APR 1 2 2024
LEEWARD DISTRICT OFFICE

Pohakea Elementary School Academic Plan SY 2024-2025

NĀ HOPENA A'O

PRIORITY 3
Effective Efficient Operations

PRIORITY 2
Staff Success

PRIORITY 1
Student Success
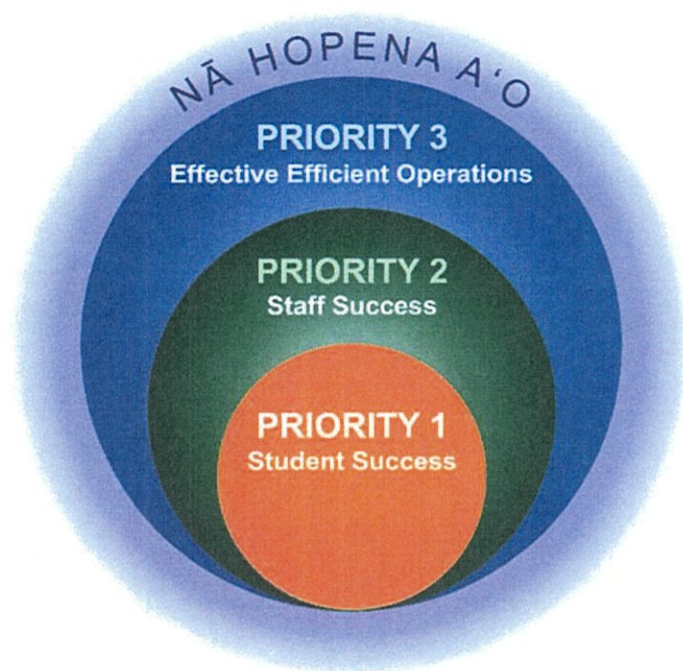
91-750 Fort Weaver Road Ewa Beach, HI 96706
808-307-2000
https://www.pohakea.k12.hi.us/

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

Submitted by Principal Corey Barton		
[signature]		4/11/24

Approved by Complex Area Superintendent Sean Tajima		
[signature]		APR 1 2 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 <u>comprehensive instructional program(s)</u> 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	Wonders	Stepping Stones	STEMScopes	
6	Springboard	Go Math	STEMScopes	

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 <u>universal screener(s)</u> 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-6	**iReady** ˅	**iReady** ˅

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)
- ☑ Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
  Last Full Self-Study: **SY23-24**, Next Full Self-Study: **SY 29-30**
- ☐ Other current accreditation self-study

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause(s)</u> 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

<u>Student Need:</u> Increase student achievement in English Language Arts (ELA).

POHAKEA	2018-19	19-20 COVID year	20-21	21-22	22-23
SBA Language Arts Proficiency	52%		44% (-8%)	52% (+8%)	48% (-4%)
SBA ELA Non-High Needs (All other students)	65%		55%	73% (+18%)	63% (-10%)
SBA ELA High Needs (EL, Free-Reduced, Sped)	44%		38%	39% (+1%)	40% (+1%)
SBA ELA Achievement Gap Points	20		17	35	23

Root/Contributing cause(s):
1A. 48% of our Gr. 3-6 students scored proficient in ELA on SBA in SY22-23 (STRIVE HI).
1B. 59% of students are in Tier 1 based on SY22-23 i-Ready Spring Diagnostics (p.49, WASC).
1C. Based on SY22-23 iReady Spring Diagnostics, 40% of students are making their one-year (typical) growth (p.50, WASC)
1D. There is a 23-point gap between high-needs and non-high-needs students in ELA on the SBA (STRIVE HI).
1E. Inconsistent Tier I instruction across the grade levels.

1F. Chronic Absenteeism makes it difficult for students to hold onto grade-level skills that are taught during the year and to close the gaps in learning.

1G: Due to the above aforementioned contributing causes: **Students struggle to build concrete understanding. This lack of understanding leads to difficulty in transferring and applying their understanding to unfamiliar situations.**

2   <u>**Student Need:**</u> Increase student achievement in Math.

