

# Puu Kukui Elementary School

## Academic Plan 2023-2024

### Academic Plan & Supporting Documents

2023-2024 School Year

Principal: Chad Okamoto

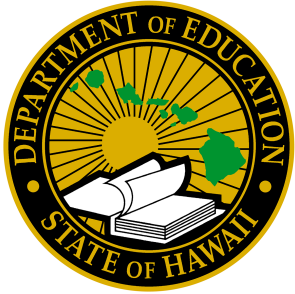
Contact Information

Telephone: 808-727-3000

Plan Submitted by  04/01/2023  
Principal Date

Plan Approved by  04/14/2023  
Complex Area Superintendent Date

**One-Year Academic Plan SY 2023-2024**



# **One-Year Academic Plan 2023-2024**

**Pu`u Kukui Elementary School**

**3700 Kehalani Mauka Parkway, Wailuku, HI. 96793**

<http://puukukui.k12.hi.us>

Revision 02-22-23

# One-Year Academic Plan SY 2023-2024

Where are we now?	
<p>Prioritize school’s needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>● Comprehensive Needs Assessment</li> <li>● WASC Self Study               <ul style="list-style-type: none"> <li>▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction</li> <li>▪ WASC Category C: Standards Based Student Learning: Instruction</li> <li>▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. <b><u>Student Learning:</u></b> All students should have access to challenging and high quality standards-based education. Prioritize and Target Learning Growth and Achievement in:               <ul style="list-style-type: none"> <li>● <b>Math Tier I (K-5)</b></li> <li>● <b>Reading Foundational Skills (K-2)</b></li> </ul> </li> <li>2. <b><u>Academic Support &amp; Equity:</u></b> All students should have access to challenging and high quality standards-based education. Implement structures and school-wide systems to support:               <ul style="list-style-type: none"> <li>● <b>SPED Inclusion</b></li> <li>● <b>ELL Support</b></li> <li>● <b>Reading RTI/MTSS</b></li> </ul> </li> <li>3. <b><u>Leadership Culture, SEL, Health &amp; Wellness:</u></b> All 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 8 Habits and a Growth Mindset to support their long term success in school and beyond. Implement structures and school-wide systems to support:               <ul style="list-style-type: none"> <li>● <b>Visible Leadership Culture (Leader In Me)</b></li> <li>● <b>Comprehensive Behavior RTI System &amp; SEL Support</b></li> <li>● <b>Increased Student Attendance</b></li> </ul> </li> <li>4. <b><u>Systems &amp; Structures for Collaboration:</u></b> Effective schools utilize collaborative routines and structures to promote student learning through teacher learning and planning, deep analysis of evidence of student learning, and consistency of best practices. Implement structures and school-wide systems to support:               <ul style="list-style-type: none"> <li>● <b>Professional Learning Communities (PLCs)</b></li> <li>● <b>Vertical Articulation</b></li> </ul> </li> <li>5. <b><u>Mission, Vision, and Academic Plan Monitoring and Evaluation:</u></b> Schools articulate their purpose through a Mission, Vision, and Academic Plan. Effective schools monitor and evaluate its progress on the implementation of its critical priorities, initiatives, and its progress in student achievement. Implement structures and school-wide systems to support:               <ul style="list-style-type: none"> <li>● <b>Regular monitoring, reflecting and adjusting critical priorities/programs/initiatives and student learning measures.</b></li> </ul> </li> </ol>

# One-Year Academic Plan SY 2023-2024

	<p><b>Addressing Equity: Subgroup Identification</b></p> <ul style="list-style-type: none"><li>• Special Education</li><li>• ELL</li><li>• Disadvantaged</li></ul>
--	--

## One-Year Academic Plan SY 2023-2024

<b>ORGANIZE: Identify your Academic Review Team Accountable Leads.</b>	
<b>Name and Title of ART Team Accountable Lead</b>	<b>Responsible for implementation of the school's strategies and initiatives</b>
1. Jonelle Flight, Stacia Haban, Kimberly Tanaka, Michele Suzuki	1. Action oriented Data Decision-Making
2. Jonelle Flight, Stacia Haban, Kimberly Tanaka, Michele Suzuki	2. Effective Academic Practices
3. Rachael Watson, Tessa Schwind, Kristen Stafford, Chad Okamoto, Kristy Chang	3. Healthy Habits, Healthy Schools
4. Rachael Watson, Tessa Schwind, Kristen Stafford, Chad Okamoto, Kristy Chang	4. Responsive Capacity Building
5.	5.

