



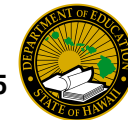
# Pū'ōhala School Academic Plan SY 2024-2025

45-233 Kulauli Street Kaneohe, HI 96744  
(808) 305-5900  
<https://www.puohala.k12.hi.us/>

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

Submitted by Principal Kathy Kahikina	
	4.8.24

Approved by Interim Complex Area Superintendent Matt Ho	
	04/15/2024



### VIABLE QUALITY CURRICULUM

This section highlights the school’s comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the **comprehensive instructional program(s)** used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	<a href="#">English Language Arts</a>	<a href="#">Mathematics</a>	Science	Social Studies
K-6	Wonders	Into Math		

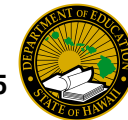
### SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the **universal screener(s)** used for English Language Arts and Mathematics and specify the grade level or course name. If “Other” is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level / Course Name	English Language Arts	Mathematics
Grades K-6 English	iReady ▾	iReady ▾
Grades K-5 HLIP	Loilo ▾	Loilo ▾



**IDENTIFIED SCHOOL NEEDS**

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and contributing cause(s) for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment (CNA)

**Please identify critical student learning needs and the contributing cause(s) 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?”*

*To identify additional critical student needs, please insert a new row and duplicate the “Student Need” and “Root/Contributing cause(s)” text as needed. Please number the student's needs and contributing cause(s) for ease of cross-referencing.*

**Problem-Solving Cycle Evidence:** [Pū'ōhala School CNA](#)

<p>1</p>	<p><b><u>Student Need:</u></b></p> <ul style="list-style-type: none"> <li>Reading Proficiency was 38.67% for the school year 2022-23 in the English Branch.</li> </ul> <p><b><u>Contributing cause(s):</u></b></p> <ul style="list-style-type: none"> <li>Inconsistent use of a core curriculum for instruction</li> <li>Instructional time lacks structure</li> <li>Tier 1 instructional strategies</li> <li>High turnover in staff</li> <li>Collaboration between supporting grade levels to build alignment</li> </ul>
<p>2</p>	<p><b><u>Student Need:</u></b></p> <ul style="list-style-type: none"> <li>Math Proficiency was 31.37% for the school year 2022-2023.</li> </ul> <p><b><u>Contributing cause(s):</u></b></p> <ul style="list-style-type: none"> <li>Inconsistent use of a core curriculum for instruction</li> <li>Instructional time lacks structure</li> <li>Tier 1 instructional strategies</li> <li>High turnover in staff</li> <li>Collaboration between supporting grade levels to build alignment</li> </ul>

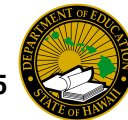
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**Student Need:**

- According to Panorama data, 54% of students have low Self-Efficacy. Self-Efficacy is defined by Panorama as a belief in their own success to achieve academic or behavior outcomes.
- Further, Panorama also found 52% of students have low emotional regulation. This is defined by an inability to regulate internal emotions or feelings.

**Contributing cause(s):**

- Inconsistent positive behavior support strategies used by teachers
- Lack of strategies to teach positive behavior
- Inconsistent systems for disciplinary action with the school structure
- More student-led solution/brainstorming/voice in assignments and classroom reflection activities
- Need for positive relationships & sense of belonging to increase student confidence



In order to address student equity, please list the targeted subgroup(s) and their identified needs. Enabling activities should address identified subgroup(s) and their needs.

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

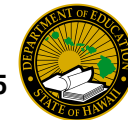
1	<p><b><u>Targeted Subgroup:</u></b> Disadvantaged students</p> <p><b><u>Identified Student Need(s):</u></b></p> <ul style="list-style-type: none"> <li>• Strive High data shows a 19% achievement gap in Language Arts for students with Special Education Services, who are English Learners, and Economically Disadvantaged.</li> </ul>
2	<p><b><u>Targeted Subgroup:</u></b> Disadvantaged students</p> <p><b><u>Identified Student Need(s):</u></b></p> <ul style="list-style-type: none"> <li>• Strive High data shows a 23% achievement gap for Math proficiency levels of students with Special Education Services, who are English Learners, and Economically Disadvantaged.</li> </ul>