POHAKEA	2018-19	19-20 COVID year	20-21	21-22	22-23
SBA Math Proficiency	48%		31% (-17%)	43% (+12%)	46% (+3%)
SBA Math Non-High Needs (All other students)	59%		42%	59% (+17%)	56.% (-3%)
SBA Math High Needs (EL, Free-Reduced, Sped)	42%		24%	33% (+9%)	40% (+7%)
SBA Math Achievement Gap Points	18		17	26	16

<u>**Root/Contributing cause(s):**</u>

2A. 46% of our Gr. 3-6 students scored proficient in math on SBA in SY22-23 (STRIVE HI).

2B. Based on SY22-23 iReady Spring Diagnostics, 26% of students are making their one-year (typical) growth (p.66, WASC).

2C. There is a 16 point gap between high needs and non high needs students in math on the SBA (STRIVE HI).

2D. Inconsistent Tier I instruction across the grade levels.

2E. Chronic Absenteeism makes it difficult for students to hold onto grade-level skills that are taught during the year and to close the gaps in learning.

2F. Due to the above contributing causes: Students struggle to build concrete understanding. This lack of understanding leads to difficulty in transferring and applying their understanding to unfamiliar situations.

3   <u>**Student Need:**</u> Students need to increase their ability to 1) self-regulate their emotions (p.40, WASC), 2) set goals, and 3) persevere in meeting them (grit and growth mindset). Increase student sense of belonging.

<u>**Root/Contributing cause(s):**</u>

3A. The Panorama data shows that the area most in need is Emotion Regulation: 46% (Gr. 3-5) and 47% (Gr. 6). Growth Mindset & Grit are also areas of concern with 56% (Gr. 3-5) and 54% (Gr. 6) and 60% (Gr. 3-5) and 53% (Gr. 6) respectively. (Panorama SEL Fall 2023).

3B. The panorama data shows that our sense of belonging is 75% (Gr. 3-5) and 68% (Gr. 6) (Panorama SEL Fall 2023).

3C. Based on the above contributing causes: **Students have difficulty regulating their emotions and feeling a sense of belonging, and this is a barrier that prevents them from accessing their learning.**

In order to address student equity, please list the <u>targeted subgroup(s)</u> and their <u>identified needs</u>. 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

<u>Targeted Subgroup:</u> Special Education Students

<u>Identified Student Need(s):</u> Continue to increase Non-High Needs achievement and decrease the student achievement gap in the English Language Arts (ELA) and Mathematics.

SY 23-24	Total Proficient on SBA ELA (Exceed or Meet)	Total Proficient on SBA Math (Exceed or Meet)
All Students	46.53%	45.33%
Non-high Needs	60.38%	55.66%
IDEA	26.32%	15.79%
GAP	34	40

2

<u>Targeted Subgroup:</u> English Language Learners

<u>Identified Student Need(s):</u> Continue to increase Non-High Needs achievement and decrease the student achievement gap in the English Language Arts (ELA) and Mathematics.

SY 23-24	Total Proficient on SBA ELA (Exceed or Meet)	Total Proficient on SBA Math (Exceed or Meet)
All Students	46.53%	45.33%
Non-high Needs	60.38%	55.66%
ELL	17.86%	20.69%
GAP	43	35

3

<u>Targeted Subgroup:</u> Economically Disadvantaged Students

<u>Identified Student Need(s):</u> Continue to increase Non-High Needs achievement and decrease the student achievement gap in the English Language Arts (ELA) and Mathematics.

SY 23-24	Total Proficient on SBA ELA (Exceed or Meet)	Total Proficient on SBA Math (Exceed or Meet)
All Students	46.53%	45.33%
Non-high Needs	60.38%	55.66%
Low SES	38.55%	40.96%
GAP	22	15

