Pu'u Kukui Elementary School
Academic Plan 2020-2021
Academic Plan & Supporting Documents

2020-2021 School Year

Principal: Chad Okamoto

Contact Information

Telephone: 808-727-3000

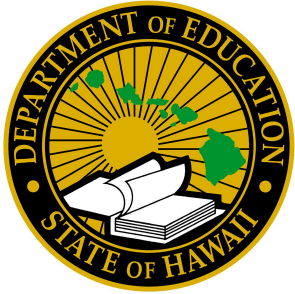|		
Plan Submitted by	*[signature]*	5/20/2020
	Principal	Date
Plan Approved by	*[signature]* Kalani Dinie	6/5/2020
	Complex Area Superintendent	Date

Revised for Baldwin-Kekaulike-Maui Complex Area

One-Year Academic Plan
2020-2021

[Pu`u Kukui Elementary School]

[3700 Kehalani Mauka Parkway, Wailuku, HI. 96793
http://puukukui.k12.hi.us]

One-Year Academic Plan SY 2020-2021

Where are we now?	

Prioritize school's needs as identified in one or more of the following needs assessments:
 	
● Comprehensive Needs Assessment
 	
● WASC Self Study
▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction
▪ WASC Category C: Standards Based Student Learning: Instruction
▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability
	1. All students should have access to challenging and high quality standards-based education.
	Target Student Academic Growth and Achievement in:
	   ○ **Math Conceptual Understanding**
	   ○ **Problem Solving**
	   ○ **Vocabulary in all content areas, but starting with ELA, Math, Science, Reading Comprehension**
	   ○ **Reading Foundational Skills (K-2)**
	2. Students should be provided with a learning environment that is caring, safe, and supportive of high-quality learning. Students should demonstrate the General Learner Outcomes, the 7 Habits and a Growth Mindset to support their long term success in school and beyond.
	Develop and Implement a Systematic and Comprehensive Behavior RTI System including the following components:
	   ○ **Vertical alignment of behavior expectations/consequences which is connected to the GLOs/7 Habits**
	   ○ **Social Emotional Learning Support (inc. strategies for being proactive, kindness, mindfulness)**
	   ○ **Create and Sustain a Leadership Culture**
	   ○ **Promoting student health and wellness**
	3. All students should have access to challenging and high quality standards-based education ~~in English Language Arts~~.
	Create structures and systems to support a successful, whole-school, SPED inclusion model, including hiring and supporting personnel.
	
	4. Students should develop as Science Literate citizens through NGSS/STEAM. All students need opportunities to become Complex Thinkers and Problem Solvers as they reason together and engage and in practices to develop explanations, solutions, and communicate their thinking.
	
	Support for Next Generation Science Standards (NGSS), including: Professional Development, development of resources, vertical alignment, and time to prepare.

	Addressing Equity: Subgroup Identification ● Special Education ● ELL ● Disadvantaged

One-Year Academic Plan SY 2020-2021

	In order to address equity, list the targeted sub-group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub-group(s) and their needs. ● Special Education ● ELL ● Disadvantaged All sub-groups listed consistently perform below grade level expectations on the Standards Based Common Core Assessment.

One-Year Academic Plan SY 2020-2021

ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	**Responsible for implementation of the school's strategies and initiatives**
1.Jonelle Flight	1. Standards-Based Learning/Common Core State Standards: Curriculum, Instruction, Assessment and Accountability
2.Amber Stluka	2. Comprehensive Student Support Systems
3.Chad Okamoto	3. Academic Review Team
4.All staff	4. Leadership Culture
5.Chad Okamoto	5. Academic Equity
6. Christin Pauole	6. STEAM
7.	7.
8.	8.
9.	9.
10.	10.

