
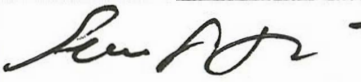


Pohakea Elementary Academic Plan SY 2025-2026

91-750 Fort Weaver Road Ewa Beach, HI 96706
808-307-2000
<https://www.pohakea.k12.hi.us/>

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

Submitted by Principal Corey Barton	
	4/11/25

Approved by Complex Area Superintendent Sean Tajima	
	04/14/2025

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
K-5	Wonders (K, 4, 5) Wit & Wisdom (1, 2, 3)	Stepping Stones	STEMScopes	
6	Springboard	Go Math	STEMScopes	

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

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 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-6	I-Ready ▾	I-Ready ▾
K-6	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)
- ☐ Other current assessment/self-study report:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: SY 2023-2024

Type of Last Visit: Full Self-Study -

Year of Next Action: SY 2026-2027

Type of Next Action: Mid-Cycle Report & Visit -

Year of Next Self-Study:

SY 2030-2031

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:** Increase student achievement in English Language Arts (ELA).

POHAKEA	<u>19-20</u> COVID year	<u>20-21</u>	<u>21-22</u>	22-23	23-24
SBA Language Arts Proficiency		44% (-8%)	52% (+8%)	48% (-4%)	60% (+12%)
ELA Academic Growth					80%
SBA ELA Non-High Needs (All other students)		55%	73% (+18%)	63% (-10%)	75% (+12%)
SBA ELA High Needs (EL, Free-Reduced, Sped)		38%	39% (+1%)	40% (+1%)	52% (+12%)
SBA ELA Achievement Gap Points		17	35	23	23

Root/Contributing cause(s):

1A. 60% of our Gr. 3-6 students scored proficient in ELA on SBA in SY23-24 (STRIVE HI).

1B. 64% of students are in Tier 1 based on SY23-24 i-Ready Spring Diagnostics (25-26 CNA).

1C. Based on SY23-24 iReady Spring Diagnostics, 60% of students are making their one-year (typical) growth (25-26 CNA)

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.

2

Student Need: Increase student achievement in Math.

POHAKEA	19-20 COVID year	20-21	21-22	22-23	23-24
SBA Math Proficiency		31% (-17%)	43% (+12%)	46% (+3%)	53% (+7%)
Math Academic Growth					81%
SBA Math Non-High Needs (All other students)		42%	59% (+17%)	56% (-3%)	72% (+16%)
SBA Math High Needs (EL, Free-Reduced, Sped)		24%	33% (+9%)	40% (+7%)	43% (+3%)
SBA Math Achievement Gap Points		17	26	16	29

Root/Contributing cause(s):

2A. 53% of our Gr. 3-6 students scored proficient in MATH on SBA in SY23-24 (STRIVE HI).

2B. 56% of students are in Tier 1 based on SY23-24 iReady Spring Diagnostics, (25-26 CNA).

2C. 60% of students are making their one-year (typical) growth on SY23-24 iReady Spring Diagnostics, (25-26 CNA).

2D. There is a 29 point gap between high needs and non high needs students in math on the SBA (STRIVE HI).

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

2F. 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.

2G. 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

Student Need: 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 students' sense of belonging.**Root/Contributing Cause:**

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.**

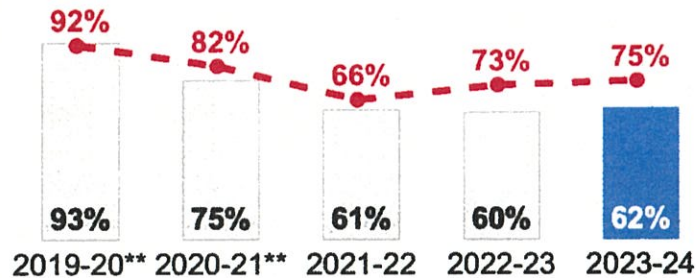
4

Student Need:

Increase the number of students attending 90% of instructional Days.

Regular Attendance

Percent of students attending 90% of instructional days.



**** Due to the pandemic, 2019-20 attendance is based on the first three quarters and 2020-21 was mostly online.**

Data is unavailable for charter schools before 2023-24.