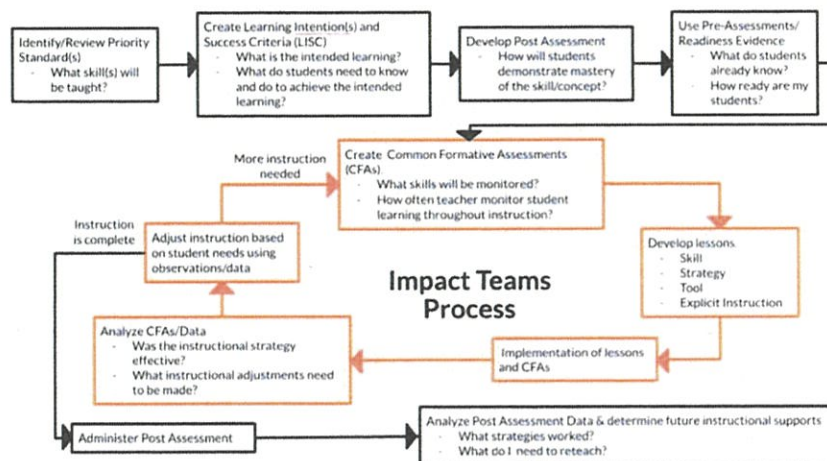# Priority 1
High-Quality Learning For All

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

Desired Outcomes *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	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?"* *Please 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	1G 2F 3C	Kindergarten Small Group Assessments • Students are put into one of four groups • Attend school for ½ a day • Throughout the day, students are being assessed 1:1 or in small groups for math, reading, writing, behavior, and social/emotional needs. Reading Comprehension and Math Impact Teams	KEA iReady Reading and Math Diagnostic Proficiency	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☑ IDEA, $ ☑ SPPA, $

timely support to develop foundational skills for learning.

Impact Teams Process

iReady Reading and Math Growth

☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $

DIBELS Benchmark

DIBELS Progress Monitoring

Impact Teams Data

Classroom Teacher Data

Teacher Implementation Self-Assessment

Focus Walk

PD Survey

Panorama SEL

BEISY Data

Instruction will include overall effective practices:
- Teachers and students will utilize and reflect on CCSS Learning Intentions and Success Criteria throughout lessons
- Foster critical thinking and discussions through the development and incorporation of rich tasks.
- Provide access to all learners by designing for barriers using the UDL framework.

Instruction will include effective practices for Math
- Teach foundation numeracy, computation, and number sense
- Utilize formative assessments to develop effective instructional mathematical practices for teachers and students
- Continue to utilize a schoolwide problem-solving process to make instructional decisions

Instruction will include effective practices for Reading
- Use the Orton Gillingham approach to teach:
  - Foundational Literacy
  - Vocabulary/Morphology

- Explicitly teach and model Reading Comprehension Strategies
- Utilize Small Group Learning to provide additional opportunities to read texts at each students level

Continue to implement HMTSS:
- Schoolwide Universal Screener (iReady, Dibels, Panorama)
- Classroom RTI for Math and Reading in each class 2x a week in the classroom.
    - Focus on mathematical fluency, automaticity, and number sense.
    - Deliver foundational reading skills in OG
- School-wide MTSS for SEL:
    - Weekly SEL lessons through Character Strong
    - BEISY and Panorama data collection
    - Tier 2 and 3 supports as identified through BEISY and PRISST systems.

Accountable Lead(s): Jamie Miyashiro (Math), Eryn Muraoka (Reading), Nicole Blomberg and Dayna Wood (Social/Emotional)
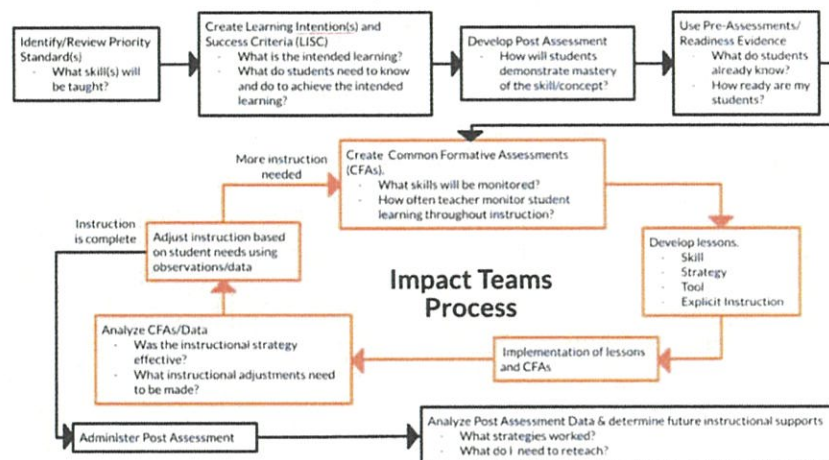
Reading Proficiency

1A-G

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.

