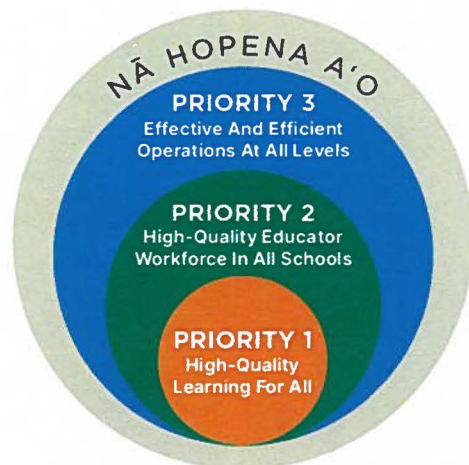




Pōmaika'i Elementary Academic Plan SY 2026-2027

4650 S. Kamehameha Ave
Kahului, HI 96732
(808) 344-1461
<https://pomaikai.k12.hi.us/>

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Timothy Shim	
	3/30/26

Approved by Complex Area Superintendent Dr. Lori Yatsushiro	
	4/7/26

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

TABLE OF CONTENTS

VIABLE QUALITY CURRICULUM.....3

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS.....4

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS).....4

IDENTIFIED SCHOOL NEEDS.....5

PRIORITY 1.....7

 ★ GOAL 1.1.....7

 ★ GOAL 1.2.....10

 ★ GOAL 1.3.....12

PRIORITY 2.....14

PRIORITY 3.....15

 ★ GOAL 3.3.....15

 ★ Family and Community Engagement.....16

 ★ Other Systems of Support.....17

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM.....18

APPENDIX B: BELL SCHEDULE.....21

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-5	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	Mystery 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-2	ECRI, Heggerty, BFRS			

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-2	DIBELS ▾	Select One ▾
K-5	STAR Enterprise ▾	STAR Enterprise ▾
	Select One ▾	Select One ▾

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: 2025

Type of Last Visit: Full Self-Study -

Year of Next Action: [Insert year]

Type of Next Action: Select One ▾

Year of Next Self-Study:

[Insert year]

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> Kindergarten Social and Academic Readiness Improve social foundations for incoming Kindergarteners, as over 50% are currently identified as "emerging" in this area <u>Root/Contributing Cause:</u> Lack of prior data on incoming students' academic and social needs before the school year begins
2	<u>Student Need:</u> K-5 Writing Proficiency Improve proficiency across narrative, opinion, and informational writing genres <u>Root/Contributing Cause:</u> Instructional imbalance between teaching foundational "how to write" skills versus specific genre writing
3	<u>Student Need:</u> Student Sense of Belonging and Growth Mindset Increase student "Sense of Belonging" and "Growth Mindset" scores on Panorama surveys <u>Root/Contributing Cause:</u> A lack of common SEL vocabulary and daily school-wide SEL activities, combined with student confusion regarding Panorama survey questions (e.g., misunderstanding "increasing effort")

4	<u>Student Need:</u> Math Instructional Adjustments Improve student outcomes in Math by making instruction more "meaningful" for young learners and providing interventions when concepts are not initially grasped <u>Root/Contributing Cause:</u> Teachers need more support in making real-time instructional changes when students struggle with a concept
WASC #1	<u>Student Need:</u> The achievement gap between high needs students and non-high needs students needs to be focused on and addressed. <u>Root/Contributing Cause:</u> WASC Area for Growth #1 - Response to Intervention (RTI) - Increasing Awareness & Strengthening Implementation. • Ensures early identification of struggling students. • Create targeted interventions that meet students' specific needs. • Supports teachers in making data-driven decisions to improve instruction.
WASC #2	<u>Student Need:</u> All students should be reading at grade level by 3rd grade. <u>Root/Contributing Cause:</u> WASC Area for Growth #2 - Differentiated Professional Learning for Varied Levels of Teaching Mastery • More effective instruction leads to higher engagement and achievement. • Supports innovative teaching strategies that address diverse student needs. • Increases retention of high-quality educators, leading to a more stable learning environment.
WASC #3	<u>Student Need:</u> All students should be provided with quality instruction and meaningful learning experiences that are differentiated to support the whole child approach to learning in academics, behavior, and social emotional wellness. <u>Root/Contributing Cause:</u> WASC Area for Growth #3 - Monitoring the Academic Plan & Tracking Progress Throughout the Year • Leads to data-driven instruction, improving learning outcomes. • Keeps students and teachers focused on clear academic goals. • Creates a responsive learning environment where strategies are adjusted to meet students' needs.

