

Pomaikai Elementary School

Academic Plan 2021-2022

Academic Plan & Supporting Documents

2021-2022 School Year

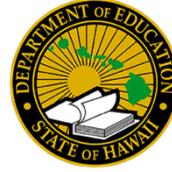
Principal: Timothy Shim

Contact Information

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Plan Submitted by Timothy Shim 4/23/21
Principal Date

Plan Approved by Kathleen Dineen 4/29/21
Complex Area Superintendent Date



2021 Academic Plan, School Year 2021-22

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.

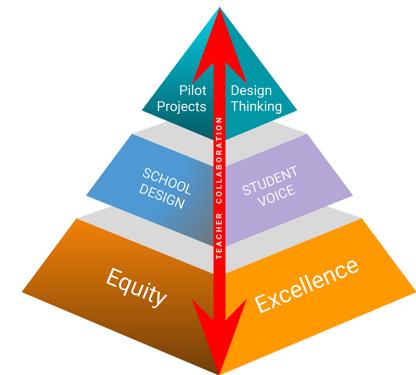
- The **Pipeline of Emerging Ideas** is linked to the HDOE 2020-30 Strategic Plan (page 5).

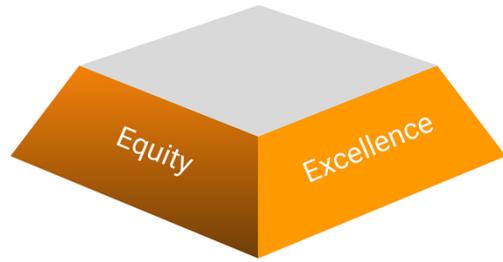
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- 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).

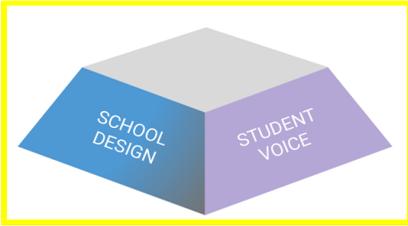




Teaching & Learning Core: Equity and Excellence

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	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 sub group. The description must be gathered from a CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p>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.</p> <p>WASC Critical Area #1 That the administration and staff seek ways to implement a process to ensure successful systems of support in order to have clarity and consistency on school wide initiatives to close the achievement gap.</p> <ul style="list-style-type: none"> Plan the year PLTs, Mentoring, etc. Monthly PLT linked outcomes <p>WASC Critical Area #2 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"> Consistent RTI & DFIT Processes <p>WASC Critical Area #3 That the administration and staff seek ways to improve their efforts in vertical articulation to ensure student success through the grades and a consistent delivery of curriculum.</p> <ul style="list-style-type: none"> Reading, Math, Writing, etc. <p>WASC Critical Area #4 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"> Implement & Evaluate a tool 	<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, empower student voice, peer feedback processes, and a constructive approach.</p> <p>In this academic year 21-22, we believe if we continue 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 Enabling Activities to improve the achievement gap?</i></p> <p>Student Success</p> <ul style="list-style-type: none"> 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"> Tableau Reading Visual Text K-2 students will receive consistent delivery of Beginning Reading Foundational Skills (BFRS) daily in tier one and two instruction. K-5 students will be provided a consistent process of Academic and Behavioral RTI instruction K-5 students will receive place and project based learning opportunities to innovatively solve real world problems integrating NGSS & C3 Framework. <p>Staff Success</p> <ul style="list-style-type: none"> Professional Development to improve quality and consistency of instruction on school-wide foundational arts integration strategies, BFRS and mathematical discourse and problem solving through math routines 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"> Arts Integration BFRS Number Routines and Mathematical Problem Solving Academic RTI <p>Successful Systems of Support</p> <ul style="list-style-type: none"> 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"> Fund National Consultant to strengthen culture of continuous improvement by increasing transparency and efficiency of shared leadership PLTs. PLT Leads to create a calendar for PLT learning tasks aligned to whole child learning, Social Emotional Learning, Critical Areas of Support, district and state goals (Draft Here) 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.



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 2021-22 School Design and Student Voice.

Describe here your **Conditions for Success** for School Design and Student Voice.

SY 2021-22 [Measurable Outcomes](#)

SY 2022-23 [Measurable Outcomes](#)

SY 2023-24 [Measurable Outcomes](#)

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 from the beginning to end of the year. Baseline data to be collected in SY 21-22.