School Goal:
Increase ELA proficiency by 5% from the 2023-2024 school year as measured by SBA.

Implement Reading Comprehension Impact Teams

Instruction will include overall effective practices:
- Teachers and students will utilize and reflect on CCSS Learning Intentions and Success Criteria throughout lessons
- Foster critical thinking and discussions through the development and incorporation of rich tasks.
- Provide access to all learners by designing for barriers using the UDL framework.

Instruction will include effective practices for Reading
- Use the Orton Gillingham approach to teach:
  - Foundational Literacy
  - Vocabulary/Morphology
- Explicitly teach and model Reading Comprehension Strategies
- Utilize Small Group Learning to provide additional opportunities to read texts at each student level

Novel Study (Gr. 2-6)

iReady Reading Diagnostic Proficiency

iReady Reading Growth

DIBELS Benchmark

DIBELS Progress Monitoring

Impact Teams Data

SBA Interim Assessments

Teacher Implementation Self-Assessment

Focus Walk

PD Survey

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

- Students in grades 2-6 will engage in a Novel Study using authentic literature to develop a love of reading, build stamina, and engage in dialogue to support reading comprehension.

Continue to implement HMTSS:
- Schoolwide Universal Screener (iReady and DIBELS)
- Schoolwide Class Reading RTI in each class 2 a week in the classroom.
- Schoolwide Tier 3 RTI for reading:
  - Teach foundational reading skills using OG, morphology, and comprehension strategies during the school day using 1.0 FTE and 1 PTT
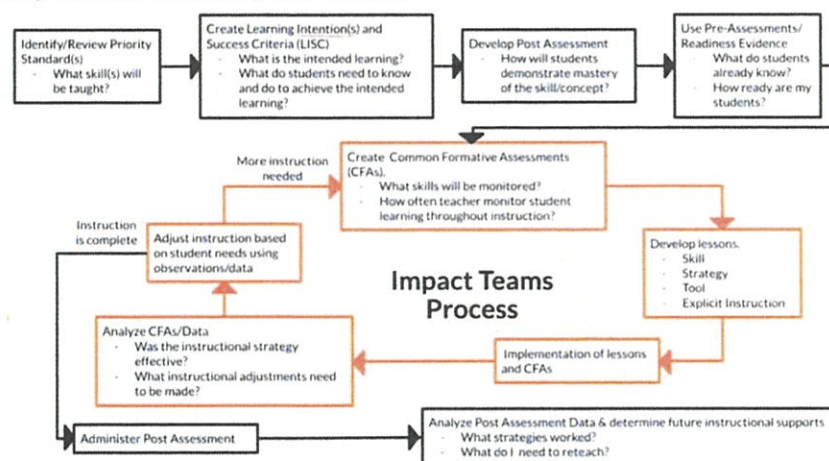
Accountable Lead(s): Eryn Muraoka

Mathematics Proficiency

2A-F

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.

School Goal:
Increase Math proficiency by 5% from the 2023-2024 school year as measured by SBA

Implement Math Impact Teams

Instruction will include overall effective practices:
- Teachers and students will utilize and reflect on CCSS Learning Intentions and Success Criteria throughout lessons
- Foster critical thinking and discussions through the development and incorporation of rich tasks.
- Provide access to all learners by designing for barriers using the UDL framework.