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> High-Needs Groups (EL, SPED, and Low SES) <u>Identified Student Need(s):</u> Increased teacher support and specialized training to boost educator confidence in meeting the needs of these rapidly growing populations
2	<u>Targeted Subgroup:</u> Tier 2 and Tier 3 Students (Behavior) <u>Identified Student Need(s):</u> Clearer identification and intervention processes. Currently, there is a significant gap in teacher understanding of data collection and the process for moving students between tiers
3	<u>Targeted Subgroup:</u> Tier 2 and Tier 3 Students not reading at grade level by Grade 3(Academics) <u>Identified Student Need(s):</u> Clearer identification and intervention processes. Currently, there is a significant gap in teacher understanding of data collection and the process for moving students between tiers
4	Process Data Implications: • Inconsistent Data Tracking: The lack of a school-wide system for tracking RTI data makes it difficult to maintain consistency as students move between grade levels. • Professional Development (PD) Gaps: Staff report that "one-off" workshops are less effective than ongoing modeling and peer coaching, which contributes to the difficulty in sustaining growth in areas like Science (NGSS)



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.	Root Cause #1	All kindergarten students will take the Kindergarten Early Assessment (KEA). (Kindergarten teachers and Support personnel) Extra support provided to help kindergarten students transition into school year (Kinder Camp, extra support personnel in beginning of year, etc) Use a questionnaire for parents of incoming Kindergarteners. (Admin, Office) Hold parent orientations during registration. (Admin, PCNC) Provide a Kinder Readiness list to families at the time of registration. (Admin, Teachers) Provide a designated Early Transitions Staff Member (Admin, EA)	KEA Assessment Parent Questionnaire Parent Transition Plan	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other: Summer Fund, \$40k

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.	WASC #1 WASC #2	All teachers will receive professional development in Science of Reading(SoR) [PD Team, Admin] Teachers will receive continued support of ECRI implementation through progress monitoring and data analysis, as-needed coaching, and availability of articulation time. [CC, District Personnel] Create a Reading Teacher/Coordinator position along with multiple Reading PTTs to support Tier 2 & 3 Intervention [Admin, RTI Teacher/Coordinator] A schoolwide MTSS-R (Reading RTI) system will be further developed to be able to identify, support, and progress monitor students that are struggling with reading. [Admin, RTI Teacher/Coordinator] Differentiated support will be provided for delivering high quality reading instruction. [Admin, CCs] Data driven activities will be scheduled after each universal screening. [Admin, CCs] A summer intervention/enrichment program will be coordinated to support a select group of students to improve reading skills. [Admin] Writing support activities: [Admin, CCs] - Provide an overview of Writing best practices and unpack standards within grade levels. - Dive deeper into the curriculum to find needed support for writing. - Ensure vertical alignment and articulation with writing standards.	STAR Screener DIBELS RTI Data Teacher Sign-In	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ 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.	Root #4 WASC #2	The school will continue support of Number Talks and Number Routines professional development and coaching. [Math Coach, District Support] Differentiated support will be provided for delivering high quality math instruction [CCs] Teachers currently attending and newly joining the Building Thinking Classrooms cohort will receive support in order to continue to build the capacity of BTC. [Admin, CCs, District Support] Data driven activities will be scheduled after each universal screening. [Admin, CCs] A summer intervention/enrichment program will be coordinated to support a select group of students to improve math skills. [Admin]	STAR Data SBA Data Teacher PD Sign In Triple P/Meeting Agendas	☒ WSF, \$ ☐ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ 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>	Root Cause #2 WASC #1 WASC #2	Reading Focus- Professional learning will be offered in supporting the development of an RTI Framework (consistent understanding of tiered instruction). [Admin, PD Team, CCs, District Support] Reading Focus- The school will differentiate PD for Tier 1 and Tier 2 Instruction in ELA. [Admin, PD Team, CCs] The school will develop clear RTI processes for progress monitoring of students in Tier 2 and Tier 3. [Admin, Leadership] The school will provide differentiated Arts Integration professional development and coaching. [Leadership] Grade level time for purposeful, professional planning will continue for teachers to focus on DFIT, professional learning, and grade level work in order to meet objectives/initiatives in the Academic Plan. [Admin, CCs] Professional learning and support for Special Education inclusion (GenEd, Sped, EAs) will continue. This may include (but not limited to): collaboration time for GenEd and SPED teachers, quarterly SPED training/PD, SPED Peer Review, etc) [Admin, SSC, SPED Dept] Designated support for English Learners - PTT for in-class and pull-out, After school tutoring ELO, EL PD for Staff, and other activities found on the EL Comp Plan. [Admin, EL Coordinator] Provide TIPS (Teacher Instructional Practice Support) professional learning for a cohort of SIQ teachers in grades 2-5. [Admin, CC] Professional development around Foundational/Effective Writing practices will be supported. [Admin, CCs]	STAR Data Dibels Data SBA Data Teacher PD Sign In Triple P/Meeting Agendas	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
--	--	--	---	---