One-Year Academic Plan SY 2020-2021

Goal 1: **Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

- ☐ *Objective 1: Empowered -* *All students are empowered in their learning to set and achieve their aspirations for the future.*
- ☐ *Objective 2: Whole Child -* *All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.*
- ☐ *Objective 3: Well Rounded -* *All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.*
- ☐ *Objective 4: Prepared and Resilient -* *All students transition successfully throughout their educational experiences.*

Outcome: By the end of three years,	Rationale:
A. Target Academic Growth and Achievement in ELA and Math • The percentage of Grade 3 students at PKES demonstrating reading of "At or Near" or "Above" grade level expectations measured by the SBA reading claim, will increase from 83% to 84% by the end of SY 2020-2021. (G1.N1.O1) • The percentage of students at PKES meeting achievement of standards/proficiency on the ELA SBA grade level expectations, will increase from 64% to 67% by the end of SY 2020-2021. (G1.N1.O1, G1.N1.O3) • The percentage of students at PKES meeting achievement of standards/proficiency on the Mathematics SBA grade level expectations, will increase from 56% to 57% by the end of SY 2020-2021. (G1.N1.O1, G1.N1.O3) • In an effort to decrease the difference (% points) between High Needs and Non-High Needs students meeting proficiency on the SBA, we will increase percentage of High-Needs students meeting achievement of standards/proficiency on the ELA SBA from 42% to 43%, and on the Math SBA from 35% to 36% by the end of SY 2020-2021 (G1.N1.O1, G1.N1.O3) • The percentage of K-5 students at PKES will go from X (baseline percentage determined at BOY SY 20-21) to 80% on/above level as measured by their Grade Level Math Problem Solving rubric. • Increase students and family participation in the Leader in	**A. Target Academic Growth and Achievement in ELA and Math** Students should have access to challenging and high quality standards-based education in English Language Arts and Math. **B. Develop and Implement a Systematic and Comprehensive Behavior RTI System** Students should be provided with a learning environment that is caring, safe, and supportive of high-quality learning.

One-Year Academic Plan SY 2020-2021

Me-Measurable Results Assessment. (G1.N1.O1, G1.N1.O3)

B. Develop and Implement a Systematic and Comprehensive Behavior RTI System
- Maintain the percentage of students at PKES who are chronically absent at 9% by end of SY 2020-2021. (G1.N2.O2)
- Establish Leader in Me-Measurable Results Assessment baseline and goal statement (G1.N2.O2)
- Establish and insert BEISY baseline and goal statement based on beginning, middle, end? (G1.N2.O2)
- Decrease Class D referrals by 10% by the end of SY 2019-2020. (G1.N2.O2)
- The percentage of students reporting a positive classroom climate as measured by the Panorama Student Perception Survey will increase from 73% to 74% by SY 20-21. (G1.N3.O1, G1.N3.O3)

C. Create and Sustain a Leadership Culture
- The percentage of students reporting positive classroom teacher-student relationships as measured by the Panorama Student Perception Survey will remain at least 81% by SY 20-21. (G1.N3.O1, G1.N3.O3)
- Establish Leader in Me-Measurable Results Assessment baseline and goal statement. (G1.N3.O1, G1.N3.O3)

D. Decrease the ELA and Math Achievement Gap between the High Needs and Non-High Needs Students
- The percentage of students receiving special education services who are in general education classes for more than 80% or more of the school day will remain at 60% of those eligible. (G1.N4.O1, G1.N4.O3)
- In an effort to decrease the difference (% points) between High Needs and Non-High Needs students meeting proficiency on the SBA, we will increase percentage of High-Needs students

C. Create and Sustain a Leadership Culture
Students should demonstrate the General Learner Outcomes, the 7 Habits and a Growth Mindset to support their long term success in school and beyond.

D. Decrease the ELA and Math Achievement Gap between the High Needs and Non-High Needs Students
All students should have access to challenging and high quality standards-based education in English Language Arts.

One-Year Academic Plan SY 2020-2021

meeting achievement of standards/proficiency on the ELA SBA from 42% to 43%, and on the Math SBA from 35% to 36% by the end of SY 2020-2021. (G1.N4.O1, G1.N4.O3) ● Establish WIDA baseline and goal statement (G1.N4.O3)	

Planning					Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*		**Define the relevant data used to regularly assess and monitor progress**
● G1.N1.O1.A ● G1.N1.O3.A ● G1.N4.O1.D ● G1.N4.O3.D	1. Teachers provide instruction designed to meet the Common Core State Standards. - Utilize Reading Wonders and Stepping Stones as our core instructional programs in English Language Arts and Mathematics - Teacher provide modeling and direct instruction of content using core programs	**2020-2021**	**Jonelle, Amber**	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A		Leadership and/or Teacher Measures ● Classroom Observations with Feedback Student Measures ● Wonders Unit, Weekly, PM Assessments ● Stepping Stones Module Check-Ups

