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**Pomaikai Elementary School**  
**Academic Plan 2020-2021**  
**Academic Plan & Supporting Documents**

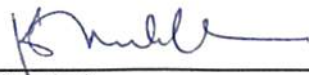
2020-2021 School Year

Principal: Kim Otani

Contact Information

Telephone: 808-727-4800

Plan Submitted by

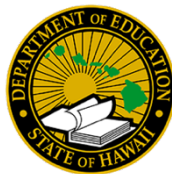
  
Principal

6/5/2020  
Date

Plan Approved by

  
Complex Area Superintendent

6/5/2020  
Date



# 2020 Academic Plan, School Year 2020-21

## Pōmaika‘i Elementary School

Developing a collaborative Academic Plan framed by the HDOE Learning Organization is the foundation for a forward focused 3-Year 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 a school how to close the achievement gap; and, 3) applying contextual and community measurements and assessments.

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

## HDOE 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.

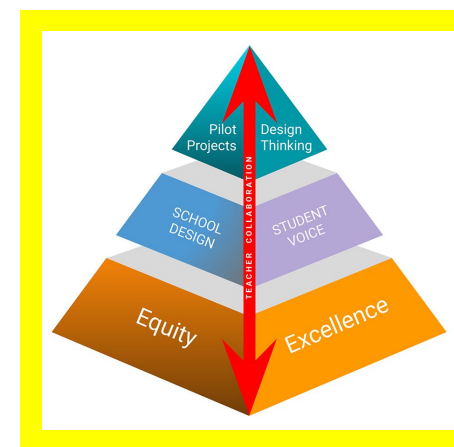
- The **Pipeline of Emerging Ideas** is linked to the HDOE 2020-30 Strategic Plan (page 5).

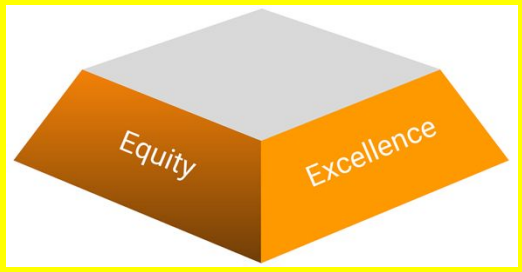
**Innovation in Support of the Core:** New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The 3-Year 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 3-Year Academic Plan is structured by the HDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).

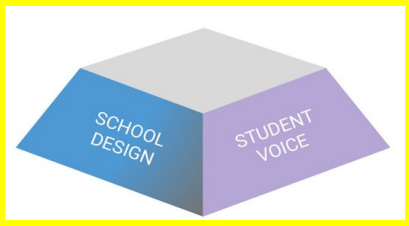




# Teaching & Learning Core: Equity and Excellence

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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        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| <p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. <b>The description must be gathered from a CNA</b> such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p><b>An achievement gap between our high needs students (Special Education, English Language Learners, and our students with Free/Reduced lunch) is increasing in English Language Arts (29 points) and not improving in Math (16 points) based on our Smarter Balanced Assessment scores.</b></p> <p>WASC Critical Areas #1<br/>That the administration and staff seek ways to implement a <b>process</b> to ensure successful <b>systems of support</b> in order to have clarity and consistency on school wide initiatives to close the achievement gap.</p> <ul style="list-style-type: none"><li>Plan the year</li><li>PLTs, Mentoring, etc.</li><li>Monthly PLT linked outcomes</li></ul> <p>WASC Critical Area #2<br/>That the administration and teachers investigate ways to develop, enhance and further systematize their efforts in Data Teams and RTI to assist their students in achieving academic and behavior success.</p> <ul style="list-style-type: none"><li>Consistent RTI &amp; DFIT Processes</li></ul> <p>WASC Critical Area #3<br/>That the administration and staff seek ways to improve their efforts in vertical articulation to ensure student success through the grades and a <b>consistent delivery of curriculum</b>.</p> <ul style="list-style-type: none"><li>Reading, Math, Writing, etc.</li></ul> <p>WASC Critical Area #4<br/>That the administration and teachers investigate ways to create a coherent, school wide GLO evaluation tool to ensure consistent expectations for all students.</p> <ul style="list-style-type: none"><li>Implement &amp; Evaluate a tool</li></ul> | <p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>It has long been our belief that, if we use arts integration strategies as an inclusive approach, then we will develop the whole child to be college, career, and life ready. This inclusive approach for tier one and two instruction scaffolds the DOK levels of thinking and responding through collaboration, <b>empower student voice</b>, peer feedback processes, and a constructive approach.</p> <p>In this academic year 20-21, we believe if we enhance our academic and behavioral RTI system, through common agreements among grade levels and instructional coaching, for tiered instruction at Pōmaika‘i Elementary School, then students will receive a consistent delivery of tiered instruction, improving the quality of instruction and support, improving student achievement and social emotional total well being.</p> | <p><i>What are your <a href="#">Enabling Activities</a> to improve the achievement gap?</i></p> <p><b>Student Success</b></p> <ul style="list-style-type: none"><li>K-5 students will receive content area instruction through school-wide foundational arts integration strategies for tier one and two instruction.<ul style="list-style-type: none"><li>Tableau</li><li>Reading Visual Text</li></ul></li><li>K-2 students will receive consistent delivery of Beginning Reading Foundational Skills (BFRS) daily in tier one and two instruction.</li><li>K-5 students will be provided a consistent process of Academic and Behavioral RTI instruction</li><li>K-5 students will receive place and <b>project based learning</b> opportunities to <b>innovatively</b> solve real world problems integrating NGSS &amp; C3 Framework.</li></ul> <p><b>Staff Success</b></p> <ul style="list-style-type: none"><li>Professional Development to improve quality and consistency of instruction on school-wide foundational arts integration strategies, BFRS and mathematical problem solving</li><li>Instructional Coaching supports will be in place to provide feedback and reflection on individual teacher’s growth with school-wide strategies and practices:<ul style="list-style-type: none"><li>Arts Integration</li><li>BFRS</li><li>Number Talks and Mathematical Problem Solving</li><li>Academic RTI</li></ul></li></ul> <p><b>Successful Systems of Support</b></p> <ul style="list-style-type: none"><li>Professional Learning Teams to focus on student learning through collaboration, reflection, vertical articulation, deepening school-wide instructional strategies, common formative instruction, and curriculum development to ensure a consistent delivery of curriculum and instruction.<ul style="list-style-type: none"><li>Fund National Consultant to strengthen culture of continuous improvement by increasing transparency and efficiency of shared leadership PLTs.</li><li>PLT Leads to create a calendar for PLT learning tasks aligned to whole child learning, Critical Areas of Support, district and state goals.</li><li>Continue to design SpEd Data Formative Instruction Team as a collaborative community to improve inclusive practices, equity of environment, and communication with general education teacher and scheduling.</li></ul></li></ul> |



