

LEEWARD DISTRICT OFFICE

APR 08 2026



# Pohakea Elementary School

## Academic Plan

### SY 2026-2027

91-750 Fort Weaver Road  
Ewa Beach, HI 96706  
(808) 307-2000

<https://www.pohakea.k12.hi.us/>

- ☒ Title I School  
☐ Non-Title 1 School

|                                            |               |
|--------------------------------------------|---------------|
| Submitted by Principal Traciann Dolim (TA) |               |
|                                            | April 8, 2026 |

|                                                       |             |
|-------------------------------------------------------|-------------|
| Approved by Complex Area Superintendent Jon Henry Lee |             |
|                                                       | Date 4/8/26 |

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

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## 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 | <a href="#">English Language Arts</a> | <a href="#">Mathematics</a> | Science    | Social Studies |
|----------------------------|---------------------------------------|-----------------------------|------------|----------------|
| K-6                        | Arts & Letters ▾                      |                             | STEMScopes |                |
| K-5                        |                                       | ORIGO Stepping Stones 2.0 ▾ |            |                |
| 6                          |                                       | Go Math! ▾                  |            |                |

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

| Grade Level(s)/Course Name | English Language Arts | Mathematics | Science | Social Studies |
|----------------------------|-----------------------|-------------|---------|----------------|
|                            |                       |             |         |                |
|                            |                       |             |         |                |
|                            |                       |             |         |                |

## 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 ▾              |             |
|                            |                       |             |

## 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:

## IDENTIFIED SCHOOL NEEDS

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

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

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

Year of Last Visit: SY 2023-2024

Type of Last Visit: Full Self-Study

Year of Next Action: no longer pursuing WASC accreditation

Type of Next Action:

Year of Next Self-Study:

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). Decrease achievement gap between Non-High Needs and High Needs (EL, Free-Reduced, SpEd).

| Pohakea Elementary                          | SY20-21   | SY21-22    | SY22-23    | SY23-24    | SY24-25   |
|---------------------------------------------|-----------|------------|------------|------------|-----------|
| SBA Language Arts Proficiency               | 44% (-8%) | 52% (+8%)  | 48% (-4%)  | 60% (+12)  | 59% (-1%) |
| ELA Academic Growth                         |           |            |            | 80%        | 79% (-1%) |
| SBA ELA Non-High Needs (All other students) | 55%       | 73% (+18%) | 63% (-10%) | 75% (+12%) | 81% (+6%) |
| SBA ELA High Needs (EL, Free-Reduced, SpEd) | 38%       | 39% (+1%)  | 40% (+1%)  | 52% (+12%) | 48% (-4%) |
| SBA ELA Achievement Gap Points              | 17        | 35         | 23         | 23         | 33        |

**Root/Contributing Cause:**

3.A.4 Root Cause: We/instructional teams need to review the results of unit pre/post tests and formative assessments to make decisions about the curriculum and instructional plans and to identify students in need of intervention.

3.A.5 Root Cause: We need to create instructional plans in response to student performance on pre-tests and other methods of assessment to provide support or enhanced learning opportunities for students.

3.B.2 Teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.

3.B.8 Root Cause: We need to build students metacognitive skills in setting learning goals, applying learning strategies, and tracking their mastery.

1A Data: 59% of our Gr. 3-6 students scored proficient in ELA on SBA in SY24-25 (Strive HI)

1B Data: Consistent gap between high-need and non high need students; SY23-24 = 23 pts; SY24-25 = 33 pts; SY24-25 Spring iReady = 21% achievement gap

1C Data: Two lowest domains are vocabulary = 34% and overall comprehension = 36%; SY24-25 iReady data; reading skill deficits for grade 3; Reading Comprehension = 24%; Phonics = 71%; Vocabulary = 31%

2

**Student Need:** Increase student achievement in Math. Decrease achievement gap between Non-High Needs and High Needs (EL, Free-Reduced, SpEd).

| Pohakea Elementary                                  | SY20-21    | SY21-22    | SY22-23   | SY23-24    | SY24-25   |
|-----------------------------------------------------|------------|------------|-----------|------------|-----------|
| <b>SBA Math Proficiency</b>                         | 31% (-17%) | 43% (+12%) | 46% (+3%) | 53% (+7)   | 55% (+2%) |
| <b>Math Academic Growth</b>                         |            |            |           | 81%        | 83% (+2%) |
| <b>SBA Math Non-High Needs (All other students)</b> | 42%        | 59% (+17%) | 56% (-3%) | 72% (+16%) | 74% (+2%) |
| <b>SBA Math High Needs (EL, Free-Reduced, SpEd)</b> | 24%        | 33% (+9%)  | 40% (+7%) | 43% (+12%) | 47% (+4%) |
| <b>SBA Math Achievement Gap Points</b>              | 17         | 26         | 16        | 29         | 27        |

**Root/Contributing Cause:**

3.A.4 Root Cause: We/instructional teams need to review the results of unit pre/post tests and formative assessments to make decisions about the curriculum and instructional plans and to identify students in need of intervention.

3.A.5 Root Cause: We need to create instructional plans in response to student performance on pre-tests and other methods of assessment to provide support or enhanced learning opportunities for students.

3.B.2 Root Cause: Teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.

3.B.8 Root Cause: We need to build students' metacognitive skills in setting learning goals, applying learning strategies, and tracking their mastery.

2A Data: Proficiency increased by 12% for grades 3-6 in the last 3 years (Strive HI)

2B Data: Gap between high-need and non high need students; SY24-25 = 27 pts; achievement gap growth by non high need students = 17.5%, growth for high need students = 6.8%

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.

PANORAMA SEL SURVEY

| Pohakea Elementary              | SY20-21 Fall | SY21-22 EOY | SY22-23 EOY | SY23-24 EOY | SY24-25 EOY | SY25-26 BOY | SY25-26 MOY |
|---------------------------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Emotion Regulation (grades 3-5) | 45%          | 48%         | 46%         | 46%         | 43%         | 38%         | 43%         |
| Emotion Regulation (grade 6)    | 45%          | 41%         | 53%         | 47%         | 46%         | 55%         | 52%         |
| Growth Mindset (grades 3-5)     | 54%          | 59%         | 57%         | 56%         | 52%         | 46%         | 50%         |
| Growth Mindset (grade 6)        | 55%          | 42%         | 52%         | 54%         | 55%         | 56%         | 59%         |
| Grit/ Perseverance (grades 3-5) | 59%          | 66%         | 59%         | 60%         | 59%         | 50%         | 56%         |
| Grit/ Perseverance (grade 6)    | 52%          | 52%         | 61%         | 53%         | 58%         | 57%         | 60%         |
| Sense of Belonging (grades 3-5) | 72%          | 74%         | 69%         | 75%         | 64%         | 59%         | 62%         |
| Sense of Belonging (grades 6)   | 69%          | 42%         | 53%         | 68%         | 62%         | 60%         | 65%         |

**Root/Contributing Cause:**

3.B.8 Root Cause: We need to build students' metacognitive skills in setting learning goals, applying learning strategies, and tracking their mastery.