Root/Contributing Cause:

Academic difficulties

Peer to Peer (Bullying) Relationships

Lack of perceived relevance

Lack of sense of belonging

Health related Issues

SocioEconomic Factors (value/mindset of school; lack of access to healthcare; unstable housing or homelessness; lack of transportation; need for family to care for family members; poor relationships with school/teachers;).

Family-Related Factors (parental attitudes toward education, family responsibilities, trauma and instability)

In order 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 Targeted Subgroup: Economically Disadvantaged

	Total Proficiency on ELA SBA (meets or Exceed)	Total Proficiency on SBA Math (Meet or Exceed)		Total Proficiency on ELA SBA (meets or Exceed)	Total Proficiency on SBA Math (Meet or Exceed)
SY22-23			SY23-24		
All Students	48.00%	46.00%	All Students	60.00%	53.00%
Non-High Needs	60.38%	55.66%	Non-High Needs	75.00%	72.00%
Low SES	38.55%	40.96%	Low SES	52.00%	43.00%

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

2 Targeted Subgroup: Special Education Students

	Total Proficiency on ELA SBA (meets or Exceed)	Total Proficiency on SBA Math (Meet or Exceed)		Total Proficiency on ELA SBA (meets or Exceed)	Total Proficiency on SBA Math (Meet or Exceed)
SY22-23			SY23-24		
All Students	48.00%	46.00%	All Students	60.00%	53.00%
Non-High Needs	60.38%	55.66%	Non-High Needs	75.00%	72.00%
SPED	26.32%	15.79%	SPED	19.00%	13.00%

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

3 Targeted Subgroup: English Language Learners

SY22-23	Total Proficiency on ELA SBA (meets or Exceed)	Total Proficiency on SBA Math (Meet or Exceed)	SY23-24	Total Proficiency on ELA SBA (meets or Exceed)	Total Proficiency on SBA Math (Meet or Exceed)
All Students	48.00%	46.00%	All Students	60.00%	53.00%
Non-High Needs	60.38%	55.66%	Non-High Needs	75.00%	72.00%
ELL	17.76%	20.69%	ELL	44.00%	48.00%

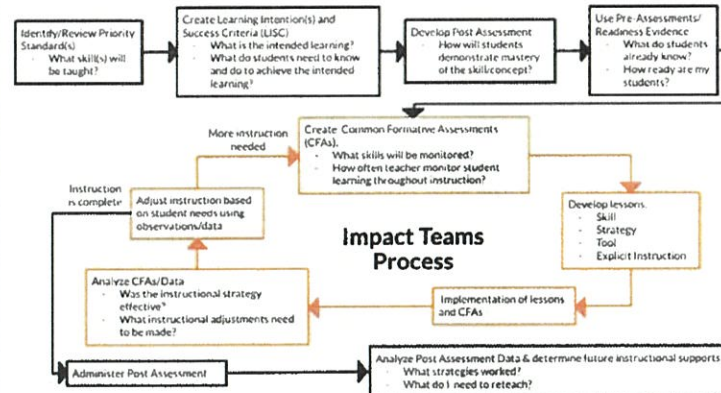
Identified Student Need(s): Continue to increase Non-High Needs achievement and decrease the student achievement gap in the English Language Arts (ELA) and Mathematics.



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> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>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.</p> <p>*WASC Category C: Instruction - Key Issue 3</p>	<p>1G 2F 3C</p>	<p><u>Kinder Kickstart</u></p> <ul style="list-style-type: none"> - To prepare incoming kindergarten students, especially those with little to no preschool experience, for the academic and social demands of school. <p><u>Kindergarten Small Group Assessments</u></p> <ul style="list-style-type: none"> • 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. <p><u>Reading Comprehension and Math Impact Teams</u></p>	<p>KEA</p> <p>iReady Reading and Math Diagnostic Proficiency</p> <ul style="list-style-type: none"> • Overall • Low-SES • SPED • ELL <p>iReady Reading and Math Growth</p> <p>DIBELS Benchmark</p> <p>DIBELS Progress Monitoring</p> <p>Impact Teams Data</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input checked="" type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input checked="" type="checkbox"/> Other: __, \$</p>



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 academic discourse by developing and incorporating 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 through number talks
- 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 Heggerty approach to teach phonological awareness.
- Use the Orton-Gillingham approach to teach:
 - Foundational Literacy
 - Vocabulary
- Explicitly teach and model Reading Comprehension Strategies