Instruction will include effective practices for Math
- Teach foundation numeracy, computation, and number sense
- Utilize formative assessments to develop effective instructional mathematical practices for teachers and students
- Continue to utilize a schoolwide problem-solving process to make instructional decisions

Continue to implement HMTSS:
- Schoolwide Universal Screener (iReady)

iReady Math Diagnostic Proficiency

iReady Math Growth

Impact Teams - Priority Standard Problem Solving Work Analysis

Math Fluency Data

Teacher Implementation Self-Assessment

PD Survey

Focus Walk

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

- Schoolwide Class Math RTI in each class 2x a week in the classroom.
    - Focus on mathematical fluency, automaticity, and number sense.
- School Wide Tier 3 RTI for math:
    - Utilizing after school tutoring 3x a week

Accountable Lead(s): Jamie Miyashiro

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

Required for all schools.

1A-D
2A-C

Implement Effective Tier 1 Instruction in all subjects using evidence-based practices:

1. Learning Intentions and Success Criteria
2. Modeling.
3. Universal Design For Learning (UDL) Principles:
   a. Design for Barriers
   b. Multiple Means of Representation
   c. Multiple Means of Engagement
   d. Multiple Means of Action and Expression
4. Examples/Exemplars
5. Frequent Checks for Understanding (Formative Assessments)
6. Small Group Instruction
7. Impact Teams to determine gaps in learning

Accountable Lead(s): Eryn Muraoka and Jamie Miyashiro

Implement Effective Supports (HMTSS).

Use iReady as a Universal Screener to determine RTI/Small groups and focus needs area

- Utilize iReady for progress monitoring and interventions.
- Utilize DIBELS for K-6 as an additional screener and as a progress monitoring tool.
- Implement RTI (HTMSS) in classroom 4x a week, 2x for math and 2x for reading (30 min)
- Monitor iReady completion rates by class and grade level

Accountable Lead(s): Robilynn Azevedo

iReady Reading and Math Diagnostic Proficiency

iReady Reading and Math Growth

iReady lesson completion per class

% of students meeting iReady stretch growth

Common Formative Assessments in Math and Reading.

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

| 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.

Required for all schools. | 3C | 95% of students are reading at/near grade level by the end of third grade.

• Intervention Teachers (1.0 FTE and 1 PTT) focus on Tier II and Tier III interventions for reading.
• Each classroom teacher in gr. K-2 utilizes OG and Heggerty in Tier I and Tier II instruction.
• Grade K-2 students will be taught reading comprehension strategies.
• Grade 3 Teachers will teach OG syllabication and morphology and reading comprehension strategies to move students from learning to read to reading to learn.

Students are able to set goals and persevere towards achieving those goals.

• Each student sets quarterly goals for reading, math, and self-management and/or social awareness.
• Teachers conferences with each student at the beginning of each quarter to reflect, monitor, and make adjustments on their goals.

Implement Effective Supports (HMTSS):
Academic:

• Use iReady as Universal Screener (academic)
• Implement RTI (HTMSS) in classroom 4x a week, 2x for math and 2x for reading (30 min)
• Monitor iReady completion rates by class and grade level
• Utilize impact teams/data analysis to Identify students who are not meeting benchmark progress and identify intervention plans.

Behavior: | iReady Diagnostic Proficiency

iReady Growth

DIBELS Benchmark

DIBELS Progress Monitoring

Goal-Setting Documents

Meeting Agenda/Minutes

Sign-in Sheets | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☑ IDEA, $
☑ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

- Use Panorama and BEISY 3x a year as a Universal Screener.

Sixth Grade Transition to Intermediate School:
- Work with the middle/intermediate school to identify RTI students and recommend students for algebra line
- Work with English Learner department to transition ELs to best support their needs
- Work with the middle/intermediate school to identify students that may need more support in attendance and SEL needs.

Special Education Transition:
- SSC (current school) to SSC (feeder school) transfer of information
- Special education department head from feeder school will do a presentation for all special education students' parents.
- Individual transition meetings for high needs students.
- PreK students entering kindergarten will visit the classroom and participate for a portion of the day.