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

Describe here your **complex/school** contexts for School Design and Student Voice.  
**Describe here your current and continuing initiatives** that will further advance your 2020-21 School Design and Student Voice.  
Describe here your **Conditions for Success** for School Design and Student Voice.

|                                                       |                                                       |                                                       |
|-------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------|
| <b>SY 2020-21</b> <a href="#">Measurable Outcomes</a> | <b>SY 2021-22</b> <a href="#">Measurable Outcomes</a> | <b>SY 2022-23</b> <a href="#">Measurable Outcomes</a> |
|-------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------|

What are your [Measurable Outcomes](#) around School Design and Student Voice? **What are you designing?**

Pōmaika‘i School’s Design puts the students at the heart of instruction. We teach to the whole child through arts integration, to empower student voice, creating a sense of HĀ. To do so, teachers continuously participate in professional learning in professional development, instructional coaching, and teacher leadership positions focused on student academic and behavioral achievement and growth.

**Measurable Outcome 1:Common Core** Students will show growth and increase proficiency in ELA/writing and Math:

- Each K-5 classroom’s average SGP on STAR Screeners in Reading and Math will show 50 SGP growth by the end of year (one year’s growth).
- 80% of students in K-5 will be proficient on STAR Early Literacy, STAR Reading, and STAR Math, as determined by STAR SBA Cut Scores by the end of the year.
- 75% of students will show growth on the school-wide writing continuum. Baseline data to be collected in SY 20-21 Proficiency per grade beginning and end of year.

**Measurable Outcome 2: Academic and Behavioral RTI**

- **Academic RTI**
  - 80% of students identified as RTI Tier 2 or 3, or EL in each classroom will have a 35-50 SGP on STAR Early Literacy in Kindergarten, or STAR Reading in grades 1-5 by the end of the school year.
  - 71% of EL Students will be proficient on the Access Test by end of the school year
- **Behavioral RTI**
  - The number of incident referrals in grades K-5 will decrease 10% in SY20-21 to 108 incidents from 120 incidents in SY19-20.

What are your [Measurable Outcomes](#) around School Design and Student Voice? **What are you designing?**

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- Each K-5 classroom’s average SGP on STAR Screeners in Reading and Math will show 50 SGP growth by the end of year (one year’s growth).
- 80% of students in K-5 will be proficient on STAR Early Literacy, STAR Reading, and STAR Math, as determined by STAR SBA Cut Scores by the end of the year.
- 78% of students will show growth on the school-wide writing continuum. Baseline data to be collected in SY 21-22 Proficiency per grade beginning and end of year.

**Measurable Outcome 2: Academic and Behavioral RTI**

- **Academic RTI**
  - 80% of students identified as RTI Tier 2 or 3, or EL in each classroom will have a 40-50 SGP on STAR Early Literacy in Kindergarten, or STAR Reading in grades 1-5 by the end of the school year.
  - 74% of EL Students will be proficient on the Access Test by end of the year
- **Behavioral RTI**
  - The number of incident referrals in grades K-5 will decrease 10% in SY21-22 to **97** incidents from **120** incidents in SY20-21.

What are your [Measurable Outcomes](#) around School Design and Student Voice? **What are you designing?**

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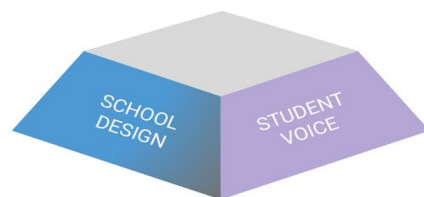
- Each K-5 classroom’s average SGP on STAR Screeners in Reading and Math will show 50 SGP growth by the end of year (one year’s growth).
- 80% of students in K-5 will be proficient on STAR Early Literacy, STAR Reading, and STAR Math, as determined by STAR SBA Cut Scores by the end of the year.
- 81% of students will show growth on the school-wide writing continuum. Baseline data to be collected in SY 22-23 Proficiency per grade beginning and end of year.

**Measurable Outcome 2: Academic and Behavioral RTI**

- **Academic RTI**
  - 80% of students identified as RTI Tier 2 or 3, or EL in each classroom will have a 40-50 SGP on STAR Early Literacy in Kindergarten, or STAR Reading in grades 1-5 by the end of the school year.
  - 77% of EL Students will be proficient on the Access Test by end of the year
- **Behavioral RTI**
  - The number of incident referrals in grades K-5 will decrease 10% in SY22-23 to **88** incidents from **97** incidents in SY21-22.

