

2023-2024 Academic Plan


LEeward DISTRICT OFFICE
APR 14 2023

Pohakea Elementary

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	4/13/2023

Approved by: Complex Area Superintendent Sean Tajima	Date:
	APR 14 2023



Academic Plan, School Year 2023-2024

Pohakea-WASC MID-CYCLE Progress Report_FINAL

Pohakea Elementary School

Developing a collaborative Academic Plan framed by the HDOE 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.

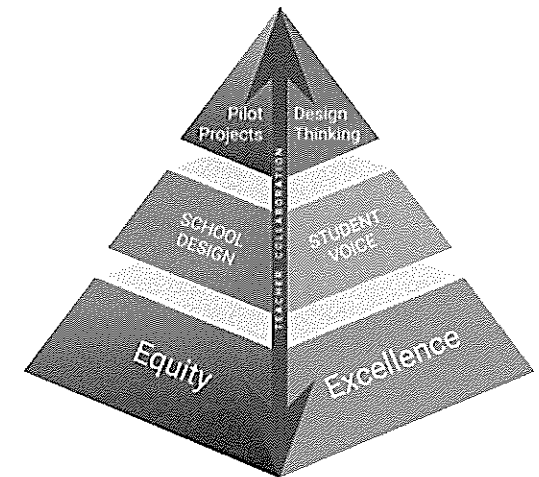
- The Pipeline of Emerging Ideas is linked to the HDOE 2020-30 Strategic Plan (page 5).

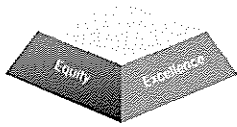
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

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

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

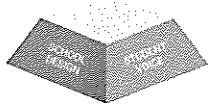




Teaching & Learning Core: Equity and Excellence

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.

Achievement Gap	Theory of Action	Enabling Activity
<p><i>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.</i></p> <p>The challenge at Pohakea Elementary School is meeting the literacy and numeracy needs of our underserved and disadvantaged learners. In ELA, the non-high needs (NHN) proficiency in school year 21-22 was 73% which was an increase from 55%. The high-needs (HN) proficiency was 39% (SY 21-22) increased 1% from 38% (SY 20-21). The ELA achievement gap increased from 17 points to 35 points in SY 21-22 because the NHN increased in proficiency while the HN remained about the same. In mathematics non-high needs proficiency 59% (21-22) increased 17% from 42% (SY 20-21). The high-needs proficiency of 33% (21-22) increased 9% from 24% (SY 20-21). The gap between the NHN and HN is 26 points compared to the previous year of 17 points.</p> <p>Our EL student population in school year 21-22 was 50 students comprising 11% of student population. In school year 21-22 EL students who were on track in meeting their growth to target at 62% which increased from 35% from the previous year. In SY 21-22, 22% of ELs met proficiency in ELA. 21% of EL students met proficiency in mathematics.</p> <p>Additionally, in 2021-2022 our IDEA students' ELA proficiency was 18% (increase from 11%). In Math 18% (increase from 11%). Low SES population met proficiency at 40% in ELA and 32% in mathematics.</p> <p>These data points indicate a clear need for literacy and numeracy support for our high-need populations.</p>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>Questions Raised by the Data:</p> <ol style="list-style-type: none"> 1. How is our implementation of school Tier 1 Instruction initiatives impacting student growth and achievement? 2. How does our school culture instill/ingrain equity and safety so all students experience success in their learning? <p><i>Pohakea focuses on Social Emotional Learning, Effective Instruction, and Literacy. If we focus on these pillars within all tiers of instruction, then teachers will be able to remove students' learning barriers resulting in student growth. Growth will occur academically, emotionally, and socially.</i></p> <p><i>Pohakea is implementing the use of multiple points of quantitative and qualitative data to drive decision-making and action through our continuous school improvement process. We have structured the time for data analysis, teacher collaboration, and professional development.</i></p>	<p><i>What are your <u>Enabling Activities</u> to improve the achievement gap?</i></p> <ul style="list-style-type: none"> • <i>Effective Tier 1 Instruction in all classrooms</i> <ul style="list-style-type: none"> ◦ <i>Foundational Literacy/Numeracy</i> ◦ <i>Co-teaching/Inclusion</i> ◦ <i>Clarity (Teacher Clarity→ Student Clarity) Learning Intentions & Success Criteria Standard-Driven, not program-driven</i> • <i>Social Emotional Learning (SEL) Implementation</i> • <i>Professional Development and Implementation</i> <ul style="list-style-type: none"> ◦ <i>Yuureka Math</i> ◦ <i>Integrated Units (Project-Based Learning)</i> ◦ <i>Thinking Maps Write from the Beginning and Beyond</i> ◦ <i>Universal Design for Learning (UDL)</i> ◦ <i>STEMscopes</i> • <i>Schoolwide RTI system</i> <ul style="list-style-type: none"> ◦ <i>Intervention Teacher Position</i> ◦ <i>Supports through Instructional Strategies</i> ◦ <i>Pre-Referral Intervention Student Support Team (PRISST)/Chronic Absenteeism Team (CAT)</i> • <i>Family Engagement</i> <ul style="list-style-type: none"> ◦ <i>Family Events/Surveys</i> ◦ <i>Communication Systems</i>



