2020-2021 Academic Plan

Pohakea Elementary School
91-750 Fort Weaver Road
Ewa Beach, HI 96706
Office: (808) 307-2000
FAX: (808) 689-1293
Website: http://www.pohakea.k12.hi.us/

Submitted by Principal Judith Wong

Date
June 3, 2020

Approved by Complex Area Superintendent Sean Tajima

Date
June 3, 2020
2020 Academic Plan, School Year 2020-21

Pohakea Elementary School

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward-focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward-focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools study organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).


Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the Teaching & Learning Core (page 2).

Pohakea Elem, 2020-21, revised 2.26.20
Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying enabling activities in the academic plan should address identified subgroup(s) and their needs.

<table>
<thead>
<tr>
<th>Achievement Gap</th>
<th>Theory of Action</th>
<th>Enabling Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other subgroup. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</td>
<td>What is your Theory of Action (if-then) to improve the achievement gap? If we improve Tier 1 instruction, teaching approaches and strategies, build content knowledge then ... all student learner needs can be addressed to support growth and proficiency for each student. We believe if we address the needs of all students provide rich engaging delivery of instruction all students will be able to succeed.</td>
<td>What are your Enabling Activities to improve the achievement gap?</td>
</tr>
</tbody>
</table>

Pohakea’s Non-High needs student population stayed stagnant from 2016 - 2018 and decreased in proficiency in the school year 2018-2019 for ELA. Math proficiency stagnant the last 3 years from 2016 - 2019.

Professional Development
- Co-teaching/Inclusion
- Universal Design for Learning (UDL)
- Clarity (Teacher Clarity → Student Clarity)
  - Learning Intentions & Success Criteria
  - Standard-Driven not program driven
- Thinking Maps
- TESOL related courses or credits
- Orton-Gillingham
Innovation in Support of the Core: School Design and Student Voice

We, at Pohakea Elementary School, continue to engage with various school community components focused on student learning and growth. We believe that success has much to do with one's good character, growth mindset, and dispositions. We believe that everyone must have the opportunity to be happy and to become strong community contributors and to be so, one must have a strong academic foundation.

Our approach in addressing the whole child, is to continuously explore and seek appropriate ways to 1) address the social-emotional learning of our students and 2) build a solid academic foundation by utilizing research-based programs and ensure an effective teacher in every classroom.

Our vision, Engage, Empower, Enlighten ensures Pohakea's success through the collective wisdom of collaborative voices and actions to continuously build our culture of care and with purpose.

As a learning organization; the following systems and programs are in place to address various components of teaching and learning:

- Students-First Paradigm allows for the emphasis of Whole-Child Development Including:
  - Social Emotional Learning
    - Developing appropriate social skills and creating healthy social relationships.
    - Learning effective skills to identify and manage different feelings in different situations.
  - Academic Rigor
    - Developing equitable academic coursework that challenges all students to become assessment capable learners.
    - Delivering effective instruction to meet the needs of all students
    - Differentiated learning to allow students multiple modalities to demonstrate mastery
  - Student Advocacy (Student Voice)
    - Empowering students to have a choice in the way they learn to develop healthy curiosity about the world around them
    - Empowering student choice in education to implement a student-centered curriculum based on self-assessment and inquiry
    - Developing student groups (Student Leadership Council [SLC], Gifted and Talented Program [GT], School Community Council [SCC]) to develop and strengthen student voice
    - Embodying school values to enrich their learning environment
    - Instilling confidence in undertaking thoughtful risks associated with learning
- Impact Teams school wide structure empowers us to analyze how we are doing and plan for the future (by time segments), refine our practice(s), implement research-based strategies, monitor or check our progress, and recalibrate as necessary.
  - CLARITY is at the forefront to ensure we continuously seek and understand why, what, and how, as we keep student learning a priority and at the heart of what we do everyday
    - Universal Design for Learning (UDL): Addressing every child's needs
    - Thinking Maps (TMs): Providing clarifying life tools for everyone to become effective thinkers and problem solvers
- Professional Development ensures faculty and staff members continue to refine and grow their craft.
  - School wide foci: Ensuring everyone is equipped with strategies to deliver effective instruction for our students based on data and specific targets / school direction
  - Personalized foci: Ensuring each member is able to develop areas requiring more refinement