# One-Year Academic Plan SY 2023-2024

**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:
<p><b>1. Target Academic Growth and Achievement in ELA and Math</b></p> <ul style="list-style-type: none"> <li>○ The percentage of Grade 3 students at PKES demonstrating reading of “At or Near” or “Above” grade level expectations measured by the annual Strive Hi report, will increase from 76% to 77% by the end of SY 2023-2024. (G1.N1)</li> <li>○ The percentage of students at PKES meeting achievement of standards/proficiency on the ELA SBA grade level expectations, will increase from 56% to 57% by the end of SY 2023-2024. (G1.N1)</li> <li>○ The percentage of students at PKES meeting achievement of standards/proficiency on the Mathematics SBA grade level expectations, will increase from 40% to 41% by the end of SY 2023-2024. (G1.N1)</li> <li>○ Determine DIBELS growth goal based on growth made during SY 22-23 and BOY data for SY 23-24 (G1.N1)</li> <li>○ Determine iReady Reading growth goal based on growth made during SY 22-23 and BOY data for SY 23-24 (G1.N1)</li> <li>○ Determine iReady Math growth goal based on growth made during SY 22-23 and BOY data for SY 23-24 (G1.N1)</li> <li>○ Establish Number Talk implementation, and student self reflection goal (G1.N1)</li> </ul>	<p><b>1.Target Academic Growth and Achievement in ELA and Math:</b> All students should have access to challenging and high quality standards-based education in English Language Arts and Math.</p> <p><b>2. Academic Support &amp; Equity:</b> All students should have access to challenging and high quality standards-based education.</p>

# One-Year Academic Plan SY 2023-2024

## **2. Academic Support & Equity**

- 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.N2)
- 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 31% to 32%, and on the Math SBA from 12% to 13% by the end of SY 2023-2024. (G1.N2)
- Establish ELL baseline and goal statement (G1.N2)
- Establish RTI/Growth Block baseline and goal statement (G1.N2)

## **3. Develop and Sustain Leadership Culture, SEL Health & Wellness**

- Maintain the percentage of students at PKES who are chronically absent at 9% by the end of SY 2023-2024. (G1.N3)
- Decrease Class D referrals by 5% by the end of SY 2023-2024. (G1.N3)
- 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)
- Establish Leader in Me-Measurable Results Assessment baseline and goal statement (G1.N3)

## **4. Systems & Structures for Collaboration**

- Establish goal for PLC schedule (G2.N4)
- Establish goal for Vertical Articulation (G2.N4)

## **3. Develop and Sustain Leadership Culture, SEL Health & Wellness**

All 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 8 Habits and a Growth Mindset to support their long term success in school and beyond.

## **4. Systems & Structures for Collaboration**

Effective schools utilize collaborative routines and structures to promote student learning through teacher learning and planning, deep analysis of evidence of student learning, and consistency of best practices.

## **5. Mission, Vision, and Academic Plan Monitoring and Evaluation**

Schools articulate their purpose through a Mission, Vision, and Academic Plan. Effective schools monitor and evaluate its progress on the implementation of its critical priorities, initiatives, and its progress in

## One-Year Academic Plan SY 2023-2024

<p><b>5. <u>Mission, Vision, and Academic Plan Monitoring and Evaluation</u></b></p> <ul style="list-style-type: none"> <li>○ Establish goal for monitoring system (G3.N5)</li> </ul>	<p>student achievement.</p>
---	-----------------------------

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
G1.N1	<p>1. Teachers provide instruction designed to meet the Common Core State Standards.</p> <ul style="list-style-type: none"> <li>- Utilize Reading Wonders and Stepping Stones as our core instructional programs in English Language Arts and Mathematics</li> <li>- Teacher provide modeling and direct instruction of content using core programs</li> </ul>	2023-2024	<p><b>Jonelle Flight, Stacia Haban, Kimberly Tanaka, Michele Suzuki</b></p>	<p> <input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A                 </p>	<p><u>Leadership and/or Teacher Measures</u></p> <ul style="list-style-type: none"> <li>● Classroom Observations with Feedback</li> </ul> <p><u>Student Measures</u></p> <ul style="list-style-type: none"> <li>● Wonders Unit, Weekly, PM Assessments</li> <li>● Stepping Stones Module Check-Ups</li> </ul>



# One-Year Academic Plan SY 2023-2024

<p>G1.N1</p>	<p>2. Teachers continue to refine pacing/curriculum guides to support grade level curriculum, instruction, and assessment that are designed for the Common Core State Standards.</p> <ul style="list-style-type: none"> <li>- Determine and post learning intentions and success criteria in student friendly language</li> <li>- Incorporate “Big Rocks”/Prioritized areas identified through Cross GL Articulation</li> <li>- Begin to explore and understand ways that Grade Levels are integrating content areas to inform school-wide expectations</li> </ul>	<p><b>2023-2024</b></p>	<p><b>Jonelle Flight, Stacia Haban, Kimberly Tanaka, Michele Suzuki</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<p><u>Leadership and/or Teacher Measures</u></p> <ul style="list-style-type: none"> <li>● GL Reading and Math End In Mind Maps</li> <li>● Posted student learning intentions (i.e. “I can...)</li> </ul> <p><u>Student Measures</u></p> <ul style="list-style-type: none"> <li>● Wonders Unit, Weekly, PM Assessments</li> <li>● Stepping Stones Module Check-Ups</li> <li>● Hearing student use “I can” language</li> </ul>
<p>G1.N1</p>	<p>3. Teachers strengthen core instruction (Tier 1) through implementation of common instructional strategies:</p> <ul style="list-style-type: none"> <li>- Active Student Participation</li> <li>- Collaborative Conversations/Learning</li> <li>- Small group learning based on instructional needs</li> <li>- Integration of Technology</li> </ul>	<p><b>2023-2024</b></p>	<p><b>Jonelle Flight, Stacia Haban, Kimberly Tanaka, Michele Suzuki</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<p><u>Leadership and/or Teacher Measures</u></p> <ul style="list-style-type: none"> <li>● Classroom Observations with Feedback</li> </ul> <p><u>Student Measures</u></p> <ul style="list-style-type: none"> <li>● Classroom Observations</li> </ul>