Accountable Lead(s): Robilynn Azevedo and Corey Barton

Increase Science proficiency by **3%** from the 2022-23 school year as measured by NGSS Science.	Students do not have enough opportunities to engage in multiple science content. Teachers are at the initial stages of understanding 3D NGSS and the shifts. 50% of 5th-grade students are proficient on the Science Hawaii State Assessment (HSA).	Professional Development (PD) • Teachers will receive PD on Science and Engineering Practices (SEP) to deepen their understanding of the science practices, and how to embed them into their instruction and assessment. • Teachers will receive PD on assessing student learning in science, focusing on Claim, Evidence, and Reasoning (CER). STEMscopes Implementation • Classroom Teachers will implement at least TWO scopes per quarter. Next Generation Science Standards (NGSS) Learning Intentions and Success Criteria (LISC) • Teachers will gain clarity on the NGSS science standards to understand the 3 dimensions of science. • Teachers will develop Learning Intentions and Success Criteria for NGSS standards that incorporate the Science and Engineering Practices (SEP), Crosscutting Concepts (CCC), and core ideas (DCI). Accountable Lead(s): Eryn Muraoka	Teacher Implementation Self-Assessment PD Survey STEMscopes Beginning of Year Data STEMscopes End of Year Data	☑ 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 Outcomes *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	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?"* *Please estimate the additional amount needed to execute the enabling activity.*
1.2.1. All students desire to and attend school regularly. **School Goal:** Chronic absenteeism reduction to <20% **Stretch Goal:** Chronic absenteeism reduction to <12% *Required for all schools.*	1F 2E	Attendance Communication and Support • Provide students, families, and staff with school attendance procedures and expectations. • Follow up with students that have poor attendance/frequent tardies through phone calls, mailed letters, and home visits. • Meet to review and develop plans to support families with attendance. Accountable Lead(s): Nicole Blomberg and Dayna Wood	Attendance pulled from Infinite Campus or Panorama Student Success Dashboard	☑ WSF, $ ☑ 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.

School Goal: Students' perception of their ability to **self-regulate** will increase by 5% based on the Panorama SEL Survey. (Fall to Spring)

School Goal: Increase favorable School Safety question responses by 5% of our grade 3-6 students on the Panorama Student Perception School Survey

Required for all schools.

3A
3C

<u>Positive Behavior Intervention Support (PBIS)</u>
- School-wide behavior supports and programs
  - Character Strong Implementation
    - Conflict Resolution: Tree of Choices
    - Implemented by all teachers
- Professional Development of school staff
- SLC created and planned student events and civic opportunities
- Awards Assembly
- Student quarterly goal setting and reflection related to self-management and social awareness
- GLOs
- Schoolwide expectations matrix

Accountable Lead(s): Nicole Blomberg and Dayna Wood

Teacher Implementation Self Assessment

Focus Walks

Attendance rates on days with special activities

Student Self-Reflection

Panorama EES Perception Survey
- "I feel safe from the mean kids at school" (SQS Safety Dimension section)

Panorama SEL (Winter)
- "During the past 30 days, how often did you keep your temper under control?" (Self-Management section)

Discipline rates

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

1.2.3. All students experience a Nā Hopena Aʻo environment for learning.

3B

School Goal: Increase favorable responses in Sense of Belonging by 5%.

Required for all schools.

Focus on Sense of Belonging
- Schoolwide Morning Protocol (Pledge of Allegiance, Hawaiʻi Ponoʻi, E o mai)
- Recognize students for their academic and behavioral achievement and growth at the end of every semester at the school's Awards Assembly
- Build student community through the voices of our Student Leadership Council and Junior Police Officers
- Continue to model and reinforce our school values (3 Take Cares)

Accountable Lead(s): Dayna Wood and Nicole Blomberg

Panorama SEL Sense of Belong section (Winter)

- ☑ 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 Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	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?" Please 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. *Required for all schools.*	1A-G 2A-F 3A-C	**Project-Based Learning Unit Implementation** • Students will engage in project-based learning units that incorporate literacy (Reading, Writing, Speaking, Listening) practices, knowledge building, and civic opportunities when appropriate • Presentations of Learning (student showcases) **Student Leadership Council School Community Service Projects** **Junior Police Officers (JPOs)** Accountable Lead(s): Eryn Muraoka and Jamie Miyashiro	iReady Diagnostic Comprehension (Lit. and Infor.) SBA Interim Assessment Blocks (IABs) Literacy Self-Perception Survey	☑ WSF, $ ☑ 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.