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

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.

Pohakea Elementary is designed around three pillars of focus, Social Emotional Learning, Effective Instruction, and Literacy (Reading and Math). We have intentionally sought out teacher and family input through our faculty meetings, surveys, and conversations. Pohakea's School Design and Student Voice is implemented through various elements of teaching and learning:

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.

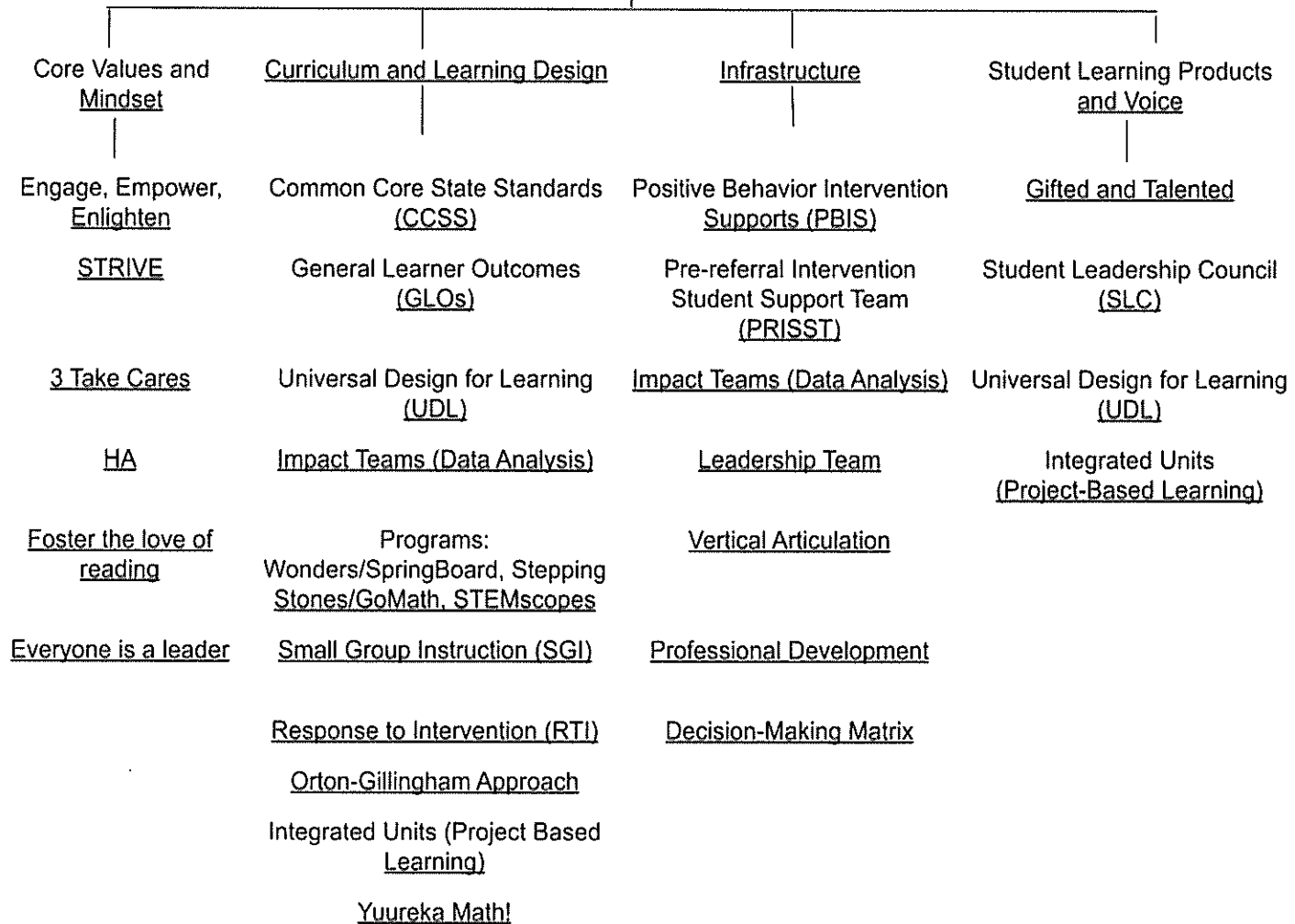
Our approach in addressing the whole child, is to continuously explore and seek appropriate ways to 1) address the social-emotional learning of our students and 2) build a solid academic foundation by utilizing research-based programs and ensure an effective teacher in every classroom.

