Three-Year Academic Plan 2017-2020
Aligned with April 2018 WASC Self-Study

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Approved by: CK Complex Area Superintendent Heidi Armstrong	Date
	MAY 17 2019

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Where are we now?

Prioritize school's needs as identified in one or more of the following needs assessments:

- Comprehensive Needs Assessment (Title I Schools)
- WASC Self Study
  - WASC Category B: Standards Based Student Learning: Curriculum, instruction
  - WASC Category C: Standards Based Student Learning: Instruction
  - WASC Category D: Standards Based Student Learning: Assessment and Accountability
- Pohakea Academic Reflection Team (ART)

Review Pohakea's Comprehensive Needs Assessment (CNA) for supporting data / evidence.
The following four (4) needs are based on the CNA at this time.

1. Reduce the achievement gap for students who are performing under grade level proficiency in the areas of ELA and Math. Based on a schoolwide perspective, Pohakea continues to struggle in increasing the number of students who demonstrate proficiency in the SBA. A little less than half of our students in grades 3-6 are demonstrating proficiency in both English Language Arts/Literacy (ELA) and Math for school years, 2015-2016, 2016-2017 and 2017-2018. This is Pohakea's SBA proficiency results:

POHAKEA SBA SCORES	2015-16	2016-17	2017-18
ELA	44%	49%	51%
Math	46%	47%	45%

2. Ensure ALL students demonstrate at least one (1) year's growth in ELA and Math every year. Here is Pohakea's three years Median Growth Percentile (MGP) from SY2014-15 through SY17-18:
   - 52% → 52% → 55% ELA MGP→ 56% ELA (MGP increased by 4% over 4 years)
   - 53% → 67% → 57% → 54% Math MGP (MGP increased 1% over 4 years)
3. As we continue to focus on addressing the whole child, we need to increase teacher effectiveness in every classroom in delivering instruction that impacts student learning positively while addressing individual student's social and emotional needs.
4. Strengthen Pohakea's learning culture that is grounded in making decisions based on *what's best for students* by:
   - Establishing a new vision and mission in SY 2017-2018 that promotes learning within a positive school culture;
   - Developing and refining skills that result in effective collaboration with all stakeholders to ultimately strengthen partnerships and create better ways of achieving school goals (Impact Teams);
   - Recognizing and valuing everyone's strengths and supporting everyone's growth [VL Hattie's #1: Collective Teacher Efficacy].

Addressing Equity: Subgroup Identification

In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.

Continued focu on the needs for:

1. Identified special education students to work towards transitioning back to 100% of their general ed. learning environment(s).
   - Provide appropriate/differentiated professional development (PD) for teachers so student learning needs/challenges are adequately addressed in a timely manner;
   - Continue to refine the RtI process to effectively provide clarity for struggling students.
   - Provide appropriate inclusionary instructional practices for special education students to access the general education curriculum with specially designed instruction.