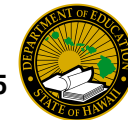
## Priority 1 High-Quality Learning For All

★ **GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.**

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i>
<p>1.1.1. All entering kindergarten students are assessed for <b>social, emotional, and academic readiness</b> and provided necessary and timely support to develop foundational skills for learning.</p>	<p><a href="#">State of Hawai'i Act 210</a> (§302A-A)]</p> <p>46% of students entering Kindergarten are showing emerging readiness.</p>	<p>All kindergarten students are assessed for social, emotional, and academic readiness.</p> <p><b>Accountable Leads:</b> Kindergarten Teacher PE PPT</p>	<p><input type="checkbox"/> KRA Assessment Data (KReady)</p> <p><input type="checkbox"/> Assessment data will show 100% percent of K students are assessed within the first 30 school days of entry.</p> <p><input type="checkbox"/> SEL Survey Beginning of the year, Panorama survey</p>	<p><input checked="" type="checkbox"/> Other <b>STATE FUNDED</b></p>

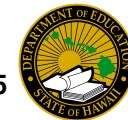


<p><b>Reading Proficiency</b></p> <p>1.1.2. All students read proficiently by the end of <u>third grade, eighth grade, and tenth grade</u>, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<ul style="list-style-type: none"> <li>• High turnover of teachers in the English branch</li> <li>• Prioritization of standards not revisited</li> </ul>	<p>Develop high quality teaching including the K-6 alignment of standards.</p> <p><b>Accountable Leads:</b></p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Academic Coach</li> </ul> <p>Unpack prioritized standards and align prioritized standards to curriculum.</p> <p><b>Accountable Leads:</b></p> <ul style="list-style-type: none"> <li>• Academic Coach</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> GL Entry/Exit Skills</li> <li><input type="checkbox"/> PLC Meeting Minutes</li> <li><input type="checkbox"/> Universal Screener Data</li> <li><input type="checkbox"/> Learning Walk data</li> <li><input type="checkbox"/> STRIVE HI Data</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$136,000</li> </ul>
<p><b>Mathematics Proficiency</b></p> <p>1.1.3. All students are proficient in mathematics by the end of <u>5th grade, eighth grade, and tenth grade</u> and those who are not proficient receive necessary and timely support to become proficient.</p>	<ul style="list-style-type: none"> <li>• High turnover of teachers in the English branch</li> <li>• Prioritization of standards not revisited</li> </ul>	<p>Develop high quality teaching including the K-6 alignment of standards.</p> <p><b>Accountable Leads:</b></p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Academic Coach</li> </ul> <p>Unpack prioritized standards and align prioritized standards to curriculum.</p> <p><b>Accountable Leads:</b></p> <ul style="list-style-type: none"> <li>• Academic Coach</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> GL Entry/Exit Skills</li> <li><input type="checkbox"/> PLC Meeting Minutes</li> <li><input type="checkbox"/> Universal Screener Data</li> <li><input type="checkbox"/> Learning Walk data</li> <li><input type="checkbox"/> STRIVE HI Data</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$136,000</li> </ul>



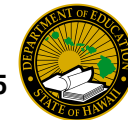
<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<ul style="list-style-type: none"> <li>• High turnover of teachers in the English branch</li> <li>• Prioritization of standards not revisited</li> </ul>	<p>Co-teaching models will be used in classrooms to support student learning.</p> <p><b><u>Accountable Leads:</u></b></p> <ul style="list-style-type: none"> <li>• Administrators</li> <li>• Special Education Teachers</li> </ul>	<p><input type="checkbox"/> Evidence will be collected through learning walking models.</p>	<p>No additional cost</p>
<p>1.1.5. All students transition successfully at critical points, from elementary to intermediate school and from intermediate to high school.</p>	<p>There is a need for clear transitions between and across schools.</p>	<p>A Graduate Profile will align and shape a common vision for graduates through a clearly articulated K-12 continuum.</p> <p>Castle Graduate Profile Culturally &amp; Community Minded College Ready Career Ready Life Ready</p> <p><b><u>Accountable Leads:</u></b></p> <ul style="list-style-type: none"> <li>• Administrators</li> <li>• School Counselors</li> <li>• HMTSS Lead</li> </ul>	<p><input type="checkbox"/> Progress/update on school activities aligned to Graduate Profile.</p>	<p><input checked="" type="checkbox"/> WSF, \$136,000</p>