3.C.5 Root Cause: We need to teach and reinforce social/emotional competencies (positive social skills, self-respect, relationships, resiliency, and responsibility for the consequences of decisions and actions

3A Data: Emotion Regulation Grades 3-5 SY2023 Fall = 46%, SY2025 Fall = 38%; Sense of Belonging Grades 3-5 SY2023 Fall = 67%, SY2025 Fall = 59%; Growth Mindset Grades 3-5 SY2022 Spring = 57%, SY2024 Spring = 52%; Self Management Grades 3-5 SY2023 Fall = 65%, SY2025 Fall = 62% (Panorama SEL)

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

SY2024-25 CNA Data Workbook

| Economically Disadvantaged Comparison        |         |         |         |
|----------------------------------------------|---------|---------|---------|
| ELA - Total SBA Proficiency (meets/exceeds)  |         |         |         |
|                                              | SY22-23 | SY23-24 | SY24-25 |
| All Students                                 | 48%     | 60%     | 59%     |
| Non-High Needs                               | 63%     | 75%     | 81%     |
| Low SES                                      | 39%     | 52%     | 48%     |
| Math - Total SBA Proficiency (meets/exceeds) |         |         |         |
|                                              | SY22-23 | SY23-24 | SY24-25 |
| All Students                                 | 46%     | 53%     | 55%     |
| Non-High Needs                               | 56%     | 72%     | 74%     |
| Low SES                                      | 41%     | 43%     | 47%     |

**Identified Student Need(s):** Continue to increase high needs achievement and decrease the achievement gap between non-high needs and high needs in ELA and Math

**Targeted Subgroup:** Special Education  
SY2024-25 CNA Data Workbook

| Special Education Comparison                 |         |         |         |
|----------------------------------------------|---------|---------|---------|
| ELA - Total SBA Proficiency (meets/exceeds)  |         |         |         |
|                                              | SY22-23 | SY23-24 | SY24-25 |
| All Students                                 | 48%     | 60%     | 59%     |
| Non-High Needs                               | 63%     | 75%     | 81%     |
| SpEd                                         | 28%     | 19%     | 0%      |
| Math - Total SBA Proficiency (meets/exceeds) |         |         |         |
|                                              | SY22-23 | SY23-24 | SY24-25 |
| All Students                                 | 46%     | 53%     | 55%     |
| Non-High Needs                               | 56%     | 72%     | 74%     |
| SpEd                                         | 17%     | 13%     | 19%     |

**Identified Student Need(s):** Continue to increase high needs achievement and decrease the achievement gap between non-high needs and high needs in ELA and Math

3

**Targeted Subgroup:** English Language Learners  
SY2024-25 CNA Data Workbook

| English Language Learners + Exits Comparison |         |         |         |
|----------------------------------------------|---------|---------|---------|
| ELA - Total SBA Proficiency (meets/exceeds)  |         |         |         |
|                                              | SY22-23 | SY23-24 | SY24-25 |
| All Students                                 | 48%     | 60%     | 59%     |
| Non-High Needs                               | 63%     | 75%     | 81%     |
| ELL                                          | 29%     | 44%     | 50%     |
| Math - Total SBA Proficiency (meets/exceeds) |         |         |         |
|                                              | SY22-23 | SY23-24 | SY24-25 |
| All Students                                 | 46%     | 53%     | 55%     |
| Non-High Needs                               | 56%     | 72%     | 74%     |
| ELL                                          | 32%     | 48%     | 52%     |

**Identified Student Need(s):** Continue to increase high needs achievement and decrease the achievement gap between non-high needs and high needs in ELA and Math