		The school will provide a Gifted and Talented (GT) Identification process and learning opportunities for identified students. [Admin] A summer intervention/enrichment program will be coordinated to support a select group of students to improve reading and math skills. [Admin]		
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>		Triple P Rotations for grade levels will continue to support students' sense of belonging, character development, healthy lifestyles, and career exploration. [Triple P Teachers] Promote the MWIS Summer Bridge transition program and Iao Intermediate transition program to our 5th grade families and collaborate with the Middle Schools to support transitional activities (like student tours, parent nights and orientations at the intermediate schools). [Admin, 5th Grade Level Chair, Counselor] Pōmaika'i will work with feeder schools to provide academic and SEL data of outgoing 5th graders. [Admin, Leadership, CCs, Counselor] The school will visit Maui High School to learn more about their Academy Structure and the Vision of a High School Graduate. [Admin] "Step Up Day" will be coordinated to help students transition from grade to grade. [Leadership]	Triple P Outline and Schedule Emails/Fliers/Etc with Middle Schools Step Up Day Schedule	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

Supporting Whole Child Development	Root #3	The school will continue alignment with the Big Rocks, Mission, Vision, and the Whole Child Framework (ASCD) in order to deepen whole child learning experiences. [Admin] With the support of PTSA and school funds, students will be offered residencies in visual art, drama, dance, music and other varied opportunities that support multisensory learning. [Admin, Leadership] Opportunities for extra curricular activities (after school programs) such as media, STEAM, gardening, tutoring, enrichment, sports, etc will be explored and implemented based on needs/finances and securing of applicable grants and programs. [Admin]	Meeting Agendas Residency Schedules After School Attendance Records	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: SAF (Fitness Fun Day), \$
------------------------------------	---------	--	---	---

★ 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>		The school will enhance classroom and school engagement through rich learning opportunities, hands-on activities, and positive language use. [Admin] Attendance procedures and protocols will be reviewed and revised based to incorporate parent notification/accountability. [Admin, Counselor]	Attendance Data	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	Root Cause #3	The school will continue to support behavior as a literacy by implementing Acting Right Strategies (common language, implementation support, etc). Align "Behavior as a Literacy" with Growth Mindset vocabulary.[Admin] Students will attend character development classes that focus on the Six Pillars of Character, GLOs, growth mindset, and concepts around Hā. [Character Development Teacher] Create school agreements on 2–3 SEL strategies for staff to share and implement. [Admin, Teachers] Clarify Discipline Referral processes (when to refer to administration vs when to provide in-class interventions).[Admin, Teachers] If funding is available, the school must consider hiring a 2nd counselor or identify alternative student support methods if that is not feasible. [Admin]	Pillar of the Month Award Recipients Meeting Agendas	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	Root Cause #3	The school will continue to implement a Pursue, Persevere, and Perform (Triple P) program in order to offer students rich learning opportunities, hands-on activities, and guidance around Nā Hopena A'o, The Six Pillars of Character, and GLOs. [Admin, Triple P Teachers]	Triple P Schedule	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