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/Effective Instruction
 - 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
 - Accelerated Programs to address loss of learning beyond the school day.
 - 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 (Data Analysis) 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 students 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

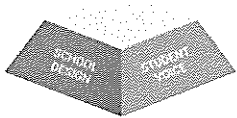
School Design Matrix Rubric



SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes	SY 2024-25 Measurable Outcomes
<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <p>Tier 1 Instruction - while monitoring NH and NHN, Growth MTSS - Social Emotional Learning Technology</p> <p>Measurable Outcome by the end of 22-23</p> <p>Tier 1 Instruction</p> <ul style="list-style-type: none"> A. 48% of tested students will be proficient in Math as measured by the SBA. B. 57% of tested students will be proficient in ELA as measured by the SBA. C. 47% of tested students will be proficient in Science as measured by HSA Science D. 100% of Pohakea's Classroom Teachers will teach with clarity E. 100% of Pohakea's Classroom Teachers will gain initial understanding of the shifts and standards of the Hawaii Core Standards in Social Studies. F. 57% of Pohakea's Teacher will be trained in integrated project based learning (K-6) G. 50% of Pohakea's teachers will be trained in the universal design for learning framework H. 100% of Pohakea's faculty will receive training in addressing student behavior (i.e. calming down, problem-solving, etc.) I. Increase student participation in out of school time opportunities. 	<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <p>Measurable Outcome by the end of 23-24</p> <p>Tier 1 Instruction</p> <ul style="list-style-type: none"> A. Increase Math proficiency by 5% from the 2022-23 school year as measured by SBA. B. Increase ELA proficiency by 5% from the 2022-23 school year as measured by SBA. C. Increase Science proficiency by 5% from the 2022-2023 school year as measured by NGSS Science. D. 100% of Pohakea's Classroom Teachers will teach with clarity E. 100% of Pohakea's K-6 classroom teachers will implement the new Hawaii Core Standards in Social Studies. F. 100% of Pohakea's K-6 classroom teachers will be trained in integrated project based learning (K-6) G. 75% of Pohakea's teachers will be trained in the universal design for learning framework H. 100% of Pohakea's faculty will receive professional development in addressing student behavior (i.e. calming down, problem-solving, etc.) I. Increase student participation in out of school time opportunities. <p>Physical and Social-emotional Well-being</p>	<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <p>Measurable Outcome by the end of 24-25</p> <p>Tier 1 Instruction</p> <ul style="list-style-type: none"> A. Increase Math proficiency by 5% from the 2023-24 school year as measured by SBA. B. Increase ELA proficiency by 5% from the 2023-24 school year as measured by SBA. C. Increase Science proficiency by 5% from the 2023-2024 school year as measured by NGSS Science. D. 100% of Pohakea's Classroom Teachers will teach with clarity E. 100% of Pohakea's K-6 classroom teachers will refine their implementation of the Hawaii Core Standards in Social Studies. F. 100% of Pohakea's K-6 classroom teachers will implement integrated project based learning (K-6) G. 100% of Pohakea's teachers will design learning experiences to remove barriers using the universal design for learning framework. H. 100% of Pohakea's faculty will receive professional development in addressing student behavior (i.e. calming down, problem-solving, etc.) I. Increase student participation in out of school time opportunities. <p>Physical and Social-emotional Well-being</p>