One-Year Academic Plan SY 2020-2021

● G1.N1.O1.A ● G1.N1.O3.A ● G1.N4.O1.D ● G1.N4.O3.D	2. Teachers continue to refine pacing/curriculum guide to support grade level curriculum, instruction, and assessment that are designed for the Common Core State Standards. - Determine and post learning intentions and success criteria in student friendly language (starting with Math SY 2018-19) - Begin to explore and understand ways that Grade Levels are integrating content areas to inform school-wide expectations	**2020-2021**	**Jonelle**	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	<u>Leadership and/or Teacher Measures</u> ● GL Reading and Math End In Mind Maps ● Posted student learning intentions (i.e. "I can…) <u>Student Measures</u> ● Wonders Unit, Weekly, PM Assessments ● Stepping Stones Module Check-Ups ● Hearing student use "I can" language
● G1.N1.O1.A ● G1.N1.O3.A ● G1.N4.O1.D ● G1.N4.O3.D	3. Teachers strengthen core instruction (Tier 1) through implementation of common instructional strategies: - Active Student Participation - Collaborative Conversations/Learning - Small group learning based on instructional needs - Integration of Technology	**2020-2021**	**Jonelle**	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	<u>Leadership and/or Teacher Measures</u> ● Classroom Observations with Feedback <u>Student Measures</u> ● Classroom Observations

One-Year Academic Plan SY 2020-2021

● G1.N1.O1.A
● G1.N1.O3.A
● G1.N2.O2.B
● G1.N4.O1.C
● G1.N4.O3.C
● G1.N4.O1.D
● G1.N4.O3.D
	4. Leadership and Teachers conduct classroom observations and provide feedback and support to monitor and improve school-wide strategies.
	   - Focus of observations/learning snapshots will include: Student Engagement, Leader in Me "Look Fors," General Learner Outcomes (GLOs) and Student Learning Needs: Math Conceptual Understanding, Problem Solving, Reading Vocabulary, Comprehension and Reading Foundational Skills (K-2)
	   - Continue using "Learning Snapshots" in PLCs, and for school-wide classroom visits
		2020-2021	**Jonelle**	☐ WSF
				☐ Title I
				☐ Title II
				☐ Title III
				☐ IDEA
				☐ Homeless
				☐ CTE
				☐ Other
				☐ N/A
					Leadership and/or Teacher Measures
					  ● Classroom Observations with Feedback
					
					Student Measures
					  ● none

One-Year Academic Plan SY 2020-2021

● G1.N1.O1.A ● G1.N1.O3.A ● G1.N4.O1.D ● G1.N4.O3.D	5. Align school-wide Growth and Proficiency goals in Reading and Math - - Write aligned Growth goals for the school, each grade level, classroom, and student based on a lag measure - Write aligned Proficiency goals for the school, each grade level, classroom, and student based on a lag measure - Identify appropriate student Lead measures/strategies of success and track as a school, each grade level, each classroom, and individual student - Track and celebrate progress using public, visible compelling scoreboards for the Growth Goal, and Lead Measures - Continue to Track Proficiency Goals using Data Dashboards and PLC Display - Continue Cadence of Accountability in PLCs, Classrooms	2020-2021	Jonelle	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Leadership and/or Teacher Measures ● Completed SMART goals ● Identified lead measures/strategies ● Compelling Scoreboards (school, GL, classroom) Student Measures ● Goal (WIG) Tracking in student leadership notebook