# One-Year Academic Plan SY 2023-2024

<p>G1.N1</p>	<p>4. Leadership and Teachers conduct classroom observations and provide feedback and support to monitor and improve school-wide strategies.</p> <ul style="list-style-type: none"> <li>- 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)</li> <li>- Continue using “Learning Snapshots” in PLCs, and for school-wide classroom visits</li> </ul>	<p><b>2023-2024</b></p>	<p><b>Jonelle Flight, Stacia Haban, Kimberly Tanaka, Michele Suzuki</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<p><u>Leadership and/or Teacher Measures</u></p> <ul style="list-style-type: none"> <li>• Classroom Observations with Feedback</li> </ul> <p><u>Student Measures</u></p> <ul style="list-style-type: none"> <li>• none</li> </ul>
--------------	--	-------------------------	---	---	---

# One-Year Academic Plan SY 2023-2024

<p>G1.N1</p>	<p>5. Align school-wide Growth and Proficiency goals in Reading and Math</p> <ul style="list-style-type: none"> <li>- Write aligned Growth goals for the school, each grade level, classroom, and student based on a lag measure</li> <li>- Write aligned Proficiency goals for the school, each grade level, classroom, and student based on a lag measure</li> <li>- Identify appropriate student Lead measures/strategies of success and track as a school, each grade level, each classroom, and individual student</li> <li>- Track and celebrate progress using public, visible compelling scoreboards for the Growth Goal, and Lead Measures</li> <li>- Continue to Track Proficiency Goals using Data Dashboards and PLC Display</li> <li>- Continue Cadence of Accountability in PLCs, Classrooms</li> </ul>	<p>2023-2024</p>	<p><b>Jonelle Flight, Stacia Haban, Kimberly Tanaka, Michele Suzuki</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<p><u>Leadership and/or Teacher Measures</u></p> <ul style="list-style-type: none"> <li>• Completed SMART goals</li> <li>• Identified lead measures/strategies</li> <li>• Compelling Scoreboards (school, GL, classroom)</li> </ul> <p><u>Student Measures</u></p> <ul style="list-style-type: none"> <li>• Goal (WIG) Tracking in student leadership notebook</li> </ul>
--------------	---	------------------	---	---	---

## One-Year Academic Plan SY 2023-2024

<p>G1.N1, G1.N2</p>	<p>6. 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:</p> <ul style="list-style-type: none"> <li>- ECRI Professional Development for new teachers</li> <li>- Teacher Coaching, Observations, and Grade Level collaboration time</li> <li>- Collection of DIBELS data</li> </ul>	<p><b>2023-2024</b></p>	<p><b>Jonelle Flight, Stacia Haban, Kimberly Tanaka, Michele Suzuki</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<p><u>Leadership and/or Teacher Measures</u></p> <ul style="list-style-type: none"> <li>• Classroom Observations with Feedback</li> <li>• GL Planning and Collaboration documented in PLC minutes</li> </ul> <p><u>Student Measures</u></p> <ul style="list-style-type: none"> <li>• DIBELS Benchmark Data and Progress Monitoring Data</li> </ul>
<p>G1.N1, G1.N2</p>	<p>7. Continue implementation of a comprehensive Academic HMTSS system in Reading. To include:</p> <ul style="list-style-type: none"> <li>- Use of iReady screening assessment</li> <li>- Instruction and/or interventions designed to meet student needs at all levels (Tier II, on-level and Tier II+). “Growth Block”</li> <li>- Ongoing collection of progress monitoring data</li> <li>- Maintain data dashboards</li> <li>- Systems and schedules for using data to inform</li> </ul>	<p><b>2023-2024</b></p>	<p><b>Jonelle Flight, Stacia Haban, Kimberly Tanaka, Michele Suzuki</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<p><u>Leadership and/or Teacher Measures</u></p> <ul style="list-style-type: none"> <li>• GL structure, groups, instructional focus is documented in the Growth Block planner</li> </ul> <p><u>Student Measures</u></p> <ul style="list-style-type: none"> <li>• DIBELS Benchmark Data and Progress Monitoring Data</li> <li>• iReady Diagnostics and Growth Monitoring Data</li> </ul>