Inclusion Classrooms	SY 2016-2017	SY 2017-2018	SY 2018-2019
	0	6	6

2. Our ELL student population to access learning, show adequate growth, and achieve proficiency successfully.

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ORGANIZE: Identify your Academic Reflective Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	**Responsible for implementation of the school's strategies and initiatives** **IMPORTANT NOTE: The PDCA Model is applied to KEY implementation processes**
1. Judith Wong, Principal	#s 1 & 2: Administrators Oversee *School Improvement Processes* • Academic Reflection Team (ART), • Title I, • WASC Alignment
2. Dr. Dyana Ontai-Machado, Vice Principal	
3. Jamie Miyashiro, School Leader, Student-Centered Coach	#s 3, 4, & 5: School Leaders / Instructional Coaches All three (3) instructional coaches lead / support the following leverage areas: • Induction and Mentoring [trained and share the mentoring support requirements for new teachers.] • CCSS [Continuous refinement of implementing CCSS K-6] • Data Teams / Formative Instruction [Support & Empower grade levels to analyze and refine their DT practices and work towards collective teacher efficacy that have impactful results. Empower teachers to leverage instruction based on high effect-size research-based Visible Learning practices/strategies & refine implementation.] • NGSS / STEM (PLTW) [Continuously work with grade levels/teachers to refine implementation of Project Lead the Way (PLTW), our STEM program and implement NGSS] • CSSS [Support teacher/faculty understanding of embedding Social Emotional Learning with academic achievement.]
4. Chelsey Arakawa, School Leader, Student-Centered Coach	
5. Eryn Kawamoto, School Leader, 12-m Student-Centered Coach	
6. Nicole Blomberg, School Leader, Counselor	#s 6 & 7: School Leaders / Counselors • Chronic Absenteeism / Attendance [Continue to be innovative, work with school and families to reduce chronic absenteeism; • Social Emotional Learning (SEL) - Support and guide teachers to continuously refine implementation of Pohakea's SEL program to all students (Tier 1); - Provide direct support to students at risk and/or seek outside assistance.
7. Reed Hisamoto, School Leader, Counselor	
8. Robilynn Azevedo, School Leader, Student Support Coordinator (SSC)	#s 8 & 9: • Provides learning opportunities and supports to close the gap for both SpEd and EL; • Establishes systems to best communicate, coordinates appropriate
9. Maribeth Paiva, ELL Coordinator	
10. Clarissa Canada, School Leader, Technical Coordinator	• Provide schoolwide technical systems that help lead school improvement in technology such as: - Educator and Student collaboration via google; - Student centered project-based learning that connects multi-content areas; - Develop student leadership technology groups / teams

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Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.

- ☒ ***Objective 1: Empowered*** *- All students are empowered by their learning to set and achieve their aspirations for the future.*
- ☒ ***Objective 2: Whole Child*** *- All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.*
- ☒ ***Objective 3: Well Rounded*** *- All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.*
- ☒ ***Objective 4: Prepared and Resilient*** *- All students transition successfully throughout their educational experiences.*

Outcome: By the end of three years, SY 2019-20:	**Rationale:**
1. Empowered Capable Learners: Pohakea Students will be assessment capable learners (VL Effect Size 1.44), clearly articulating the Learning Intentions/Success Criteria (LISC) and identifying: • ***Where am I going?*** • ***How am I doing?*** • ***Where to next?*** Students will be enlightened by learning and practicing critical 21st century skills to prepare them for success (GLOs). Learning is meaningful & relevant as students are provided opportunity to demonstrate, apply, and synthesize their learning. **2. Whole Child**: *A happy, supported child will do better in school than when they're not.* Pohakea Students will feel safe, healthy, and supported in school. The following tools and/or assessment-type surveys will show a strong correlation between addressing the whole child and the results of the following: • The Safety and Wellness Survey (SAWS) • Tripod Survey for Teachers	**1. Empowered Capable Learners:** Our decisions and actions will be grounded on the Visible Learning research of John Hattie. What is Visible Learning? "Visible learning are teachers seeing through the eyes of their students, and students seeing themselves as their own teachers." [Critical thinkers & self-directed] • Teachers become evaluators of their own teaching. [Hattie's Mindframes] • Hattie established a way to measure the influence on student learning. The higher the effect size, the greater the impact of a particular strategy, practice, etc. on student achievement. • Teachers will explore, learn, and transfer Hattie's 10 mindframes in order to impact student success **2. Whole Child:** A student's potential is limitless when he/she is provided full access to the best education we are responsible to deliver. They must feel safe and comfortable to take risks and have their voices heard. They should not fear ridicule, rejection, or fear of not being accepted. Students can learn more and achieve more when they are able to challenge