One-Year Academic Plan SY 2020-2021

● G1.N1.O1.A ● G1.N1.O3.A ● G1.N4.O1.D ● G1.N4.O3.D	6. Support Tier I and Tier II instruction through blended learning using appropriate technology tools as student workstations/centers during small group instruction time. - iReady Reading/Math - Kid Biz (Gr. 3-5)	**2020-2021**	**Debi**	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Leadership and/or Teacher Measures ● iReady usage and proficiency reports ● Kid Biz usage and proficiency reports Student Measures ● iReady usage and proficiency reports ● Kid Biz usage and proficiency reports
● G1.N1.O1.A ● G1.N1.O3.A ● G1.N4.O1.D ● G1.N4.O3.D	7. Kindergarten, Grade 1, Grade 2, SPED and Reading Interventionists will continue implementing Enhanced Core Reading Instruction (ECRI) as part of their core Tier 1, and Tier 2 instruction in Reading. To include: - ECRI Professional Development for new teachers - Teacher Coaching, Observations, and Grade Level collaboration time - Collection of DIBELS data	**2020-2021**	Jonelle	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Leadership and/or Teacher Measures ● Classroom Observations with Feedback ● GL Planning and Collaboration documented in PLC minutes Student Measures ● DIBELS Benchmark Data and Progress Monitoring Data

One-Year Academic Plan SY 2020-2021

	7a. Implement Enhanced Core Reading Instruction (ECRI) Vocabulary for Grades 3-5 as part of their core Tier 1 instruction in Reading. *(GL to be determined) To include: - ECRI Professional Development for Grade 4 and 5 Teachers - Teacher Coaching, Observations, and Grade Level collaboration time - Collection of student learning data to be determined by the Complex Area	**2020-2021**	Jonelle	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Leadership and/or Teacher Measures ● Classroom Observations with Feedback ● GL Planning and Collaboration documented in PLC minutes Student Measures ● DIBELS Benchmark Data and Progress Monitoring Data
● G1.N1.O1.A ● G1.N1.O3.A ● G1.N4.O1.D ● G1.N4.O3.D	8. Continue implementation of a comprehensive Academic RTI system in Reading. To include: - Use of iReady screening assessment - Instruction and/or interventions designed to meet student needs at all levels (Tier II, on-level and Tier II+) - Ongoing collection of progress monitoring data - Maintain data dashboards - Systems of using data to inform instruction and monitor student success, including GL Data	**2020-2021**	Jonelle	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Leadership and/or Teacher Measures ● GL structure, groups, instructional focus is documented in the Growth Block planner Student Measures ● DIBELS Benchmark Data and Progress Monitoring Data ● iReady Diagnostics and Growth Monitoring Data

One-Year Academic Plan SY <mark>2020-2021</mark>

	Dives, and school-wide data analysis sessions				

● G1.N4.O1.D
● G1.N4.O3.D
	9. Students will be identified during the registration process (SIS10W) and tested with the WAPT entrance assessment to determine groupings and frequency of services.
	
	ELL instruction includes a combination of pull-out and push-in services, depending on specific needs
	   - Tier 1 support for NEP, LEP and MFEP
	   - Tier 2 pull-out supplemental instruction for NEP, LEP and (and MFEP if needed)
	   - Tier 3 push-in/ one-on-one Special Education instruction
	   - Sheltered English Instruction and Content-Based ESL
	   - Utilizes Project GLAD strategies and WIDA 10 Guiding Principles of Language Development, 5 ELD Standards, and CAN DO Philosophy
	   - MFEP students monitored quarterly for two years
		2020-2021	**Chad**	☐ WSF
				☐ Title I
				☐ Title II
				☐ Title III
				☐ IDEA
				☐ Homeless
				☐ CTE
				☐ Other
				☐ N/A
					<u>Leadership and/or Teacher Measures</u>
					  ●
					
					<u>Student Measures</u>
					  ● WAPT Initial Assessment
					  ● WIDA ACCESS Test

One-Year Academic Plan SY <mark>2020-2021</mark>

	- Regular education teachers trained in GLAD strategies, will implement during core instruction - Utilize teachers with the highest number of ELL credits/training to support ELL in Tier I				
● G1.N1.O1.A ● G1.N1.O3.A ● G1.N4.O1.C ● G1.N4.O3.C ● G1.N4.O1.D ● G1.N4.O3.D	10. Maintain PLC structure, norms, schedule and "specials" classes for students.	**2020-2021**	**Jonelle Tessa**	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Leadership and/or Teacher Measures 　● PLC schedules 　● PLC Minutes Student Measures 　●