Pohakea Elem, 2020-21, revised 2.26.20
<table>
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<th>SY 2020-21</th>
<th>SY 2021-22</th>
<th>SY 2022-23</th>
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<tbody>
<tr>
<td><strong>Measurable Outcomes</strong>&lt;br&gt;What are your <strong>Measurable Outcomes</strong> around School Design and Student Voice? What are you designing?&lt;br&gt;<strong>Need to ensure high needs and non high needs are accounted for in our plan - does not have to be specifically stated (or maybe we should so others can see where we have addressed needs)</strong>&lt;br&gt;&lt;br&gt;<strong>Measurable Outcome by the end of 20-21</strong>&lt;br&gt;<strong>Impact Teams and UDL</strong>&lt;br&gt;A. 100% of teachers will use the UDL framework 2 times per quarter to provide access to learning for all students. Students will have a voice on how they learn standards and will be encouraged to become assessment capable. These things will be measured by a survey.&lt;br&gt;B. 51% of tested students will be proficient in Math as measured by the SBA.&lt;br&gt;C. Reduce Chronic Absenteeism to 9% as measured by LDS.&lt;br&gt;&lt;br&gt;<strong>Foundational Reading Skills &amp; Integrated Units</strong>&lt;br&gt;D. 56% of tested students will be proficient in ELA as measured by the SBA.&lt;br&gt;E. 100% of Pohakea’s Classroom Teachers will develop and implement Integrated Units with Social Studies/Science&lt;br&gt;F. Reduce Chronic Absenteeism to 9% as measured by LDS&lt;br&gt;G. 100% of Pohakea’s Classroom Teachers will implement Write from the Beginning and Beyond - Narrative &amp; Informative Modules</td>
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H. 100% of Pohakea’s Classroom Teachers will implement 3 NGSS Units

Safe & Welcoming Environment to engage all stakeholders
I. 60% of our grade 3-6 students will respond favorably on the School Safety questions on Panorama.
J. 37% of our parents will complete the School Quality Survey
K. 76% of our parents will respond positively in the involvement/engagement section in the SQS.

WHY are you implementing them?
To create a culture of community that provides equitable access to support the whole child and partnerships with families and our community

How will you know that they are causing an improvement?
We will know that our research-based practices (enabling...
activities) are causing an improvement by using the following measurements:

a) Impact Teams Math Priority Standards Pre/Post Data
b) iReady Diagnostic Math & ELA Proficiency (Gr. K-6)
c) iReady Diagnostic Math & ELA Growth (Gr. K-6)
d) UDL Walkthrough Data
e) Fluency Data
f) Pre/Post Phonics Assessment
g) SBA math and ELA grades 3-6 (increase in proficiency)
h) Panorama results from Gr. 3-6 (February)
i) Student Safety Perception Survey (K-6)
j) Attendance pulled from Infinite Campus/LDS (an increase in daily attendance).
k) Student Work (pre-mid-post)
l) Completed Integrated Units
m) Interrated Anchor Pieces

These measures will improve by 2.0-3.5% and with a stretch growth of 5% per year.