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| <ul style="list-style-type: none"><li>○ Student feedback from the SY20-21 Panorama Survey, will have a 3% increase to 71% for School Safety from the 68% in the SY19-20.</li></ul> <p><b>Measurable Outcome 3: Science/Social Studies</b></p> <ul style="list-style-type: none"><li>● 68% (+3%) of 5th grade students will score proficient or higher on the HSA Science, administered in spring of 2021</li><li>● 100% of grade levels will create a themed lesson.</li></ul> <p><b>Measurable Outcome 4: Staff Success Professional Development with Instructional Coaching</b></p> <ul style="list-style-type: none"><li>● 100% of teachers will show improvement in teacher practice through professional learning and instructional coaching as measured by instructional coaching logs by the end of the school year to be able to deliver a consistent curriculum.</li></ul> <p><b>Measurable Outcome 5: Systems of Support/PLT</b></p> <ul style="list-style-type: none"><li>● The achievement gap between our high needs and non-high needs students will decrease from 29 points (18/19) to 25 points in ELA and 16 points to (18/19) to 14 points in Math through the use of our Professional Learning Team (Vertical Articulation System) to collaborate, reflect and deepen school wide instructional strategies, common formative instruction, and curriculum development to ensure consistent delivery of curriculum and instruction. This shared leadership system ensures transparency and gives teachers equity of voice in shared decision making.<ul style="list-style-type: none"><li>○ Data Formative Instruction Team PLT</li><li>○ CCSS/Writing Team PLT</li><li>○ Curriculum, Instruction &amp; Vision Team PLT</li><li>○ Positive Behavior Intervention Systems Team PLT</li><li>○ Mentoring Program</li></ul></li></ul> | <ul style="list-style-type: none"><li>○ Student feedback from the SY21-22 Panorama Survey, will have a 3% increase to 74% for School Safety from the 71% in the SY20-21.</li></ul> <p><b>Measurable Outcome 3: Science/Social Studies</b></p> <ul style="list-style-type: none"><li>● 71% (+3%) of 5th grade students will score proficient or higher on the HSA Science, administered in spring of 2022</li><li>● 100% of grade levels will create &amp; revise multiple themed lessons.</li></ul> <p><b>Measurable Outcome 4: Staff Success Professional Development with Instructional Coaching</b></p> <ul style="list-style-type: none"><li>● 100% of teachers will show improvement in teacher practice through professional learning and instructional coaching as measured by instructional coaching logs by the end of the school year to be able to deliver a consistent curriculum.</li></ul> <p><b>Measurable Outcome 5: Systems of Support/PLT</b></p> <ul style="list-style-type: none"><li>● The achievement gap between our high needs and non-high needs students will decrease from 25 points to 22 points in ELA and 14 points to 12 points in Math through the use of our Professional Learning Team (Vertical Articulation System) to collaborate, reflect and deepen school wide instructional strategies, common formative instruction, and curriculum development to ensure consistent delivery of curriculum and instruction. This shared leadership system ensures transparency and gives teachers equity of voice in shared decision making.<ul style="list-style-type: none"><li>○ Data Formative Instruction Team PLT</li><li>○ CCSS/Writing Team PLT</li><li>○ Curriculum, Instruction &amp; Vision Team PLT</li><li>○ Positive Behavior Intervention Systems Team PLT</li><li>○ Mentoring Program</li></ul></li></ul> | <ul style="list-style-type: none"><li>○ Student feedback from the SY22-23 Panorama Survey, will have a 3% increase to 77% for School Safety from the 74% in the SY21-22.</li></ul> <p><b>Measurable Outcome 3: Science/Social Studies</b></p> <ul style="list-style-type: none"><li>● 74% (+3%) of 5th grade students will score proficient or higher on the HSA Science, administered in spring of 2023</li><li>● 100% of grade levels will create &amp; revise multiple themed lessons.</li></ul> <p><b>Measurable Outcome 4: Staff Success Professional Development with Instructional Coaching</b></p> <ul style="list-style-type: none"><li>● 100% of teachers will show improvement in teacher practice through professional learning and instructional coaching as measured by instructional coaching logs by the end of the school year to be able to deliver a consistent curriculum.</li></ul> <p><b>Measurable Outcome 5: Systems of Support/PLT</b></p> <ul style="list-style-type: none"><li>● The achievement gap between our high needs and non-high needs students will decrease from 22 points to 19 points in ELA and 12 points to 10 points in Math through the use of our Professional Learning Team (Vertical Articulation System) to collaborate, reflect and deepen school wide instructional strategies, common formative instruction, and curriculum development to ensure consistent delivery of curriculum and instruction. This shared leadership system ensures transparency and gives teachers equity of voice in shared decision making.<ul style="list-style-type: none"><li>○ Data Formative Instruction Team PLT</li><li>○ CCSS/Writing Team PLT</li><li>○ Curriculum, Instruction &amp; Vision Team PLT</li><li>○ Positive Behavior Intervention Systems Team PLT</li><li>○ Mentoring Program</li></ul></li></ul> |
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| <p><i>Why are you implementing them?</i></p> <p>Pōmaika‘i School’s vision of whole child arts integrated learning for all children is based on <a href="#">years of research</a>. We believe that actively engaging children through the arts requires higher level thinking skills, creative problem solving, and collaboration, in order to challenge learners at all levels. We are determined to connect academics and 21st century skills through arts integration and technology. Our innovative journey continues to inspire all learners in our school today.</p> <p>Based on WASC recommendations, administration and teachers need to enhance and further systematize their efforts in Data Teams, RTI, and a consistent delivery of instruction to achieve behavioral and academic success for all students.</p> | <p><i>Why are you implementing them?</i></p> <p>Pōmaika‘i School’s vision of whole child arts integrated learning for all children is based on <a href="#">years of research</a>. We believe that actively engaging children through the arts requires higher level thinking skills, creative problem solving, and collaboration, in order to challenge learners at all levels. We are determined to connect academics and 21st century skills through arts integration and technology. Our innovative journey continues to inspire all learners in our school today.</p> <p>Based on WASC recommendations, administration and teachers need to enhance and further systematize their efforts in Data Teams, RTI, and a consistent delivery of instruction to achieve behavioral and academic success for all students.</p> | <p><i>Why are you implementing them?</i></p> <p>Pōmaika‘i School’s vision of whole child arts integrated learning for all children is based on <a href="#">years of research</a>. We believe that actively engaging children through the arts requires higher level thinking skills, creative problem solving, and collaboration, in order to challenge learners at all levels. We are determined to connect academics and 21st century skills through arts integration and technology. Our innovative journey continues to inspire all learners in our school today.</p> <p>Based on WASC recommendations, administration and teachers need to enhance and further systematize their efforts in Data Teams, RTI, and a consistent delivery of instruction to achieve behavioral and academic success for all students.</p> |
| <p><i>How will you know that they are causing an improvement? (general what will happen)</i></p> <ul style="list-style-type: none"> <li>● 100% of students will be screened, using STAR Universal Screeners once per quarter</li> <li>● Grade levels are more consistent in delivering instruction in all tiers shown on their content area pacing guides.</li> <li>● Incident &amp; Office Referrals will decrease over time.</li> <li>● Perceptual and anecdotal survey data will record students’ total well-being.</li> </ul>                                                                                                                                                                                                                                                                                           | <p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> <li>● Tiered 1, 2 and 3 instructional and assessment practices will improve and universal screening scores will increase.</li> <li>● Grade levels are more consistent in delivering instruction in all tiers shown on their content area pacing guides.</li> <li>● Incident &amp; Office Referrals will decrease over time.</li> <li>● Perceptual and anecdotal survey data will record students’ total well-being.</li> </ul>                                                                                                                                                                                                                                                                                     | <p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> <li>● Tiered 1, 2 and 3 instructional and assessment practices will improve and universal screening scores will increase.</li> <li>● Grade levels are more consistent in delivering instruction in all tiers shown on their content area pacing guides.</li> <li>● Incident &amp; Office Referrals will decrease over time.</li> <li>● Perceptual and anecdotal survey data will record students’ total well-being.</li> </ul>                                                                                                                                                                                                                                                                                     |