One-Year Academic Plan SY 2020-2021

● G1.N1.O1.A ● G1.N1.O3.A ● G1.N4.O1.C ● G1.N4.O3.C ● G1.N4.O1.D ● G1.N4.O3.D	11. Support teacher instruction, student learning, cadence of accountability and reflection in PLCs by - facilitating Data Team meetings (the formal process) and connection to student leadership in learning through quarterly cycles, focused on Math Problem Solving - conducting learning snapshots and reflections - curriculum or strategy planning and study (with a focus on critical student learning needs, the Math Project, ECRI, and NGSS) - supporting learning and use of technology tools for communication, blended learning, instruction, and feedback	**2020-2021**	**Jonelle**	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Leadership and/or Teacher Measures ● PLC Minutes ● Data Team Cadence of Accountability Forms ● Data Team Learning Fairs Student Measures ● Pre/Post Classroom Data ● Student Leadership in Learning Samples

One-Year Academic Plan SY 2020-2021

● G1.N1.O1.A ● G1.N1.O3.A ● G1.N4.O1.C ● G1.N4.O3.C ● G1.N4.O1.D ● G1.N4.O3.D	12. Continue to develop student leadership in learning opportunities through teacher implementation of the Formative Assessment Process. Critical components are: 1. Learning Progressions 2. Learning Intentions, Goals (connected to School-Wide WIGs G1.EA5) and Criteria for Success 3. Descriptive Feedback 4. Self- and Peer Assessment 5. Assisting students to set goals 6. Collaboration 7. Collecting and Presenting evidence of learning in relation to standards (Leadership Notebooks and Student-Led Conferences)	2020-2021	Jonelle Kim	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Leadership and/or Teacher Measures ● GL Reading and Math End In Mind Maps ● Posted learning intentions ● Data Team Cadence of Accountability-Student Leadership in Learning documents Student Measures ● Student goal setting and reflections in connection to School-Wide WIGs ● Leadership Notebooks ● Student-led Conferences
● G1.N4.O1.D ● G1.N4.O3.D	13. Develop and implement a support model and system for SPED inclusion. - School-wide inclusion plan articulated at the end of school year for following year - Time for teachers to articulate will be given through articulation days and common Wednesday planning time	2020-2021	Amber Chad Grace	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Leadership and/or Teacher Measures ● General Ed and SPED teachers are identified ● Monitor IEPs and instructional minutes to ensure appropriate placement Student Measures ●

One-Year Academic Plan SY 2020-2021

● G1.N2.O2.B	14. Develop, share and implement a comprehensive behavior RTI system to address the social/emotional/behavioral and mental health needs of identified students.
	
	- Define continuing School DBW Cohort roles and responsibilities and communicate with staff
	- Define Tier 1 must-dos in connection with PBIS matrix, GLOs/7 Habits, and Proactive Pueo Classroom Agreements
	- Continue to screen all students using the BEISY.
	- Students will determine and monitor their individual behavior goal(s) in their Leadership Notebooks
		2020-2021	**Amber Tessa**	☐ WSF
				☐ Title I
				☐ Title II
				☐ Title III
				☐ IDEA
				☐ Homeless
				☐ CTE
				☐ Other
				☐ N/A
					Leadership and/or Teacher Measures
					   ● Referrals
					   ● BEISY Survey
					   ● Peer Review and DBW Cohort Meeting Minutes
					
					Student Measures
					   ● Leadership Notebooks

One-Year Academic Plan SY 2020-2021

● G1.N2.O2.B ● G1.N4.O1.C ● G1.N4.O3.C	15. Continue to focus on improving student attendance - Continue with attendance policy/protocol and communicate to all stakeholders - Continue implementation of identified teacher and counselor actions/strategies to support student attendance - Continue to have students track their attendance in their Leadership Notebooks	**2020-2021**	**Kim**	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	<u>Leadership and/or Teacher Measures</u> ● Attendance Reports from Longitudinal Data System <u>Student Measures</u> ● Leadership Notebooks
● G1.N4.O1.C ● G1.N4.O3.C	16. Teachers will directly teach the 7 Habits and also make connections to the General Learner Outcomes. - Co-construct "student moves" that illustrate the connection between the 7H and the GLOs - Create a school/Grade Level monthly plan that includes: when students are taught the 7 Habits using the Leader in Me curriculum, and illustrates connections to the 7H Highly Effective Practices *include this	**2020-2021**	**Kim**	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	<u>Leadership and/or Teacher Measures</u> ● Co-Constructed 7 Habits/GLO Poster ● 7 Habits End in Mind Map <u>Student Measures</u> ●