Classroom Teacher Data

Teacher Implementation Self-Assessment

Focus Walk

PD Survey

Panorama SEL

BEISY Data

		<ul style="list-style-type: none"> ● Utilize Small Group Learning to provide additional opportunities to read texts at each student's level <p><u>Continue to implement HMTSS:</u></p> <ul style="list-style-type: none"> ● Schoolwide Universal Screener (iReady, Dibels, Panorama) ● Classroom RTI for Math and Reading <ul style="list-style-type: none"> ○ Focus on mathematical fluency, automaticity, and number sense during the school day ○ Teach foundational reading skills using Heggerty/OG, and comprehension strategies during the school day ● School-wide MTSS for SEL: <ul style="list-style-type: none"> ○ Weekly SEL lessons through Character Strong ○ BEISY and Panorama data collection ○ Tier 2 and 3 supports as identified through BEISY and PRISST systems. <p>Accountable Lead(s): Jamie Miyashiro (Math), Eryn Muraoka (Reading), Nicole Blomberg and Dayna Wood (Social/Emotional)</p>		
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<p>Reading Proficiency</p> <p>1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.</p> <p>School Goal: Increase ELA proficiency by 5% from the 2023-2024 school year as measured by SBA.</p> <p>*WASC Category C: Instruction - Key Issue 3</p>	<p>1A-E</p>	<p>Implement Reading Comprehension Impact Teams</p> <p>● Apply strategies and practices from Professional Development to Tier 1 instruction.</p> <p><u>Instruction will include overall effective practices:</u></p> <ul style="list-style-type: none"> ● Teachers and students will utilize and reflect on CCSS Learning Intentions and Success Criteria throughout lessons ● Foster critical thinking and academic discourse by developing and incorporating rich tasks. ● Provide access to all learners by designing for barriers using the UDL framework. <p>*WASC Schoolwide - Critical Area 3</p> <p><u>Instruction will include effective practices for Reading:</u></p> <ul style="list-style-type: none"> ● Use the Heggerty approach to teach phonological awareness. ● Use the Orton Gillingham approach to teach: <ul style="list-style-type: none"> ○ 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's level <p><u>Pilot ELA Program (Gr 1, 2, 3)/Novel Study (Gr. 4, 5, 6)</u></p>	<p>IMSE Initial, Mid, and Final Assessments</p> <p>iReady Reading Diagnostic Proficiency</p> <ul style="list-style-type: none"> ● Overall ● Low-SES ● SPED ● ELL <p>iReady Reading Growth</p> <p>DIBELS Benchmark</p> <p>DIBELS Progress Monitoring</p> <p>Impact Teams Data</p> <p>SBA Interim Assessments</p> <p>Teacher Implementation Self-Assessment</p> <p>Focus Walk</p> <p>PD Survey</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input checked="" type="checkbox"/> Other:__, \$
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		<ul style="list-style-type: none"> Using authentic literature to develop a love of reading, build stamina, and engage in academic discourse to support reading comprehension. <p><u>Continue to implement HMTSS:</u></p> <ul style="list-style-type: none"> Schoolwide Universal Screener (iReady and DIBELS) Schoolwide Reading RTI in each class 2 times a week in the classroom. Schoolwide Tier 3 RTI for reading: <ul style="list-style-type: none"> Teach foundational reading skills using Heggerty/OG, morphology, and comprehension strategies during the school day using 1.0 FTE, 1 PTT, 1 EA <p>Accountable Lead(s): Eryn Muraoka</p>		
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<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p> <p>School Goal: Increase Math proficiency by 5% from the 2023-2024 school year as measured by SBA</p> <p>*WASC Category C: Instruction - Key Issue 3</p>	<p>2A-G</p>	<p>Implement Math Impact Teams</p> <p>Impact Teams Process</p> <p><u>Instruction will include overall effective practices:</u></p> <ul style="list-style-type: none"> Teachers and students will utilize and reflect on CCSS Learning Intentions and Success Criteria throughout lessons Foster critical thinking and academic discourse through the development and incorporation of rich tasks. Provide access to all learners by designing for barriers using the UDL framework. <p>*WASC Schoolwide - Critical Area 3</p> <p><u>Instruction will include effective practices for Math</u></p> <ul style="list-style-type: none"> Teach foundation numeracy, computation, and number sense through number talks 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 <p><u>Continue to implement HMTSS:</u></p> <ul style="list-style-type: none"> Schoolwide Universal Screener (iReady) Schoolwide Class Math RTI in each class 2x a week in the classroom. School Wide Tier 3 RTI for math: 	<p>iReady Math Diagnostic Proficiency</p> <ul style="list-style-type: none"> Overall Low-SES SPED ELL <p>iReady Math Growth</p> <p>Impact Teams Data</p> <p>Math Fluency Data</p> <p>Teacher Implementation Self-Assessment</p> <p>PD Survey</p> <p>Focus Walk</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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		<ul style="list-style-type: none"> ○ Focus on mathematical fluency, automaticity, and number sense during the school day using 1.0 FTE 		
		Accountable Lead(s): Jamie Miyashiro		