## 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.



| Baseline Measurements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Formative Measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Summative Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                       |  |  |                                                |                                                                                |                                                                                              |
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| <p><b>Measurable Outcome 1:Common Core</b> Students will show growth and increase proficiency in ELA/writing and Math:</p> <ul style="list-style-type: none"><li>Each K-5 classroom’s SGP on STAR Screeners in Reading and Math will show 50 SGP growth by the end of year.</li><li>80% of students in K-5 will be proficient on STAR Early Literacy, STAR Reading, and STAR Math, as determined by STAR SBA Cut Scores</li><li>Grades 3-5 students average score on the Smarter Balanced Assessment for year 20/21 will be:<ul style="list-style-type: none"><li>67% ELA (64% 18/19)</li><li>61% Math (58% 18/19)</li></ul></li></ul> <hr/> <ul style="list-style-type: none"><li>75% of students show growth on the school-wide writing continuum. Baseline data to be collected in SY 20-21 Proficiency per grade BOY &amp; EOY.</li></ul> | <ul style="list-style-type: none"><li>Quarterly Screener Review of ELA &amp; Math Growth and Proficiency on STAR Early Literacy K-1, STAR Reading 1-5, and STAR Math 1-5</li><li>50 SGP growth for Reading/math by students in grades 1-5 by Semester 1.</li><li>40% of students in K-5 will be proficient on STAR Early Literacy, STAR Reading, and STAR Math, as determined by STAR SBA Cut Scores in Semester 1.</li><li>100% of students in grades 3-5 will participate in SBA Interim or IABs during Q2-3.</li></ul> <hr/> <ul style="list-style-type: none"><li>K-5 students will grow 50% based on BOY to mid-year data using schoolwide writing continuum.</li></ul> | <ul style="list-style-type: none"><li>End of Year Screener Review of ELA &amp; Math Growth and Proficiency on STAR Early Literacy K-1, STAR Reading 1-5, and STAR Math 1-5</li><li>50 SGP growth for Reading/math by students in grades 1-5 by the end of the year (EOY).</li><li>80% of students in K-5 will be proficient on STAR Early Literacy, STAR Reading, and STAR Math, as determined by STAR SBA Cut Scores by EOY.</li><li>Grades 3-5 students average score on the Smarter Balanced Assessment for year 20/21 will be:<ul style="list-style-type: none"><li>67% ELA (64% 18/19)</li><li>61% Math (58% 18/19)</li></ul></li></ul> <table><tr><td colspan="3">STAR Screener Proficiency End of year</td></tr><tr><td>STAR Early Literacy:<br/>K: 644 SS<br/>1: 743 SS</td><td>STAR Reading:<br/>1: 166 SS<br/>2: 338 SS<br/>3: 455 SS<br/>4: 531 SS<br/>5: 600 SS</td><td>STAR Math:<br/>K: 9-10 score<br/>1: 418 SS<br/>2: 529 SS<br/>3: 621 SS<br/>4: 696 SS<br/>5: 782 SS</td></tr></table> <hr/> <ul style="list-style-type: none"><li>100% of K-5 students will show student growth from BOY/EOY writing assessment using our school wide writing continuum.</li></ul> | STAR Screener Proficiency End of year |  |  | STAR Early Literacy:<br>K: 644 SS<br>1: 743 SS | STAR Reading:<br>1: 166 SS<br>2: 338 SS<br>3: 455 SS<br>4: 531 SS<br>5: 600 SS | STAR Math:<br>K: 9-10 score<br>1: 418 SS<br>2: 529 SS<br>3: 621 SS<br>4: 696 SS<br>5: 782 SS |
| STAR Screener Proficiency End of year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                       |  |  |                                                |                                                                                |                                                                                              |
| STAR Early Literacy:<br>K: 644 SS<br>1: 743 SS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | STAR Reading:<br>1: 166 SS<br>2: 338 SS<br>3: 455 SS<br>4: 531 SS<br>5: 600 SS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | STAR Math:<br>K: 9-10 score<br>1: 418 SS<br>2: 529 SS<br>3: 621 SS<br>4: 696 SS<br>5: 782 SS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                       |  |  |                                                |                                                                                |                                                                                              |
| <p><b>Measurable Outcome 2: Academic and Behavioral RTI</b></p> <ul style="list-style-type: none"><li><b>Academic RTI</b><ul style="list-style-type: none"><li>80% of students identified as RTI Tier 2 or 3, or EL in each classroom will have a 40-50 SGP on STAR Early Literacy in Kindergarten, or STAR Reading in grades 1-5 by the end of the school year.</li></ul></li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"><li>All grade levels will complete Academic RTI plan with shared agreements (GL Plans to be Linked here).</li><li>80% of students identified as RTI Tier 2 or Tier 3 will meet quarterly RTI SMART goals based on proficiency of targeted skills.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"><li>80% of students identified as RTI Tier 2 or Tier 3 will meet quarterly RTI SMART goals based on proficiency of targeted skills</li><li>80% of students identified as RTI Tier 2 or 3, or EL in each classroom will have a 40-50 SGP on STAR Early Literacy in Kindergarten, or STAR Reading in grades 1-5 by the end of the school year</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                       |  |  |                                                |                                                                                |                                                                                              |