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**Innovation in Support of the Core: School Design and Student Voice**

*FOCUS ON SY 2020-21*: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

<table>
<thead>
<tr>
<th>Baseline Measurements</th>
<th>Formative Measures</th>
<th>Summative Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add beginning of the year measurements here.</td>
<td><em>Add throughout the year measurements here.</em></td>
<td><em>Add end of year goals here.</em></td>
</tr>
<tr>
<td>1) 48.42% proficient on SBA Math (2018-19)</td>
<td>1) Walkthrough data</td>
<td>1) 51% proficient on SBA Math</td>
</tr>
<tr>
<td>2) 52.58% proficient on SBA ELA (2018-19)</td>
<td>2) iReady Mid-Year Diagnostic Math &amp; ELA Proficiency</td>
<td>2) 56% proficient on SBA ELA</td>
</tr>
<tr>
<td>3) 55% of our grade 3 - 6 students responded favorably on the School Safety questions on Panorama</td>
<td>and Growth Data (Quarter 2)</td>
<td>3) 60% of our grade 3-6 students will respond favorably on the School Safety questions on Panorama</td>
</tr>
<tr>
<td>4) 12% Chronic Absenteeism rate (2018-19)</td>
<td>3) Panorama</td>
<td>4) Chronic Absenteeism reduction to 9%</td>
</tr>
</tbody>
</table>
5) 100% UDL framework implemented once during the quarter.
6) Each grade level developed at least one integrated unit with social studies/science
7) Pohakea’s Classroom Teachers implemented Write from the Beginning and Beyond - Narrative
8) Pohakea’s Classroom Teachers has implemented a range of NGSS units from 1 to 3.
9) 31.7% of our parents will complete the School Quality Survey (2018-19)
10) 71% of our parents will respond positively in the involvement/engagement section in the SQS (2018-19)

<table>
<thead>
<tr>
<th>Measurable Outcome(s)</th>
<th>Enabling Activity</th>
<th>Duration</th>
<th>Source of Funds</th>
<th>School Monitoring Activity</th>
<th>Frequency</th>
<th>Complex Monitoring Activity (to be completed by CAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>51% of math proficiency as measured by SBA</td>
<td>Impact Teams- data analysis, reflection, and refinement of instruction</td>
<td>Yearlong</td>
<td>Impact Teams Math Priority Standards Pre/Post Data iReady Proficiency and Growth * Look at HN and NHH</td>
<td>Quarterly</td>
<td>Pre (Aug), Mid (Dec) Post (May)</td>
<td></td>
</tr>
<tr>
<td>Stretch Goal 2019-2020 Math SBA proficiency +5% per year.</td>
<td>Teacher and Student Clarity (ES: .75) - Learning Intentions and Success Criteria</td>
<td>Yearlong</td>
<td>UDL Walkthrough Data</td>
<td>Quarterly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>UDL implementation (i.e., station teaching, scaffolding, choice)</td>
<td>Yearlong</td>
<td>UDL Walkthrough Data</td>
<td>Quarterly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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| 56% of Reading proficiency as measured by the SBA | OG (K-2) | Yearlong | Fluency Data | Quarterly |
|Stretch Goal 2019-2020 ELA SBA proficiency +5% per year. | | | Pre/Post Phonics Assessment | Quarterly |
|20-21 Focus will be on building a foundation for Reading and Vocab. | | | iReady - Phonological Awareness/Phonics | Pre (Aug), Mid (Dec), Post (May) |
| | Fluency Practice (3-6) | Yearlong | Fluency Data | Quarterly |
| | Thinking Maps - focus on vocabulary | Yearlong | iReady Vocabulary | Pre (Aug), Mid (Dec), Post (May) |
|School Safety 60% of our grade 3-6 students will respond favorably on the School Safety questions on Panorama. *need to weigh average if not the same. | -PBIS (i.e. student recognition, Mission STRIVE, PRISST, GLOs, Panorama Playbook classroom management strategies) | Yearlong | Panorama Survey (3-6) | Annually |
| | | | Student Safety Perception Survey (K-6) | |
|Chronic Absenteeism reduction to 9% | Check and Connect | Yearlong | Attendance pulled from Infinite Campus/LDS | Quarterly |
| | Chronic Absenteeism Team | Yearlong | Attendance pulled from Infinite Campus/LDS | Quarterly |