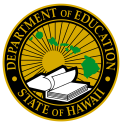


★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

<p><b>Desired Outcomes</b> "What do we plan to accomplish?"</p>	<p><b>Contributing Cause</b> "Why are we doing this?"</p>	<p><b>Enabling Activities</b> "How will we achieve the desired outcome?"   <b>and Name of Accountable Lead(s)</b> "Who is responsible to oversee and monitor implementation and progress?"</p>	<p><b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> "How will we know progress is being made?"</p>	<p><b>Source of Funds</b> "What funding source(s) should be utilized?" Please estimate the amount needed to execute the enabling activity.</p>
<p>1.2.1. All students desire to and attend school regularly.</p>	<p>92.33% is the current attendance rate.</p>	<p>Foster the total well-being of students by consistent implementation and monitoring of longitudinal data to track absences.</p> <p><b>Accountable Leads:</b></p> <ul style="list-style-type: none"> <li>• School Counselors</li> </ul>	<p><input type="checkbox"/> Chronic Absenteeism Data Infinite Campus</p> <p><input type="checkbox"/> Attendance Minutes</p> <p><input type="checkbox"/> Attendance intervention data</p>	<p><input checked="" type="checkbox"/> WSF, \$136,000</p>
<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>Currently there is no discipline plan.</p>	<p>Teachers and staff will co-construct a school wide behavior matrix. Aligning to the following:</p> <ul style="list-style-type: none"> <li>• Na Hōpena A'o (HĀ)</li> <li>• General Learner Outcomes (GLOs)</li> <li>• Castle Complex 5Rs</li> </ul> <p><b>Accountable Leads:</b></p> <ul style="list-style-type: none"> <li>• HMTSS Lead</li> <li>• School Counselors</li> </ul>	<p><input type="checkbox"/> Completed school wide behavior matrix</p> <p><input type="checkbox"/> Meeting notes on the work on the school wide behavior matrix</p> <p><input type="checkbox"/> Number of behavioral referrals by teachers</p>	<p><input checked="" type="checkbox"/> WSF, \$136,000</p>

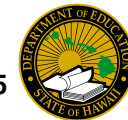


<p>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p>	<p>Panorama Data indicates Low emotional regulation &amp; self-efficacy for students</p>	<p>Teachers and staff will co-construct a school wide behavior matrix. Aligning to the following:</p> <ul style="list-style-type: none"> <li>● Na Hōpena A’o (HĀ)</li> <li>● General Learner Outcomes (GLOs)</li> <li>● Castle Complex 5Rs</li> </ul> <p><b><u>Accountable Leads:</u></b></p> <ul style="list-style-type: none"> <li>● HMTSS Lead</li> <li>● School Counselors</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Completed school wide behavior matrix</li> <li><input type="checkbox"/> Meeting notes on the work on the school wide behavior matrix</li> <li><input type="checkbox"/> Number of behavioral referrals by teachers</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF \$136,000</li> </ul>
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★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

<p><b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i></p>	<p><b>Contributing Cause</b> <i>"Why are we doing this?"</i></p>	<p><b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>   <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p><b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i></p>	<p><b>Source of Funds</b> <i>"What funding source(s) should be utilized?"</i>   Please estimate the amount needed to execute the enabling activity.</p>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>To expose students to the various industries and careers. Teach students that giving back to their community ensures that the community will thrive for generations.</p>	<p>A Graduate Profile will align and shape a common vision for graduates through a clearly articulated K-12 continuum. Castle Graduate Profile Culturally &amp; Community Minded College Ready Career Ready Life Ready</p> <p><b><u>Accountable lead:</u></b></p> <ul style="list-style-type: none"> <li>● Principal</li> <li>● School Counselors</li> <li>● Teachers</li> </ul>	<p><input type="checkbox"/> Career Fair <input type="checkbox"/> College For Every Student (CFES) <input type="checkbox"/> HFD &amp; HPD show and tell (i.e. bring equipment)</p>	<p><input checked="" type="checkbox"/> WSF, \$136,000</p>