## One-Year Academic Plan SY 2023-2024

	instruction and monitor student success, including GL Data Dives, and school-wide data analysis sessions				
G1.N2	8. Implement Comprehensive EL Plan. Priorities include: (To be determined upon completion of the plan and staff feedback)	2023-2024	<b>Jonelle Flight, Stacia Haban, Kimberly Tanaka, Michele Suzuki</b>	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<u>Leadership and/or Teacher Measures</u> <ul style="list-style-type: none"> <li>•</li> </ul> <u>Student Measures</u> <ul style="list-style-type: none"> <li>• WAPT Initial Assessment</li> <li>• WIDA ACCESS Test</li> </ul>
G1.N1	9. Develop sustainable PLC structure, norms, schedule and “specials” classes for students.	2023-2024	<b>Jonelle Flight, Stacia Haban, Kimberly Tanaka, Michele Suzuki</b>	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<u>Leadership and/or Teacher Measures</u> <ul style="list-style-type: none"> <li>• PLC schedules</li> <li>• PLC Minutes</li> </ul> <u>Student Measures</u> <ul style="list-style-type: none"> <li>•</li> </ul>

# One-Year Academic Plan SY 2023-2024

<p>G2.N4</p>	<p>10. Support teacher instruction, student learning, cadence of accountability and reflection in PLCs by</p> <ul style="list-style-type: none"> <li>- facilitating Data Team meetings (the formal process) and connection to student leadership in learning through quarterly cycles, focused on Math Problem Solving</li> <li>- conducting learning snapshots and reflections</li> <li>- curriculum or strategy planning and study (with a focus on critical student learning needs, the Math Project, ECRI, and NGSS)</li> <li>- supporting learning and use of technology tools for communication, blended learning, instruction, and feedback</li> </ul>	<p><b>2023-2024</b></p>	<p><b>Jonelle Flight, Stacia Haban, Kimberly Tanaka, Michele Suzuki</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<p><u>Leadership and/or Teacher Measures</u></p> <ul style="list-style-type: none"> <li>● PLC Minutes</li> <li>● Data Team Cadence of Accountability Forms</li> <li>● Data Team Learning Fairs</li> </ul> <p><u>Student Measures</u></p> <ul style="list-style-type: none"> <li>● Pre/Post Classroom Data</li> <li>● Student Leadership in Learning Samples</li> </ul>
--------------	---	-------------------------	---	---	--

# One-Year Academic Plan SY 2023-2024

<p>G1.N1, G1.N3</p>	<p>12. Continue to develop student leadership in learning opportunities through teacher implementation of the Formative Assessment/Instruction Process.</p> <p>Critical components are:</p> <ol style="list-style-type: none"> <li>1. Learning Progressions</li> <li>2. Learning Intentions, Goals (connected to School-Wide WIGs G1.EA5) and Criteria for Success</li> <li>3. Descriptive Feedback</li> <li>4. Self- and Peer Assessment</li> <li>5. Assisting students to set goals</li> <li>6. Collaboration</li> <li>7. Collecting and Presenting evidence of learning in relation to standards (Leadership Notebooks and Student-Led Conferences)</li> </ol>	<p>2023-2024</p>	<p><b>Jonelle Flight, Stacia Haban, Kimberly Tanaka, Michele Suzuki</b></p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p><u>Leadership and/or Teacher Measures</u></p> <ul style="list-style-type: none"> <li>● GL Reading and Math End In Mind Maps</li> <li>● Posted learning intentions</li> <li>● Data Team Cadence of Accountability-Student Leadership in Learning documents</li> </ul> <p><u>Student Measures</u></p> <ul style="list-style-type: none"> <li>● Student goal setting and reflections in connection to School-Wide WIGs</li> <li>● Leadership Notebooks</li> <li>● Student-led Conferences</li> </ul>
<p>G1.N2</p>	<p>13. Develop and implement a support model and system for SPED inclusion.</p> <ul style="list-style-type: none"> <li>- School-wide inclusion plan and system articulated at the end of school year for following year</li> <li>- Time for teachers to articulate will be given through articulation days and common Wednesday planning time</li> </ul>	<p>2023-2024</p>	<p><b>Jonelle Flight, Stacia Haban, Kimberly Tanaka, Michele Suzuki</b></p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p><u>Leadership and/or Teacher Measures</u></p> <ul style="list-style-type: none"> <li>● General Ed and SPED teachers are identified</li> <li>● Monitor IEPs and instructional minutes to ensure appropriate placement</li> </ul> <p><u>Student Measures</u></p> <ul style="list-style-type: none"> <li>●</li> </ul>

# One-Year Academic Plan SY 2023-2024

<p>G1.N3</p>	<p>14. Develop, share and implement a comprehensive behavior HMTSS system to address the social/emotional/behavioral and mental health needs of identified students.</p> <ul style="list-style-type: none"> <li>- Define Tier 1 must-dos in connection with PBIS matrix, GLOs/7 Habits, and Proactive Pueo Classroom Agreements</li> <li>- Utilize Panorama Surveys to identify students with needs</li> <li>- Students will determine and monitor their individual behavior goal(s) in their Leadership Notebooks</li> </ul>	<p><b>2023-2024</b></p>	<p><b>Rachael Watson, Tessa Schwind, Kristen Stafford, Chad Okamoto, Kristy Chang</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<p><u>Leadership and/or Teacher Measures</u></p> <ul style="list-style-type: none"> <li>• Referrals</li> <li>• BEISY Survey</li> <li>• Peer Review and DBW Cohort Meeting Minutes</li> </ul> <p><u>Student Measures</u></p> <ul style="list-style-type: none"> <li>• Leadership Notebooks</li> </ul>
--------------	---	-------------------------	---	---	--



