NĀ HOPENA AʻO

PRIORITY 3
Effective And Efficient
Operations At All Levels

PRIORITY 2
High-Quality Educator
Workforce In All Schools

PRIORITY 1
High-Quality
Learning For All

Puʻu Kukui Elementary
Academic Plan
SY 2025-2026

3700 Kehalani Mauka
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https://puukukui.k12.hi.us/

☑ **Non-Title 1 School** ☐ **Title 1 School** ☐ **Kaiapuni School (Self Contained)** ☐ **Kaiapuni School (Shared School Site)**

Submitted by Principal Chad Okamoto		
(signature)	03/31/25	

Approved by Complex Area Superintendent Lori Yatsushiro		
(signature)	4/14/25	

Puʻu Kukui Elm. Academic Plan, Version 1, Mar 5, 2025 10:30 AM

Directions for completing the School Academic Plan template can be found in the Academic Plan Template Guidance document.

VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the dropdown list to select the comprehensive instructional program(s) being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades K-5	'16 Wit & Wisdom ▾	ORIGO Stepping Stones 2.0 ▾		
Grades K-2, Reading Foundational Skills	'17 Wonders ▾ Decodables w/ECRI	Select One ▾		
	Select One ▾	Select One ▾		

Please list all supplementary instructional materials used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5 Science			Mystery Science	
			Generation Genius	

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.
☐ Panorama   ☑ School-created template   ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the <u>screening and/or progress monitoring assessments</u> used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.		
Grade Level(s)/Course Name	**English Language Arts**	**Mathematics**
K-5	I-Ready ▾	I-Ready ▾
K-3	DIBELS ▾	Select One ▾
	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 for those needs and gaps, as identified in one or more of the following:

☑ Current Comprehensive Needs Assessment (CNA) - PKES SY 24-25 CNA

☐ Other current assessment/self-study report

☑ Current Western Association of Schools and Colleges (WASC) report - PKES Full Self-Study February 2025

Year of Last Visit: February 2025
Type of Last Visit: Full Self-Study ▾

Year of Next Action: none
Type of Next Action: none

Year of Next Self-Study:
none

Please identify critical student learning needs and the root/contributing cause 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?"* Please number the student need and root/contributing cause for ease of cross-referencing.	
1	**Student Need:** PKES students have a need to develop skills in self-management and emotional regulation. **Root/Contributing Cause:** 1A Students lack skills in self-management and emotional regulation.
2	**Student Need:** PKES students have a need to develop skills in comprehension and writing. **Root/Contributing Cause:** 2A PKES students lack close reading strategies. 2B PKES students lack writing skills to communicate their thinking and learning.
3	**Student Need:** PKES students have a need to develop skills in procedural fluency, the ability to communicate thinking and application of math (problem solving). **Root/Contributing Cause:** 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.

	In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.
1	**Targeted Subgroup:** Special Education **Identified Student Need(s):** 4A Our SPED students need to develop and increase foundational reading skills
2	**Targeted Subgroup:** [Insert text] **Identified Student Need(s):** [Insert text and/or image]
3	**Targeted Subgroup:** [Insert text] **Identified Student Need(s):** [Insert text and/or image]

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 Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?* Reference the Identified School Needs section.	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?"*	Monitoring of Progress (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* Estimate the additional amount needed to execute the enabling activity.
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. [Kindergarten Team]	Kindergarten Readiness Assessment results and percentage complete	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Reading Proficiency	2A 2B			
Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	2A 2B	**EA 1.1.2 (1)** Teachers provide instruction designed to meet the Common Core State Standards. • 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 **EA 1.1.2 (2)** Continue to support effective implementation of Wit and Wisdom. The program is designed to provide close reading, comprehension building, and writing opportunities for students. **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: • 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)	Curriculum map for various grade levels PLC minutes documenting progress	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

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.

- Focus of observations/learning snapshots will include: Student engagement, Leader in Me "Look Fors," General Learning Outcomes (GLOs) and Student Learning Needs.