<p>Physical and Social-emotional Well-being</p> <p>J. 59% of our grade 3-5 students will respond favorably on the School Safety questions on Panorama.</p> <p>70% of our grade 6 students will respond favorably on the School Safety questions on Panorama.</p> <p>K. Reduce Chronic Absenteeism to 33% as measured by Le Kulia.</p> <p>L. 100% of Pohakea’s staff will respond positively in the Well-Being and Satisfaction section on the SQS.</p> <p>Parent and Community Engagement</p> <p>M. 31% of our parents will complete and return the School Quality Survey</p> <p>N. 93% of our parents will respond positively in the involvement/engagement section in the SQS.</p>	<p>J. Increase favorable Safety question responses by 5% of our grade 3-6 students on Panorama.</p> <p>K. Reduce Chronic Absenteeism by 10% from the 2022-2023 school year as measured by LDS.</p> <p>L. 100% of Pohakea’s staff will respond positively in the Well-Being and Satisfaction section on the SQS.</p> <p>Parent and Community Engagement</p> <p>M. Increase in the response rate on the School Quality Survey by 5%</p> <p>N. Increase favorable responses in the involvement/engagement section of the SQS by 5%.</p> <p>O. Increase parent/family participation in school events.</p>	<p>J. Increase favorable Safety question responses by 5% of our grade 3-6 students on Panorama.</p> <p>K. Reduce Chronic Absenteeism by 5% from the 2023-2024 school year as measured by LDS.</p> <p>L. 100% of Pohakea’s staff will respond positively in the Well-Being and Satisfaction section on the SQS.</p> <p>Parent and Community Engagement</p> <p>M. Increase in the response rate on the School Quality Survey by 5%</p> <p>N. Increase favorable responses in the involvement/engagement section of the SQS by 5%.</p> <p>O. Increase paren/family participation in school events.</p>
<p><i>WHY are you implementing them?</i></p> <p>To create a culture of community that provides equitable access to support the whole child and partnerships with families and our community.</p>	<p><i>Why are you implementing them?</i></p> <p>In School Year 2023-2024, after analyzing the data from the prior year, we will make refinements on how we are achieving our goals on effective Tier I instruction, implementation of effective instructional strategies in every classroom, social emotional learning, and increasing parent engagement. The purpose of this focus is to create a school that develops the Whole child to have the foundational skills to be successful in school, home, and community.</p>	<p><i>Why are you implementing them?</i></p> <p><i>By the end of this AcPln, teacher’s will fully implement strategies that remove students’ learning barriers and as a by-product of effective instruction led by an effective teacher in every classroom, students will grow academically, socially, and emotionally.</i></p>
<p><i>How will you know that they are causing an improvement?</i></p> <p>We will know that our research-based practices (enabling activities) are causing an improvement by using the measurements listed in our student, staff, and parent engagement outcomes to monitor proficiency and growth over time.</p> <p>These measures will improve by 2.0-3.5% and with a stretch</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p><i>Pohakea implements the Continuous School Improvement Process that solicits input from faculty, staff, and parents. We will continue to collect data on our Enabling activities and analyze to see if those activities help us achieve the goal. We will continuously revise and refine to meet our goals.</i></p>	<p><i>How will you know that they are causing an improvement?</i></p> <p><i>Pohakea implements the Continuous School Improvement Process that solicits input from faculty, staff, and parents. We will continue to collect data on our Enabling activities and analyze to see if those activities help us achieve the goal. We will continuously revise and refine to meet our goals.</i></p>