One-Year Academic Plan SY 2020-2021

	with Staff Synergy Calendar - During daily instruction, teachers use 7 Habits language or make content connections to the 7 Habits - All staff will model the 7 Habits (i.e. having a personal mission statement, WIG Tracking, sharing of +/△, etc.)				
● G1.N4.O1.C ● G1.N4.O3.C	17. Continue to provide student leadership roles and opportunities within and outside of the classroom - Classroom Leadership Roles - Student Led Service Learning Project - Student Lighthouse Committee - School-wide Leadership Positions	**2020-2021**	**Kim**	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	<u>Leadership and/or Teacher Measures</u> ● Classifieds and applications for campus leadership positions ● SLSL Project celebrated and featured in Newsletters, etc. <u>Student Measures</u> ● Student lighthouse minutes ● Determine baseline of students that hold a leadership role and increase each year

One-Year Academic Plan SY 2020-2021

● G1.N4.O1.C ● G1.N4.O3.C	18. Continue to explicitly teach the Social Emotional Learning Strategy of Growth Mindset in connection with Habit 1-Be Proactive.	**2020-2021**	**Kim** **Amber** **Tessa**	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Leadership and/or Teacher Measures ● Opportunities for teachers to share how they teach and make connections to the growth mindset. Student Measures ● Identify/design a student survey and develop a baseline for measuring the percentage of students with a growth mindset.

● G1.N1.O1.A
● G1.N1.O3.A
	19. Support effective implementation of the Next Generation Science Standards (NGSS) through:
	  - Providing articulation time for teachers to understand and plan for NGSS integration and instruction
	  - Continue to implement grade-level STEAM Units and/or Student Led Service Learning Project
	  - Continue NGSS/STEAM school-level coordinator to support teacher learning and implementation and directly teach NGSS lessons to students
		2020-2021	**Chris**
			Debi
				☐ WSF
				☐ Title I
				☐ Title II
				☐ Title III
				☐ IDEA
				☐ Homeless
				☐ CTE
				☐ Other
				☐ N/A
					Leadership and/or Teacher Measures
					● Teacher sharing of STEAM/SLSL Unit at the end of the year.
					● 1 teacher per GL that will be responsible for attending training and disseminating information to GL.
					
					Student Measures
					● Student reflections based on their SLSL or STEAM Unit

One-Year Academic Plan SY 2020-2021

• G1.N1.O1.A • G1.N1.O3.A • G1.N2.O2.B • G1.N4.O1.C • G1.N4.O3.C • G1.N4.O1.D • G1.N4.O3.D	20. Continue to support effective teacher, staff and student use of technology tools. - Review and revise school technology plan to support teacher and student learning and use of technology tools for communication, blended learning, instruction, and feedback	**2020-2021**	**Debi**	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	<u>Leadership and/or Teacher Measures</u> • Continue Staff PD sessions <u>Student Measures</u> • Students attend media, library and technology introductory sessions
• G1.N1.O1.A • G1.N1.O3.A • G1.N4.O1.D • G1.N4.O3.D	21. Support student engagement and learning through school-wide focus on Tier 1 Mathematics. - Professional Development for all teachers focused on Math Conceptual Understanding, Problem Solving, effective use of Stepping Stones Curriculum (G2.EA1) - Posted learning intentions (G1.EA2) - Grade Level collaboration time during PLCs - Classroom Observations and Feedback based on PD outcomes - Collection and Analysis	**2020-2021**	**Jonelle**	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	<u>Leadership and/or Teacher Measures</u> • PD sign-in sheets, evaluations • Classroom Observations of student engagement and learning • Posted learning intentions • PLC minutes <u>Student Measures</u> • Classroom Observations of student engagement and learning • iReady data

<table>
<tr><td></td><td>of iReady data
- Continue to add Grade Levels identified to implement "Math Talks" as part of the Complex Area Math Project. (Continue with Grades 1, 3, and adding on Grade 2 for SY 2020-21)</td><td></td><td></td><td></td><td></td></tr>
<tr>
<td>● G1.N4.O1.C
● G1.N4.O3.C</td>
<td>22. Continue to promote a visible Leadership culture in the school and classroom using the criteria on the Lighthouse Rubric 4.0.