EA 1.1.2 + 1.1.3 (5)

Teachers strengthen core instruction (Tier 1) through implementation of common instructional strategies:

- Active student participation
- Collaborative conversations/Learning
- Small group learning based on instructional needs
- Integration of technology

EA 1.1.2 + 1.1.3 (6)

Align school-wide Growth and Proficiency goals in Reading and Math

- Write aligned Growth goals for the school, each grade level, classroom, and student based on a lag measure
- Write aligned proficiency goals for the school, each grade level, classroom, and student based on a lag measure
- Identify appropriate student Lead measures/strategies of success and track as necessary.
- 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]		

| **Mathematics Proficiency**

1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. | 3A
3B | **EA 1.1.3 (1)**

Support student engagement and learning through school-wide focus on Tier 1 Mathematics.

• Professional development for all teachers focused on math conceptual understanding, problem solving, effective use of Stepping Stones Curriculum
• 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.

EA 1.1.3 (2)

Review Math Curriculum and determine if adjustments need to be made. Evaluate current program and any potential programs with special attention to Math Procedural Fluency, mathematical discourse, and application/problem solving.

[Kimberly Tanaka, Jonelle Flight, Stacia Haban, Michele Suzuki] | PLC minutes
Classroom observation sheets
PD sign in sheets, evaluations
Posted Learning Intentions
iReady data | ☐ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. (**Academic Support & Equity**)

Required for all schools. | 4A | **EA 1.1.4 (1)**

Develop and implement a support model and system for SPED inclusion.

• 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.

EA 1.1.4 (2)

Implement the PKES SY 24-25 Comprehensive EL Plan. (updated version to be added at a later date)

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:

• ECRI Professional Development for new teachers
• Teacher Coaching, Observations, and Grade Level collaboration time
• Collection of DIBELS data

EA 1.1.4 (4)

Continue implementation of a comprehensive Academic HMTSS system in Reading.

To include:

• Use of iReady screening assessment
• Instruction and/or interventions designed to meet student needs at all levels (Tier II, on-level and Tier II+). "Growth Block" | General Ed and SPED teachers are identified
Monitor IEPs and instructional minutes to ensure appropriate placement
WAPT Initial Assessment
WIDA ACCESS Test

Leadership and/or Teacher Measures
GL structure, groups, instructional focus is documented in the Growth Block planner

Student Measures
DIBELS Benchmark Data and Progress Monitoring Data
iReady Diagnostics and Growth Monitoring Data | ☐ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

- Ongoing collection of progress monitoring data
- Maintain data dashboards
- Systems and schedules for using data to inform instruction and monitor student success, including GL Data Dives, and school-wide data analysis sessions

[Jonelle Flight, Stacia Haban, Kimberly Tanaka, Michele Suzuki]

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. **(Academic Support & Equity)** *Required for all schools.*	1A	**EA 1.1.5 (1)** 5th Grade students will visit/participate in a field trip to Iao Middle School in the Spring semester of their culminating year for the orientation program. **EA 1.1.5 (2)** 5th Grade students will participate in a visit from the Principal of Iao Middle School and other Iao students during an orientation held at Pu`u Kukui Elementary School in the Spring semester of their culminating year.    **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. [Chad Okamoto]	Completion of scheduled visits and evidence of 7 Habits practices/applications	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| Writing 1.1.6. | 2A 2B | EA 1.1.6 (1) Support student engagement and learning through school-wide focus on Writing. Gather and analyze student writing data from Wit and Wisdom Assessment Tasks as part of the Data Team process. To promote common grading practices, build consistency of teachers articulating learning targets and expectations before lessons, and using effective feedback and reflection techniques to support student learning in the area of writing Ensure Common understanding of the HiDOE grading practices and guidelines and begin to build vertical agreements in the area of writing. Systematize communication to parents about the progress of their child's learning specifically in the area of writing. [Kimberly Tanaka, Jonelle Flight, Stacia Haban, Michele Suzuki] | PLC minutes | ☐ WSF, $
 ☐ Title I, $
 ☐ Title II, $
 ☐ Title III, $
 ☐ Title IV-A, $
 ☐ Title IV-B, $
 ☐ IDEA, $
 ☐ SPPA, $
 ☐ Homeless, $
 ☐ Grant:__, $
 ☐ Other:__, $ |
| Science 1.1.7. | | EA 1.1.7 (1) Review current instructional practices in Science and determine next steps. [Kimberly Tanaka, Jonelle Flight, Stacia Haban, Michele Suzuki] | PLC minutes | ☐ WSF, $
 ☐ Title I, $
 ☐ Title II, $
 ☐ Title III, $
 ☐ Title IV-A, $
 ☐ Title IV-B, $
 ☐ IDEA, $
 ☐ SPPA, $
 ☐ Homeless, $
 ☐ Grant:__, $
 ☐ Other:__, $ |