<p>growth of 5% per year. We will also see a correlation between the professional development provided in student results and favorable teacher's perception of their knowledge of content and instructional practices.</p>		
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Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2023-2024: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<p><i>Add beginning of the year measurements here.</i></p> <p><u>Tier 1 Instruction</u></p> <ol style="list-style-type: none"> 1) 43% proficient on SBA Math (2021-2022) 2) 52% proficient on SBA ELA (2021-22) 3) 42% proficient on HSA Science Bridge (2021-22) 4) 43% of classroom teachers were trained on clarity and have experience writing learning intentions and success criteria. 5) 100% of Pohakea's classroom teachers attended state professional development on the shifts and standards of the Hawaii Core Standards in Social Studies. 	<p><i>Add throughout the year measurements here.</i></p> <p><u>Tier 1 Instruction</u></p> <ol style="list-style-type: none"> 1) Problem Solving Work Analysis 2) iReady Math & ELA Proficiency and Growth Data 3) DIBELS Benchmark 4) Classroom Reading data 5) STEMscopes Assessments 6) Writing Class Reports 7) Interrater Grade Level Documents 8) Anchor Pieces 	<p><i>Add end of year goals here.</i></p> <p><u>Tier 1 Instruction</u></p> <ol style="list-style-type: none"> 1) Increase Math proficiency by 5% from the 2021-22 school year as measured by SBA. 2) Increase ELA proficiency by 5% from the 2021-22 school year as measured by SBA. 3) Increase Science proficiency by 3% from the 2021-2022 school year as measured by NGSS Science. 4) 100% of Pohakea's Classroom Teachers will teach with clarity