<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>1A-D 2A-C</p>	<p><u>Implement Effective Tier 1 Instruction in all subjects using evidence-based practices:</u></p> <p>*WASC Category C: Instruction - Key Issue 6</p> <p>*WASC Schoolwide - Critical Area 5</p> <ol style="list-style-type: none"> 1. Learning Intentions and Success Criteria 2. Modeling. 3. Universal Design For Learning (UDL) Principles: <ol style="list-style-type: none"> 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 <p>Accountable Lead(s): Eryn Muraoka and Jamie Miyashiro</p> <p><u>Implement Effective Supports (HMTSS).</u></p> <p>Use iReady as a Universal Screener to determine RTI/Small groups and focus needs area</p> <ul style="list-style-type: none"> • 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 the classroom 4x a week, 2x for math and 2x for reading (30 min) • Monitor iReady completion rates by class and grade level <p>Accountable Lead(s): Robilynn Azevedo</p>	<p>iReady Reading and Math Diagnostic Proficiency</p> <ul style="list-style-type: none"> • Overall • Low-SES • SPED • ELL <p>iReady Reading and Math Growth</p> <p>iReady lesson completion per class</p> <p>% of students meeting iReady stretch growth</p> <p>Common Formative Assessments in Math and Reading.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>3C</p>	<p><u>Kinder Kickstart</u></p> <ul style="list-style-type: none"> - To prepare incoming kindergarten students, especially those with little to no preschool experience, for the academic and social demands of school. <p>95% of students are reading at/near grade level by the end of third grade.</p> <ul style="list-style-type: none"> • Intervention Teachers (1.0 FTE, 1 PTT, 1 EA) 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. <p>Students are able to set goals and persevere towards achieving those goals.</p> <ul style="list-style-type: none"> • 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. <p>Implement Effective Supports (HMTSS):</p> <p>Academic:</p> <ul style="list-style-type: none"> • Use iReady as Universal Screener (academic) • Implement RTI (HTMSS) in classroom 4x a week, 2x for math and 2x for reading (30 min) 	<p>iReady Diagnostic Proficiency</p> <p>iReady Growth</p> <p>DIBELS Benchmark</p> <p>DIBELS Progress Monitoring</p> <p>Goal-Setting Documents</p> <p>Meeting Agenda/Minutes</p> <p>Sign-in Sheets</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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- 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.
- Report data to appropriate stakeholders * **WASC Category D: Assessment - Key issue 2**

Behavior:

- 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		
<p>Increase Science proficiency by 3% from the 2023-24 school year as measured by NGSS Science.</p> <p>*WASC Category C: Instruction - Key Issue 1</p>	<p>Students do not have enough opportunities to engage in multiple science content.</p> <p>Teachers are at the initial stages of understanding 3D NGSS and the shifts.</p> <p>50% of 5th-grade students are proficient on the Science Hawaii State Assessment (HSA).</p>	<p><u>STEMscopes Implementation</u></p> <ul style="list-style-type: none"> Classroom Teachers will implement at least TWO scopes per quarter. <p><u>Next Generation Science Standards (NGSS) Learning Intentions and Success Criteria (LISC)</u></p> <ul style="list-style-type: none"> 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). <p>Accountable Lead(s): Eryn Muraoka</p>	<p>Teacher Implementation Self-Assessment</p> <p>STEMscopes Beginning of Year Data</p> <p>STEMscopes End of Year Data</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>