<p><b>K-12 Alignment</b></p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p>	<p>There is an absence of a developed and implemented K-12 academic and vision alignment in both the Castle and Kahuku Complexes.</p>	<p>A Graduate Profile will align and shape a common vision for graduates through a clearly articulated K-12 continuum.</p> <ul style="list-style-type: none"> <li>● Castle Graduate Profile <ul style="list-style-type: none"> <li>■ Culturally &amp; Community Minded</li> <li>■ College Ready</li> <li>■ Career Ready</li> <li>■ Life Ready</li> </ul> </li> </ul> <p>Principal develops agreements on the graduate profile/portrait in their respective complex principal meetings.</p> <p><b><u>Accountable Lead:</u></b></p> <ul style="list-style-type: none"> <li>● Principal</li> </ul>	<p>Castle Complex schools will identify common and specific activities at each level to support the graduate profile by Summer 2024:</p> <ul style="list-style-type: none"> <li>● Elementary - Expose</li> <li>● Intermediate - Explore</li> <li>● High School - Engage</li> </ul>	<p><input checked="" type="checkbox"/> WSF, \$136,000</p>
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## 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.

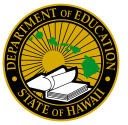
<p><b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i></p>	<p><b>Contributing Cause</b> <i>"Why are we doing this?"</i></p>	<p><b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>   <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p><b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i></p>	<p><b>Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i></p>
<p>School will select and retain highly qualified teachers in both English and Kaiapuni classrooms.</p>	<p>Non-Highly Qualified teachers make up 42% of the staff</p>	<p>Professional Learning opportunities will be provided throughout the year</p> <p><b><u>Accountable Leads:</u></b></p> <ul style="list-style-type: none"> <li>● Principal</li> <li>● Academic Coaches</li> </ul>	<p><input type="checkbox"/> Non-Highly Qualified teachers will have Professional Develop Plans</p> <p><input type="checkbox"/> Waiver Day Agendas and Minutes</p> <p><input type="checkbox"/> 21 Hour Professional Development for all teachers</p>	<p><input checked="" type="checkbox"/> WSF, \$136,000</p>



## Priority 3 Effective and Efficient Operations At All Levels

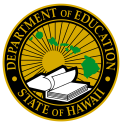
★ **GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.**

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Hawai'i Revised Statutes Section §302A-1124 Mandate to initiate school community councils	Our school has a full-membership SCC that meets at least monthly.  <u><b>Accountable Leads:</b></u> <ul style="list-style-type: none"> <li>• Administrator</li> <li>• SCC Chair</li> </ul>	<ul style="list-style-type: none"> <li>• SCC Roster</li> <li>• SCC Agenda/Minutes</li> </ul>	No additional cost



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

<p><b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i></p>	<p><b>Contributing Cause</b> <i>"Why are we doing this?"</i></p>	<p><b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>   <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p><b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i></p>	<p><b>Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> Please estimate the amount needed to execute the enabling activity.</p>
<p>Increase parent/guardian partnerships in parent involvement activities during the school year.</p>	<p>Low total school Parent Engagement</p>	<p>Provide academic parent involvement/engagement activities (4 per year) to improve parent partnerships and address at-home academic support.</p> <p><b><u>Accountable Leads:</u></b></p> <ul style="list-style-type: none"> <li>● Principal</li> <li>● Title I Coordinator</li> </ul>	<p> <input type="checkbox"/> Flyers for each activity  <input type="checkbox"/> Sign-in sheets for each activity  <input type="checkbox"/> Evaluations for each activity                 </p>	<p><input checked="" type="checkbox"/> Title I, \$ <b>PARENT ENGAGEMENT \$5000</b></p>



★ Other Systems of Support

APPENDIX: SCHOOL BELL SCHEDULE

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

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

<b>Total student instructional hours per year</b> <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1,089
<b>Did your school submit a SCC Waiver Request Form? Please explain.</b>	Applied for 4 waiver days; applied for 2 hours for PTC
<b>Bell Schedule:</b> <a href="#">Pūōhala Bell Schedule</a>	