<p>6) 57% of Pohakea's classroom teachers were trained in integrated project based learning.</p> <p>7) Universal Design for Learning was a focus for the school in math during the 2022-2023 school year.</p> <p>8) Student Participation</p> <ol style="list-style-type: none"> Summer of 2022, we had 85 students enrolled in Pohakea's Summer program. 15 students enrolled in Summer Start for incoming kindergarteners We have 31 students participating in after school reading intervention (22-23) <p><u>Physical and Social-emotional Well-being</u></p> <p>9) Student Behavior</p> <ol style="list-style-type: none"> 100% of classroom teachers have experience implementing Pohakea's SEL Program. 0% of adult supervisors have received professional development in addressing student behavior. 60% of other staff have received professional development in addressing student behavior. <p>10) 43% Chronic Absenteeism Rate (2021-22)</p> <p>11) 54% (Gr 3-5) and 65% (Gr 6) of students responded favorably to School Safety questions in Panorama (2022-23)</p> <p>12) 85% of our staff responded positively in the well being section on the SQS (2021-22)</p> <p><u>Parent and Community Engagement</u></p> <p>13) 20.7% of families completed the School Quality Survey (2021-22)</p> <p>14) 88.9% of our families responded positively in the involvement/engagement section in the SQS (2021-22)</p> <p>15) Family Participation in school events</p> <ol style="list-style-type: none"> 45 families participated in Got GRIT night 54 families participated in movie night 186 families participated in Curriculum Showcase (total # of families that signed in per class - families may be counted more than once if they have multiple children at Pohakea) 	<p>Observation</p> <p>9) Focus Walk data</p> <p>Perception</p> <ol style="list-style-type: none"> Teacher Implementation Self Assessment Literacy Self-Perception Survey Teacher PD survey BEISY Student Self Assessment/Reflections Panorama EES Survey Panorama SEL Survey Belief Survey Student Attendance Survey Adult Supervisor Self Assessment Schoolwide Parent Survey Event Feedback Survey <p>Classroom Measures</p> <ol style="list-style-type: none"> Priority Standard Problem Solving Work Analysis Writing Class Report Classroom Reading Data Second Step Pre/Post Unit Assessments <p>Schoolwide Measures</p> <ol style="list-style-type: none"> Attendance Data Out of School Time Student Enrollment ECSSS Event Documentation Parent Sign In Sheets 	<p>5) 100% of Pohakea's K-6 classroom teachers will deepen their understanding of the shifts and standards of the Hawaii Core Standards in Social Studies.</p> <p>6) 50% of Pohakea's K-6 classroom teachers will be trained in integrated project based learning (K-5) or disciplinary literacy instruction (6)</p> <p>7) 50% of Pohakea's teachers will be trained in the universal design for learning framework</p> <p><u>Physical and Social-emotional Well-being</u></p> <p>8) 100% of Pohakea's faculty will receive professional development in addressing student behavior (i.e. calming down, problem-solving, etc.)</p> <p>9) Increase student participation in out of school time opportunities.</p> <p>10) Reduce Chronic Absenteeism by 10% from the 2021-22 school year as measured by LDS.</p> <p>11) Increase favorable Safety question responses by 5% of our grade 3-6 students on Panorama.</p> <p>12) 100% of Pohakea's staff will respond positively in the Well-Being and Satisfaction section on the SQS.</p> <p><u>Parent and Community Engagement</u></p> <p>13) Family return rate of the School Quality Survey will increase by 5%.</p> <p>14) Families responding positively in the involvement/engagement section in the SQS will increase by 5%.</p> <p>15) Increase family participation in school events.</p>
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Student Outcomes (SY 2023-24)

Measurable Outcome(s)	Enabling Activity <i>What we are DOING</i>	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity How do we measure impact? ESSER: Action Oriented Data Decision Making	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p>Increase Math proficiency by 5% from the 2022-23 school year as measured by SBA.</p> <p>ESSER: Effective Academic Practices</p>	<p>- Yuureka Tier 1 Math PD and implementation - Develop a deeper understanding of the Math CCSS in order to plan ahead for potential barriers, to provide effective Tier 1 instruction and timely feedback and reflection - Utilize formative assessments to develop effective instructional mathematical practices for teachers and students - Continue to utilize a schoolwide problem solving process to make instructional decisions</p> <p>Effective instructional practices</p> <ul style="list-style-type: none"> ● Foundational numeracy and number sense ● Math CCSS Learning Intentions and Success Criteria ● Design for Barriers (UDL) ● Response to Intervention (RTI) 	Yearlong		<p>Impact Teams - Priority Standard Problem Solving Work Analysis ESSER: Action Oriented Data Decision Making</p> <p>Math Fluency Data</p> <p>iReady Math Overall Proficiency</p> <p>iReady Math Growth</p> <p>Teacher Implementation Self-Assessment/ PD Survey</p> <p>Focus Walk</p>	<p>Quarterly → 3xs per quarter</p> <p>Triannual → Quarterly</p> <p>Triannual</p> <p>Triannual</p> <p>Semester</p> <p>Semester</p>	
<p>Increase ELA proficiency by 5% from the 2022-23 school year as measured by SBA.</p> <p>ESSER: Effective Academic Practices</p>	<p>Effective instructional practices</p> <ul style="list-style-type: none"> ● Foundational literacy/ Morphology using the Orton Gillingham approach ● ELA CCSS Learning Intentions and Success Criteria ● Design for Barriers (UDL) ● Response to Intervention (RTI) 	Yearlong		<p>DIBELS Benchmark</p> <p>iReady Reading Proficiency (Standard View)</p> <p>iReady Reading Growth</p> <p>Classroom Reading data</p>	<p>Triannual</p> <p>Triannual</p> <p>Triannual</p> <p>Quarterly</p>	