★ **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> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly.</p> <p>School Goal: Chronic absenteeism reduction to <20%</p> <p>Stretch Goal: Chronic absenteeism reduction to <12%</p> <p><i>Required for all schools.</i></p>	<p>1F 2E</p>	<p>Morning Program/Afterschool Enrichment Program</p> <p>Attendance Communication and Support</p> <ul style="list-style-type: none"> • Provide students, families, and staff with school attendance procedures and expectations. • Follow up with students with poor attendance/frequent tardies through phone calls, mailed letters, and home visits. • Include the social worker to meet, develop, and review attendance action plans to support families with attendance • Timely attendance campaigns and attendance rewards. <p>Trauma Informed Instruction:</p> <ul style="list-style-type: none"> • Professional Development of factors of trauma, poverty, and it's impact on students: <ul style="list-style-type: none"> ○ Attendance ○ Engagement in academics ○ Metacognitive needs ○ Home/school relationship ○ Parent beliefs/mindset toward school ○ Sense of belonging <p>*WASC Category E: Culture - Key Issue 1</p> <p>*WASC Schoolwide - Critical Area 4</p>	<p>Attendance pulled from Infinite Campus or Panorama Student Success Dashboard</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input checked="" type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input checked="" type="checkbox"/> Other: __, \$</p>

		Accountable Lead(s): Nicole Blomberg and Dayna Wood		
<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	3A 3C	<p><u>Positive Behavior Intervention Support (PBIS)</u></p> <ul style="list-style-type: none"> School-wide behavior supports and programs <ul style="list-style-type: none"> Character Strong Implementation <ul style="list-style-type: none"> 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 <p>*WASC Category E: Culture - Key Issue 4</p> <p>Accountable Lead(s): Nicole Blomberg and Dayna Wood</p>	<p>Teacher Implementation Self Assessment</p> <p>Focus Walks</p> <p>Attendance rates on days with special activities</p> <p>Student Self-Reflection</p> <p>Panorama EES Perception Survey</p> <ul style="list-style-type: none"> "I feel safe from the mean kids at school" (SQS Safety Dimension section) <p>Panorama SEL (Winter)</p> <ul style="list-style-type: none"> "During the past 30 days, how often did you keep your temper under control?" (Self-Management section) <p>Discipline rates</p>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	3B	<p>Focus on Sense of Belonging</p> <ul style="list-style-type: none"> • Schoolwide Morning Protocol (Pledge of Allegiance, Hawai'i Pono'i, E Ho Mai (oli) • 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) • Piko Wehe- Monthly school gatherings <p>*WASC Category B: Curriculum - Key Issue 3</p> <p>*WASC Category E: Culture - Key Issue 2 & 3</p> <p>Accountable Lead(s): Dayna Wood and Nicole Blomberg</p>	<p>Panorama SEL Sense of Belong section (Winter)</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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★ **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> Reference the Identified School Needs section.	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> Estimate the additional amount needed to execute the enabling activity.
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>1A-G 2A-F 3A-C</p>	<p>Project-Based Learning Unit Implementation</p> <ul style="list-style-type: none"> Students will engage in project-based learning units that incorporate literacy (Reading, Writing, Speaking, Listening) practices, knowledge building, and civic opportunities when appropriate <ul style="list-style-type: none"> Integrated units will include core subjects and other non-core subjects, and GLOs when appropriate *WASC Category B: Curriculum - Key Issue 2 and 6 Units will include place-based learning and real-world experiences to deepen student understanding when appropriate. *WASC Category B: Curriculum - Key Issue 4 Presentations of Learning (student showcases) *WASC Category C: Instruction - Key Issue 1 <p>Student Leadership Council Projects</p> <ul style="list-style-type: none"> Students generate, design, and lead school wide community service projects.(ex. Field Day, Trash Wars, Pohakea News Network) <p>Junior Police Officers (JPOs)</p>	<p>iReady Diagnostic Comprehension (Lit. and Infor.)</p> <p>SBA Interim Assessment Blocks (IABs)</p> <p>Literacy Self-Perception Survey</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>

		Accountable Lead(s): Eryn Muraoka, Jamie Miyashiro, and Nicole Blomberg		
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.	Afterschool Enrichment Program Computer Science <ul style="list-style-type: none"> Professional development: Computer Science 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 <ul style="list-style-type: none"> 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	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



