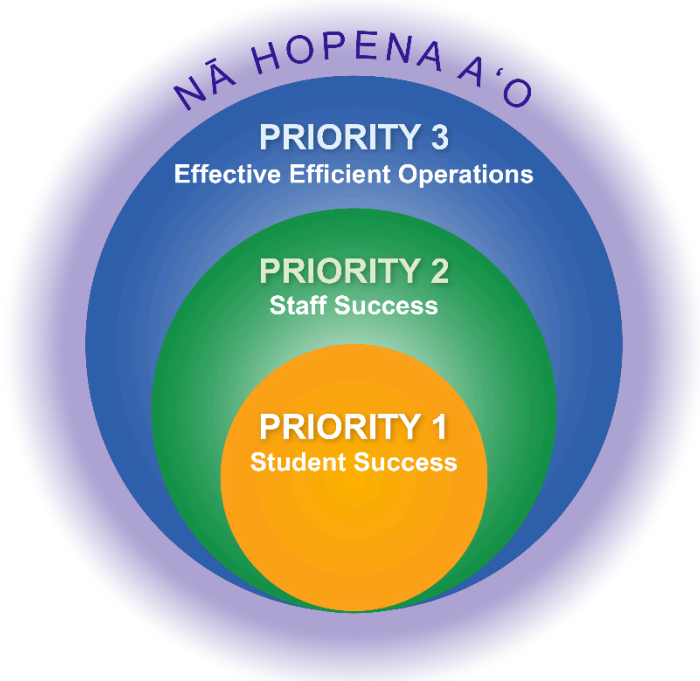






Puu Kukui Elementary School Academic Plan SY 2024-2025

3700 Kehalani Mauka Parkway
Wailuku, HI 96793
(808) 727-3000
[Puu Kukui Website](#)



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

Submitted by Principal Chad Okamoto	
	04-01-2024

Approved by Complex Area Superintendent Desiree Sides	
	4/15/2024



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	English Language Arts	Mathematics	Science	Social Studies
K-5	Wit and Wisdom	Stepping Stones		
K-2	Wonders ECRI Foundational Skills			
[Insert grade level or course name]	[List the comprehensive instructional program(s) here]	[List the comprehensive instructional program(s) here]		
[Insert grade level or course name]	[List the comprehensive instructional program(s) here]	[List the comprehensive instructional program(s) here]		
[Insert grade level or course name]	[List the comprehensive instructional program(s) here]	[List the comprehensive instructional program(s) here]		
[Insert grade level or course name]	[List the comprehensive instructional program(s) here]	[List the comprehensive instructional program(s) here]		



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
K-5	iReady ▾	iReady ▾
K-2	DIBELS ▾	Select One ▾
[Insert grade level or course name]	Select One ▾	Select One ▾
[Insert grade level or course name]	Select One ▾	Select One ▾
[Insert grade level or course name]	Select One ▾	Select One ▾
[Insert grade level or course name]	Select One ▾	Select One ▾



IDENTIFIED SCHOOL NEEDS

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

- Current Comprehensive Needs Assessment (CNA) - [Pu`u Kukui SY 23-24 CNA](#)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: 2019, Next Full Self-Study: 2024 - Pu`u Kukui - [Pu`u Kukui Full-Self Study February 2019](#)
- Other current accreditation self-study

Please identify critical student learning needs and the root/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 need and root/contributing cause(s) for ease of cross-referencing.

