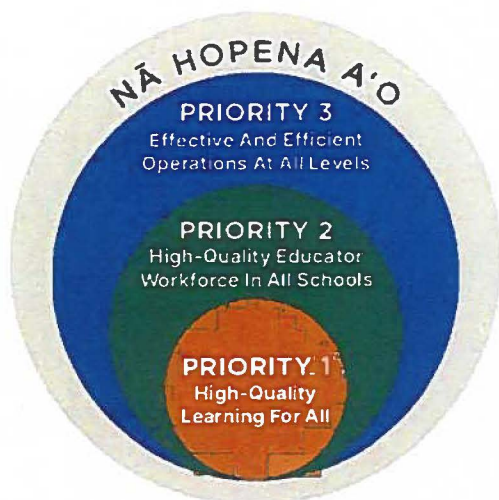




Pu`u Kukui Elementary School

Academic Plan

SY 2026-2027

3700 Kehalani Mauka Parkway, Wailuku, HI 96793

808-727-3000
March 30, 2026

- ☐ Title I School
☒ Non-Title I School

Submitted by Principal Chad Okamoto	
	Mar 30, 2026

Approved by Complex Area Superintendent Lori Yatsushiro	
	4/2/26

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

TABLE OF CONTENTS

VIABLE QUALITY CURRICULUM.....3

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS.....4

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS).....4

IDENTIFIED SCHOOL NEEDS.....5

PRIORITY 1.....7

 ★ GOAL 1.1.....7

 ★ GOAL 1.2.....10

 ★ GOAL 1.3.....12

PRIORITY 2.....14

PRIORITY 3.....15

 ★ GOAL 3.3.....15

 ★ Family and Community Engagement.....16

 ★ Other Systems of Support.....17

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM.....18

APPENDIX B: BELL SCHEDULE.....21

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
K-5	'16 Wit & Wisdom ▾	Select One ▾		Teacher created
Gr. 1, 2, 5	Select One ▾	ORIGO Stepping Stones 2.0 ▾		
Gr. K, 3, 4	Select One ▾	Imagine Learning Illustrative Mathe... ▾		

Please list all **supplementary instructional materials** used to 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	
K-5 Science			Generation Genius	

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 **screening and/or progress monitoring assessments** 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-5	DIBELS ▾	Select One ▾
	Select One ▾	Select One ▾

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: ECSSS database

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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 CNA
- ☐ Other current assessment/self-study report:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: [2025]

Type of Last Visit: Full Self-Study -

Year of Next Action: [NA]

Type of Next Action: [NA]

Year of Next Self-Study:

[NA]

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	<u>Student Need:</u> PKES students have a need to develop skills in self management and emotional regulation. <u>Root/Contributing Cause:</u> 1A Students lack skills in self-management and emotional regulation.
2	<u>Student Need:</u> PKES students have a need to develop skills in comprehension and writing. <u>Root/Contributing Cause:</u> 2A PKES students lack close reading strategies. 2b PKES students lack writing skills to communicate their thinking and learning.
3	<u>Student Need:</u> PKES students have a need to develop skills in procedural fluency, the ability to communicate thinking and application of math (problem solving). <u>Root/Contributing Cause:</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.

To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

1	<u>Targeted Subgroup:</u> Special Education <u>Identified Student Need(s):</u> 4A Our SPED students need to develop and increase foundational reading skills.
2	<u>Targeted Subgroup:</u> <u>Identified Student Need(s):</u>
3	<u>Targeted Subgroup:</u> <u>Identified Student Need(s):</u>



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 <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>Estimate the additional amount needed for enabling activities.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> 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, \$500 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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, as our core instructional programs in English Language Arts • 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, \$0 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		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		
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		Continue Cadence of Accountability in PLCs, classrooms [Kimberly Tanaka, Jonelle Flight, 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. - Utilize Stepping Stones (1, 2, 5) and Imagine IM (K, 3, 4) as our core instructional programs in English Language Arts and Mathematics - Professional development for all teachers focused on implementation and effective use of Imagine IM, math conceptual understanding, problem solving - 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 for GLs 1, 2, 5 - Continue to utilize SBA-Interims to align our curriculum, instruction, and assessment and to complement student learning and prepare our students for summative assessments. EA 1.1.3 (2) Implement IM Math program in piloting grade levels (Gr. K, 3, 4) and provide Professional Development and support. [Kimberly Tanaka, Jonelle Flight, Stacia Haban]	PLC minutes Classroom observation sheets PD sign in sheets, evaluations Posted Learning Intentions iReady data	☐ WSF, \$0 ☐ 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. <i>Required for all schools.</i>	4A	EA 1.1.4 (1) Continue ongoing collection of progress monitoring data - Systems and schedules for using data to inform instruction and monitor student success, including GL Data Dives, and school-wide data analysis sessions [Kimberly Tanaka, Jonelle Flight, Stacia Haban,] EA 1.1.4 (2) 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 (3) Implement the PKES SY 26-27 Comprehensive EL Plan. (updated version to be added at a later date) EA 1.1.4 (4) 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	General Ed and SPED teachers are identified Monitor IEPs and instructional minutes to ensure appropriate placement WAPT Initial Assessment WIDA ACCESS Test <u>Leadership and/or Teacher Measures</u> GL structure, groups, instructional focus is documented in the Growth Block planner <u>Student Measures</u> DIBELS Benchmark Data and Progress Monitoring Data iReady Diagnostics and Growth Monitoring Data	☒ WSF, \$0 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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		EA 1.1.4 (5) 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"		
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	1A	EA 1.1.5 (1) 5th Grade students will visit/participate in a field trip to Lao Middle School and Maui Waena 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 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. EA 1.1.5 (4) Incoming Kindergarten Pu`u Kukui Elementary students will be invited to participate in a Kindergarten Summer Start program for 3 weeks to support transition to Kindergarten. [Chad Okamoto]	Completion of scheduled visits and evidence of 7 Habits practices/applications	☒ WSF, \$0 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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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. • Continue building horizontal and vertical agreements in the area of writing based on K-5 aligned rubrics, single-point rubrics and grade-level writing samples. • Systematize communication to parents about the progress of their child's learning specifically in the area of writing. [Kimberly Tanaka, Jonelle Flight, Stacia Haban]	PLC minutes	☒ WSF, \$0 ☐ 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 HSA Science data and discuss current instructional practices in Science and determine next steps. [Kimberly Tanaka, Jonelle Flight, Stacia Haban]	PLC minutes	☒ WSF, \$0 ☐ 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 <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>Estimate the additional amount needed for enabling activities.</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. - 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 and monthly newsletters [Rachael Watson, Tessa Schwind, Chad Okamoto, Kristy Chang]	<u>Leadership and/or Teacher Measures</u> Attendance Reports from Longitudinal Data System <u>Student Measures</u> Leadership Portfolios	☒ WSF, \$0 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