## 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<br><i>"What do we plan to accomplish?"</i>                                                                                                                                                | Root/<br>Contributing<br>Cause<br><i>"Why are we doing this?"</i>                                    | Enabling Activities<br><i>"How will we achieve the desired outcome?"</i><br><br>and Name of Accountable Lead(s)<br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Monitoring of<br>Progress<br><i>"How will we know progress is being made?"</i>                                                                                                                                                       | Anticipated<br>Source of Funds<br><i>"What funding source(s) should be utilized?"</i><br><br>Estimate the additional amount needed for enabling activities.                                                                                                                                                                                                                                                                                                                                          |
| 1.1.1. All entering <b>kindergarten students</b> are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning. | 3.A.4<br>3.A.5<br>3.B.2<br>3.B.8<br>3.C.5<br><br>WASC<br>Category C:<br>Instruction -<br>Key Issue 3 | <u>EA1.1.1a: Kinder Kickstart</u> <ul style="list-style-type: none"> <li>Prepare incoming kindergarten students, especially those with little to no preschool experience, for the academic and social demands of school.</li> </ul><br><u>EA1.1.1b: Kindergarten Small Group Assessments</u> <ul style="list-style-type: none"> <li>Assess students 1:1 or in small groups for math, reading, writing, behavior, and social/emotional needs.</li> <li>Balance classes to have an instructional range of students for academics and behavior</li> </ul><br>Accountable Lead: R. Azevedo (Kindergarten Kickstart/Orientation)<br><br><u>EA1.1.1c: Foundational Reading, Writing, Listening, and Speaking</u> <ul style="list-style-type: none"> <li>Instruct students utilizing Heggerty and Orton-Gillingham approach (Institute for Multi-Sensory Education - IMSE)</li> <li>Utilize Small Group Instruction (SGI) for students to read texts at their own level</li> <li>Use common Kindergarten grade level agreed upon curriculum</li> </ul> | KEA<br><br>Dibels Benchmark and Progress Monitoring<br><br>iReady Reading and Math Diagnostic Proficiency and Growth<br><br>BEISY<br><br>PRISST<br><br>Panorama SEL<br><br>Teacher Data<br><br>Impact Teams Data<br><br>Walkthroughs | <input checked="" type="checkbox"/> WSF, \$<br><input checked="" type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input checked="" type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant: __, \$<br><input checked="" type="checkbox"/> Other: __, \$ |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |  |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  | <p><u>EA1.1.1d: Foundational Math</u></p> <ul style="list-style-type: none"> <li>Implement number talks (foundational numeracy, computation, number sense)</li> </ul> <p><u>EA1.1.1e: SEL</u></p> <ul style="list-style-type: none"> <li>Implement weekly SEL lessons through Character Strong</li> </ul> <p><u>EA1.1.1f: HMTSS</u></p> <ul style="list-style-type: none"> <li>Students will demonstrate grade level appropriate behavior or be identified and receiving Tier 2/Tier 3 interventions for behavior</li> <li>Students will be at grade level proficiency or be identified and receiving interventions for ELA (Tier 2 or 3), Math (Tier 2)</li> </ul> <p>Accountable Lead(s): J. Miyashiro (Math); E. Muraoka (ELA), N. Blomberg (Social/Emotional)</p> |  |  |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>Reading Proficiency</b><br/>1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.</p> <p><u>SCHOOL GOAL:</u><br/>Increase ELA proficiency by 5% from 2025-2026 school year as measured by SBA</p> <p>Increase ELA Academic Growth on StriveHI by 2% from 2025-2026 school year as measured by SBA</p> | <p>3.A.4<br/>3.A.5<br/>3.B.2<br/>3.B.8</p> <p>WASC<br/>Category C: Instruction - Key Issue 1<br/>Key Issue 3</p> | <p><u>EA1.1.2a: Effective Instructional Practices</u></p> <ul style="list-style-type: none"> <li>• Use CCSS Learning Intentions and Success Criteria throughout lessons.</li> <li>• Teachers and students will know the learning target (purpose) of the lesson sections.</li> <li>• Provide access to all learners by designing for barriers using the UDL framework.</li> <li>• Foster critical thinking and academic discourse by developing and incorporating rich tasks.</li> </ul> <p>WASC Category C: Instruction - Key Issue 1</p> <ul style="list-style-type: none"> <li>• Develop a process of goal setting which may include: Teachers modeling and guiding students through goal setting and reflection so all students have goals for ELA success</li> </ul> <p><u>EA1.1.2b: Effective Practices for Foundational Reading</u></p> <ul style="list-style-type: none"> <li>• Students will learn foundational skills through Heggerty and Orton-Gillingham</li> <li>• Consistently utilize Small Group Instruction (SGI) for students to read texts at their own level and receive appropriate instructional support to bridge learning gaps</li> </ul> <p><u>EA1.1.2c: Impact Teams</u></p> <ul style="list-style-type: none"> <li>• Engage in collaborative inquiry reflecting and adjusting practices</li> <li>• Understand Learning Targets and Module Tasks</li> <li>• Administer reading assessments</li> <li>• Analyze the results of assessments looking for patterns, strengths, misconceptions</li> <li>• Plan next steps based on data to inform instruction for all students; implement interventions as appropriate</li> </ul> <p><u>EA1.1.2d: New ELA Program</u></p> <ul style="list-style-type: none"> <li>• Implement with fidelity <ul style="list-style-type: none"> <li>- Grades K, 4, 5, 6 (new)</li> <li>- Grades 1, 2, 3 (year 2)</li> </ul> </li> </ul> | <p>Dibels Benchmark and Progress Monitoring</p> <p>iReady Reading Diagnostic Proficiency and Growth</p> <p>IMSE Initial, Mid, and Final Assessments</p> <p>Impact Teams Data/ELA Program Data</p> <p>Teacher Data</p> <p>Walkthrough Data</p> <p>PD 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 checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input checked="" type="checkbox"/> Other: __, \$</p> |
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|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  | <ul style="list-style-type: none"> <li>• Track pacing to ensure completion of program by the end of the school year</li> </ul> <p><u>EA1.1.2e: HMTSS Tiers of Support</u></p> <ul style="list-style-type: none"> <li>• Use iReady and Dibels as a Universal Screeners to determine RTI/Small groups and focus needs area</li> <li>• Implement Tier 2 Reading in class 2x/wk</li> <li>• Implement Tier 3 Reading using Heggerty/OG, morphology, and comprehension strategies targeting grades K, 1, 2, and 3 (limited 4, 5, 6)</li> </ul> <p>Accountable Lead: E. Muraoka</p> |  |  |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

