progress to Annual Typical Growth. • Loiloi Assessments: 100% of students will demonstrate growth on the loiloi assessments. • Instructional Groups: Instructional Groupings are adjusted based on a Triangulation of data collected. • Common Grade Level Assessments: At least 60% of students are proficient on common grade level assessments. • Hawai'i State Assessments: At least 60% of students are proficient on Hawaii State Assessments (SBA/KĀ'EO).	
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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.	Complex Area Plan: • 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.	REQUIRED BY THE COMPLEX AREA: All CK schools implement an Math Academic RTI system that includes: • Universal Screening (iReady) • Multi-Tiered Systems of Support (RTI support for all grade levels that include small group instruction and targeted instruction) ◦ Alignment of Math standards and instructional practices ◦ Use of Mathematical Discourse • Progress Monitoring • Data-Based Decision Making • Testing Stamina Accountable Leads: • Kathy Kahikina, Principal • Dana Tomita, English Branch Academic Coach • Malia Mataele, HLIP Branch Academic Coach SW6	Quarter 1 • Beginning of Year (BOY) Diagnostic Assessment Growth Goals: All students have growth goals based on BOY Universal Screener data. • Instructional Groups: All students are instructionally grouped based on BOY Universal Screener data. • 50% Proficiency on Common Grade Level Assessments: At least 50% of students are proficient on the common grade level assessments. • Interventions: 100% of teachers are providing interventions to at least one target group of students. • Monitored: ◦ Walkthrough data ◦ Data team minutes	See Financial Plan for amounts: ☒ WSF ☒ Title I
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(continued) 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.	(continued) Complex Area Plan: • 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.	(continued) REQUIRED BY THE COMPLEX AREA: All CK schools implement an Math Academic RTI system that includes: • Universal Screening (iReady) • Multi-Tiered Systems of Support (RTI support for all grade levels that include small group instruction and targeted instruction) ◦ Alignment of Math standards and instructional practices ◦ Use of Mathematical Discourse • Progress Monitoring • Data-Based Decision Making • Testing Stamina Accountable Leads: • Kathy Kahikina, Principal • Dana Tomita, English Branch Academic Coach • Malia Mataele, Kaiapuni Branch Academic Coach SW6	Quarter 2 • iReady Growth Reports: At least 50% of students meet the iReady Progress to Annual Typical Growth. • Loiloi Assessments: At least 50% of students will demonstrate growth on the loiloi assessments. • Instructional Groups: Instructional Groupings are adjusted based on a Triangulation of data collected. • Common Grade Level Assessments: At least 55% of students are proficient on common grade level assessments. • Interventions: 100% of teachers are providing interventions to at least one target group of students. • Monitored: ◦ Walkthrough data ◦ Data team minutes Quarter 3 • Common Grade Level Assessments: At least 60% of students are proficient on common grade level assessments. • Interventions: 100% of teachers are providing interventions to at least one target group of students. • Monitored: ◦ Walkthrough data ◦ Data team minutes • Focused Interim Assessment Blocks	
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(continued) 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.	(continued) Complex Area Plan: • 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.	(continued) REQUIRED BY THE COMPLEX AREA: All CK schools implement an Math Academic RTI system that includes: • Universal Screening (iReady) • Multi-Tiered Systems of Support (RTI support for all grade levels that include small group instruction and targeted instruction) ◦ Alignment of Math standards and instructional practices ◦ Use of Mathematical Discourse • Progress Monitoring • Data-Based Decision Making • Testing Stamina Accountable Leads: • Kathy Kahikina, Principal • Dana Tomita, English Branch Academic Coach • Malia Mataele, HLIP Branch Academic Coach SW6	Quarter 4 • iReady Growth Reports: 100% of students meet the iReady Progress to Annual Typical Growth. • Loiloi Assessments: 100% of students will demonstrate growth on the loiloi assessments. • Instructional Groups: Instructional Groupings are adjusted based on a Triangulation of data collected. • Common Grade Level Assessments: At least 60% of students are proficient on common grade level assessments. • Hawai'i State Assessments: At least 60% of students are proficient on Hawaii State Assessments (SBA/KĀ'EO).	
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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>	Complex Area Plan: There is a need for K-12 alignment. 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).	REQUIRED BY THE COMPLEX AREA: All CK schools will: • Participate in the CK EL Success Plan Design Team Meetings • Implement one high-leverage strategy for each CK EL Success Plan goal Accountable Leads: • Kathy Kahikina, Principal • Andrea Lee, EL Coordinator SW6	• EL Theory of Action (LINK) • Learning Walk Data	See Financial Plan for amounts: ☐ WSF ☐ Title I
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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>	Complex Area Plan: There is a need for K-12 alignment. 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).	REQUIRED BY THE COMPLEX AREA: All CK schools will utilize Goalbook to ensure there are quality goals and objectives in all Individual Educational Plans (IEPs). Accountable Leads: • Andrea Lee, SSC • Kaimi Malama, Special Education Teacher • Anne Kiyosaki, Pre-K Special Education Teacher • Shaundra Condren Migliorato, Pre-K Special Education Teacher • Heather Mahan, Special Education Teacher • Dana Fukunaga, Special Education Teacher SW6	Quarter 1 • Goalbook SMART Goal: All special education teachers will complete the Goalbook introductory training and utilize the "Goal Wizard" to draft at least one SMART goal for every new or annual IEP held this quarter. • Primary IEP Goal: All special education teachers will identify the "Primary IEP Goal" for each student and utilize the Goalbook Learning Goal Wizard to generate an initial bank of scaffolded objectives for all IEPs held this quarter. • Goalbook Usage Report (Quarterly) Quarter 2 • IEP PLAAFP and Goals: 100% of IEPs authored this quarter will demonstrate a direct correlation between the student's identified needs in the PLAAFP and the Goalbook-generated goals. • Scaffolded Objectives: 100% of IEPs authored this quarter will feature at least four scaffolded objectives that demonstrate a clear "pathway" from the student's current functional level to the grade-level standard. • Goalbook Usage Report (Quarterly)	See Financial Plan for amounts: ☐ WSF ☐ Title I ☒ SPPA
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(continued) 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>	(continued) Complex Area Plan: There is a need for K-12 alignment. 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).	(continued) REQUIRED BY THE COMPLEX AREA: All CK schools will utilize Goalbook to ensure there are quality goals and objectives in all Individual Educational Plans (IEPs). Accountable Leads: ● Andrea Lee, SSC ● Kaimi Malama, Special Education Teacher ● Anne Kiyosaki, Pre-K Special Education Teacher ● Shaundra Condren Migliorato, Pre-K Special Education Teacher ● Heather Mahan, Special Education Teacher ● Dana Fukunaga, Special Education Teacher SW6	Quarter 3 ● Scaffolded Objectives/Benchmarks: All IEP goals authored this quarter will include at least two scaffolded "Objectives" or "Benchmarks" sourced from Goalbook's UDL (Universal Design for Learning) strategies to support goal attainment. ● UDL Strategies: For every primary IEP goal, teachers will utilize the Goalbook "UDL Strategies" within their four scaffolded objectives to include specific instructional supports (e.g., visual schedules, graphic organizers, or AAC devices). ● Goalbook Usage Report (Quarterly)	
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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	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
(continued) 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>	(continued) Complex Area Plan: There is a need for K-12 alignment. 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).	(continued) REQUIRED BY THE COMPLEX AREA: All CK schools will utilize Goalbook to ensure there are quality goals and objectives in all Individual Educational Plans (IEPs). Accountable Leads: • Andrea Lee, SSC • Kaimi Malama, Special Education Teacher • Anne Kiyosaki, Pre-K Special Education Teacher • Shaundra Condren Migliorato, Pre-K Special Education Teacher • Heather Mahan, Special Education Teacher • Dana Fukunaga, Special Education Teacher SW6	Quarter 4 • Goalbook SMART Goal: By the end of the school year, 100% of IEPs authored by all special education teachers will utilize Goalbook's toolkit to develop SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals that align directly with the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP). • Scaffolded Objectives: To improve instructional precision, all special education teachers will use the Goalbook "Learning Goal Wizard" feature to create at least four scaffolded objectives for every primary IEP goal, ensuring access to grade-level standards for students with significant cognitive or academic delays. • Goalbook Usage Report (Quarterly)	