**Staff Outcomes (SY 2020-21)** Goal is to shift staff outcomes to student outcomes within the next 2 years

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### Measurable Outcome(s)

**100% of Pohakea’s Classroom Teachers will implement the UDL framework 2 times during the quarter.**

- Professional Development on UDL (Year 2 Implementation) through 21 hours
  - Twice a quarter
  - Walk-through
  - Quarterly

**100% of Pohakea’s Classroom Teachers will develop and implement Integrated Units with Social Studies/Science**

- Professional Development on Integrated Units
  - Implement at least 1 unit
  - Must include explicit vocabulary instruction
  - Yearlong
  - Integrated Units
  - Walk-through
  - Three units
  - Semester

**100% of Pohakea’s Classroom Teachers will implement Write from the Beginning and Beyond - Narrative & Informative Modules**

- Professional Development on Write from the Beginning and Beyond
  - Narrative (Year 3) Refinement
  - Informative (Year 1) Implementation (20-21, Qtr 1)
  - Twice a year
  - Inter-rated Anchor Piece Analysis of student work
  - Twice a year

**100% of Pohakea’s Classroom Teachers will implement 3 NGSS Units**

- Professional Development on NGSS Framework and Standards (20-21, Qtr 2)
  - Yearlong
  - Walk-through
  - Tri-annually

### Parent Engagement (2020-2021)

<table>
<thead>
<tr>
<th>Measurable Outcome(s)</th>
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<th>Duration</th>
<th>Source of Funds</th>
<th>School Monitoring Activity</th>
<th>Frequency</th>
<th>Complex Monitoring Activity (to be completed by CAS)</th>
</tr>
</thead>
</table>
| 37% of our parents will complete the School Quality Survey 18-19 SQS | *At each of our activities that includes parent involvement, intentional emphasis will be shared regarding the purpose and importance of our SQS. Assemblies* | Yearlong | Program ID | Disaggregate data for SW % and GL %
  - Sign-in sheets
  - Event Feedback Survey (families/staff), k/nt | Per event | |

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76% of our parents will respond positively in the involvement/engagement section in the SQS.

<table>
<thead>
<tr>
<th>Ex: Mission STRIVE Assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conference</td>
</tr>
<tr>
<td>Collect data on attendance per Grade level</td>
</tr>
<tr>
<td>Curriculum-based Family Activities</td>
</tr>
<tr>
<td>Ex: Career Read Aloud</td>
</tr>
<tr>
<td>Afterschool Family Activities</td>
</tr>
<tr>
<td>Ex: Gingerbread House Making, movie night, school dance</td>
</tr>
<tr>
<td>Parent Booster Club</td>
</tr>
</tbody>
</table>

| | | conclusion of Event (same day) | |
| | | | |

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**Pipeline of Emerging Ideas: Pilot Projects and Design Thinking**

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school’s collective work, expand capacity to improve, and continuously advance student learning.

The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

<table>
<thead>
<tr>
<th>School Ideas for Innovation and Pilot Projects</th>
<th>Conditions for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please describe your school’s ideas around innovation and pilot projects.</td>
<td>Please describe your conditions for Success:</td>
</tr>
<tr>
<td><strong>Ideas:</strong> Integrated project based lessons (ELA, Math, Science, Social Studies) that will engage students in the learning, allow them to investigate a phenomena that peaks their curiosity and motivates students to problem solve and add their voice to solutions.</td>
<td>- Positive School culture that embraces students and families at where they are at and facilitate learning as a community</td>
</tr>
<tr>
<td>Provide opportunities for students to demonstrate their proficiency of the learning through multiple ways (i.e. film, song, art, essay, project, community service).</td>
<td>- Professional Development for teachers to strengthen pedagogy and encourage healthy risk taking in learning</td>
</tr>
<tr>
<td></td>
<td>- Community Support to provide resources and opportunity to collaborate and expose students to ideas and the needs around us.</td>
</tr>
</tbody>
</table>