1.2.2. All students demonstrate positive behaviors at school. (Leadership Culture, SEL, Health & Wellness) <i>Required for all schools.</i>	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. • 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 and Mindfulness 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)	<u>Leadership and/or Teacher Measures</u> Data from classroom observations <u>Student Measures</u> Data from classroom observations Student Leadership Notebooks <u>Leadership and/or Teacher Measures</u> Referrals BEISY Survey Peer Review and DBW Cohort Meeting Minutes <u>Student Measures</u> Leadership Notebooks	☒ WSF, \$2000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		Consistently use GL aligned GLO and Habits rubrics/student self assessments to demonstrate students quarterly progress. [Rachael Watson, Tessa Schwind, Kimberly Tanaka, Chad Okamoto, Kristy Chang]		
1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>		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, \$0 ☐ 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 <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>Estimate the additional amount needed for enabling activities.</i>
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) <i>Required for all schools.</i>		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, Kimberly Tanaka, 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. EA 1.3.1 (3) Continue to provide Grade 4 students with the opportunity to engage in service and place-based learning related to HĀ.	<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, \$40,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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.		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, \$1500 ☐ 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.	NA	NA	NA	☐ 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 <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>Estimate the additional amount needed for enabling activities.</i>
2.1.1 Hire and support effective teachers and school staff		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, Kimberly Tanaka, Chad Okamoto, Kristy Chang]	New hires are paired with trained mentors	☒ WSF, \$0 ☐ 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, and sustainable, effective academic practices.	1A 2A 2B 3A 3B 4A	EA 2.1.2 (1) Support teacher instruction, student learning, cadence of accountability and reflection in PLCs by: - Facilitating Data Team Meetings and connection to student leadership in learning through quarterly cycles, focused on Math or ELA - Conducting learning snapshots and reflections		☒ WSF, \$40,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		• Curriculum, Instruction, or strategy planning and study - with a focus on critical student learning needs and formative practices • Supporting implementation of Writing next steps (see EA 1.1.6) 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, and Success Criteria - Effective Feedback and Reflection - IM Math training to support implementation EA 2.1.2 (3) Implement and support an ongoing system of vertical articulation in order to support teacher learning, promote		☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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PRIORITY 2: High-Quality Educator Workforce In All Schools

		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. Focus areas of learning fairs include implementation of Wit and Wisdom and Imagine IM, common instructional strategies, student work and Leadership Criteria. [Jonelle Flight, Tessa Schwind, Kimberly Tanaka, Kristy Chang, Chad Okamoto & Stacia Haban]		
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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 <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>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	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, \$0 ☐ 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 <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>Estimate the additional amount needed for enabling activities.</i>
3.2.1 Family/Community Communication and Partnerships		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 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, Kimberly Tanaka, Chad Okamoto, Kristy Chang]	Events scheduled on calendar Agendas Sign-in sheets Session Evaluations	☒ WSF, \$0 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

★ Other Systems of Support				
Desired Outcome <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>Estimate the additional amount needed for enabling activities.</i>
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 [Rachael Watson, Tessa Schwind, Kimberly Tanaka, Chad Okamoto, Kristy Chang]	Communication with LLT	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Pu'u Kukui Elementary School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Oct 20, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 30, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): An All staff meeting was conducted on **Mar 25, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **03-30-2026**

Attested:

Pu'u Kukui Elementary School Principal	Signature	Date
Chad Okamoto		03-30-2026
SCC Chairperson	Signature	Date
Lisa Toyomura		03-30-2026

SCC Recommendations to the Academic Plan and Financial Plan:

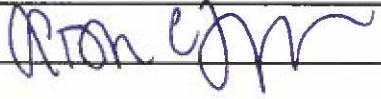
The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." SCC Chairperson signature is required on both pages.

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
n/a	n/a	n/a
n/a	n/a	n/a
n/a	n/a	n/a

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

n/a

Attested:

SCC Chairperson	Signature	Date
Lisa Toyomura		03-30-2026

APPENDIX B: 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.**

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 <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1098
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Pu`u Kukui Elementary School Bell Schedule:</b> <a href="#">Pu`u Kukui Elem Bell Schedule	