• School Quality Survey (SQS) • Brief Externalizing & Internalizing Screener for Youth (BEISY) • Attendance & Chronic Absenteeism 3. **Well Rounded**: Pohakea Students will be provided a rigorous academic curriculum while learning, ***growing and becoming good, successful and joyful individuals***. They will be provided ample opportunities by practicing/applying key dispositions that lead to life-long success. Teachers and the school community will support ***"students growing & becoming"*** by embedding and integrating character / soft skills development: • Pohakea's Core Values of ***The 3 Take Cares*** • *GLOs (used currently, transitioning/adding **21st Century Skills**) • Exploring soft skills / dispositions critical for success in all aspects of life (VL dispositions) Pohakea students will continue to become . . . o ***Curious & Creative*** o ***Critical Thinkers*** o ****Effective Communicators*** o ***Embracers of Challenges & Problem Solvers*** o ***Perseveres, Resilient and Grit*** o ***Civic Character*** 4. **Prepared / Resilient**: A closer look at student transitions... • Transition Center for: ○ New students from another country, state, island ○ New students from another HIDOE school ○ New EL students ○ New SpEd students ○ Leaving Pohakea: ▪ Only school attended • Addressing unfamiliar emotional stress that comes with making new friends and/or leaving friends; • Dealing with the unknown and the fear/feeling of having to start all over.	their potential freely, with anticipation and excitement to assimilate maximum learning. 3. **Well Rounded**: Success, in any aspect of life, has much to do with one's character and dispositions than knowledge, as much literature suggests. However, we know that it is critical to be happy and to be a strong community contributor, one must also have a strong academic foundation. 4. **Prepared / Resilient**: Studies have shown that a prepared and resilient child has a significant adult in their life. At Pohakea, teachers, counselors, custodians, adult supervisor, instructional coaches and administration all have a role in creating a safe and nurturing learning environment where all students may learn and feel successful and a part of the community.

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Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress** - Data below will be reviewed in ART. ART will focus on the C of PDCA.
1. Empowered Capable Learners: *All students will be Visible Learners:* • *Where am I going?* • *How am I doing?* • *Where to next?* **Deepen teachers' instructional practices (high effect size instructional practices) and deepen understanding of GLOs to ensure that all students are learning the intended learning.** [Based on SBA & i-Ready] **SMART GOALS SY 2017-18:** • **Reading:** SBA ELA 57% of students in Gr. 3-6 will score proficient in ELA • **Math:** SBA Math 55% of students in Gr. 3-6 will	**1.** Impact Teams [Focus on Core Instruction] • Priority Standards • LISC - moving from teacher clarity to student clarity • Collective Teacher Efficacy • UDL to ensure all students (including IDEA inclusion/EL classes) learn • Assessment Literacy (SY1920) • GLOs • Grade level articulation to refine programs and develop integrated units **[WASC Critical Area #2]** • Monitor the effects of our curriculum, program, instruction and assessment **[WASC Critical Area #2]** • Workshop Model	SY1819-Impact Teams	VP Instructional Coaches (ICs)	☒ WSF ☒ **Title I** **$114,918** Annual VL Conf. **$22,431** (12 participants) SY18-19 ELA Curriculum: Wonders / SB Consumables: **$7,515** Math Curriculum: Rev. Stepping Stones & Manipulatives **$11,469** ☒ **Title II** Annual VL Conf. Registration **$10,490** (10 participants) SY19-20	• Learning Walk Data • Impact Teams Pre/Post Assessment • Impact Teams Common Formative Assessments
	2. Student-Centered Coaching		Instructional	☒ **Title II** (SY 18-19)	• Results Based Coaching

meet the standards in Math **SMART GOALS SY 2018-19:** • Reading: SBA ELA 65% of students in Gr. 3-6 will score proficient in ELA • Math: SBA Math 62% of students in Gr. 3-6 will meet the standards in Math on the SBA (+7% increase from previous SY) **SMART GOALS SY 2019-20:** • Reading: SBA ELA 72% of students in Gr. 3-6 will score proficient in ELA • Math: SBA Math 73% of students in Gr. 3-6 will meet the standards in Math on the SBA (+10% increase from previous SY)			Coaches (ICs)	**$3575**	Tool (Pre Post Data)
	3. ELA Intervention • Orton-Gillingham (OG) - K-2 implementation • WFBB (Narrative in SY1819).		Chelsey Arakawa Eryn Muraoka	☐ WSF ☒ **Title I** See below WFBB Instructional Materials (SY18-19): **$21,527**	• Reading Fluency • WFBB Narrative Class Reports
	4. Focus Professional Development for Tier 1 (core) Instruction: • Visible Learning • Thinking Maps • AVID Elementary		VP Jamie Miyashiro Eryn Muraoka	☒ **Title I** Annual VL Conf. (see above) *Thinking Maps* Instructional Materials: **$9540** ☒ **Title II** (SY 18-19) Tchr selected PD: **$4393 (Subs)** Admin Initiated PD: **$5524 (Stipends)**	• PDCA • Impact Teams Cycle (See above) • Learning Walk data •AVID student work samples
	5. Focus Professional Development for classrooms that co-teach/inclusion and English Language Learners. • Professional Development for Co-teaching/Inclusion (IDEA) and Strategic Focus on English Language Learners (teachers) • Increase interventions for identified students to address gap in learning.		Robilynn Azevedo Maribeth Paiva	☒ **Title II** Co-teach/Inclusion (subs) **$7135**	• Inclusion walk-throughs • Monitoring student growth through iReady • Growth to Target Reports