1	<p><u>Student Need:</u> PKES students have a need to develop skills in self-management and emotional regulation.</p> <p><u>Root/Contributing cause(s):</u> 1A Students lack skills in self-management and emotional regulation.</p>
2	<p><u>Student Need:</u> PKES students have a need to develop skills in comprehension and writing.</p> <p><u>Root/Contributing cause(s):</u> 2A PKES students lack close reading strategies. 2B PKES students lack writing skills to communicate their thinking and learning.</p>
3	<p><u>Student Need:</u> PKES students have a need to develop skills in procedural fluency, the ability to communicate thinking and application of math.</p> <p><u>Root/Contributing cause(s):</u> 3A Students lack a variety of strategies and accuracy when solving problems (procedural fluency). 3B Students don't have enough opportunities to synergize, share thinking and apply it to solve problems.</p>



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>Targeted Subgroup: Special Education (SPED)</p> <p>Identified Student Need(s): 4A Our SPED students need to develop and increase foundational reading skills</p> |
|---|---|



Priority 1 High-Quality Learning For All

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	To establish a baseline of needs and measure growth of newly enrolled students	EA 1.1.1 (1) All entering Kindergarten students will be assessed within 30 days from the start of school or when a child enrolls. [Taryn Decker, Kristy Palmeira, Lisa Bediamol, Sandy Fujitani, Wileen Robson]	Kindergarten Readiness Assessment results and percentage complete	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input checked="" type="checkbox"/> Other: State-funded access to KRA



<p>Reading Proficiency</p> <p>1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>2A 2B</p>	<p>EA 1.1.2 (1) Teachers provide instruction designed to meet the Common Core State Standards.</p> <ul style="list-style-type: none"> Utilize Wit and Wisdom, ECRI Foundational Skills, and Stepping Stones as our core instructional programs in English Language Arts and Mathematics Teacher provides modeling and direct instruction of content using core programs Assessment are designed for the Common Core State Standards <p>EA 1.1.2 (2) Support initial implementation of a new ELA program called Wit and Wisdom in the 2024-2025 school year. The program is designed to provide close reading and comprehension building opportunities for students.</p> <p>EA 1.1.2 + 1.1.3 (3) Continue teacher implementation of the Formative Assessment/Instruction process, connecting related student leadership opportunities. Critical components are:</p> <ul style="list-style-type: none"> Learning intentions, goals and success criteria Learning progressions Descriptive feedback Self and peer assessment Assist in student goal setting Collaboration Collecting and presenting evidence of learning in relation to standards (Leadership Portfolio and Student Led Conferences) 	<p>Curriculum map for various grade levels PLC minutes documenting progress</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$35,000 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
---	------------------	---	---	---



	<p>EA 1.1.2 + 1.1.3 (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">● Focus of observations/learning snapshots will include: Student engagement, Leader in Me “Look Fors,” General Learning Outcomes (GLOs) and Student Learning Needs. <p>EA 1.1.2 + 1.1.3 (5) Teachers strengthen core instruction (Tier 1) through implementation of common instructional strategies:</p> <ul style="list-style-type: none">● Active student participation● Collaborative conversations/Learning● Small group learning based on instructional needs● Integration of technology <p>EA 1.1.2 + 1.1.3 (6) Align school-wide Growth and Proficiency goals in Reading and Math</p> <ul style="list-style-type: none">● 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		
--	---	--	--



		[Jonelle Flight, Tessa Schwind, Kristen Stafford, Kristy Chang, Chad Okamoto & Stacia Haban]		
<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>3A 3B</p>	<p>EA 1.1.3 (1)</p> <p>Support student engagement and learning through school-wide focus on Tier 1 Mathematics.</p> <ul style="list-style-type: none"> Professional development for all teachers focused on math conceptual understanding, problem solving, effective use of Stepping Stones Curriculum Posted learning intentions Grade level collaboration time during PLCs Classroom observations and feedback based on PD outcomes Collection and analysis of iReady data Continue to implement “Math Talks” as part of the Complex Area Math Project. <p>[Kimberly Tanaka, Jonelle Flight, Stacia Haban, Michele Suzuki]</p>	<p>PLC minutes Classroom observation sheets PD sign in sheets, evaluations Posted Learning Intentions iReady data</p>	<p><input checked="" type="checkbox"/> WSF, \$45,000</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>