CS skills allow students to develop-problem-solving, computational thinking, and sequencing. These are core critical thinking skills that will support learning across all subjects.

Computer Science
- Professional development: Code.org training for all classroom teachers
- Develop computer science lessons that are integrated with other subject areas
- Progression of the computer science standards across the grade levels

STEM
- Teach schoolwide lessons based on Computer Science Standards.
- Incorporate STEM methodology into schoolwide lessons.
- Build capacity within staff through co-taught lessons.

Accountable Lead(s): Clarissa Canada and Corey Barton

PD Survey

Curriculum Map

Progression chart of CS standards across grade levels

- ☑ 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 Outcomes *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"*	**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?"*

Please estimate the additional amount needed to execute the enabling activity.

Objective	Standards	Enabling Activity	Evidence	Funding

100% of grade levels will have a curriculum map for Math and ELA (Reading and Writing) embedding the General Learner Outcomes (GLOs)	1A-G 2A-F 3A-C	Curriculum Mapping Vertical Alignment
		• Grade Levels will develop a curriculum map that sequences and effectively scaffolds pathways for students to achieve learning outcomes. The curriculum map will include:
		   ○ Standards/Learning Intention and Success Criteria
		   ○ Learning Activities
		   ○ Assessment
		   ○ Additional Resources
		
		Accountable Lead(s): Eryn Muraoka and Jamie Miyashiro
			Curriculum Map Document	☑ WSF, $
				☑ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☑ SPPA, $
				☐ Homeless, $
				☐ Grant:___, $
				☐ Other:___, $

100% of Pohakea's Classroom Teachers will teach with clarity.	1A-G 2A-F	Grade Level development or refinement of Learning Intentions and Success Criteria. • Impact Teams discussion and planning for implementation of Learning Intentions and Success Criteria Inter-rater for constructed responses (i.e. Math, Reading, Science, Writing Brief Writes and Full Composed Pieces) Accountable Lead(s): Jamie Miyashiro and Eryn Muraoka	Learning Intentions and Success Criteria Documents Teacher Implementation Self-Assessment Focus Walks Inter-rater grade level documents Anchor Pieces	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☑ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
100% of Pohakea's Classroom	2A-2F	Math Tier 1 PD and implementation • Participate in an ongoing lesson study process to increase effective instructional practices	PD Attendance PD Survey	☑ WSF, $ ☑ Title I, $

Teachers will receive PD on Math Tier 1 Instruction		• Develop a deeper understanding of the Math CCSS in order to plan ahead for potential barriers, provide effective Tier 1 instruction and timely feedback and reflection • Increase use of effective mathematical practices for students (Standards of Mathematical Practice) and teachers (Mathematical Teaching Practices) • Increase numeracy and number sense • Utilize formative assessments to make informed instructional decisions • Continue to utilize a schoolwide problem-solving process to make instructional decisions Accountable Lead(s): Jamie Miyashiro and Eryn Muraoka	Teacher Implementation Self-Assessment Focus Walk	☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
100% of Pohakea's K-6 classroom teachers will deepen understanding of the shifts and standards of the Hawaii Core Standards in Social Studies.	**Hawaii Core Standards for Social Studies (HCSSS)**, approved for adoption by the Board of Education in October 2018.	Professional Development on HCSSS Framework and Standards • Teachers will understand the shifts in the HCSSS. Accountable Lead(s): Eryn Muraoka and Jamie Miyashiro	Teacher Implementation Self-Assessment PD Attendance PD Survey	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
100% of Pohakea's classroom teachers will be trained in the universal design for learning framework	1A-G 2A-F 3A-C	Universal Design for Learning is a Framework to increase student efficacy and remove barriers for students that hinders their learning: • Focus in Impact Teams/Data Teams on using firm goals (Learning Intentions) and multiple ways to access the learning. (SY 24-25)	Impact Team Data Focus Walks	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $