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> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
100% of grade levels will have a curriculum map for Math embedding the General Learner Outcomes (GLOs) *WASC Category C: Instruction - Key Issue 4	1A-G 2A-F 3A-C	Curriculum Mapping Vertical Alignment *WASC Category B: Curriculum - Key Issue 1, 5 and 6 *WASC Category D: Assessment - Key Issue 1 <ul style="list-style-type: none"> Grade Levels will develop a curriculum map that sequences and effectively scaffolds pathways for students to achieve learning outcomes. The curriculum map will include: <ul style="list-style-type: none"> Standards/Learning Intention and Success Criteria Learning Activities Assessment Additional Resources GLOs *WASC Schoolwide - Critical Area 2	Curriculum Map Document	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

		Accountable Lead(s): Jamie Miyashiro and Eryn Muraoka		
100% of Pohakea's Classroom Teachers will teach with clarity.	1A-G 2A-F	<p>Grade-level development or refinement of Learning Intentions and Success Criteria.</p> <ul style="list-style-type: none"> Impact Teams discussion and planning for implementation of Learning Intentions and Success Criteria <p>Inter-rater for constructed responses (i.e. Math, Reading, Science, Writing Brief Writes and Full Composed Pieces)</p> <p>Accountable Lead(s): Eryn Muraoka and Jamie Miyashiro</p>	<p>Learning Intentions and Success Criteria Documents</p> <p>Focus Walks</p> <p>Inter-rater grade level documents</p> <p>Anchor Pieces</p>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$
100% of Pohakea's Classroom Teachers will receive PD on Math Tier 1 Instruction	2A-2F	<p>Math Tier 1 PD and implementation</p> <ul style="list-style-type: none"> Participate in an ongoing lesson study process to increase effective instructional practices 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 deepen students' understanding and application of math concepts and strategies, and instructional decisions <p>Accountable Lead(s): Jamie Miyashiro and Eryn Muraoka</p>	<p>PD Attendance</p> <p>PD Survey</p> <p>Teacher Implementation Self-Assessment</p> <p>Focus Walk</p>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$

100% of Pohakea's classroom teachers will have an understanding of the universal design for learning framework/ differentiated instruction	1A-G 2A-F 3A-C	<p>Universal Design for Learning is a Framework to increase student efficacy and remove barriers for students that hinder their learning:</p> <ul style="list-style-type: none"> • Focus in Impact Teams/Data Teams on using firm goals (Learning Intentions) and multiple ways to access the learning. (SY 24-25) • Continue to train staff on UDL/Differentiation effective instructional strategies and monitor impact on student learning. *WASC Category C: Instruction - Key Issue 2 and 6 <p>Accountable Lead(s): Dyana Ontai-Machado</p>	<p>Impact Team Data</p> <p>Focus Walks</p>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> 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 prepare students to be college and career ready.	<p>Computer Science/STEM Teacher</p> <ul style="list-style-type: none"> • Teach schoolwide lessons based on Computer Science Standards. • Incorporate STEM methodology into schoolwide lessons. • Build capacity within staff through co-taught lessons. <p>Professional Development on Computer Science</p> <ul style="list-style-type: none"> • Analyze the computer science standards to develop lessons that can be integrated with other subject areas *WASC Category B: Curriculum - Key Issue 2 • Vertically align computer science standards across the grade levels. <p>Accountable Lead(s): Clarissa Canada</p>	<p>Year plan of lessons and rubrics</p>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
100% of staff will be trained on Trauma Informed Instruction	In order to address Student Goals 1-4 teachers and	<p>Professional Development on Trauma Informed Instruction:</p> <ul style="list-style-type: none"> • Teachers will understand the impact of poverty and learn strategies to mitigate it's impact in the 	<p>PD Attendance</p> <p>PD Survey</p>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$