<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. (Academic Support & Equity)</p> <p><i>Required for all schools.</i></p>	<p>4A</p>	<p>EA 1.1.4 (1) Develop and implement a support model and system for SPED inclusion.</p> <ul style="list-style-type: none"> School-wide inclusion plan and system articulated at the end of school year for the following year. Time for teachers to articulate will be given through articulation days and common Wednesday planning time. Increase staffing as needed based on the needs of the students. <p>EA 1.1.4 (2) Implement PKES Comprehensive EL Plan.</p> <p>EA 1.1.4 (3) 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"> ECRI Professional Development for new teachers Teacher Coaching, Observations, and Grade Level collaboration time Collection of DIBELS data <p>EA 1.1.4 (4) Continue implementation of a comprehensive Academic HMTSS system in Reading. To include:</p> <ul style="list-style-type: none"> Use of iReady screening assessment Instruction and/or interventions designed to meet student needs at all levels (Tier II, on-level and Tier II+). "Growth Block" Ongoing collection of progress monitoring data Maintain data dashboards 	<p>General Ed and SPED teachers are identified Monitor IEPs and instructional minutes to ensure appropriate placement WAPT Initial Assessment WIDA ACCESS Test</p> <p><u>Leadership and/or Teacher Measures</u> GL structure, groups, instructional focus is documented in the Growth Block planner</p> <p><u>Student Measures</u> DIBELS Benchmark Data and Progress Monitoring Data iReady Diagnostics and Growth Monitoring Data</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$140,000 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$350,000 <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
---	-----------	---	---	--



		<ul style="list-style-type: none"> Systems and schedules for using data to inform instruction and monitor student success, including GL Data Dives, and school-wide data analysis sessions <p>[Jonelle Flight, Stacia Haban, Kimberly Tanaka, Michele Suzuki]</p>		
<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. (Academic Support & Equity)</p> <p><i>Required for all schools.</i></p>	<p>1A</p>	<p>EA 1.1.5 (1) 5th Grade students will visit/participate in a field trip to Lao Middle School in the Spring semester of their culminating year for the orientation program.</p> <p>EA 1.1.5 (2) 5th Grade students will participate in a visit from the Principal of Lao Middle School and other Lao students during an orientation held at Pu`u Kukui Elementary School in the Spring semester of their culminating year.</p> <p>EA 1.1.5 (3) All Pu`u Kukui Elementary School students will continue to learn and live the 7 Habits of Highly Effective People to prepare them for the rigors of a secondary education.</p> <p>[Chad Okamoto]</p>	<p>Completion of scheduled visits and evidence of 7 Habits practices/applications</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$2500 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.2.1. All students desire to and attend school regularly. (Leadership Culture, SEL, Health & Wellness) <i>Required for all schools.</i>		EA 1.2.1 (1) Continue to focus on improving student attendance. <ul style="list-style-type: none"> 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 Portfolios EA 1.2.1 (2) Promote student health and wellness by: <ul style="list-style-type: none"> 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 Learn more about Trauma Informed Care [Rachael Watson, Tessa Schwind, Kristen Stafford, Chad Okamoto, Kristy Chang]	<u>Leadership and/or Teacher Measures</u> Attendance Reports from Longitudinal Data System <u>Student Measures</u> Leadership Portfolios	<input checked="" type="checkbox"/> WSF, \$500 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$



<p>1.2.2. All students demonstrate positive behaviors at school. (Leadership Culture, SEL, Health & Wellness)</p> <p><i>Required for all schools.</i></p>	<p>1A</p>	<p>EA 1.2.2 (1) 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"> • 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 Portfolios • Student Led-Learning including - to be defined by school • Build staff capacity to assume responsibility for Leadership activities <p>EA 1.2.2 (2) Continue to explicitly teach the Social Emotional Learning Strategy of Growth Mindset in connection with Habit 1-Be Proactive.</p> <p>EA 1.2.2 (3) Develop, share and implement a comprehensive Behavior MTSS system to address the social/emotional/behavioral and mental health needs of identified students.</p> <ul style="list-style-type: none"> • Define Tier 1 must-dos in connection with PBIS matrix, GLOs/7 Habits, and Proactive Pueo Classroom Agreements • Utilize Panorama Surveys to identify students with needs (with a focus on our Student Learning Needs) • Students will determine and monitor their individual behavior goal(s) in their Leadership Notebooks <p>[Rachael Watson, Tessa Schwind, Kristen Stafford, Chad Okamoto, Kristy Chang]</p>	<p><u>Leadership and/or Teacher Measures</u> Data from classroom observations</p> <p><u>Student Measures</u> Data from classroom observations Student Leadership Notebooks</p> <p><u>Leadership and/or Teacher Measures</u> Referrals BEISY Survey Peer Review and DBW Cohort Meeting Minutes</p> <p><u>Student Measures</u> Leadership Notebooks</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
--	-----------	--	---	--



