One-Year Academic Plan SY 2023-2024
KE KULA KAIAPUNI ‘O PŪ‘ŌHALA
PŪ‘ŌHALA SCHOOL
45-233 Kulauli Street
Kāne‘ohe, HI 96744
(808) 305-5900

https://puohalaschool.weebly.com/

Submitted by: Ikaika Plunkett, Principal

Ikaika Plunkett

Date
Apr 10, 2023

Approved by: Dr. Ed Noh, Complex Area Superintendent

Date
Apr 10, 2023
SY 2023-2024 Academic Plan

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
- International Baccalaureate (IB) Authorization
- Other

CNA (2022)
- 2022 CNA for SY23-24 - PŪʻŌHALA

WASC recommendations

Schoolwide critical areas for follow-up: WASC Mid-Cycle Visit, May 6-7, 2021

1. There needs to be greater consistency in implementing the academic RTI systems addressing the Tiers 1, 2, and 3 academic learning needs of all students (i.e. universal screener, clearly defined Tier 1, 2, and 3 interventions with concrete data collected regularly for guiding instructional planning and use at data team meetings, CORE team meetings, etc.)

2. Refinements are needed in the school-wide behavioral RTI plan with implementation in all settings throughout the school day and extracurricular activities on campus. Clear expectations for student behavior need to be established, along with opportunities to recognize good behavior by students.

3. Work on refining the Loiloi Heluhelu (Hawaiian literacy -- comprehension and fluency) and then repeat the entire process for the Loiloi Pilihelu (Math component).

4. Continue toward effective use of data to plan for and implement instruction.

5. Explore how parents from both the English branch and Kaiapuni branch and other school stakeholders can be involved in developing and monitoring the school’s academic plan to support their children’s academic growth and learning.

Schoolwide additional new growth areas: WASC Mid-Cycle Visit, May 6-7, 2021

6. A method to measure the effectiveness of various school-wide programs both academically and behaviorally needs to be developed. Effective methods of collecting data need to be developed to support understanding of what is working and is not working across all areas.

7. Revisit the school’s mission and vision statement to ensure that ALL students, both the English and Kaiapuni branches, are represented with fidelity.

2122 Pūʻōhala Kaiapuni Assessment Framework (KAF) report: Reflection and Self-Assessment

- How are educational resources being allocated appropriately to meet the vision of Ka Papahana Kaiapuni?
- How are we responsive to the administrative and operational support required to maximize student learning?
SY 2023-2024 Academic Plan

- What evidence suggests that mastery of the Hawaiian language, culture, and history will improve student self-efficacy, agency, or ability to change the future according to their way of knowing (values, experiences, perspectives)?
- How is a culturally rich and dynamic learning environment being provided?
- How is excellence in the Hawaiian language, culture, history, and ways of knowing being ensued?
- How are the students empowered to self-determine success and stewardship in the community and family?
- How does the school recognize and develop (1) kuana‘iike, (2) strengths for students to relate and apply new knowledge in their own communities?
- What is the relationship between content knowledge and desired outcomes, or how are cultural values embedded in the delivery and engagement of lesson plans?

Addressing Equity: SubGroup Identification

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.

Native Hawaiian - Academic Achievement
Low SES - Parent Involvement

<table>
<thead>
<tr>
<th>ORGANIZE: Identify your Academic Review Team Accountable Leads.</th>
<th>Responsible for implementation of the school’s strategies and initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and Title of ART Team Accountable Lead</td>
<td></td>
</tr>
<tr>
<td>1. Ikaika Plunkett</td>
<td>1. Principal</td>
</tr>
<tr>
<td>2. Summer Sakai</td>
<td>2. Vice Principal</td>
</tr>
<tr>
<td>3. Dana Tomita</td>
<td>3. Academic Coach</td>
</tr>
<tr>
<td>4. Vacant</td>
<td>4. Title I/MTSS Coordinator</td>
</tr>
<tr>
<td>5. Vacant</td>
<td>5. Kaiapuni Academic Coach</td>
</tr>
<tr>
<td>6. Vacant</td>
<td>6. Counselor</td>
</tr>
<tr>
<td>7. Vacant</td>
<td>7. Counselor</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Outcome: By the end of three years,</th>
<th>Rationale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to think critically through their observations of their culture and community, show respect for past, present, and future knowledge, have respectful values and promote positive relationships to become powerful agents of change to better our world.</td>
<td>Students will need academic, and interpersonal skills to find and experience success in life.</td>
</tr>
</tbody>
</table>