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

Desired Outcome *"What do we plan to accomplish?"*	Root/Contributing Cause *"Why are we doing this?* *Reference the Identified School Needs section.*	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?"*	Monitoring of Progress (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.2.1. All students desire to and attend school regularly. **(Leadership Culture, SEL, Health & Wellness)** *Required for all schools.*		EA 1.2.1 (1) Continue to focus on improving student attendance. • Continue with attendance policy/protocol and communicate to all stakeholders • Provide educational information and proactive strategies to parents. • Provide teachers with communication tools to support attendance. • Continue with a consistent follow-up process at each tier (classroom teacher, administrator, social worker). • Implement schoolwide positive behavior interventions and supports to promote engagement and improve attendance (e.g. WIG tracker, clubs, PBIS rewards) EA 1.2.1 (2) Promote student health and wellness by: • Communicating the school's wellness plan to the staff yearly • Committee will conduct an annual review of the plan including the Wellness Guidelines Survey • Communicate to families through school website	<u>Leadership and/or Teacher Measures</u> Attendance Reports from Longitudinal Data System <u>Student Measures</u> Leadership Portfolios	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

and monthly newsletters
- Learn more about Trauma Informed Care

[Rachael Watson, Tessa Schwind, Kristen Stafford, Chad Okamoto, Kristy Chang]

| 1.2.2. All students demonstrate positive behaviors at school. **(Leadership Culture, SEL, Health & Wellness)** *Required for all schools.* | 1A | 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. | Leadership and/or Teacher Measures | WSF, $ |

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.

- 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
- Determine WIGs and plan appropriate WIG displays
- Weekly use of Leadership Portfolios
- Student Led-Learning including - to be defined by school
- Build staff capacity to assume responsibility for Leadership activities

EA 1.2.2 (2)

Continue to explicitly teach the Social Emotional Learning Strategy of Growth Mindset in connection with Habit 1-Be Proactive.

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.

- 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 K-2 Self-Management and Gr. 3-5 Emotion Regulation

EA 1.2.2 (4)

Leadership and/or Teacher Measures
Data from classroom observations

Student Measures
Data from classroom observations
Student Leadership Notebooks

Leadership and/or Teacher Measures
Referrals
BEISY Survey
Peer Review and DBW Cohort
Meeting Minutes

Student Measures
Leadership Notebooks

- [ ] WSF, $
- [ ] Title I, $
- [ ] Title II, $
- [ ] Title III, $
- [ ] Title IV-A, $
- [ ] Title IV-B, $
- [ ] IDEA, $
- [ ] SPPA, $
- [ ] Homeless, $
- [ ] Grant:__, $
- [ ] Other:__, $

		Consistently use GL aligned GLO and Habits rubrics/student self assessments to demonstrate students quarterly progress. [Rachael Watson, Tessa Schwind, Kristen Stafford, Chad Okamoto, Kristy Chang]		
1.2.3. All students experience a Nā Hopena Aʻo environment for learning. **(Leadership Culture, SEL, Health & Wellness)** *Required for all schools.*		EA 1.2.3 (1) Our HA kumu/instructor will provide direct service to students during the PLC rotations. [Chad Okamoto, Jonelle Flight]	PLC schedule	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
[Insert school specific desired outcome] *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)*	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here]	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

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

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	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?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. **(Leadership Culture, SEL, Health & Wellness)** *Required for all schools.*		**EA 1.3.1 (1)** Continue to provide student leadership roles and opportunities within and outside of the classroom • Classroom Leadership Roles • Student Led Service Learning Project • Student Lighthouse Committee • School-wide Leadership Positions [Rachael Watson, Tessa Schwind, Kristen Stafford, Chad Okamoto, Kristy Chang] **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.	<u>Leadership and/or Teacher Measures</u> Classifieds and applications for campus leadership positions SLSL Project celebrated and featured in Newsletters, etc. <u>Student Measures</u> Student lighthouse minutes Determine baseline of students that hold a leadership role and increase each year	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