# One-Year Academic Plan SY 2023-2024

<p>G1.N3</p>	<p>15. Continue to focus on improving student attendance</p> <ul style="list-style-type: none"> <li>- Continue with attendance policy/protocol and communicate to all stakeholders</li> <li>- Continue implementation of identified teacher and counselor actions/strategies to support student attendance</li> <li>- Continue to have students track their attendance in their Leadership Portfolios</li> </ul>	<p><b>2023-2024</b></p>	<p><b>Rachael Watson, Tessa Schwind, Kristen Stafford, Chad Okamoto, Kristy Chang</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<p><u>Leadership and/or Teacher Measures</u></p> <ul style="list-style-type: none"> <li>• Attendance Reports from Longitudinal Data System</li> </ul> <p><u>Student Measures</u></p> <ul style="list-style-type: none"> <li>• Leadership Portfolios</li> </ul>
<p>G1.N3</p>	<p>16. Teachers will directly teach the 7 Habits (inc. the GLOs), using our Leader in Me Program as our SEL Program (making connections to the HiDOE SEL Guide).</p> <ul style="list-style-type: none"> <li>- Continue to explicitly teach the Social Emotional Learning Strategy of Growth Mindset in connection with Habit 1-Be Proactive.</li> <li>- Co-construct “student moves” that illustrate the connection between the 7H and the GLOs</li> </ul>	<p><b>2023-2024</b></p>	<p><b>Rachael Watson, Tessa Schwind, Kristen Stafford, Chad Okamoto, Kristy Chang</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<p><u>Leadership and/or Teacher Measures</u></p> <ul style="list-style-type: none"> <li>• Co-Constructed 7 Habits/GLO Poster</li> <li>• 7 Habits End in Mind Map</li> </ul> <p><u>Student Measures</u></p> <ul style="list-style-type: none"> <li>•</li> </ul>

## One-Year Academic Plan SY 2023-2024

	<ul style="list-style-type: none"><li>- 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 with Staff Synergy Calendar</li><li>- During daily instruction, teachers use 7 Habits language or make content connections to the 7 Habits</li><li>- All staff will model the 7 Habits (i.e. having a personal mission statement, WIG Tracking, sharing of +/△, etc.)</li></ul>				
--	---	--	--	--	--

## One-Year Academic Plan SY 2023-2024

<p>G1.N3</p>	<p>17. Continue to provide student leadership roles and opportunities within and outside of the classroom</p> <ul style="list-style-type: none"> <li>- Classroom Leadership Roles</li> <li>- Student Led Service Learning Project</li> <li>- Student Lighthouse Committee</li> <li>- School-wide Leadership Positions</li> </ul>	<p><b>2023-2024</b></p>	<p><b>Rachael Watson, Tessa Schwind, Kristen Stafford, Chad Okamoto, Kristy Chang</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<p><u>Leadership and/or Teacher Measures</u></p> <ul style="list-style-type: none"> <li>• Classifieds and applications for campus leadership positions</li> <li>• SLSL Project celebrated and featured in Newsletters, etc.</li> </ul> <p><u>Student Measures</u></p> <ul style="list-style-type: none"> <li>• Student lighthouse minutes</li> <li>• Determine baseline of students that hold a leadership role and increase each year</li> </ul>
<p>G1.N3</p>	<p>18. Continue to explicitly teach the Social Emotional Learning Strategy of Growth Mindset in connection with Habit 1-Be Proactive.</p>	<p><b>2023-2024</b></p>	<p><b>Rachael Watson, Tessa Schwind, Kristen Stafford, Chad Okamoto, Kristy Chang</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<p><u>Leadership and/or Teacher Measures</u></p> <ul style="list-style-type: none"> <li>• Opportunities for teachers to share how they teach and make connections to the growth mindset.</li> </ul> <p><u>Student Measures</u></p> <ul style="list-style-type: none"> <li>• Identify/design a student survey and develop a baseline for measuring the percentage of students with a growth mindset.</li> </ul>