		Accountable Lead(s): Dyana Ontai-Machado		☑ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
100% of Pohakea's classroom teachers will understand the Computer Science standards	In order to address 1.3.2 teachers will need professional development in Computer Science to be college and career ready.	**Computer Science/STEM Teacher** • Teach schoolwide lessons based on Computer Science Standards. • Incorporate STEM methodology into schoolwide lessons. • Build capacity within staff through co-taught lessons. **Professional Development on Computer Science** • Analyze the computer science standards to develop lessons that can be integrated with other subject areas • Vertically align computer science standards across the grade levels. Accountable Lead(s): Clarissa Canada	Year plan of lessons and rubrics Progression chart of CS standards across grade levels	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
100% of Pohakea's staff will respond positively in the Well-Being and Satisfaction section on the SQS.	It is difficult to balance home life and work life. Teachers often feel exhausted and stressed. -95% of our staff feel overwhelmed -58% of our staff	Professional Development on self-care and mindfulness Wellness Activities (i.e. self-care, physical and mental wellbeing) Professional Learning Communities (PLCs) Accountable Lead(s): Dayna Wood and Nicole Blomberg	Belief Survey Results Panorama Employee Well-Being Survey Satisfaction section in the SQS Survey PD Survey	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

frequently or almost always feel stressed

SQS
Satisfaction
79%
Well Being
86.9%
Panorama
Well Being

100% of Pohakea's faculty will receive professional development in addressing student behavior (i.e. calming down, problem-solving, etc.)	Lack of capacity of adult supervisors. Need to increase their capacity (skills and knowledge in how to help students and their problems during recess).	Implement training(s) on addressing student concerns/behaviors using SEL Program/SEL skills Training and meetings with non-classroom adult supervisors to train and debrief interactions with students. Accountable Lead(s): Nicole Blomberg and Dayna Wood	Teacher Implementation Self-Assessment Adult Supervisors Self-Assessments PD Survey	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	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?" Please 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.*	It is important to get input and participation from all stakeholders.	SCC Meet 4x a year: ● Meetings will be held: ○ September ○ November ○ February ○ April All stakeholder groups will be represented: ● Classified ● Certificated ● Parents ● Community ● Students	Principal Survey Assurance Form	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

Key events for SCC:

- At least two public meetings
- Bylaws will be reviewed yearly
- Academic Plan will be shared
- CNA will be reviewed
- Budget will be shared

Accountable Lead(s): Corey Barton

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

Desired Outcomes *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	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?"* *Please estimate the additional amount needed to execute the enabling activity.*
Family return rate of the School Quality Survey will increase by 5%.	Addressing previously low return rates from families.	Use of uniform school wide communication system (i.e. Class Dojo, School Messenger Emails or texts) Provide incentive for students that encourage their parents to complete the SQS (i.e. ice cream party) Accountable Lead(s): Dayna Wood	Schoolwide Parent Surveys	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
Families responding positively in the involvement/engagement section in the SQS will increase by 5%.	We want to increase stakeholder participation and partnership with families.	Families will be provided with a variety of opportunities to engage in their child's learning experience: • Parent Teacher Conferences • Phone calls or in person invitations to families. • Movie Nights • Awards Assembly • Performances • Curriculum Showcases • Class Dojo	Sign-in sheets Event Feedback Survey	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $

Accountable Lead(s): Nicole Blomberg and Dayna Wood

☐ SPPA, $
☐ Homeless, $
☐ Grant:___, $
☐ 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 Pohakea 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 <u>hours per year</u> (*Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours*)

1,198 with 3 waiver days

Did your school submit a SCC Waiver Request Form? Please explain.

Yes - 3 days were requested

Waiver Days:
Day 1: August 5 : Curriculum Mapping and Vertical Articulation.

Day 2 November 1: Computer Science PD

Day 3: January 31: Integrated Units; Curriculum Mapping; Vertical Articulation

Bell Schedule:

Summary	M, T, TH, F	W
Total Teacher Workday	7:00:00	7:00:00
Student Start Time	7:45 AM	7:45 AM
Student End Time	2:00 PM	12:50 PM
Teacher Start Time	7:45 AM	7:45 AM
Teacher End Time	2:45 PM	2:45 PM

Student Instructional Minutes:	
Minimum Student Days	177
Minimum Student Weeks	35
Student Hours Per Year	1,198