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| <p><b>Mathematics Proficiency</b><br/>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><u>SCHOOL GOAL:</u><br/>Increase Math proficiency by 5% from 2025-2026 school year as measured by SBA</p> <p>Increase Math Academic Growth on StriveHI by 2% from 2025-2026 school year as measured by SBA</p> | <p>3.A.4<br/>3.A.5<br/>3.B.2<br/>3.B.8</p> <p>WASC Category B: Curriculum - Key Issue 1</p> <p>WASC Category C: Instruction - Key Issue 1<br/>Key Issue 3</p> | <p><u>EA1.1.3a: Effective Instructional Practices</u></p> <ul style="list-style-type: none"> <li>● Refine and utilize grade level curriculum map to align standards, curriculum, instruction and assessment. WASC Category B: Curriculum - Key Issue 1</li> <li>● Teachers and students will use CCSS Learning Intentions and Success Criteria throughout lessons.</li> <li>● Teachers will provide access to all learners by designing for barriers using the UDL framework.</li> <li>● Foster critical thinking and academic discourse by developing and incorporating rich tasks. WASC Category C: Instruction - Key Issue 1</li> <li>● Develop a process of goal setting which may include: Teachers modeling and guiding students through goal setting and reflection so all students have goals for Math success</li> </ul> <p><u>EA1.1.3b: Effective Practices for Math</u></p> <ul style="list-style-type: none"> <li>● Implement number talks (foundational numeracy, computation, number sense)</li> <li>● Design instruction to include <a href="#">Mathematical Teaching Practices</a></li> <li>● Utilize schoolwide problem-solving process</li> </ul> <p><u>EA1.1.3c: Impact Teams</u></p> <ul style="list-style-type: none"> <li>● Engage in collaborative inquiry reflecting and adjusting practices</li> <li>● Understand Learning Targets</li> <li>● Administer assessments</li> <li>● Analyze the results of assessments looking for patterns, strengths, misconceptions</li> <li>● Plan next steps based on data to inform instruction for all students; implement interventions as appropriate</li> </ul> <p><u>EA1.1.3d: HMTSS Tiers of Support</u></p> | <p>PD Survey</p> <p>Walkthrough Data</p> <p>Math Fluency Data</p> <p>Impact Teams Data</p> <p>Teacher Data</p> <p>iReady Math Diagnostic Proficiency and Growth</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 checked="" type="checkbox"/> Other: __, \$</p> |
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|  |  |                                                                                                                                                                                                                                                                                              |  |  |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  | <ul style="list-style-type: none"> <li>• Use iReady as a Universal Screener to determine RTI/Small groups and focus needs area</li> <li>• Implement Tier 2 Math in class 2x/wk</li> <li>• Implement Tier 3 target grades (to be determined)</li> </ul> <p>Accountable Lead: J. Miyashiro</p> |  |  |
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| <p>1.1.4. <b>All student groups</b> perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><u>SCHOOL GOAL:</u></p> <p>Decrease ELA achievement gap between NHN and HN students by 5 points</p> <p>Decrease Math achievement gap between NHN and HN students by 5 points</p> <p><i>Required for all schools.</i></p> | <p>3.A.4<br/>3.A.5<br/>3.B.2<br/>3.B.8</p> | <p><u>EA1.1.4a: Effective Instructional Practices</u><br/>WASC Category C: Instruction - Key Issue 6<br/>WASC Schoolwide - Critical Issue 5</p> <ul style="list-style-type: none"> <li>Teachers and students will use CCSS Learning Intentions and Success Criteria throughout lessons.</li> <li>Teachers will provide access to all learners by designing for barriers using the UDL framework.</li> <li>Develop a process of goal setting which may include: Teachers modeling and guiding students through goal setting and reflection so all students have goals for Math success</li> </ul> <p><u>EA1.1.4b: Special Education</u></p> <ul style="list-style-type: none"> <li>Students will be identified as at grade level or receiving appropriate interventions for ELA and Math with primary support from their SpEd Teacher and guidance from their IEP's</li> <li>Inclusion co-teachers (both SpEd and GenEd) meet to plan appropriate supports</li> </ul> <p><u>EA1.1.4c: English Learners</u></p> <ul style="list-style-type: none"> <li>Students will be identified as at grade level or receiving Tier 2 or Tier 3 interventions for ELA and Math with EL support.</li> </ul> <p><u>EA1.1.4d: Impact Teams</u></p> <ul style="list-style-type: none"> <li>Engage in collaborative inquiry reflecting and adjusting practices</li> <li>Understand Learning Targets</li> <li>Administer assessments</li> <li>Analyze the results of assessments looking for patterns, strengths, misconceptions <b>with attention to "high need students" (SES, SpEd, EL)</b></li> </ul> | <p>iReady Reading and Math Diagnostic Proficiency and Growth</p> <p>iReady completion per class</p> <p>Dibels</p> <p>Common Formative Assessments in Math and Reading</p> | <p><input checked="" type="checkbox"/> WSF, \$<br/><input checked="" type="checkbox"/> Title I, \$<br/><input type="checkbox"/> Title II, \$<br/><input type="checkbox"/> Title III, \$<br/><input type="checkbox"/> Title IV-A, \$<br/><input type="checkbox"/> Title IV-B, \$<br/><input type="checkbox"/> IDEA, \$<br/><input checked="" type="checkbox"/> SPPA, \$<br/><input type="checkbox"/> Homeless, \$<br/><input type="checkbox"/> Grant:__, \$<br/><input type="checkbox"/> Other:__, \$</p> |
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|  |  | <ul style="list-style-type: none"> <li>• Plan next steps based on data to inform instruction for all students; implement interventions as appropriate</li> </ul> <p><u>EA1.1.4e: Small Group Instruction (SGI)</u></p> <ul style="list-style-type: none"> <li>• Students with high needs identified as receiving Tier 2 or Tier 3 interventions will receive Small Group Instruction (SGI)</li> </ul> <p>Accountable Lead(s): R. Azevedo, J. Miyashiro</p> |  |  |
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| <p>1.1.5. All students <b>transition successfully</b> at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p> | <p>3.A.4<br/>3.A.5<br/>3.B.2<br/>3.B.8<br/>3.C.5</p> | <p><u>EA1.1.5a: Kindergarten Kickstart</u></p> <ul style="list-style-type: none"> <li>Prepare incoming kindergarten students with little to no preschool experience for academic and social/emotional demands of school</li> </ul> <p><u>EA1.1.5b: 6th Grade</u></p> <ul style="list-style-type: none"> <li>6th Grade students participate in transition to 7th grade opportunities: <ul style="list-style-type: none"> <li>Ilima Intermediate Visit</li> <li>Ilima Electives Info Night</li> <li>Pohakea "Getting Ready for 7th Grade" Family Event</li> </ul> </li> <li>Communicate with Ilima Intermediate <ul style="list-style-type: none"> <li>English Learner Department for supports students might need</li> <li>Suggested students for <ul style="list-style-type: none"> <li>RTI Math, Reading</li> <li>Advancement (i.e. Pre Alg for grade 7)</li> <li>Challenges with attendance, and social/emotional</li> </ul> </li> </ul> </li> </ul> <p><u>EA1.1.5c: Special Education</u></p> <ul style="list-style-type: none"> <li>Student Service Coordinator (SSC) of the exiting student will transfer information to the receiving school's SSC</li> <li>Individual transition meetings offered and held as needed</li> <li>SpEd Dept Head from Pohakea EI and Ilima will coordinate a presentation for parents</li> <li>Pre K students entering Kindergarten will participate in a transition schedule during 4th Quarter</li> </ul> <p><u>EA1.1.5d: Grade Level to Grade Level</u></p> | <p>KEA</p> <p>Dibels Benchmark and Progress Monitoring</p> <p>iReady Reading and Math Diagnostic Proficiency and Growth</p> <p>IMSE Initial, Mid, and Final Assessments</p> <p>Math Fluency Data</p> <p>BEISY</p> <p>Panorama SEL</p> <p>Teacher Data</p> <p>Impact Teams Data</p> <p>Walkthroughs</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 checked="" type="checkbox"/> Other: __, \$</p> |
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|  |  | <ul style="list-style-type: none"> <li>• Develop a process of goal setting which may include: Teachers modeling and guiding students through goal setting and reflection so all students have goals for reading, math, and behavior success</li> <li>• Students will participate in an orientation and meet the teachers for the grade level they will be going to for the next school year (i.e. Sneak-a-Peek)</li> <li>• Provide parents an opportunity to “Meet and Greet” where grade levels may incorporate information to orient students/parents to their grade level</li> <li>• Closing the Gap <ul style="list-style-type: none"> <li>- Intervention Teachers focus on Tier II and Tier III interventions for reading</li> <li>- Grade K-2 will utilize OG and Heggerty in Tier I and Tier II instruction</li> <li>- Grade K-2 students will be taught reading comprehension strategies</li> <li>- Grade 3 will teach OG syllabication and morphology and reading comprehension strategies to move students from learning to read to reading to learn</li> </ul> </li> </ul> |  |  |
|  |  | Accountable Lead(s): R. Azevedo, T. Dolim                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |