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| <ul style="list-style-type: none"> <li>○ 71% of EL Students will be proficient on the Access Test</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● <b>Behavioral RTI</b> <ul style="list-style-type: none"> <li>○ The number of incident referrals in grades K-5 will decrease 10% in SY20-21 to 108 incidents from 103* incidents in SY19-20.</li> <li>○ Student feedback from the SY20-21 Panorama Survey, will have a 3% increase to 71% for School Safety from the 68% in the SY19-20.</li> </ul> </li> </ul> <p><b>*Based off of 3 quarters, due to school closure</b></p> | <hr/> <ul style="list-style-type: none"> <li>● 100% of teachers will provide their classes with a Character Count or SEL lesson quarterly that may incorporate the use of the Behavior RTI teacher/counselor. (Calendar of lessons to be linked here)</li> <li>● 70% of Tier 2 students will meet quarterly RTI SMART goals.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>● 71% of EL Students will be proficient on the Access Test</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● The number of incident referrals in grades K-5 will decrease 10% in SY20-21 to 108 incidents from 120* incidents in SY19-20.</li> <li>● Student feedback from the SY20-21 Panorama Survey, will have a 3% increase to 71% for School Safety from the 68% in the SY19-20.</li> </ul>                 |
| <p><b>Measurable Outcome 3: Science/Social Studies</b></p> <ul style="list-style-type: none"> <li>● 68% (+3%) of 5th grade students will score proficient or higher on the HSA Science, administered in spring of 2021</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● 100% of grade levels will create Social Studies Themed Unit using the C3 framework.</li> </ul>                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>● K-5 students will develop Project/Place based Learning (PBL2) units through STEA2M residencies using science notebooks. This will create opportunities for students to engage in design thinking and address whole child wellness, integrating the arts.<br/>(link GL units)</li> <li>● All students will have access to the school garden and related lessons. (link garden signup calendar)</li> <li>● 5th grade students will be given IAB’s semesterly to determine needs and next steps.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● All teachers will have PD to understand the C3 framework process and refine existing lessons to create one themed unit of their choice. (link units here)</li> </ul> | <p>68% of students will show proficiency or higher on HSA science assessment.</p> <p>100% of students will have had a journal entry of garden lessons in their science notebooks. <b>TBD with STEA2M Half Time Teacher</b></p> <hr/> <p>100% of students will have experienced a revised Social Studies unit.</p>                                                                                                                                               |
| <p><b>Measurable Outcome 4: Staff Success Professional Development with Instructional Coaching</b></p> <ul style="list-style-type: none"> <li>● 100% of teachers will show improvement in teacher practice through professional learning and instructional coaching as measured by instructional coaching logs by the end of the school year to be able to deliver a consistent curriculum.</li> </ul>                                                                                                                                                                                   | <p>All teachers will reflect and create next steps after professional learning opportunities, to be followed by coaching.</p> <p>All teachers will be observed or coached (by admin, curriculum coordinator, or peer) on:</p> <ul style="list-style-type: none"> <li>● BFRS/RTI Strategies</li> <li>● Arts Integration Strategies</li> <li>● Number Talks/Problem Solving Strategies</li> </ul>                                                                                                                                                                                                                                                                                                                                                                       | <p>Grade levels to reflect on years’ professional learning, including strengths, challenges, and possible areas of growth and gather feedback for professional development for the following school year.</p> <p>100% of teachers will show improvement in teacher practice through professional learning and instructional coaching as measured by instructional coaching logs by the end of the school year to be able to deliver a consistent curriculum</p> |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Curriculum Coordinators will review instructional coaching logs quarterly to assess progress and needs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Measurable Outcome 5: Systems of Support/PLT</b></p> <ul style="list-style-type: none"> <li>The achievement gap between our high needs and non-high needs students will decrease from 29 points (18/19) to 25 points in ELA and 16 points to (18/19) to 14 points in Math through the use of our Professional Learning Team (Vertical Articulation System) to collaborate, reflect and deepen school wide instructional strategies, common formative instruction, and curriculum development to ensure consistent delivery of curriculum and instruction. This shared leadership system ensures transparency and gives teachers equity of voice in shared decision making.             <ul style="list-style-type: none"> <li>Data Formative Instruction Team PLT</li> <li>CCSS/Writing Team PLT</li> <li>Curriculum, Instruction &amp; Vision Team PLT</li> <li>Positive Behavior Intervention Systems Team PLT</li> <li>Mentoring Program</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>High Needs &amp; Non-High Needs Proficiency and SGP to be reviewed quarterly to show quarterly progress as determined by Measurable Outcome 1</li> <li>PLT Semester Goals:             <ul style="list-style-type: none"> <li>DFIT: complete data cycle quarterly with SMART goals being met at grade level's proficiency/growth goal</li> <li>CCSS/Writing: Teachers will participate in a whole school writing data cycle during Q4. They will facilitate writing instructional strategies as grade level teams and implement BAW program discussions. They will administer BOY writing assessment using school wide writing strategies.</li> <li>CIV: Facilitate and lead grade level teams with vision in mind by creating whole child social emotional experiences to support students' transition back to the school environment.</li> <li>PBIS: Continue to develop and implement a school wide PBIS system. Create innovative ways to encourage positive behavior. Team members will understand PBIS binders and components of PBIS and behavior RTI systems to be a resource for their grade level.</li> </ul> </li> <li>Mentoring Program Semester Goal: 100% of new to Pomaikai/beginning teachers will participate in monthly Mentor Monday meetings. Mentor Mondays will focus on Arts Integration Strategies to support teachers with instructional practices to improve student achievement measured by SGP</li> </ul> | <ul style="list-style-type: none"> <li>The achievement gap between our high needs and non-high needs students will decrease from 29 points (18/19) to 25 points in ELA and 16 points to (18/19) to 14 points in Math through the use of our Professional Learning Team (Vertical Articulation System)</li> <li>PLT Year Goals:             <ul style="list-style-type: none"> <li>DFIT: complete four data cycles quarterly, showing adequate growth and proficiency as determined by SMART Goals</li> <li>CCSS/Writing: Teachers will facilitate writing instructional strategies and implement BAW strategies discussions. BOY &amp; EOY writing assessment We will have schoolwide BOY/EOY writing data for K-5 students creating a baseline for SY20-21.</li> <li>CIV: Evidence of arts integration strategies embedded in PBL2 units</li> <li>PBIS: End of year PBIS Reflection completed by PBIS team to determine SY 21/22 next steps.</li> </ul> </li> <li>Mentoring Program Year Long Goal: 100% of new/beginning teachers will complete the end of the year Mentoring Reflection Survey to gather feedback on how Mentoring support systems had a positive impact on student growth.</li> </ul> |