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. 1.2.3. All students experience a Nā Hopena A'o environment for learning. 1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. 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. <i>Required for all schools.</i>	Complex Area Plan: There is a need for clear transitions between and across schools. 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	REQUIRED BY THE COMPLEX AREA: All CK schools will have a plan and/or matrix to document how they address their Complex Graduate Profile. Accountable Leads: • Kathy Kahikina, Principal • Katrina Souza, School Counselor SW6	• Profile Matrix (LINK)	See Financial Plan for amounts: ☒ WSF ☐ Title I
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	• Lack of vertical alignment of practices • Inadequate systems and procedures	Continue with the 'Imi Pono awards program to foster regular attendance. [SW6] Accountable Leads: School Counselors	Attendance letters that are sent home by school counselors 'Imi Pono Awards Criteria 'Imi Na'auao Awards Criteria	See Financial Plan for amounts: ☒ WSF ☐ Title I
1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i> 1.2.3. All students experience a Nā Hopena A'o environment for learning.	• 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	Teachers and staff will co-construct a school wide behavior matrix. Aligning to the following: • Na Hōpena A'o (HĀ) • General Learner Outcomes (GLOs) • Castle Complex 5Rs [SW6] Accountable Leads: • HMTSS Lead • School Counselors	School wide behavior matrix in the student planner. Revisit and revise based upon WASC visiting team feedback. Communicate school wide behavior matrix with students, parents and all school staff. Measurable Data Point(s): Chapter 19 referrals	See Financial Plan for amounts: ☒ WSF ☐ Title I