One-Year Academic Plan SY 2024-2025

<p>1.2.3. All students experience a Nā Hopena A'ō environment for learning. (Leadership Culture, SEL, Health & Wellness) <i>Required for all schools.</i></p>		<p>EA 1.2.3 (1) Our HA kumu/instructor will provide direct service to students during the PLC rotations. [Chad Okamoto, Jonelle Flight]</p>	<p>PLC schedule</p>	<ul style="list-style-type: none"><input checked="" type="checkbox"/> WSF, \$17,500<input type="checkbox"/> Title I, \$<input type="checkbox"/> Title II, \$<input type="checkbox"/> Title III, \$<input type="checkbox"/> Title IV-A, \$<input type="checkbox"/> Title IV-B, \$<input type="checkbox"/> IDEA, \$<input type="checkbox"/> SPPA, \$<input type="checkbox"/> Homeless, \$<input type="checkbox"/> Grant:__, \$<input type="checkbox"/> Other:__, \$
--	--	--	---------------------	---



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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p>(Leadership Culture, SEL, Health & Wellness)</p> <p><i>Required for all schools.</i></p>		<p>EA 1.3.1 (1) Continue to provide student leadership roles and opportunities within and outside of the classroom</p> <ul style="list-style-type: none"> ● Classroom Leadership Roles ● Student Led Service Learning Project ● Student Lighthouse Committee ● School-wide Leadership Positions <p>[Rachael Watson, Tessa Schwind, Kristen Stafford, Chad Okamoto, Kristy Chang]</p> <p>EA 1.3.1 (2) Continue to provide PLC-Specials classes for students to expand understanding and opportunities to connect with other content areas, and career, community, and civic opportunities.</p>	<p><u>Leadership and/or Teacher Measures</u> Classifieds and applications for campus leadership positions SLSL Project celebrated and featured in Newsletters, etc.</p> <p><u>Student Measures</u> Student lighthouse minutes Determine baseline of students that hold a leadership role and increase each year</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>



One-Year Academic Plan SY 2024-2025

<p>K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways. (Leadership Culture, SEL, Health & Wellness)</p>		<p>EA 1.3.2 (1) Teachers will directly teach the 7 Habits (inc. the GLOs), using the Leader in Me Program. They will also teach strategies of Growth Mindset in connection with the Habit 1-Be Proactive.</p> <p>EA 1.3.2 (2) All staff will model the 7 habits (i.e. having a personal mission statement, WIG tracking, sharing of +/-deltas, etc.)</p> <p>[Chad Okamoto]</p>	<p>Calendar of monthly plan for teaching 7 Habits. Daily instructional lesson plans with 7 habits connections.</p>	<p><input checked="" type="checkbox"/> WSF, \$7500 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>
<p>1.3.3. All students graduate high school with a personal plan for their future.</p>		<p>Not applicable</p>		<p><input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>



Priority 2 High-Quality Educator Workforce In All Schools

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
2.1.1 Hire and support effective teachers and school staff <i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)</i>		EA 2.1.1 (1) Determine which staff require mentoring support and assign a mentor. <ul style="list-style-type: none"> ● Pair new teachers with district or school-based mentors ● Pair experienced staff with staff that are new to implementing the 7 Habits. EA 2.1.1 (2) Create a school-based, Mentor position. [Rachael Watson, Tessa Schwind, Kristen Stafford, Chad Okamoto, Kristy Chang]	New hires are paired with trained mentors	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