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

Desired Outcome <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>	Root Cause #3	Triple P Rotations for grade levels will continue to support sense of belonging, character development, healthy lifestyles, and career exploration. [Admin, Triple P Teachers] The school will continue to encourage partnerships and activities with HILT, Kealia Sanctuary, Noho'ana Farms, Pacific Whale Foundation, and other organizations in order to provide relevant learning experiences. [Admin, GLCs, Leadership]	Triple P Schedule Field Trip Documentation	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other: PTSA \$
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.	WASC #3	Each grade level will continue to offer project-based, place-based, or 'āina-based learning opportunities for students. [Admin, GLCs, CCs]	Pacing Guides and Curriculum Maps	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

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

Desired 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>
All teachers are effective or receive the necessary support to become effective. <i>(To add additional desired outcomes, duplicate this row)</i>	WASC #2	Provide on boarding and support to new to Pōmaika'i teaching staff through: • A professional development team comprised of various teachers will plan, coordinate, and facilitate (when needed) the school's Professional Learning Plan • Pōmaika'i Wehena: Summer Training for new teachers (years 1 & 2) to Pōmaika'i School • Clear Roles & Responsibilities for school level mentor, support staff and GLC in order to support new to Pōmaika'i teachers • Regular coaching opportunities to focus on tier one foundational strategies, Acting Right/Tableau and Reading Art, etc. • Create a system for school level mentors and mentees to meet (weekly? Or bimonthly) within the school day • New Teacher Hui Committee to focus on vision and mission of the school and teacher needs [Admin, Mentoring Lead] • Support teachers with providing and training around technology and its components	Sign-In Sheets	☒ WSF, \$ ☐ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

Build capacity of teacher leadership and growth	WASC #2	Differentiated Professional Development: Specifically for the "Acting Right" program, providing different levels of support such as demos, coaching, observations, and feedback. Peer Learning: Create organic opportunities for teachers to engage in peer learning and reflection that matches current pacing. PLT Redefinition: Ensure Professional Learning Teams (PLTs) focus on the specific needs identified in the Comprehensive Needs Assessment (CNA) and teacher input.	Meeting Agendas Coaching Log	☒ WSF, \$ ☐ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
---	---------	---	---------------------------------	--



PRIORITY 3: Effective and Efficient Operations At All Levels

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

Desired 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>	WASC #3	The school will actively recruit and secure SCC membership and will meet regularly according to the by-laws. [Admin]	SCC By-Laws Meeting Schedule/Agendas	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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

Desired Outcome <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>
Parent and Community Involvement	Root Cause #3	Increase efforts to connect school to home. • Literacy Nights (one each semester) • Artist in Me Night • May Ho'ike • WinterFest • Parent Teacher Conferences • Funding permitting - Add PCNC to help with parent communication of school activities (monthly newsletter) • Parent Education around Sugar and its impact on children • Re-establish school's Wellness Policy • Consider and develop an effective communication process for RTI system to keep parents aware of student progress in different levels of tiered instruction [Admin, Leadership]	Parent Survey Data Events Schedule	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

★ Other Systems of Support				
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>
Successful Implementation of Academic Plan	WASC #2 WASC #3	The school needs to create a frequent progress monitoring system in order to determine next steps for plan improvements and adjustments. [Admin, Leadership] The school needs to revisit PLTs - Why, Function, Goals to be addressed from the Academic Plan. [Admin, Leadership] The school needs to develop opportunities to utilize the strengths and expertise of faculty members in order to support professional growth for all (peer observation, reflection, coaching, demo teaching, etc) [Admin, Leadership]	GLC Minutes RTI Progress Monitoring Database Mentor/Peer Observation Schedule	☐ WSF, \$ ☐ 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.