- Student greeter(s) welcomes visitors
- Displaying Classroom Leadership Roles
- 7 Habits influenced environment - such as related student work or teacher/student generated displays connecting the habits
- Teacher WIG Displays: Lag/Lead Measure Scoreboards
- Classroom WIG Displays: Lag/Lead Measure Scoreboards
- Weekly use of Leadership Notebooks
- Student Led-Learning</td>
<td>**2020-2021**</td>
<td>**Kim**
Jonelle</td>
<td>☐ WSF
☐ Title I
☐ Title II
☐ Title III
☐ IDEA
☐ Homeless
☐ CTE
☐ Other
☐ N/A</td>
<td>Leadership and/or Teacher Measures
● Data from classroom observations

Student Measures
● Data from classroom observations
● Student Leadership Notebooks</td>
</tr>
</table>

	including - to be defined by school - Build staff capacity to assume responsibility for Leadership activities				
● G1.N4.O2.C	23. Promote student health and wellness by: - Communicating the school's wellness plan to the staff yearly - Committee will conduct an annual review of the plan including the Wellness Guidelines Survey - Communicate to families through school website and monthly newsletters	**2020-2021**	**Tessa**	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Leadership and/or Teacher Measures ● Meeting agendas, notes, newsletters, survey results Student Measures

One-Year Academic Plan SY 2020-2021

Goal 2: Staff Success. **Pu`u Kukui Elementary** has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years,	**Rationale:**
E. Professional Development ● 100% of all necessary staff will be provided professional development on school focus areas each year between SYs 2017-2018 and 2019-2020. (G2.N1, G2.N2, G2.N3, G2.N4) **F. Teacher Induction and Mentoring** ● 100% of new teachers will be assigned a trained mentor each year between SYs 2017-2018 and 2019-2020. (G2.N1, G2.N2, G2.N3, G2.N4)	**E. Professional Development** ● Professional development for educators should increase knowledge, understanding that supports the learning of all students. **F. Teacher Induction and Mentoring** ● Teachers and new employees should have support and mentoring to support professional and collegial practice.

One-Year Academic Plan SY 2020-2021

Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
● G2.N1.E ● G2.N2.E ● G2.N3.E ● G2.N4.E	1. Provide professional development for teachers and staff that supports quality instruction and student learning. Opportunities include: - Enhanced Core Reading Instruction (ECRI), Initial training and ongoing PLCs - 7 Habits of Highly Effective People, Initial training and ongoing booster sessions - Data Team Cycles focused on Reading and Math - Social Emotional Learning and Mindfulness - Inclusive Practices (ELL, SPED, Poverty) - Instructional Strategies: Active participation, Collaborative Conversations, Formative Assessment Process - Math Focused - Math Conceptual	**2020-2021**	**Chad** **Debi**	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	<u>Leadership and/or Teacher Measures</u> ● Sessions/PD scheduled on the school calendar ● Session evaluations ● Teacher Action Plans <u>Student Measures</u> ● DIBELS ● MRA ● Pre/Post Assessment Data ● None ● None ● None

	Understanding, Problem Solving, effective use of Stepping Stones Curriculum, Initial Training, Follow up Sessions, and PLCs - BKM Math Project PD				
	2. Implement a system of vertical articulation in order to support teacher learning, promote consistency in expectations and common understanding across all grade levels.	**2020-2021**	**Chad**	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Leadership and/or Teacher Measures ● LLT Team minutes ● WIG System Student Measures ● None
● G2.N1.F ● G2.N2.F ● G2.N3.F ● G2.N4.F	3. Determine which staff require mentoring support and assign a mentor. - Pair experienced staff with staff that are new to implementing the 7 Habits.	**2020-2021**	**Chad**	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Leadership and/or Teacher Measures ● New hires are paired with trained mentors Student Measures ● None