<p>2.1.2 Foster a culture of ongoing teacher learning, leadership, and sustainable, effective academic practices.</p>	<p>1A 2A 2B 3A 3B 4A</p>	<p>EA 2.1.2 (1) Support teacher instruction, student learning, cadence of accountability and reflection in PLCs by:</p> <ul style="list-style-type: none"> ● Facilitating Data Team Meetings and connection to student leadership in learning through quarterly cycles, focused on Math or ELA ● Conducting learning snapshots and reflections ● Curriculum, Instruction, or strategy planning and study - with a focus on critical student learning needs and formative practices ● Implement and incorporate a visual tracking system to support implementation of our programs and standards (Pueo Flight Plan) <p>EA 2.1.2 (2) 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</p> <ul style="list-style-type: none"> - 7 Habits of Highly Effective People, Initial training and ongoing booster sessions - Social Emotional Learning and Mindfulness - Inclusive Practices & Instructional Strategies (focused on ELL, SPED, Poverty) - Instructional Strategies: Active participation, Collaborative Conversations, Formative Assessment Process - Wit & Wisdom Implementation and Coaching - Number Talks - Support and PD for new teachers 	<p>[List the measures and/or evidence that will be used to monitor progress here]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
---	--	---	---	--



	<p>EA 2.1.2 (3) Implement a system of vertical articulation in order to support teacher learning, promote consistency in expectations and common understanding across all grade levels and SPED inclusion.</p> <p>EA 2.1.2 (3) Foster scaling on 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.</p> <p>[Jonelle Flight, Tessa Schwind, Kristen Stafford, Kristy Chang, Chad Okamoto & Stacia Haban]</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.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>3.1.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>	<p>Provide parent and community participation and voice</p>	<p>EA 3.3.1(1) The Pu`u Kukui School Community Council, currently composed of eight members, will hold regularly scheduled meetings throughout the school year.</p> <p>[Chad Okamoto, Principal]</p>	<p>SCC yearly roster SCC Minutes</p>	<p><input checked="" type="checkbox"/> WSF, \$300 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$</p>



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

<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Root/Contributing Cause "Why are we doing this?"</p>	<p>Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"</p>	<p>Monitoring of Progress "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p>3.2.1 Family/Community Communication and Partnerships</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)</i></p>		<p>EA 3.2.1 (1) Continue to improve communication to promote understanding and engagement of stakeholders through the use of:</p> <ul style="list-style-type: none"> • 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 <p>EA 3.2.1 (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"> • Identify a family and community engagement team to research and select appropriate family and community practices that match our community needs • Designate person responsible for coordinating engagement practices <p>[Rachael Watson, Tessa Schwind, Kristen Stafford, Chad Okamoto, Kristy Chang]</p>	<p>Events scheduled on calendar Agendas Sign-in sheets Session Evaluations</p>	<p><input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$</p>





★ Other Systems of Support

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.1 Mission, Vision, and Academic Plan Monitoring and Evaluation		<p>EA 3.3.1 (1) 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"> Based on our annual CNA, determine critical Academic Plan priorities/programs/ initiatives and student learning measures that will be monitored. Identify lead support teachers to work with Admin on reviewing data, and monitoring strategy and Academic Plan implementation <p>[Chad Okamoto, Jonelle Flight]</p> <p>EA 3.3.1 (2) 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"> Revise Vision Documents to include Core Paradigms <p>[Rachael Watson, Tessa Schwind, Kristen Stafford, Chad Okamoto, Kristy Chang]</p>	ART Team minutes Communication with LLT	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



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 Puu Kukui Elementary School 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](#).

Total student instructional hours per year (*Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours*) 1400

Did your school submit a SCC Waiver Request Form? Please explain. No

Bell Schedule: [Pu`u Kukui Elementary School Bell Schedule](#)