**Planning**

<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>Enabling Activities (Indicate year(s) of implementation in next column)</th>
<th>School Year(s) of Activity</th>
<th>ART Accountable Lead(s)</th>
<th>Source of Funds (Check applicable boxes to indicate source of funds)</th>
<th>Define the relevant data used to regularly assess and monitor progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academics:</strong></td>
<td>● <strong>Strengthen</strong> Tier 1 instruction (Effective Teaching Practices) in Language Arts and Math (SW6, QIP, EAP, AODDM, RCB)</td>
<td>23-24, 24-25</td>
<td>Academic Coach, Title I/MTSS Coordinator</td>
<td>WSF</td>
<td>● iReady Reading</td>
</tr>
<tr>
<td><strong>By the end of the SY, iReady:</strong></td>
<td>60% Reading (K-6) 40% Math (K-6)</td>
<td></td>
<td></td>
<td></td>
<td>● iReady Math</td>
</tr>
<tr>
<td><strong>Loiloi:</strong></td>
<td>29% ʻŌlelo (Speaking) (M-8) 40% Heluhelu (Reading) (M-8) 40% Pilihelu (Math Fluency) (M-8)</td>
<td></td>
<td></td>
<td></td>
<td>● Loiloi ʻŌlelo</td>
</tr>
<tr>
<td><strong>Receive</strong> in-person, online, and self-paced training and support in Tier 1 instruction in Language Arts and Math. (SW6, QIP, PLC,</td>
<td>23-24, 24-25, 25-26</td>
<td>Academic Coach,</td>
<td>● Report Card Marks, Data Teams/PLCs/Waiver/</td>
<td>● Stipend Agendas and Minutes, Memos/Fliers/Presentations, After-Action Surveys</td>
<td></td>
</tr>
<tr>
<td><strong>In three years, 70% of students will Meet or Exceed LA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pūʻōhala School | SY 2023-2024 Academic Plan | Version 1 | (April 2023)
# SY 2023-2024 Academic Plan

& Math benchmarks

- iReady
  - 62% Reading (K-6)
  - 53% Math (K-6)
- Loiloi
  - 50% ‘Ōlelo (M-8)
  - 62% Heluhelu (M-8)
  - 40% Pilihelu (M-8)

### EAP, RCB
- **Integrate** LA & Math priority standards across all content areas to the greatest extent possible (SW6, QIP, PLC, EAP, AODDM, RCB)

### Title
- I/MTSS Coordinator

- Loiloi Pilihelu
- Learning Walks
- Panorama Student Success
- Report Card Marks
- Data Teams/PLCs/Waiver
- Stipend Agendas and Minutes
- Memos/Fliers/Presentations
- After-Action Surveys

## GOAL 2: STAFF SUCCESS

Pū‘ōhala School 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,

Tier 1 Instruction addresses at least 85% of all learners’ needs.

### Rationale:

Based on our current data, more than 15% of our students require Tier 2 Intervention. We need to strengthen our Tier 1 Instruction so that 85% of students’ needs are met. Current Tier 1 strategies not addressing at least 85% of all student needs.