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	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
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>	Hawai'i Revised Statutes Section §302A-1124 Mandate to initiate school community councils	REQUIRED BY THE COMPLEX AREA: All schools post their SCC Meeting agendas and minutes (separate docs) to their school's website for each SCC Meeting. Accountable Leads: - Principal - SCC Chairperson	- SCC Roster - SCC Agenda/Minutes	See Financial Plan for amounts: ☐ WSF ☒ Title I
All students learn in a positive, safe, nurturing and culturally responsive environment.	- Lack of vertical alignment of practices - Inadequate systems and procedures - Inconsistent understanding of best instructional best practices - Lack of collaboration across grade levels and classes	Communication All staff, students, and parents will respond to surveys focusing on building relationships and communications (such as Panorama and school generated surveys). Accountable Leads: - All Staff - Principal	- Survey Results - Meeting minutes - Weekly Bulletin - Teacher/Parent Communication	

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

Desired Outcome	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	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 • Title I Coordinator • Parent organization	• Flyers for each activity • Sign-in sheets for each activity • Evaluations for each activity	See Financial Plan for amounts: ☒ WSF ☒ Title I

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.

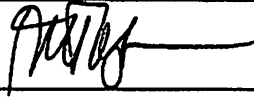
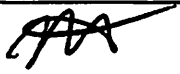
Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Pū'ōhala 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 04/01/2026 to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on 04/01/2026 to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list):
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.

7. This school plan was adopted through consensus or by vote by the School Community Council on: 4.1.26

Attested:

Pū'ōhala Elementary Principal	Signature	Date
Kathy Kahikina		4.13.26
SCC Chairperson	Signature	Date
Brandi Cutler		4/13/24

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:
Starting next year, separate Academic and Financial Plans will be done for english and kula kaiapuni at Pū'ōhala	Explained by Po'okumu; this change will better address structure and needs of the english and kaiapuni schools	This will be a CAS decision
Add in WASC dates (pg 5)	Although WASC is not required for kula ha'aha'a, if WASC has and is being done, the dates can be included	No because the Comprehensive Needs Assessment was used to gather information for the academic plan
Update "All K-6" to "K-6 (english) and K-5 HLIP" (pg 5)	Matches the rest of the Academic Plan; Papa 6 HLIP is part of Kula Waena and its academic plans	Grade 6 Kaiapuni still falls under Puohala Elementary school and will remain as written in the plan.
Add in "(determined by english teacher)" after "X minutes" (pg 5)	Clarified by Po'okumu during the meeting; provides specifics to make it a measurable activity; not applicable to kaiapuni	This is applicable to both English and Kaiapuni

Add in "Partner with Hui Makua O Pū'ōhala events/activities" (pg 22 under Enabling Activities)	Recommended by Chair; agreed with by Po'okumu; Hui Makua provides support and pilina for the 'ohana/community of Ke Kula Kaiapuni O Pū'ōhala	Will not specify the group, will insert accountable lead-as parent organization.
No public access to the hyperlinks on pages 2, 15, 19, 20, 26	The Academic Plan is publicly available, so attachments and links should be accessible (or have an explanation provided as to why not accessible)	
School Behavior Matrix (pg 20) should include F.A.K.F.E. guidelines and Hawaiian pedagogical techniques (i.e. kaikaina kaikua'ana relationship, ho'oponopono)	Reflect the processes and values of kaiapuni standards	The school behavior matrix will be revisited by the school staff.
Concern with only having 1 HLIP SPED position	During the Community Meeting on 2/25/26 and during monthly meeting on 3/25/26, the community expressed concern that 1 position is not enough to serve the growing number of HLIP students.	The number of HLIP K -6 students who will be needing special education services is the same or less than that of English branch grades 4 - 6 students
Concern with losing positions that serve all students (i.e. librarian) and kaiapuni students (i.e. HLIP SPED)	Losing these two positions negatively affect the kula kaiapuni, where classes are large (including up to 30 haumana); this includes off-ratio OHE positions. This is especially stark in comparison to the 5 teachers for 60 english students.	Positions are not specific to just kaiapuni, it reflects the whole school.
During Special Meeting on 4/1/26, community was told the librarian position was back, but is still removed on unchanged Position Summary	During the Community Meeting on 2/25/26 and during monthly meeting on 3/25/26 several makua expressed concern over losing the librarian (the library is a safe place for haumana and increasing literacy programs is important) and reacted positively when told the position was back during Special meeting on 4/1/26 For it to not actually be returned is concerning, including in terms of communication/transparency.	The copied position comparison that was made by the SCC chair was out of date.
Confirm that three HLIP EAs have been	Confirmation that 3 HLIP EAs were hired at	HLIP has 2 - 8 hour EAs and 2 - 6 hour EAs