# One-Year Academic Plan SY 2023-2024

<p>G1.N1</p>	<p>19. Support effective implementation of the Next Generation Science Standards (NGSS) through:</p> <ul style="list-style-type: none"> <li>- Providing articulation time for teachers to understand and plan for NGSS integration and instruction</li> <li>- Continue to implement grade-level STEAM Units and/or Student Led Service Learning Project</li> <li>- Continue NGSS/STEAM school-level coordinator to support teacher learning and implementation and directly teach NGSS lessons to students</li> </ul>	<p><b>2023-2024</b></p>	<p><b>Jonelle Flight, Stacia Haban, Kimberly Tanaka, Michele Suzuki</b></p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p><u>Leadership and/or Teacher Measures</u></p> <ul style="list-style-type: none"> <li>• Teacher sharing of STEAM/SLSL Unit at the end of the year.</li> <li>• 1 teacher per GL that will be responsible for attending training and disseminating information to GL.</li> </ul> <p><u>Student Measures</u></p> <ul style="list-style-type: none"> <li>• Student reflections based on their SLSL or STEAM Unit</li> </ul>
<p>G1.N1</p>	<p>20. Continue to support effective teacher, staff and student use of technology tools.</p> <ul style="list-style-type: none"> <li>- Review and revise school technology plan to support teacher and student learning and use of technology tools for communication, blended learning, instruction, and feedback</li> </ul>	<p><b>2023-2024</b></p>	<p><b>Rachael Watson, Tessa Schwind, Kristen Stafford, Chad Okamoto, Kristy Chang</b></p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p><u>Leadership and/or Teacher Measures</u></p> <ul style="list-style-type: none"> <li>• Continue Staff PD sessions</li> </ul> <p><u>Student Measures</u></p> <ul style="list-style-type: none"> <li>• Students attend media, library and technology introductory sessions</li> </ul>

# One-Year Academic Plan SY 2023-2024

<p>G1.N1</p>	<p>21. Support student engagement and learning through school-wide focus on Tier 1 Mathematics.</p> <ul style="list-style-type: none"> <li>- Professional Development for all teachers focused on Math Conceptual Understanding, Problem Solving, effective use of Stepping Stones Curriculum (G2.EA1)</li> <li>- Posted learning intentions (G1.EA2)</li> <li>- Grade Level collaboration time during PLCs</li> <li>- Classroom Observations and Feedback based on PD outcomes</li> <li>- Collection and Analysis of iReady data</li> <li>- 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 2021-22)</li> </ul>	<p>2023-2024</p>	<p><b>Jonelle Flight, Stacia Haban, Kimberly Tanaka, Michele Suzuki</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<p><u>Leadership and/or Teacher Measures</u></p> <ul style="list-style-type: none"> <li>● PD sign-in sheets, evaluations</li> <li>● Classroom Observations of student engagement and learning</li> <li>● Posted learning intentions</li> <li>● PLC minutes</li> </ul> <p><u>Student Measures</u></p> <ul style="list-style-type: none"> <li>● Classroom Observations of student engagement and learning</li> <li>● iReady data</li> </ul>
--------------	---	------------------	---	---	---

# One-Year Academic Plan SY 2023-2024

<p>G1.N3</p>	<p>22. Continue to promote a visible Leadership culture in the school and classroom using the criteria on the Lighthouse Rubric 4.0.</p> <ul style="list-style-type: none"> <li>- Student greeter(s) welcomes visitors</li> <li>- Displaying Classroom Leadership Roles</li> <li>- 7 Habits influenced environment - such as related student work or teacher/student generated displays connecting the habits</li> <li>- Teacher WIG Displays: Lag/Lead Measure Scoreboards</li> <li>- Classroom WIG Displays: Lag/Lead Measure Scoreboards</li> <li>- Weekly use of Leadership Notebooks</li> <li>- Student Led-Learning including - to be defined by school</li> <li>- Build staff capacity to assume responsibility for Leadership activities</li> </ul>	<p><b>2023-2024</b></p>	<p><b>Rachael Watson, Tessa Schwind, Kristen Stafford, Chad Okamoto, Kristy Chang</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<p><u>Leadership and/or Teacher Measures</u></p> <ul style="list-style-type: none"> <li>• Data from classroom observations</li> </ul> <p><u>Student Measures</u></p> <ul style="list-style-type: none"> <li>• Data from classroom observations</li> <li>• Student Leadership Notebooks</li> </ul>
--------------	---	-------------------------	---	---	---

# One-Year Academic Plan SY 2023-2024

<p>G1.N3</p>	<p>23. Promote student health and wellness by:</p> <ul style="list-style-type: none"> <li>- Communicating the school’s wellness plan to the staff yearly</li> <li>- Committee will conduct an annual review of the plan including the Wellness Guidelines Survey</li> <li>- Communicate to families through school website and monthly newsletters</li> <li>- Learn more about Trauma Informed Care and develop a system for TIC unique to Pu’u Kukui</li> </ul>	<p><b>2023-2024</b></p>	<p><b>Rachael Watson, Tessa Schwind, Kristen Stafford, Chad Okamoto, Kristy Chang</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<p><u>Leadership and/or Teacher Measures</u></p> <ul style="list-style-type: none"> <li>• Meeting agendas, notes, newsletters, survey results</li> </ul> <p><u>Student Measures</u></p>
--------------	--	-------------------------	---	---	---