## Planning

<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>Enabling Activities</th>
<th>School Year(s) of Activity</th>
<th>ART Accountable Lead(s)</th>
<th>Source of Funds</th>
<th>Interim Measures of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y1. 75% of teachers &amp; EAs identify and use priority standards to develop and post LI and use SC to determine student progress.</td>
<td>• Provide training and/or support on identifying Priority Standards and creating PLISC (SW6, QIP, PLC, EAP, AODDM, RCB) • Collaboration, support, and documentation of priority standards, learning intention,</td>
<td>22-23, 23-24, 24-25</td>
<td>Principal, Vice Principal, Academic Coach, Title I/MTSS Coordinator</td>
<td>W$F, Title I</td>
<td>• Training agenda, presentation, minutes • Data Team (PLC) minutes • Learning Walk Data • Leader in Me Implementation • PD agenda • PD after-action Faculty</td>
</tr>
</tbody>
</table>

---

Pū‘ōhala School | SY 2023-2024 Academic Plan | Version 1 | (April 2023) | page 5 of 7
<table>
<thead>
<tr>
<th>and success criteria in Language Arts and Math (SW6)</th>
<th>Surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y2. 90% of teachers &amp; EAs identify and use priority standards to develop and post LI and use SC to determine student progress.</td>
<td>Interim Measures of Progress</td>
</tr>
<tr>
<td>• <strong>Provide training and/or support</strong> on identifying Priority Standards and creating LISC (SW6, QIP, PLC, EAP, AODDM, RCB)</td>
<td>• Training agenda, presentation, minutes</td>
</tr>
<tr>
<td>• <strong>Collaboration, support, and documentation</strong> of priority standards, learning intention, and success criteria of Language Arts &amp; Math across all content areas. (SW6, QIP, PLC, EAP, AODDM, RCB)</td>
<td>• Data Team (PLC) minutes</td>
</tr>
<tr>
<td>23-24 to 24-25</td>
<td>• Learning Walk Data</td>
</tr>
<tr>
<td>23-24, 24-25, 25-26</td>
<td>• Leader in Me Implementation</td>
</tr>
<tr>
<td>Principal, Vice Principal, Academic Coach, Title I/MTSS Coordinator</td>
<td>• PD agenda</td>
</tr>
<tr>
<td>W$\text{F}$, Title I</td>
<td>• PD after-action Faculty Surveys</td>
</tr>
</tbody>
</table>
# SY 2023-2024 Academic Plan

**GOAL 3: SUCCESSFUL SYSTEMS OF SUPPORT** Pūʻōhala School works to effectively organize financial, human, and community resources in support of student success.

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

A schoolwide system to support students and staff academically and emotionally.

**Rationale:**
Effectively supporting both students and staff, academically (professionally) and emotionally to create a safe and nurturing school environment and culture to provide students with the best learning experiences that will prepare them to be successful in life during and after school.

This will more effectively close the gap between students' current knowledge and skills and the desired (required) grade level knowledge and skills.

The system in place will survive any personnel changes.

## Planning

<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>Enabling Activities</th>
<th>School Year(s) of Activity</th>
<th>ART Accountable Lead(s)</th>
<th>Funding Source of Funds (Check applicable boxes to indicate source of funds)</th>
<th>Interim Measures of Progress</th>
</tr>
</thead>
</table>
| 100% of staff will be provided training and support of the Multi-Tiered Systems of Support (MTSS) | Multi-Tiered System of Support • Provide training and support to understand the core components of MTSS, the process of implementing, and receive access to resources to support the implementation of MTSS (SW6, PLC, SEW, HHHS, AODDM, RCB) | 23-24, 24-25              | Title I/MTSS Coordinator, Counselors, Principal, Vice Principal,            | W$F, Title I                  | • Faculty Meeting minutes  
  • Data Team Meeting minutes |
| Increase attendance of parent engagement opportunities by 10%                     | • Provide at least four parent engagement opportunities a year to support academics and behavior (SEW, HHHS, RCB) | 23-24, 24-25              | Title I/MTSS Coordinator, Principal,                                       | Title I                       | • Faculty Meeting minutes  
  • Events sign-in  
  • Teacher request for parent involvement/classroom visit  
  • After-action Parent Surveys |