				<ul style="list-style-type: none"> Reading Foundations AND/OR RTI 		
				Literacy Self-Perception Survey	Pre/Post	
				PD Survey	Per PD session	
				Focus Walk	Semester	
	Thinking Maps Write From the Beginning and Beyond (TM WFBB) Implementation	Yearlong		Writing Class Reports Pre/Post	Per Text Type	
				Teacher Implementation Self-Assessment	Per Text Type	
Increase Science proficiency by 5% from the 2022-23 school year as measured by NGSS Science.	Professional Development on <ul style="list-style-type: none"> Science and Engineering Practices (SEP) Claim, Evidence, Reasoning (CER) 	Yearlong		Teacher Implementation Self-Assessment	Semester	
ESSER: Effective Academic Practices	STEMscopes Implementation <ul style="list-style-type: none"> NGSS Learning Intentions and Success Criteria 	Yearlong		PD Survey	Semester	
				STEMscopes Beginning of Year Data	Annual	
				STEMscopes End of Year Data	Annual	
Increase favorable Safety question responses by 5% of our grade 3-6 students on Panorama.	Social Emotional Learning (SEL) Implementation <ul style="list-style-type: none"> Core Program PBIS <ul style="list-style-type: none"> Student Recognition Bucket Fillers SEL Journals Schoolwide Expectations 3 Take Cares <ul style="list-style-type: none"> Take care of myself Take care of others Take care of this place 	Yearlong		BEISY	Triannual	
ESSER: Healthy Habits Healthy School				Panorama EES Survey (3-6)	Yearly	
				Panorama SEL Survey (3-6)	Triannual	
				Teacher Implementation Self Assessment	Qtrly	
					Per Unit	

				Student Pre/Post Unit Assessments		
Chronic Absenteeism reduction to <20% Stretch Goal: Chronic absenteeism reduction to 12% ESSER: Healthy Habits Healthy School	Check and Connect	Yearlong		Attendance pulled from Infinite Campus/LDS Student attendance survey	Qtrly	
	Chronic Absenteeism Team	Yearlong		Attendance pulled from Infinite Campus/LDS	Qtrly	
	Phone Call/Home Visit	As needed		ECSSS Event Documentation	Per visit	
Increase student participation in out of school time opportunities	Family Outreach <ul style="list-style-type: none"> Academics (tutoring, enrichment) Social activities 	Per out of school time opportunity		Student enrollment	Per out of school time opportunity	

Staff Outcomes (SY 2023-2024) Goal is to shift staff outcomes to student outcomes within the next 2 years

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity ESSER: Action Oriented Data Decision Making	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
100% of Pohakea's staff will respond positively in the Well-Being and Satisfaction section on the SQS. ESSER: Healthy Habits Healthy School	Professional Development on self-care and mindfulness Wellness Activities (i.e. self-care, physical and mental wellbeing)	Yearlong		Belief Survey Results PD Survey	Annual Per session	
100% of Pohakea's Classroom Teachers will teach with clarity.	Impact Teams discussion and planning for implementation of Learning Intentions and Success Criteria	Yearlong		Teacher Implementation Self-Assessment	Qtrly	