**Student Outcomes (SY 2020-21)**

| Measurable Outcome(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Enabling Activity                                                                                                                                                                                                                                                                                                 | Duration<br>Fall, Spring,<br>Yearlong | Source of<br>Funds<br>Program ID                                                                                               | School Monitoring<br>Activity                                                                    | Frequency<br>Quarter, Semester,<br>Annual | Complex Monitoring Activity<br>(to be completed by CAS) |
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| <b>Measurable Outcome 1: Common Core</b><br>Students will show growth and increase proficiency in ELA/writing and Math: <ul style="list-style-type: none"> <li>Each K-5 classroom's SGP on STAR Screeners in Reading and Math will show 50% SGP growth by the end of year.</li> <li>80% of students in K-5 will be proficient on STAR Early Literacy, STAR Reading, and STAR Math, as determined by STAR SBA Cut Scores</li> <li>75% of students show growth on the school-wide writing continuum. Baseline data to be collected in SY 20-21 Proficiency per grade BOY &amp; EOY.</li> </ul> | K-5 students will receive content area instruction through school-wide foundational arts integration strategies for tier one and two instruction. <ul style="list-style-type: none"> <li>Acting Right Strategies, including Tableau</li> <li>Reading Art</li> </ul>                                               | Yearlong<br><br>Fall                  | WSF<br>4,975 (Focus Five/Sean Layne)<br><br>\$3,000 (Honolulu Youth Theater/Dan Kelin)<br><br>\$4975 (Focus Five/Melanie Rick) | Academic RTI Team Meeting<br><br>Support Meeting<br><br>PLT Lead Meeting<br><br>Coaching Meeting | Monthly                                   |                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | K-2 students will receive consistent delivery of Beginning Reading Foundational Skills (BFRS) daily in tier one and two instruction.                                                                                                                                                                              | Yearlong                              | 0                                                                                                                              | Coaching Meeting and RTI Team Meetings                                                           | Monthly                                   |                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | K-5 students will receive consistent delivery of mathematics instruction -teachers will be receiving PD during mid DFIT cycle in Q3 on problem solving strategies, error analysis review, and whole school data processes in math. -teachers will receive a quick PD refresher in Number Talks for implementation | Yearly<br><br>(Winter)                | WSF<br>\$5,950 (Yuureka Math/Wesley Yuu)                                                                                       | Coaching District & Support Meetings<br>Mentor Meetings                                          | Quarterly                                 |                                                         |