# One-Year Academic Plan SY 2023-2024

**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.

<b>Outcome:</b> By the end of three years,	<b>Rationale:</b>
<p><b><u>E. Professional Development</u></b></p> <ul style="list-style-type: none"><li>100% of all necessary staff will be provided professional development on school focus areas each year SY 2023-2024. (G2.N1, G2.N2, G2.N3, G2.N4)</li></ul> <p><b><u>F. Teacher Induction and Mentoring</u></b></p> <ul style="list-style-type: none"><li>100% of new teachers will be assigned a trained mentor each year SY 2023-2024. (G2.N1, G2.N2, G2.N3, G2.N4)</li></ul>	<p><b><u>E. Professional Development</u></b></p> <ul style="list-style-type: none"><li>Professional development for educators should increase knowledge, understanding that supports the learning of all students.</li></ul> <p><b><u>F. Teacher Induction and Mentoring</u></b></p> <ul style="list-style-type: none"><li>Teachers and new employees should have support and mentoring to support professional and collegial practice.</li></ul>



# One-Year Academic Plan SY 2023-2024

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
G2.N1, G2.N2, G2.N3, G2.N4	<p>1. Provide professional development for teachers and staff that supports quality instruction and student learning. Opportunities include:</p> <ul style="list-style-type: none"> <li>- Enhanced Core Reading Instruction (ECRI), Initial training and ongoing PLCs</li> <li>- 7 Habits of Highly Effective People, Initial training and ongoing booster sessions</li> <li>- Data Team Cycles w/a focus on Math</li> <li>- Social Emotional Learning and Mindfulness</li> <li>- Inclusive Practices (ELL, SPED, Poverty)</li> <li>- Instructional Strategies: Active participation, Collaborative Conversations, Formative Assessment Process</li> <li>- Math Focused - Math Conceptual Understanding, Problem</li> </ul>	2023-2024	<p>Rachael Watson, Tessa Schwind, Kristen Stafford, Chad Okamoto, Kristy Chang</p>	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p><u>Leadership and/or Teacher Measures</u></p> <ul style="list-style-type: none"> <li>● Sessions/PD scheduled on the school calendar</li> <li>● Session evaluations</li> <li>● Teacher Action Plans</li> </ul> <p><u>Student Measures</u></p> <ul style="list-style-type: none"> <li>● DIBELS</li> <li>● MRA</li> <li>● Pre/Post Assessment Data</li> <li>● None</li> <li>● None</li> <li>● None</li> </ul>

## One-Year Academic Plan SY 2023-2024

	<ul style="list-style-type: none"> <li>- Solving, effective use of Stepping Stones Curriculum, Initial Training, Follow up Sessions, and PLCs</li> <li>- BKM Math Project PD</li> <li>- Supporting EL students in Tier I</li> <li>- Support and PD for new teachers</li> <li>- Provide PD opportunities for all staff members to build capacity within their current job and seek opportunities for professional advancement</li> </ul>				
G2.N4	2. Implement a system of vertical articulation in order to support teacher learning, promote consistency in expectations and common understanding across all grade levels.	<b>2023-2024</b>	<b>Jonelle Flight, Stacia Haban, Kimberly Tanaka, Michele Suzuki</b>	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<u>Leadership and/or Teacher Measures</u> <ul style="list-style-type: none"> <li>• LLT Team minutes</li> <li>• WIG System</li> </ul> <u>Student Measures</u> <ul style="list-style-type: none"> <li>• None</li> </ul>

# One-Year Academic Plan SY 2023-2024

<p>G2.N1, G2.N2, G2.N3, G2.N4</p>	<p>3. Determine which staff require mentoring support and assign a mentor.</p> <ul style="list-style-type: none"> <li>- Pair experienced staff with staff that are new to implementing the 7 Habits.</li> </ul>	<p><b>2023-2024</b></p>	<p><b>Rachael Watson, Tessa Schwind, Kristen Stafford, Chad Okamoto, Kristy Chang</b></p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p><u>Leadership and/or Teacher Measures</u></p> <ul style="list-style-type: none"> <li>• New hires are paired with trained mentors</li> </ul> <p><u>Student Measures</u></p> <ul style="list-style-type: none"> <li>• None</li> </ul>
-----------------------------------	---	-------------------------	---	--	--

# One-Year Academic Plan SY 2023-2024

**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.

<b>Outcome:</b> By the end of three years,	<b>Rationale:</b>
<p><b><u>G. Scaling of Effective Practices through “Bright Spots”</u></b></p> <ul style="list-style-type: none"><li>• The number of “bright spots” sharing sessions at PKES will increase from 1 per year to 2 per school year by the end of SY 2023-2024. (G3.N1, G3.N2, G3.N3, G3.N4)</li></ul> <p><b><u>H. Parent and Community Partnerships</u></b></p> <ul style="list-style-type: none"><li>• Increase the number of parent/community partnerships at PKES. (G3.N1, G3.N2, G3.N3, G3.N4)</li></ul> <p><b><u>I. Communication</u></b></p> <ul style="list-style-type: none"><li>• Develop a PKES Stakeholder Survey and establish a baseline and target. (G3.N1, G3.N2, G3.N3, G3.N4)</li></ul>	<p><b><u>G. Scaling of Effective Practices through “Bright Spots”</u></b></p> <ul style="list-style-type: none"><li>• The faculty should foster the growth mindset, innovation, and collaboration through school level opportunities to share “bright spots.”</li><li>• A “Bright Spot” is defined in the HDOE Strategic Plan as a best practice within the school that is successfully closing the achievement gap and improving student outcomes.</li></ul> <p><b><u>H. Parent and Community Partnerships</u></b></p> <ul style="list-style-type: none"><li>• The faculty should partner with families and communities to maximize resources and relationships to support student learning.</li></ul> <p><b><u>I. Communication</u></b></p> <ul style="list-style-type: none"><li>• The faculty should continue to improve communication to promote understanding and engagement of all stakeholders to support student learning.</li></ul>