K-12 Alignment				
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**)		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. 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.) [Chad Okamoto]	Calendar of monthly plan for teaching 7 Habits. Daily instructional lesson plans with 7 habits connections.	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
1.3.3. All students graduate high school with a personal plan for their future.	<mark>Not Applicable</mark>	<mark>Not Applicable</mark>	<mark>[List the measures and/or evidence that will be used to monitor progress here]</mark>	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| [Insert school specific desired outcome]

(To add additional desired outcomes, duplicate this row, including source of funds checkboxes) | [If applicable, reference the root/contributing cause from the Identified School Needs section] | [Include specific enabling activities or strategic actions being taken to achieve your desired outcome];

[Reference name of accountable lead(s) here] | [List the measures and/or evidence that will be used to monitor progress here] | ☐ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

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 Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this? Reference the Identified School Needs section."	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?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
2.1.1 Hire and support effective teachers and school staff (To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)		EA 2.1.1 (1) Determine which staff require mentoring support and assign a mentor. • Pair new teachers with district or school-based mentors • Pair experienced staff with staff that are new to implementing the 7 Habits. [Rachael Watson, Tessa Schwind, Kristen Stafford, Chad Okamoto, Kristy Chang]	New hires are paired with trained mentors	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
2.1.2 Foster a culture of ongoing teacher learning, leadership,	1A 2A 2B	EA 2.1.2 (1) Support teacher instruction, student learning, cadence of accountability and reflection in PLCs by:	[List the measures and/or evidence that will be used to	

| and sustainable, effective academic practices. | 3A 3B 4A | • 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)
• Supporting implementation of Writing next steps (see EA 1.1.6) | monitor progress here] |

EA 2.1.2 (2)

Provide ongoing professional development for teachers and staff that supports quality instruction and student learning. Evaluate the impact of PD on student performance.

Opportunities include:

- Enhanced Core Reading Instruction (ECRI)
- Initial training and ongoing PLCs
- 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
- Teacher Clarity - Learning Targets, ad Success Criteria
- Effective Feedback and Reflection

EA 2.1.2 (3)

Implement and support an ongoing system of vertical articulation in order to support teacher learning, promote consistency in expectations and common understanding across all grade levels and SPED inclusion (with a specific focus on writing, see EA 1.1.6).

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.

[Jonelle Flight, Tessa Schwind, Kristen Stafford, Kristy Chang, Chad Okamoto & Stacia Haban]

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 Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**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?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.*	Provide parent and community participation and voice	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. [Chad Okamoto, Principal]	SCC yearly roster SCC Minutes	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**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?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
3.2.1 Family/Community Communication and Partnerships *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)*		EA 3.2.1 (1) Continue to improve communication to promote understanding and engagement of stakeholders through the use of: • Parent/Community/student communication through multiple-modes: newsletters, social media, Syner-voice, school website, school connects • Lighthouse Leadership Team and Committee Structure • Focus on Learning Groups 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. • 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 [Rachael Watson, Tessa Schwind, Kristen Stafford, Chad	Events scheduled on calendar Agendas Sign-in sheets Session Evaluations	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

Okamoto, Kristy Chang]

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this? Reference the Identified School Needs section.	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?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
3.3.1 Mission, Vision, and Academic Plan Monitoring and Evaluation		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). • 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 [Chad Okamoto, Jonelle Flight] EA 3.3.1 (2) Involve staff in an annual routine of revisiting and revising our School/Team Mission Statements and School Vision Documents. • Revisit the past vision statement and documents in order to write a current vision statement • Revise Vision Documents to include Core Paradigms	ART Team minutes Communication with LLT	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

[Rachael Watson, Tessa Schwind, Kristen Stafford, Chad Okamoto, Kristy Chang]

APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section (HRS) 302A-251](#), as well as the current Hawaii State Teachers Association 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 Pu`u Kukui 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](#).	
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)*	1098
Did your school submit a SCC Waiver Request Form? Please explain.	Not for bell schedule purposes
Bell Schedule: [Pu`u Kukui Elm. Bell Schedule](#)	