| Measurable Outcome(s)                                                                                                   | Enabling Activity                                                                                                     | Duration<br>Fall, Spring,<br>Yearlong | Source of<br>Funds<br>Program ID | School Monitoring Activity                        | Frequency<br>Quarter, Semester,<br>Annual | Complex Monitoring Activity<br>(to be completed by CAS) |
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| <b>Measurable Outcome 2: Academic and Behavioral RTI</b> <ul style="list-style-type: none"> <li>Academic RTI</li> </ul> | K-5 students will be provided a consistent process of Academic RTI instruction.<br><a href="#">Academic RTI Goals</a> | Yearlong                              |                                  | Academic RTI Team Meeting (to link meeting notes) | Weekly                                    |                                                         |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                    |          |  |                                                                                              |                            |  |
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| <ul style="list-style-type: none"> <li>80% of students identified as RTI Tier 2 or 3, or EL in each classroom will have a 40-50 SGP on STAR Early Literacy in Kindergarten, or STAR Reading in grades 1-5 by the end of the school year.</li> <li>71% of EL Students will be proficient on the Access Test</li> <li><b>Behavioral RTI</b> <ul style="list-style-type: none"> <li>The number of incident referrals in grades K-5 will decrease 10% in SY20-21 to 108 incidents from 120 incidents in SY19-20.</li> <li>Student feedback from the SY20-21 Panorama Survey, will have a 3% increase to 71% for School Safety from the 68% in the SY19-20.</li> </ul> </li> </ul> | K-2 students will receive consistent delivery of Beginning Reading Foundational Skills (BFRS) daily in tier one and two instruction.                               | Yearlong |  | Coaching Team Meeting & Academic RTI weekly meeting                                          | Quarterly                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | K-5 teachers will be taught the Academic and Behavioral RTI process at the beginning of the year with continuous follow up with individual teachers as need arises | Yearlong |  | Grade Level Meetings<br>Support Meetings                                                     | Monthly                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | K-5 students will be provided a consistent process of Behavior RTI. (Link RTI Behavior Goals or Process here)                                                      | Yearlong |  | Biweekly Tier 2 meeting<br><br>Biweekly Tier 3- Peer Reviews<br>Quarterly BRTI system review | Bi-Weekly<br><br>Quarterly |  |

| Measurable Outcome(s)                                                                                                                                                                                                                                    | Enabling Activity                                                                                                                                                                      | Duration<br>Fall, Spring, Yearlong | Source of Funds<br>Program ID | School Monitoring Activity                                                              | Frequency<br>Quarter, Semester, Annual | Complex Monitoring Activity<br>(to be completed by CAS) |
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| <b>Measurable Outcome 3: Science/Social Studies</b> <ul style="list-style-type: none"> <li>68% (+3%) of 5th grade students will score proficient or higher on the HSA Science, administered in spring of 2021</li> <li>Teachers to create one</li> </ul> | K-5 students will receive place and project based learning opportunities to innovatively solve real world problems integrating the arts, NGSS & C3 Framework, supported by technology. | Yearlong                           | 0                             | Garden Meetings<br>Social Studies Team Meetings<br>CC Meetings<br>CIV PLT Lead Meetings | Quarterly                              |                                                         |
|                                                                                                                                                                                                                                                          | All teachers to implement “Picturing                                                                                                                                                   | Spring                             | WSF                           | PLT Meetings                                                                            | Quarterly                              |                                                         |

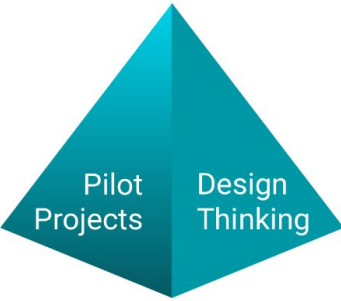
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| Themed social studies unit using C3 Framework. | Science” tier one instructional strategy, integrating Science, Visual Arts, & Literary Art. |  | \$1,500 (Lori Phillips) | CC Meetings |  |  |
|------------------------------------------------|---------------------------------------------------------------------------------------------|--|-------------------------|-------------|--|--|

**Staff Outcomes (SY 2020-21)**

| Measurable Outcome(s)                                                                                                                                                                                                                                                                                                                                                             | Enabling Activity                                                                                                                                                                                                                                                                                                  | Duration<br>Fall, Spring, Yearlong | Source of Funds<br>Program ID | School Monitoring Activity                                           | Frequency<br>Quarter, Semester, Annual | Complex Monitoring Activity<br>(to be completed by CAS) |
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| <b>Measurable Outcome 4: Staff Success Professional Development with Instructional Coaching</b> <ul style="list-style-type: none"> <li>100% of teachers will show improvement in teacher practice through professional learning and instructional coaching as measured by instructional coaching logs by the end of the school year to be able to deliver a consistent</li> </ul> | Professional Development to improve quality and consistency of instruction on school-wide foundational arts integration strategies, BFRS and mathematical problem solving<br><a href="#">Professional Development Plan</a>                                                                                         | Yearlong                           | 0                             | Quarterly Coaching Meetings<br>Support Meetings<br>PLT Lead Meetings | Quarterly, Semester                    |                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                   | Instructional Coaching supports will be in place to provide feedback and reflection on individual teacher’s growth with school-wide strategies and practices: <ul style="list-style-type: none"> <li>Arts Integration</li> <li>BFRS</li> <li>Number Talks and Mathematical Problem Solving</li> <li>RTI</li> </ul> | Yearlong                           | 0                             | Quarterly Coaching & Mentoring Meetings                              | Quarterly                              |                                                         |