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| <p>GOAL 1.1.6 Increase <b>Science</b> Proficiency by 3% from the 2024-2025 school year as measured by NGSS Science</p> | <p>3.A.5<br/>3.B.8</p> <p>WASC<br/>Category C:<br/>Instruction -<br/>Key Issue 1</p> | <p><u>EA1.1.6a STEMscopes Implementation</u></p> <ul style="list-style-type: none"> <li>Classroom Teachers will implement at least TWO scopes per quarter.</li> </ul> <p><u>EA1.1.6b Next Generation Science Standards (NGSS) Learning Intentions and Success Criteria (LISC)</u></p> <ul style="list-style-type: none"> <li>Teachers will gain clarity on the NGSS science standards to understand the 3 dimensions of science.</li> <li>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).</li> </ul> <p>Accountable Lead(s): E. 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 checked="" type="checkbox"/> Other: __, \$</p> |
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

| Desired Outcome<br>"What do we plan to accomplish?"                                                                                                                                                                      | Root/<br>Contributing<br>Cause<br>"Why are we doing this?"                                                                             | Enabling Activities<br>"How will we achieve the desired outcome?"<br><br>and Name of Accountable Lead(s)<br>"Who is responsible to oversee and monitor implementation and progress?"                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Monitoring of<br>Progress<br>"How will we know progress is being made?"         | Anticipated<br>Source of Funds<br>"What funding source(s) should be utilized?"<br>Estimate the additional amount needed for enabling activities.                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>1.2.1. All students desire to and <b>attend school regularly.</b></p> <p><u>SCHOOL GOAL:</u></p> <p>Chronic Absenteeism reduction to &lt;20%</p> <p>Stretch Goal: &lt;12%</p> <p><i>Required for all schools.</i></p> | <p>3.C.5</p> <p>WASC Category E: Culture...Student Personal and Academic Growth - Key Issue 1</p> <p>Schoolwide - Critical Issue 4</p> | <p><u>EA1.2.1a Programs</u></p> <ul style="list-style-type: none"> <li>Provide Morning and Afterschool Programs (i.e. Sunshine Club, Dance Club) to encourage school attendance</li> </ul> <p><u>EA1.2.1b Communication &amp; Support</u></p> <ul style="list-style-type: none"> <li>Provide students, families, and staff with school attendance procedures and expectations</li> <li>An attendance document will be created to track students with poor attendance as identified by Panorama Student Success Dashboard</li> <li>Follow up with students with poor attendance/frequent tardies through phone calls, mailed letters, and home visits</li> <li>Meet with School Social Worker and Probation Officer to develop, and review attendance action plans to support families with attendance challenges</li> </ul> <p><u>EA1.2.1c Recognition and Rewards</u></p> <ul style="list-style-type: none"> <li>Implement current attendance campaigns and attendance rewards (assemblies, certificates, free dress)</li> <li>Seek additional ways to encourage positive/good attendance actions</li> </ul> <p>Accountable Lead: N. Blomberg</p> | <p>Infinite Campus</p> <p>Panorama Student Success Dashboard for Attendance</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 checked="" type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input checked="" type="checkbox"/> Other: __, \$</p> |

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| <p>1.2.2. All students demonstrate <b>positive behaviors</b> at school.</p> <p><i>Required for all schools.</i></p> | <p>3.B.8<br/>3.C.5</p> <p>WASC<br/>Category E:<br/>Culture...Student<br/>Personal and<br/>Academic<br/>Growth -<br/>Key Issue 4</p> | <p><u>EA1.2.2a HMTSS - Behavior</u></p> <ul style="list-style-type: none"> <li>Pohakea will develop a plan to address HMTSS tiers of support for behavior and implement it schoolwide</li> </ul> <p><u>EA1.2.2b Positive Behavior Intervention Support (PBIS)</u></p> <ul style="list-style-type: none"> <li>Pohakea Elementary will implement: <ul style="list-style-type: none"> <li>- Character Strong</li> <li>- Conflict Resolution: Tree of Choices</li> </ul> </li> <li>Students will follow Schoolwide Behavior Expectations (Behavior Matrix, GLO's)</li> <li>Pohakea will use strategies for positive behavior - self-management/regulation</li> <li>Student quarterly goal setting and reflection related to self-management and social awareness</li> <li>Develop a process of goal setting which may include: Teachers modeling and guiding students through goal setting and reflection so all students have goals for behavior success</li> </ul> <p><u>EA1.2.2c Professional Development</u></p> <ul style="list-style-type: none"> <li>All staff will participate in Professional Development focusing on student behavior</li> </ul> <p><u>EA1.2.2d Recognition and Rewards</u></p> <ul style="list-style-type: none"> <li>Students will be recognized for positive behavior recognition (i.e. Awards Assemblies/Certificates); quarterly</li> <li>Students will have opportunities to participate in Student Leadership Council events that promote positive behavior (i.e. Eagle Fun Day); quarterly</li> </ul> <p>Accountable Lead: N. Blomberg</p> | <p>Teacher Implementation Self Assessment</p> <p>Focus Walks</p> <p>Student Goal Setting and Self-Reflection</p> <p>Panorama EES Perception Survey</p> <p>Panorama SEL (Winter)</p> <p>Google Form Incident Referrals</p> <p>Panorama Student Success Dashboard for Behavior</p> <p>Infinite Campus - Behavior 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 checked="" type="checkbox"/> Other:__, \$</p> |
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| <p>1.2.3. All students experience a <b>Nā Hopena A'o</b> environment for learning.</p> <p><i>Required for all schools.</i></p> | <p>3.C.5</p> <p>WASC<br/>Category B:<br/>Curriculum -<br/>Key Issue 3</p> <p>WASC<br/>Category E:<br/>Culture...Student<br/>Personal and<br/>Academic<br/>Growth -<br/>Key Issue 1<br/>Key Issue 4</p> | <p><u>EA1.2.3a Belonging and Aloha:</u></p> <ul style="list-style-type: none"> <li>Establish a Strong Sense of Belonging - all students, faculty, and staff will participate in reciting the Pledge of Allegiance, singing Hawaii Pono'i, and chanting an 'oli</li> <li>Make connections between our Character Strong traits and HĀ (Piko Wehe assemblies)</li> </ul> <p><u>EA1.2.3b Responsibility and Aloha</u></p> <ul style="list-style-type: none"> <li>Take part in opportunities to serve our community; "Take care of yourself, others, and this place"</li> </ul> <p><u>EA1.2.3c Excellence</u></p> <ul style="list-style-type: none"> <li>Student quarterly goal setting and reflection related to academics, self-management and social awareness</li> <li>Students will be recognized for positive behavior (i.e. Awards Assemblies/Certificates); quarterly</li> </ul> <p><u>EA1.2.3d Total Well-Being</u></p> <ul style="list-style-type: none"> <li>Pohakea Elementary will implement: <ul style="list-style-type: none"> <li>- Character Strong</li> <li>- Conflict Resolution: Tree of Choices</li> </ul> </li> <li>Implement Schoolwide Behavior Expectations (Behavior Matrix, GLO's</li> <li>Provide strategies for positive behavior - self-management/regulation</li> </ul> <p><u>EA1.2.3e Hawaii</u></p> <ul style="list-style-type: none"> <li>Before/Afterschool Hawaiian Culture Class (i.e. language, dance, plants, arts, etc.)</li> <li>Invite family/community to hear from cultural practitioners and engage with their child(ren)</li> </ul> <p>Accountable Lead(s): N. Blomberg, T. Dolim</p> | <p>Panorama SEL</p> <p>Communication (newsletters, class dojo, etc.) between school and home</p> <p>Piko Wehe Agendas</p> <p>Award Assemblies</p> <p>Infinite Campus Behavior</p> <p>Google Form Incident Referrals</p> <p>Panorama Student Success Dashboard</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input checked="" type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input checked="" type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input checked="" type="checkbox"/> Grant:__, \$</li> <li><input checked="" type="checkbox"/> Other:__, \$</li> </ul> |
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