hired at 30 hours a week	30/hours a week	
Address concerns over OHE's new priority placement process for new/transferring students	Lack of clarity for 'ohana and kula from OHE/DOE; worries about barriers/delays for 'ohana that missed the priority placement window; concerns that DOE is implementing a wait list policy and that it is discrimination to have one registration policy for one group of students and another for other students	This is not in the control of the school.

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

- No Academic or Financial Plan presented during Community Meeting on 2/25/26 (scheduled in August 2025); no communication before or after about Academic and Financial Plan not being presented at the Community Meeting
- During regular monthly meeting (3/25/26) a Special Meeting for presentation and review of Academic and Financial Plan was scheduled;
- Academic Plan and Position Comparison provided at 3/25/26 meeting, and Position Comparison reviewed and received feedback from attendees
- Special meeting held on 4/1/26 - Academic Plan shared, reviewed, and discussed; confirmation from Po'okumu that the Position Summary was changing but not yet available for review but would be emailed to SCC Chair
- On 4/8/26 email from Po'okumu stated that the numbers stand on the original Position Summary despite what was stated at the Special Meeting
- SCC concerns/recommendations above are from the review of the Position Summary from 3/25/26 and the review of the Academic Plan on 4/1/26
- The Position Summary provided does not include all positions at Pū'ōhala (aloha 'āina position, admin) included on prior years' Financial Plans shared with SCC

Attested:

SCC Chairperson	Signature	Date
Brandi Culler		4/15/26

APPENDIX B: BELL SCHEDULE

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

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

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1,086
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☒ Yes ☐ No ☐ N/A, we meet the requirement
Pū'ōhala Elementary Bell Schedule: LINK	

SY 25-26	SY 26-27	POSITION	BRANCH	FUNDING SOURCE	COST (avg salary)	TOTAL COST	TOTAL COST
1	1	12 Month Academic Coach	Both	WSF	\$91,075	\$91,075	\$91,075
1	1	12 Month Student Services Coord	Both	WSF	\$91,075	\$91,075	\$91,075
1	1	10 Month School Registrar	Both	WSF	\$75,896	\$75,896	\$75,896
1	1	School counselor	Both	WSF	\$75,896	\$75,896	\$75,896
1	0	.5 Librarian/.5 teacher	Both	WSF	\$75,896	\$75,896	\$0
5	5	Elementary teacher	English	WSF	\$75,896	\$379,480	\$379,480
		Elementary teacher 1 Grade Level					
2	2	1 Academic Coach	HLIP	OHE	\$75,896	\$151, 979	\$151, 979
9	10	Elementary teacher	HLIP	WSF	\$75,896	\$683,064	\$758,960
			1 - HLIP				
3	3	Special Education Teacher	2 - English	SPPA	\$75,896	\$265,636	\$265,636
				.5 SPPA/.5			
1	0	Special Education Teacher	1 add'l	WSF	\$75,896	\$75,896	0
		Special Education Teacher, Pre-School					
2	2		Special Ed	SPPA	\$75,896	\$151, 979	\$151, 979
			Both				
			HLIP 2 - 8hr (1 is 1:1)				
		10 Month Educational Assistant:	HLIP 2 - 6 hr				
		4 HLIP	PreSch 2 - 6 hr				
		2 Pre-school	English 1 8hr (1:1)				
7.5	9	2 English	English 1 6hr	SPPA	\$44,659	\$334,943	\$401,931
1 (.75)	1 (.75)	10 Month Educational Assistant	English (1:1) 6hr	WSF	\$33,494	\$33,494	\$33,494
		EOEL Pre-School Teacher					
		1 - HLIP					
0	2	1 - English	Both	EOEL	\$75,896	0	\$151, 979
		EOEL Pre-School Educational Ass't					
		1 - HLIP					
0	2	1 - English	Both	EOEL	\$44,659	0	\$89,318