# One-Year Academic Plan SY 2023-2024

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
G3.N1, G3.N2, G3.N3, G3.N4, G3.N5	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 include Data Team Cycles, common instructional strategies, student work and Leadership Criteria.	2023-2024	Rachael Watson, Tessa Schwind, Kristen Stafford, Chad Okamoto, Kristy Chang	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<u>Leadership and/or Teacher Measures</u> <ul style="list-style-type: none"> <li>Teacher Learning Fair</li> <li>Google Slides presentation</li> </ul> <u>Student Measures</u> <ul style="list-style-type: none"> <li>None</li> </ul>

## One-Year Academic Plan SY 2023-2024

<p>G3.N1, G3.N2, G3.N3, G3.N4, G3.N5</p>	<p>2. Provide parent education and partnerships to build relationships, establish resources, teach the 7 Habits, build understanding of technology tools and support student success.</p> <ul style="list-style-type: none"> <li>Identify a family and community engagement team to research and select appropriate family and community practices that match our community needs</li> <li>Designate person responsible for coordinating engagement practices</li> </ul>	<p>2023-2024</p>	<p>Rachael Watson, Tessa Schwind, Kristen Stafford, Chad Okamoto, Kristy Chang</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p><u>Leadership and/or Teacher Measures</u></p> <ul style="list-style-type: none"> <li>Events scheduled on calendar</li> <li>Agendas</li> <li>Sign-in sheets</li> <li>Session Evaluations</li> </ul> <p><u>Student Measures</u></p> <ul style="list-style-type: none"> <li>None</li> </ul>
<p>G3.N1, G3.N2, G3.N3, G3.N4, G3.N5</p>	<p>3. Continue to improve communication to promote understanding and engagement of stakeholders through the use of:</p> <ul style="list-style-type: none"> <li>Parent/Community/student communication through multiple-modes: newsletters, social media, Syner-voice, school website, school connects</li> <li>Lighthouse Leadership Team and Committee Structure</li> <li>Focus on Learning Groups</li> </ul>	<p>2023-2024</p>	<p>Rachael Watson, Tessa Schwind, Kristen Stafford, Chad Okamoto, Kristy Chang</p>		<p><u>Leadership and/or Teacher Measures</u></p> <ul style="list-style-type: none"> <li>PKES Website</li> <li>PKES Google Announcements Page</li> <li>Newsletters</li> <li>Committee minutes in school folder on Google Drive</li> <li>Syner-voice calls</li> </ul> <p><u>Student Measures</u></p> <ul style="list-style-type: none"> <li>None</li> </ul>

# One-Year Academic Plan SY 2023-2024

	- Continue to utilize +/-△ for feedback				
G3.N5	<p>4. Schedule Leadership team meetings and implement a more systematic and consistent process for looking at, responding to the data, adjusting resource allocations (connected to AODDM - Organizational Team).</p> <ul style="list-style-type: none"> <li>- Determine critical Academic Plan priorities/programs/ initiatives and student learning measures that will be monitored.</li> <li>- Identify lead support teachers to work with Admin on reviewing data, and monitoring strategy and Academic Plan implementation</li> </ul>	2023-2024	<p>Rachael Watson, Tessa Schwind, Kristen Stafford, Chad Okamoto, Kristy Chang</p>		<p><u>Leadership and/or Teacher Measures</u></p> <ul style="list-style-type: none"> <li>• ART Team minutes</li> <li>• Communication with LLT</li> </ul> <p><u>Student Measures</u></p> <ul style="list-style-type: none"> <li>• None</li> </ul>
G3.N5	<p>5. Involve staff in an annual routine of revisiting and revising our School/Team Mission Statements and School Vision Documents.</p> <ul style="list-style-type: none"> <li>- Revise Vision Documents to include Core Paradigms</li> </ul>	2023-2024	<p>Rachael Watson, Tessa Schwind, Kristen Stafford, Chad Okamoto, Kristy Chang</p>	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	

## One-Year Academic Plan SY 2023-2024

	6. Explore options for future ELO opportunities including: summer Pre-K learning opportunities, Dreambox access to all students through partnerships with BBBS and YMCA A+ program.	2023-2024	Rachael Watson, Tessa Schwind, Kristen Stafford, Chad Okamoto, Kristy Chang		
--	---	-----------	---	--	--