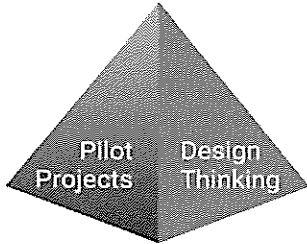
ESSER: Effective Academic Practices	Grade Level development or refinement of Learning Intentions and Success Criteria.	Yearlong		Focus Walk	Qtrly	
	Inter-rater	Qtrly		Inter-rater grade level documents Anchor Pieces	Qtrly Per Text Type	
100% of Pohakea's Classroom Teachers will receive PD on Math Tier 1 Instruction <u>ESSER: Responsive Capacity Building</u>	Yuureka PD on the following areas: - deepen their mathematical content knowledge to assess learning - effective mathematical practices for teachers and students - increase numeracy and number sense - a schoolwide problem solving process to make instructional decisions	Qtrly		PD Attendance PD Survey	Qtrly Qtrly	
100% of Pohakea's K-6 classroom teachers will deepen understanding of the shifts and standards of the Hawaii Core Standards in Social Studies. <u>ESSER: Responsive Capacity Building</u>	Professional Development on HCSSS Framework and Standards	Yearlong		PD Survey	Per session	
100% of Pohakea's K-6 classroom teachers will be trained in integrated project based learning <u>ESSER: Responsive Capacity Building</u>	Professional Development <ul style="list-style-type: none"> ● NGSS Framework & Standards ● HCSSS Framework & Standards ● Integrated Units <ul style="list-style-type: none"> ○ 21-22 Gr. 1 ○ 22-23 Gr. K, 2, 3 ○ 23-24 Gr. 4, 5 SPED, 6 	Yearlong		PD Attendance PD Survey	Per session Per session	

100% of Pohakea's classroom teachers will be trained in the universal design for learning framework ESSER: Responsive Capacity Building	Professional Development <ul style="list-style-type: none"> Universal design for learning framework 	Yearlong		PD Attendance PD Survey	Per session Per session	
100% of Pohakea's faculty will receive professional development in addressing student behavior (i.e. calming down, problem-solving, etc.) ESSER: Responsive Capacity Building	Implement training(s) on addressing student concerns/behaviors using SEL Program/SEL skills Training and meetings with non-classroom adult supervisors to train and debrief interactions with students.	Yearlong		Teacher Implementation Self-Assessment PD Survey Adult Supervisors Self-Assessments	Semester Semester Quarter	
100% of Pohakea's classroom teachers will understand the Computer Science standards ESSER: Responsive Capacity Building	Professional Development <ul style="list-style-type: none"> Computer Science Framework & Standards 	Yearlong		PD Attendance PD Survey	Per session Per session	

Parent Engagement (2023-2024)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity ESSER: Action Oriented Data Decision Making	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Family return rate of the School Quality Survey will increase by 5%.	Use of uniform school wide communication system (i.e. Class Dojo, School Messenger Emails or texts)	Yearlong		Schoolwide Parent Surveys	Triannual	

Families responding positively in the involvement/engagement section in the SQS will increase by 5%.	Parent Teacher Conferences Live or Virtual Assemblies Family Events	Yearlong		Sign-in sheets Event Feedback Survey	Per event Per event	
Increase family participation in school events.	Phone calls or in person invitations to families. Schoolwide Events <ul style="list-style-type: none"> • Movie Nights • Halloween • Performance Grade Level Events <ul style="list-style-type: none"> • Curriculum Showcases 	Per event Yearlong Yearlong		Sign-in sheets Event Feedback Survey Curriculum Showcases Attendance Parent Surveys	Per event Per event	



Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>Please describe your school's ideas around innovation and pilot projects.</i></p> <p><i>Ideas:</i> <i>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.</i></p> <p><i>Provide opportunities for students to demonstrate their proficiency in learning through multiple ways (i.e. film, song, art, essay, project, community service).</i></p> <p><i>Computer Science- integrate Computer Science standards in all content areas.</i></p>	<p><i>Please describe your conditions for Success:</i></p> <ul style="list-style-type: none"> <i>-Positive School culture that embraces students and families at where they are at and facilitate learning as a community</i> <i>-Professional Development for teachers to strengthen pedagogy and encourage healthy risk taking in learning</i> <i>-Community Support to provide resources and opportunity to collaborate and expose students to ideas and the needs around us.</i>