| <b>Desired Outcome</b><br><i>"What do we plan to accomplish?"</i>                                                                                                               | <b>Root/<br/>Contributing<br/>Cause</b><br><i>"Why are we doing this?"</i> | <b>Enabling Activities</b><br><i>"How will we achieve the desired outcome?"</i><br><br><b>and Name of Accountable Lead(s)</b><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Monitoring of<br/>Progress</b><br><i>"How will we know progress is being made?"</i>                                                      | <b>Anticipated<br/>Source of Funds</b><br><i>"What funding source(s) should be utilized?"</i><br><i>Estimate the additional amount needed for enabling activities.</i>                                                                                                                                                                                                                                                                                                                                                                            |
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| <p>1.3.1. All students, throughout their K-12 experience, engage in a variety of <b>career, community, and civic</b> opportunities.</p> <p><i>Required for all schools.</i></p> | <p>3.C.5</p>                                                               | <p><u>EA1.3.1a Project-Based Learning Unit Implementation</u></p> <ul style="list-style-type: none"> <li>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"> <li>Integrated units will include core subjects and other non-core subjects, and GLOs when appropriate WASC Category B: Curriculum - Key Issue 2 and 6</li> <li>Units will include place-based learning and real-world experiences to deepen student understanding when appropriate. WASC Category B: Curriculum - Key Issue 4</li> <li>Presentations of Learning (student showcases) WASC Category C: Instruction - Key Issue 1</li> </ul> </li> </ul> <p><u>EA1.3.1b Student Leadership Council Projects</u></p> <ul style="list-style-type: none"> <li>Students generate, design, and lead school wide community service projects.(ex. Field Day, Trash Wars, Pohakea News Network)</li> </ul> <p><u>EA1.3.1c Junior Police Officers (JPOs)</u></p> <ul style="list-style-type: none"> <li>Pohakea will have a group of JPO's that will engage in leadership, civic responsibility, and pedestrian safety</li> </ul> | <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 checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input checked="" type="checkbox"/> Other:__, \$</p> |

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|                                                                                                                                                                                                                  |                | Accountable Leads: E. Muraoka, J. Miyashiro, N. Blomberg                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>K-12 Alignment</b><br>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 <b>career pathways</b> . | 3.C.5<br>3.B.2 | <u>EA1.3.2a Afterschool Enrichment Program</u> <ul style="list-style-type: none"> <li>Provide students opportunities to explore a variety of career interests</li> </ul> <u>EA1.3.2b Computer Science/STEM</u> <ul style="list-style-type: none"> <li>Computer Science/STEM teacher will take the lead teaching schoolwide lessons based on Computer Science Standards.</li> <li>Incorporate STEM methodology into schoolwide lessons</li> <li>Build capacity within staff; provide professional development for all teachers</li> <li>Understand computer science standards and develop integrated lessons</li> <li>Vertically align computer science standards across grade levels</li> </ul> Accountable Leads: C. Canada, T. Dolim | PD Survey<br><br>Curriculum Map<br><br>Progression chart of CS standards across grade levels<br><br>Computer Science/STEM Teacher - Year plan of lessons and rubrics | <input checked="" type="checkbox"/> WSF, \$<br><input checked="" type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input checked="" type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant: __, \$<br><input checked="" 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<br>"What do we plan to accomplish?"                                                                | Root/<br>Contributing<br>Cause<br>"Why are we doing this?" | Enabling Activities<br>"How will we achieve the desired outcome?"<br><br>and Name of Accountable Lead(s)<br>"Who is responsible to oversee and monitor implementation and progress?"                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Monitoring of<br>Progress<br>"How will we know progress is being made?"                                                                  | Anticipated<br>Source of Funds<br>"What funding source(s) should be utilized?"<br>Estimate the additional amount needed for enabling activities.                                                                                                                                                                                                                                                                                                                               |
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| P#2a 100% of grade levels will have a <b>curriculum map for Math</b> embedding the General Learner Outcomes (GLOs) | 3.B.2<br><br>WASC Category C: Instruction - Key Issue 4    | EA.P#2a Curriculum Mapping Vertical Alignment<br>WASC Category B: Curriculum - Key Issue 1, 5 and 6<br>WASC Category D: Assessment - Key Issue 1 <ul style="list-style-type: none"> <li>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"> <li>Standards/Learning Intention and Success Criteria</li> <li>Learning Activities</li> <li>Assessment</li> <li>Additional Resources</li> <li>GLOs</li> </ul> </li> </ul> WASC Schoolwide - Critical Area 2<br><br>Accountable Lead(s): J. Miyashiro, E. Muraoka | Curriculum Map Document<br><br>Dibels Benchmark and Progress Monitoring<br><br>iReady Reading and Math Diagnostic Proficiency and Growth | <input checked="" type="checkbox"/> WSF, \$<br><input checked="" type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant: __, \$<br><input type="checkbox"/> Other: __, \$ |