	6. Teachers and students will use the following online programs with integrity to access optimal benefits: • i-Ready • Achieve3000: Smarty Ants & KidBiz		Jamie Miyashiro Chelsey Arakawa	☒ **Title I** $13,350	• i-Ready diagnostics reports • i-Ready online instruction reports • Achieve3000: KidBiz Reports • Achieve3000: Smarty Ants Reports
2. <u>Whole Child</u> Data that can be used: • SAWS • **Tripod (3rd-6th)** **2017-18** -Care: 87% -Confer: 72% -Captivate: 73% -Clarify: 87% -Consolidate: 78% -Challenge: 87% -Classroom Management: 40% • **SQS (4th & 5th)]** 2016-2017 -Safety: 76% -Well-Being: 78% -Satisfaction: 89% Involvement/Engagement: 78%	1. Teachers will refine their delivery of instructing of ***Second Step***, a research-based SEL program.		Reed Hisamoto		• BEISY - Completed 3x/year (September, January, May) • Second Step unit assessment.

ATTENDANCE: Goal by 2020: Reduction of chronic absenteeism by 50% based on SY 15-16 rate of 15%; targeting 7% by 2020: 2017-18: 10% 2018-19: 9% 2019-20: 7% **BEISY January 2018**					
	2. Continue to refine Schoolwide Positive Behavior Intervention Supports (PBIS) and tier 1 supports. • Determine schoolwide agreements as to which of the Proactive Classroom Management Strategies will be implemented/monitored. • Establish student recognition - Behavior (3 Take Cares/GLOs) - Academic Success/Progress - Attendance • Establish schoolwide system to acknowledge positive behaviors.		Nicole Blomberg		• BEISY - Completed 3x/year (September, January, May)

	3. Provide students opportunities to be engaged in our school community. • Provide a variety of enrichment classes & Intramurals for students • Provide opportunities for student leadership and involvement in planning of school activities.		Clarissa Canada Reed Hisamoto		• Collecting data on opportunities provided to students •Number of opportunities for different student groups
	4. Establish student-centered systems for the following transitions: • New students to Pohakea - New student welcome lunch • Incoming kindergarten: - Orientation - Staggered start date • Promotion to next grade level - Meet the next year teachers • Grade 6 trans to Ilima Inter. - Ilima Orientation - Ilima Elective Assembly		Reed Hisamoto		• Teacher referrals • Office visits
	5. Reduce chronic absenteeism with preventive measures: ~~• *Meet and Greet* presentation to parents and families before the start of school~~ • Fall and Spring Parent Bulletin • Parent Workshops: - Address risk factors associated with chronic absenteeism,		Nicole Blomberg		• Check & Connect Data • Tardy Slips • Attendance Data (EWS/Infinite Campus/LDS)

	- School-wide incentive program
	- Establish community partnerships to address chronic absenteeism.
	  - Complex Social Worker
	  - Parent Support Grps.
	• Check & Connect Attendance Program for students identified as being "at risk" for attendance.				

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Goal 2: Staff Success. Pohakea Elementary has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years,	**Rationale:**

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Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
Improve communication to increase involvement for all stakeholders to determine schoolwide policies, plans and events [WASC Growth Area 4]				☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	
				☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	

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Goal 3: Successful Systems of Support. The system and culture of **Pohakea Elementary** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	**Rationale:**

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Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
				☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	
				☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	