| Measurable Outcome(s)                                                                                                                                                                                                                    | Enabling Activity                                                                                                                                           | Duration<br>Fall, Spring, Yearlong | Source of Funds<br>Program ID | School Monitoring Activity                                  | Frequency<br>Quarter, Semester, Annual | Complex Monitoring Activity<br>(to be completed by CAS) |
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| <b>Measurable Outcome 5: Systems of Support/PLT</b> <ul style="list-style-type: none"> <li>Professional Learning Team (Vertical Articulation System) to collaborate, reflect and deepen school wide instructional strategies,</li> </ul> | Fund National Consultant, Deb Brzoska, to strengthen culture of continuous improvement by increasing transparency and efficiency of shared leadership PLTs. | Fall                               | WSF \$4,950                   | CC Planning Meeting<br>CIV PLT Meetings<br>Support Meetings | Monthly                                |                                                         |
|                                                                                                                                                                                                                                          | PLT Leads to create a calendar for PLT learning tasks aligned to Student learning w/follow up aligned with Critical Areas of Support                        | Yearlong                           | 0                             | PLT Lead Meetings                                           | Monthly                                |                                                         |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                     |                 |          |                                                                                                      |                |  |
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| <p>common formative instruction, and curriculum development to ensure consistent delivery of curriculum and instruction. This shared leadership system ensures transparency and gives teachers equity of voice in shared decision making.</p> <ul style="list-style-type: none"><li>○ Data Formative Instruction Team PLT</li><li>○ CCSS/Writing Team PLT</li><li>○ Curriculum, Instruction &amp; Vision Team PLT</li><li>○ Positive Behavior Intervention Systems Team PLT</li><li>○ Mentoring Program</li></ul> | <p>Continue to design SpEd Data Formative Instruction Team as a collaborative community to improve inclusive practices, equity of environment, and communication with general education teacher and scheduling.</p> | <p>Yearlong</p> | <p>0</p> | <p>DFIT PLT Meetings<br/>SpEd DFIT Meetings</p>                                                      | <p>Monthly</p> |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Mentoring Program is to support years 1-3, new to Pomaikai teachers with school-wide foundational arts integration strategies, tiered professional development, curriculum, and emotional support,</p>           | <p>Yearlong</p> | <p>0</p> | <p>Mentor Meetings<br/>Mentoring Monday Summary<br/>Logs<br/>Pre &amp; Post Mentor Lead Meetings</p> | <p>Monthly</p> |  |



Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDEOE 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.

As the HIDEOE 2030 Promise Plan is finalized, a “Forward Focused” 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><i>While referencing the “Forward Focused” Plan, <b>please describe your school’s ideas around innovation and pilot projects</b>. Your draft will be a valuable tool to collect feedback and solicit support from the Complex Area Superintendent, parents, students, and community stakeholders.</i></p> <p><i>2030 <a href="#">Promise Plan</a></i></p> <p><a href="#">Pōmaika‘i Elementary School Whole Child Recovery Plan</a></p> <p>As we move into a new school year with many uncertainties, we plan to create a school wide approach to transition and connect with our students, teachers and staff that puts social emotional needs first. Learning can only happen when students know they are cared about and trust the adult and peers in their learning community. To do so we will be using the arts to serve our students and staff in the following ways:</p> <ul style="list-style-type: none"><li>● Focus the use of arts integration as a tool to nurture and foster the whole child, particularly the social emotional, as well as weaving in higher level thinking and content area skills</li><li>● Adapting our current Arts Integration Strategies for the need for social distancing</li><li>● Reaching all students through distancing learning in the scenario distancing learning continues in some fashion (all students, half classes, students who are not able to attend school regularly, etc.) with the goal that all keiki feel safe and connected virtually.<ul style="list-style-type: none"><li>○ Arts Integration Videos</li></ul></li><li>● Leverage technology tools, professional development, and practices with Distance Learning to support connection, community, and safety for students, teachers, and staff.</li></ul> | <p><i>Please describe your <b>Conditions for Success</b>:</i></p> <p>To do so, our Curriculum, Instruction, and Vision teacher leadership team, along with the school’s Support Team and administration will:</p> <ul style="list-style-type: none"><li>● Lead Pōmaika‘i School’s Vision, Learning is a journey. Each person plays a critical role.” in the context of us coming together during/after a global pandemic.</li><li>● Provide professional development by national consultant, Deb Brzoska for our CIV teacher leaders and Support to strategically plan Opening day, leadership training, building a sense of trust and building an understanding of moving our whole child approach into a new normal</li><li>● Facilitate a vision based opening day to lead Pōmaika‘i School’s faculty through arts rich social emotional experiences, guiding and facilitating total well-being for our staff and faculty, while planning for the well being of our students</li><li>● By planning strategically for relationships of faculty, staff, students, and community we as a school will be able to come together to meet the whole child needs of our students.</li><li>● Support technology coordinator to provide support, professional development, and tools to teachers to be able to innovatively reach our students through blended instruction in the classroom and distantly.</li></ul> |