## PRIORITY 2: High-Quality Educator Workforce In All Schools

|                                                                                             |                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| P#2b 100% of Pohakea's Classroom Teachers will <b>teach with clarity.</b>                   | 3.B.2<br>3.A.4                                                                    | <u>EA.P#2b Learning Intentions and Success Criteria</u> <ul style="list-style-type: none"> <li>Impact Teams discussion and planning for implementation and refinement of Learning Intentions and Success Criteria</li> </ul><br><u>EA.P#2b Inter-rater for constructed responses</u> <ul style="list-style-type: none"> <li>Math, Reading, Science, Writing Brief Writes and Full Composed Pieces</li> </ul><br>Accountable Lead(s): E. Muraoka and J. Miyashiro                                                                                                                                                                                                                                                                                                                                                                                                                                            | Learning Intentions and Success Criteria Documents<br><br>Focus Walks<br><br>Inter-rater grade level documents<br><br>Anchor Pieces | <input checked="" type="checkbox"/> WSF, \$<br><input checked="" type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input checked="" type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant:__, \$<br><input type="checkbox"/> Other:__, \$       |
| P#2c 100% of Pohakea's Classroom Teachers will receive <b>PD on Math Tier 1 Instruction</b> | 3.A.4<br>3.A.5<br>3.B.2<br><br>WASC<br>Category B:<br>Curriculum -<br>Key Issue 5 | <u>EA P#2c Math Tier 1 PD and implementation</u> <ul style="list-style-type: none"> <li>Participate in an ongoing lesson study process to increase effective instructional practices</li> <li>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</li> <li>Increase use of effective mathematical practices for students (Standards of Mathematical Practice) and teachers (Mathematical Teaching Practices)</li> <li>Increase numeracy and number sense</li> <li>Utilize formative assessments to make informed instructional decisions</li> <li>Continue to utilize a schoolwide problem solving process to deepen students' understanding and application of math concepts and strategies, and instructional decisions</li> </ul><br>Accountable Lead(s): J. Miyashiro and E. Muraoka | PD Attendance<br><br>PD Survey<br><br>Teacher Implementation Self-Assessment<br><br>Focus Walk                                      | <input checked="" type="checkbox"/> WSF, \$<br><input checked="" type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input checked="" type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant:__, \$<br><input checked="" type="checkbox"/> Other:_ |
| P#2d 100% of Pohakea's classroom teachers will have an                                      | 3.A.4<br>3.A.5                                                                    | <u>EA.P#2d Universal Design for Learning Framework</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Impact Team Data<br><br>Focus Walks                                                                                                 | <input checked="" type="checkbox"/> WSF, \$<br><input checked="" type="checkbox"/> Title I, \$                                                                                                                                                                                                                                                                                                                                                                                                |



## PRIORITY 2: High-Quality Educator Workforce In All Schools

|                                                                                                                    |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| understanding of the <b>universal design for learning framework/</b> differentiated instruction                    |       | <ul style="list-style-type: none"> <li>• Use UDL Framework to increase student efficacy and remove barriers for students that hinder their learning:</li> <li>• Focus in Impact Teams/Data Teams on using firm goals (Learning Intentions) and multiple ways to access the learning.</li> <li>• Continue to train staff on UDL/Differentiation effective instructional strategies and monitor impact on student learning. <b>*WASC Category C: Instruction - Key Issue 2 and 6</b></li> </ul> <p>Accountable Lead(s): T. Dolim</p>                                                                                                      |                                                                                 | <input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input checked="" type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant: __, \$<br><input type="checkbox"/> Other: __                                                                                                   |
| P#2e 100% of staff will be trained on <b>Trauma Informed Instruction</b>                                           | 3.C.5 | <u>EA.P#2e Trauma Informed</u> <ul style="list-style-type: none"> <li>• Faculty and Staff will receive ongoing Professional Development to understand the impact of trauma and learn strategies to mitigate it's impact on students academics and behaviors</li> <li>• Areas of possible student impact:               <ul style="list-style-type: none"> <li>- Attendance</li> <li>- Engagement in academics</li> <li>- Metacognitive needs</li> <li>- Home/school relationship</li> <li>- Parent beliefs/mindset toward school</li> <li>- Sense of belonging</li> </ul> </li> </ul> <p>Accountable Lead(s): N. Blomberg, T. Dolim</p> | PD Attendance<br>PD Survey<br>Focus Walks<br>Panorama Student Success Dashboard | <input checked="" type="checkbox"/> WSF, \$<br><input checked="" type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant: __, \$<br><input checked="" type="checkbox"/> Other: __ |
| P#2f 100% of Pohakea's staff will respond positively in the <b>Well-Being and Satisfaction section of the SQS.</b> | 3.C.5 | <u>EA.P#2f Professional Development</u> <ul style="list-style-type: none"> <li>• Teachers will have opportunities for PD on Well-Being</li> </ul> <u>EA.P#2f Wellness Activities</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Belief Survey Results<br>Panorama Employee Well-Being Survey                    | <input checked="" type="checkbox"/> WSF, \$<br><input checked="" type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$                                                                                                                                                                                                               |