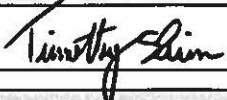
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Pōmaika'i 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 **Mar 10, 2026 4:30 PM HST** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Leadership Team
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: **March 10, 2026**

Attested:

Pōmaika'i Elementary Principal	Signature	Date
Timothy Shim		3/30/2026
SCC Chairperson	Signature	Date
Leinani Ortiz		3/30/2026

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:
Wellness Policy implementation	SCC would like to see a Wellness Policy enforced at school (no donuts, sweets, etc.)	We will look to re-establish a Wellness Policy at school.
Find metrics to determine the growth of all level of students	The school should be able to progress monitor the growth of students at different levels of abilities not just intervention	There are measures that already exist to determine growth of students and the school can look to add other metrics to help monitor the progress of all students.
Prioritize non-tech learning (pencil to paper) over Edtech programs	Concerns were raised around data privacy and the harmful impacts of technology with school-age children	We have a pretty balanced approach with learning methodology
Continue to support 'Āina-based learning, and hands-on experiences	We have a variety of learning styles and some students flourish with hands-on learning and are not as strong in "book" learning	We have some strong partnerships with organizations, such as HILT and each grade level has project-based learning units in their curricular maps
Frequently monitor the well-being of teachers	With the increase in referrals due to behavior, teachers' stress levels may increase as well.	The principal agrees that the well-being of the teachers is of high priority.

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

N/A

Attested:

SCC Chairperson	Signature	Date
Leinani Ortiz	<i>Leinani Kalilikane Ortiz</i>	3/30/2026

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)	1049
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Pōmaika'i Elementary Bell Schedule: Bell Schedule	

All Grade Levels (daily) - SY26-27

7:00 Breakfast is available in the cafe
7:25 Students released from cafe to playfields & line-up areas
7:45 Teachers to greet students in designated areas and report to homeroom
7:50 Attendance and Morning Broadcast

*Bells **Monday, Tuesday, Thursday, Friday**

Grades K & 1	Grade 2	Grade 3	Grades 4 & 5
7:42 warning bell* 7:45 Instruction*	7:42 warning bell* 7:45 Instruction*	7:42 warning bell* 7:45 Instruction*	7:42 warning bell* 7:45 Instruction*
9:30 Recess*	9:30 Recess*	9:50 Recess*	9:50 Recess*
9:45 Instruction*	9:45 Instruction*	10:05 Instruction*	10:05 Instruction*
10:45 Lunch/Recess	11:15 Lunch/Recess	11:15 Lunch/Recess	11:45 Lunch/Recess
11:20 Instruction*	11:50 Instruction*	11:50 Instruction*	12:20 Instruction*
1:50 Warning Bell*	1:50 Warning Bell*	1:50 Warning Bell*	1:50 Warning Bell*
2:00 Students depart* Teacher preparation	2:00 Students depart* Teacher preparation	2:00 Students depart* Teacher preparation	2:00 Students depart* Teacher preparation
2:45 Teachers depart	2:45 Teachers depart	2:45 Teachers depart	2:45 Teachers depart

Wednesday

Grades K & 1	Grade 2	Grade 3	Grades 4 & 5
7:42 warning bell* 7:45 Instruction*	7:42 warning bell* 7:45 Instruction*	7:42 warning bell* 7:45 Instruction*	7:42 warning bell* 7:45 Instruction*
9:30 Recess*	9:30 Recess*	9:50 Recess*	9:50 Recess*
9:45 Instruction*	9:45 Instruction*	10:05 Instruction*	10:05 Instruction*
10:45 Lunch/Recess	11:15 Lunch/Recess	11:15 Lunch/Recess	11:45 Lunch/Recess
11:20 Instruction*	11:50 Instruction*	11:50 Instruction*	12:10 Warning Bell*
12:10 Warning Bell*	12:10 Warning Bell*	12:10 Warning Bell*	12:15 To Pick-Up Area
12:20 Students depart * Teacher preparation	12:20 Students depart* Teacher preparation	12:20 Students depart* Teacher preparation	12:20 Students depart* Teacher preparation
12:30 Teacher Prof Dev & Meeting (PLC, Data, Faculty)	12:30 Teacher Prof Dev & Meeting (PLC, Data, Faculty)	12:30 Teacher Prof Dev & Meeting (PLC, Data, Faculty)	12:30 Teacher Prof Dev & Meeting (PLC, Data, Faculty)
2:45 Teachers depart	2:45 Teachers depart	2:45 Teachers depart	2:45 Teachers depart