	<p>staff need to be trained on the impacts of trauma and poverty and what can be done at the school and classroom level to mitigate and improve outcomes</p>	<p>classroom on student behaviors and achievement.</p> <ul style="list-style-type: none"> Teachers will understand the impact of trauma and learn strategies to mitigate it's impact on the classroom on student behaviors and achievement. <p>Accountable Lead(s): Corey Barton and Dayna Wood</p>	Focus Walks	<input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$
<p>100% of Pohakea's staff will respond positively in the Well-Being and Satisfaction section of the SQS.</p>	<p>It is difficult to balance home life and work life.</p> <p>Teachers often feel exhausted and stressed. -95% of our staff feel overwhelmed-58 % of our staff frequently or almost always feel stressed</p> <p>SQS Satisfaction 79% Well Being 86.9% Panorama Well Being</p>	<p>Professional Development on Teacher Well-Being</p> <p>Wellness Activities (i.e. self-care, physical and mental wellbeing)</p> <p>Accountable Lead(s): Dayna Wood and Nicole Blomberg</p>	<p>Belief Survey Results</p> <p>Panorama Employee Well-Being Survey</p> <p>Satisfaction section in the SQS Survey</p> <p>PD Survey</p>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$
<p>100% of Pohakea's faculty will receive</p>	<p>Lack of capacity of adult supervisors.</p>	<p>Implement training(s) on addressing student concerns/behaviors using SEL Program/SEL skills</p>	Teacher Implementation Self-Assessment	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$

professional development in addressing student behavior (i.e. calming down, problem-solving, etc.)	Need to increase their capacity (skills and knowledge in how to help students and their problems during recess).	<p>Training and meetings with non-classroom adult supervisors to train and debrief interactions with students.</p> <p>Accountable Lead(s): Nicole Blomberg and Dayna Wood</p>	<p>Adult Supervisors Self-Assessments</p> <p>PD Survey</p>	<p> <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$ </p>
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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> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>	<p>It is important to get input and participation from all stakeholders]</p>	<p>SCC Meet 4x a year:</p> <ul style="list-style-type: none"> Meetings will be held: <ul style="list-style-type: none"> September November February April <p>All stakeholder groups will be represented:</p> <ul style="list-style-type: none"> Classified Certificated Parents Community Students <p>Key events for SCC:</p> <ul style="list-style-type: none"> At least two public meetings Bylaws will be reviewed yearly Academic Plan will be shared 	<p>Principal Survey</p> <p>Assurance Form</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>

		<ul style="list-style-type: none"> • CNA will be reviewed • Budget will be shared <p>Accountable Lead(s): Corey Barton</p>		
Family return rate of the School Quality Survey will increase by 5%.	Addressing previously low return rates from families.	<p>Use of uniform school wide communication system (i.e. Class Dojo, School Messenger Emails or texts)</p> <p>Provide incentive for students that encourage their parents to complete the SQS (i.e. ice cream party)</p> <p>Accountable Lead(s): Dayna Wood</p>	Schoolwide Parent Surveys	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$
Families responding positively in the involvement/engagement section in the SQS will increase by 5%. *WASC Schoolwide - Additional Critical Area 1	We want to increase stakeholder participation and partnership with families.	<p>Families will be provided a variety of opportunities to engage in experiences that foster family involvement, tradition and a sense of belonging for all stakeholders:</p> <ul style="list-style-type: none"> • Parent Teacher Conferences • Phone calls or in person invitations to families. • Movie Nights • Awards Assembly • Performances • Curriculum Showcases • Class Dojo <p>*WASC Category E: Culture - Key Issue 5</p> <p>Accountable Lead(s): Dayna Wood and Nicole Blomberg</p>	Sign-in sheets Event Feedback Survey	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$

★ 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> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
Increase family participation in school events that support their child's education.	WASC Report - Category E: Key Issue #3 The school considers hosting events and/or develop a communication campaign to increase parent and student awareness of student success factors such as the school vision, mission, and school expectations for students.	Grade Level "Showcases" will be held by each grade level to showcase student learning. We will have predictable school wide events: <ul style="list-style-type: none"> • Halloween Parade • Awards Assembly • WEEE Assembly • 6th Grade Aloha Assembly Accountable Lead(s): Corey Barton and Deedee Ontai-Machado	Sign-in Sheets Surveys	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> 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> <i>Reference the Identified School Needs section.</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>[Insert school specific desired outcome]</p> <p>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</p>	<p>[If applicable, reference the root/contributing cause from the Identified School Needs section]</p>	<p>[Include specific enabling activities or strategic actions being taken to achieve your desired outcome];</p> <p>[Reference name of accountable lead(s) here]</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p>	<p> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$ </p>

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 Pohakea'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)

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 4 : MTSS and Staff Wellness.

Day 2 November 3: Integrated Units and Curriculum Mapping

Day 3: January 30: 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