## PRIORITY 2: High-Quality Educator Workforce In All Schools

|                                                                                                                                                              |                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                              |                                                                                                   | <ul style="list-style-type: none"> <li>Teachers will have opportunities to engage in wellness activities (i.e. self-care, physical and mental wellbeing)</li> </ul> <p>Accountable Lead(s): N. Blomberg, T. Dolim</p>                                                                                                                                                                                               | <p>Satisfaction section in the SQS Survey</p> <p>PD Survey</p>                                                                                                                   | <input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant:__, \$<br><input type="checkbox"/> Other: _                                                                                                                                                                                                                                                                                                  |
| <p>P#2g 100% of Pohakea's faculty will receive professional development in addressing <b>student behavior</b> (i.e. calming down, problem-solving, etc.)</p> | <p>3.C.5</p> <p>WASC Category E: Culture...Student Personal and Academic Growth - Key Issue 4</p> | <p><u>EA.P#2g Training</u></p> <ul style="list-style-type: none"> <li>Explore, adopt, and implement PD for all faculty to address student behavior</li> <li>Provide training to build capacity of our Adult Supervisors to support student behaviors using SEL Program/SEL skills</li> <li>Meetings with Adult Supervisors to debrief interactions with students</li> </ul> <p>Accountable Lead(s): N. Blomberg</p> | <p>Adult Supervisors Self-Assessments</p> <p>Training Survey</p> <p>Infinite Campus Behavior</p> <p>Google Form Incident Referrals</p> <p>Panorama Student Success Dashboard</p> | <input checked="" type="checkbox"/> WSF, \$<br><input checked="" type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input checked="" type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant:__, \$<br><input checked="" type="checkbox"/> 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 Outcome<br><i>"What do we plan to accomplish?"</i>                                                                                                                        | Root/<br>Contributing<br>Cause<br><i>"Why are we doing this?"</i> | Enabling Activities<br><i>"How will we achieve the desired outcome?"</i><br><br>and Name of Accountable Lead(s)<br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>                                                                                                                                                                                                                                                                                                                                                                                                           | Monitoring of<br>Progress<br><i>"How will we know progress is being made?"</i> | Anticipated<br>Source of Funds<br><i>"What funding source(s) should be utilized?"</i><br><br>Estimate the additional amount needed for enabling activities.                                                                                                                                                                                                                                                                                                                               |
| 3.3.1. All <b>School Community Councils</b> have full membership, meet regularly, and are engaged with their respective school principal.<br><br><i>Required for all schools.</i> | WASC<br>Category A:<br>Organization -<br>Key Issue 1              | <u>EA 3.3.1a Meetings</u> <ul style="list-style-type: none"> <li>• SCC meets monthly with all stakeholders represented: Classified, Certificated, Parents, Community, Students, Admin</li> <li>• Key Meetings: at least two public meetings; bylaws reviewed annually; CNA Reviewed; Academic Plan and Financial Plan Shared</li> </ul><br>Accountable Lead(s): N. Blomberg                                                                                                                                                                                                                                  | Agendas<br><br>Minutes<br><br>SCC Principal Survey<br><br>Assurance Form       | <input checked="" type="checkbox"/> WSF, \$<br><input checked="" type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant: __, \$<br><input type="checkbox"/> Other: __, \$            |
| P#3a Family return rate of the <b>School Quality Survey</b> will increase by 5%.                                                                                                  | WASC<br>Category A:<br>Organization -<br>Key Issue 1              | <u>EA.P#3a School wide Communication System</u> <ul style="list-style-type: none"> <li>• We will use Class Dojo, School Messenger Emails or texts</li> <li>• Administrations will have regular communication (i.e. newsletter) <ul style="list-style-type: none"> <li>- Provide opportunity for parent/family input/feedback (i.e. Google Form, QR Code, etc.)</li> </ul> </li> </ul><br><u>EA.P#3b Incentives</u> <ul style="list-style-type: none"> <li>• Students encourage their parents to complete the SQS to receive incentives (i.e. ice cream party)</li> </ul><br>Accountable Lead(s): N. Blomberg | Parent Surveys                                                                 | <input checked="" type="checkbox"/> WSF, \$<br><input checked="" type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input checked="" type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant: __, \$<br><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<br>"What do we plan to accomplish?"                                                                                                                                   | Root/<br>Contributing Cause<br>"Why are we doing this?"                                                                                                                    | Enabling Activities<br>"How will we achieve the desired outcome?"<br><br>and Name of Accountable Lead(s)<br>"Who is responsible to oversee and monitor implementation and progress?"                                                                                                                                                                                                                                                                                                                                                                                                              | Monitoring of Progress<br>"How will we know progress is being made?" | Anticipated Source of Funds<br>"What funding source(s) should be utilized?"<br>Estimate the additional amount needed for enabling activities.                                                                                                                                                                                                                                                                                                                                                        |
| P#3b Families responding positively in the <b>involvement/engagement section in the SQS</b> will increase by 5%.                                                                      | WASC<br>Category A:<br>Organization -<br>Key Issue 1                                                                                                                       | <u>EA.P#3b Engagement Opportunities</u><br>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:<br><ul style="list-style-type: none"> <li>• Parent Teacher Conferences</li> <li>• Phone calls or in person invitations to families.</li> <li>• Movie Nights</li> <li>• Awards Assembly</li> <li>• Performances</li> <li>• Curriculum Showcases</li> <li>• Class Dojo</li> </ul> Accountable Lead(s) N. Blomberg                                                                 | Sign-in sheets<br><br>Event Feedback Survey                          | <input checked="" type="checkbox"/> WSF, \$<br><input checked="" type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input checked="" type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant: __, \$<br><input checked="" type="checkbox"/> Other: __, \$ |
| P#3c Increase <b>family participation</b> in school events that support their child's education.                                                                                      | WASC<br>Category A:<br>Organization -<br>Key Issue 1<br><br>WASC<br>Category E:<br>Culture...Student<br>Personal and<br>Academic<br>Growth -<br>Key Issue 3<br>Key Issue 5 | <u>EA.P#3c Grade Level "Showcases" (Parent Event)</u> <ul style="list-style-type: none"> <li>• Minimum of 1x/yr</li> <li>• Connected to grade level learning</li> </ul> <u>EA.P#3c School Wide "Predictable" Events</u><br>We will have predictable events (our community knows about and expect) that are meaningful to our school community and support student academic achievement and performance <ul style="list-style-type: none"> <li>• Halloween Parade</li> <li>• Awards Assembly</li> <li>• WEEE Assembly</li> <li>• 6th Grade Aloha Assembly</li> </ul> Accountable Lead(s): T. Dolim | Sign-in Sheets<br><br>Surveys                                        | <input checked="" type="checkbox"/> WSF, \$<br><input checked="" type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input checked="" type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant: __, \$<br><input checked="" type="checkbox"/> Other: __, \$ |

## APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

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

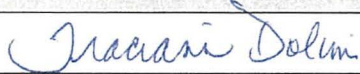
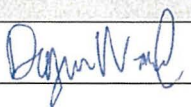
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name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

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

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

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
  - ☒ A School Community Council Meeting was conducted on **February 19, 2026** to share the school data and gather input on student priorities.
  - ☒ A School Community Meeting was conducted on **January 8, 2026; February 19, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
  - ☐ Other (list):
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **April 8, 2026**

### Attested:

| Pohakea Elementary School Principal | Signature                                                                             | Date          |
|-------------------------------------|---------------------------------------------------------------------------------------|---------------|
| Traciann Dolim (TA)                 |  | April 8, 2026 |
| SCC Chairperson                     | Signature                                                                             | Date          |
| Dayna Wood                          |  | April 8, 2026 |

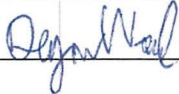
**SCC Recommendations to the Academic Plan and Financial Plan:**

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

| SCC Recommendation: | Rationale for the SCC Recommendation: | Principal's Response to SCC Recommendation: |
|---------------------|---------------------------------------|---------------------------------------------|
| N/A                 |                                       |                                             |
| N/A                 |                                       |                                             |
| N/A                 |                                       |                                             |

| SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process. |
|---------------------------------------------------------------------------------------------------------------|
| N/A                                                                                                           |

**Attested:**

| SCC Chairperson | Signature                                                                            | Date          |
|-----------------|--------------------------------------------------------------------------------------|---------------|
| Dayna Wood      |  | April 8, 2026 |

## APPENDIX B: BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

|                                                                                                                                                                                                               |                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>Total student instructional hours per year</b> (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours) | 1095 (less 3 waiver days = 1077)                                                                                                     |
| <b>Has an SCC Waiver Request Form been submitted to address bell schedule compliance?</b><br>Waiver Days: September 18, 2026; November 2, 2026; January 29, 2027                                              | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A, we meet the requirement |

### Pohakea Elementary School 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           | 182  |
| Minimum Student Weeks          | 36   |
| Student Hours Per Year         | 1095 |