	4. Involve staff in an annual routine of revisiting and revising our School/Team Mission Statements and School Vision Documents. - Revise Vision Documents to include Core Paradigms	**2020-2021**		☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Leadership and/or Teacher Measures ● New hires are paired with trained mentors Student Measures ● None

Goal 3: **Successful Systems of Support.** The system and culture of **Pu`u Kukui Elementary** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	**Rationale:**

One-Year Academic Plan SY 2020-2021

<table>
<tr>
<td>

G. Scaling of Effective Practices through "Bright Spots"
- The number of "bright spots" sharing sessions at PKES will increase from 1 per year to 3 per school year by end of SY 2019-2020. (G3.N1, G3.N2, G3.N3, G3.N4)

H. Parent and Community Partnerships
- Increase the number of parent/community partnerships at PKES. (G3.N1, G3.N2, G3.N3, G3.N4)

I. Communication
- Develop a PKES Stakeholder Survey and establish a baseline and target. (G3.N1, G3.N2, G3.N3, G3.N4)

</td>
<td>

G. Scaling of Effective Practices through "Bright Spots"
- The faculty should foster the growth mindset, innovation, and collaboration through school level opportunities to share "bright spots."
- A "Bright Spot" is defined in the HIDOE Strategic Plan as a best practice within the school that is successfully closing the achievement gap and improving student outcomes.

H. Parent and Community Partnerships
- The faculty should partner with families and community to maximize resources and relationships to support student learning.

I. Communication
- The faculty should continue to improve communication to promote understanding and engagement of all stakeholders to support student learning.

</td>
</tr>
</table>

Planning					Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**		**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**

One-Year Academic Plan SY 2020-2021

● G3.N1.G ● G3.N2.G ● G3.N3.G ● G3.N4.G	1. Foster scaling of effective instructional practices, staff and student successes by sharing "bright spots," through ongoing communication at staff meetings and school-level teacher learning fairs. Focus areas of learning fairs to include Data Team Cycles, common instructional strategies, student work and Leadership Criteria.	**2020-2021**	**Jonelle** **Chad**	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Leadership and/or Teacher Measures ● Teacher Learning Fair Google Slides presentation Student Measures ● None
● G3.N1.H ● G3.N2.H ● G3.N3.H ● G3.N4.H	2. Provide parent education and partnerships to build relationships, establish resources, teach the 7 Habits, build understanding of technology tools and support student success.	**2020-2021**	**Grace** **Debi** **Jonelle**	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Leadership and/or Teacher Measures ● Events scheduled on calendar ● Agendas ● Sign-in sheets ● Session Evaluations Student Measures ● None

One-Year Academic Plan SY <mark>2020-2021</mark>

• G3.N1.I
• G3.N2.I
• G3.N3.I
• G3.N4.I
	3. Continue to improve communication to promote understanding and engagement of stakeholders through the use of:
	  - Parent/Community/student communication through multiple-modes: newsletters, social media, Syner-voice, school website, school connects
	  - Lighthouse Leadership Team and Committee Structure
	  - Focus on Learning Groups
	  - Continue to utilize +/Δ for feedback
		2020-2021	**Debi**
			Chad
					Leadership and/or Teacher Measures
					  • PKES Website
					  • PKES Google Announcements Page
					  • Newsletters
					  • Committee minutes in schoolfolder on Google Drive
					  • Syner-voice calls
					
					Student Measures
					  • None

• G1,2,3.N1.
• G1,2,3.N2.
• G1,2,3.N3.
• G1,2,3.N4.
	4. <mark>Determine critical Academic Plan priorities/programs/ initiatives and student learning measures that will be monitored. For each priority the school will identify relevant lag and lead measures to track, analyze, and evaluate (WIG Process).</mark>
	  - <mark>Continue FOL Group Structure to support monitoring of Academic Plan and vertical collaboration on school-wide programs and initiatives.</mark>
		2020-2021	**Chad**		Leadership and/or Teacher Measures
					  • ART Team minutes
					  • Communication with LLT
					
					Student Measures
					  • None

One-Year Academic Plan SY 2020-2021