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 SY21-22 to 108 incidents from 120 incidents in SY19-20.

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- 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 from the beginning to 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 108 incidents in SY21-22.
 - Student feedback from the SY22-23 Panorama Survey, will have a 3% increase to 81% for School Safety from the 78% in the SY20-21.

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 - 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.
 - Student feedback from the SY23-24 Panorama Survey, will have a 3% increase to 84% for School Safety from the 81% in the SY21-22.

- Student feedback from the SY21-22 Panorama Survey, will have a 3% increase to 78% for School Safety from the 75% in the SY20-21.

Measurable Outcome 3: Science/Social Studies

- 68% (+3%) of 5th grade students will score proficient or higher on the NGSS Assessment, administered in spring of 2021
- 100% of grade levels will create a themed lesson.

Measurable Outcome 4: Staff Success Professional Development with Instructional Coaching

- 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.

Measurable Outcome 5: Systems of Support/PLT

- 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.
 - Data Formative Instruction Team PLT
 - CCSS/Writing Team PLT
 - Curriculum, Instruction & Vision Team PLT
 - Positive Behavior Intervention Systems Team PLT
 - Mentoring Program

Measurable Outcome 3: Science/Social Studies

- 71% (+3%) of 5th grade students will score proficient or higher on the NGSS Assessment, administered in spring of 2022
- 100% of grade levels will create & revise multiple themed lessons.

Measurable Outcome 4: Staff Success Professional Development with Instructional Coaching

- 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.

Measurable Outcome 5: Systems of Support/PLT

- 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.
 - Data Formative Instruction Team PLT
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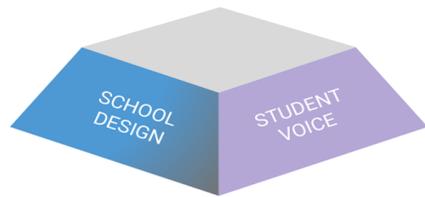
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- 100% of teachers will show improvement in teacher practice through professional learning and instructional coaching as measured by instructional coaching logs by the end of the school year to be able to deliver a consistent curriculum.

Measurable Outcome 5: Systems of Support/PLT

- 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.
 - Data Formative Instruction Team PLT
 - CCSS/Writing Team PLT
 - Curriculum, Instruction & Vision Team PLT
 - Positive Behavior Intervention Systems Team PLT
 - Mentoring Program

<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 years of research. 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 years of research. 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 years of research. 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"> ● 100% of students will be screened, using STAR Universal Screeners once per quarter ● Grade levels are more consistent in delivering instruction in all tiers shown on their content area pacing guides. ● Incident & Office Referrals will decrease over time. ● Perceptual and anecdotal survey data will record students’ total well-being. 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> ● Tiered 1, 2 and 3 instructional and assessment practices will improve and universal screening scores will increase. ● Grade levels are more consistent in delivering instruction in all tiers shown on their content area pacing guides. ● Incident & Office Referrals will decrease over time. ● Perceptual and anecdotal survey data will record students’ total well-being. 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> ● Tiered 1, 2 and 3 instructional and assessment practices will improve and universal screening scores will increase. ● Grade levels are more consistent in delivering instruction in all tiers shown on their content area pacing guides. ● Incident & Office Referrals will decrease over time. ● Perceptual and anecdotal survey data will record students’ total well-being.



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						
<p>Measurable Outcome 1: Common Core Students will show growth and increase proficiency in ELA/writing and Math:</p> <ul style="list-style-type: none"> ● Each K-5 classroom’s SGP on STAR Screeners in Reading and Math will show 50 SGP growth by the end of year. ● 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 ● Grades 3-5 students average score on the Smarter Balanced Assessment for year 21/22 will be: <ul style="list-style-type: none"> ○ 67% ELA (64% 18/19 and ___% 20/21) ○ 61% Math (58% 18/19 and ___% 20/21) <hr/> <ul style="list-style-type: none"> ● 75% of students show growth on the school-wide writing continuum. Baseline data to be collected in SY 20-21 Proficiency per grade BOY & EOY. 	<ul style="list-style-type: none"> ● Quarterly Screener Review of ELA & Math Growth and Proficiency on STAR Early Literacy K-1, STAR Reading 1-5, and STAR Math 1-5 ● 50 SGP growth for Reading/math by students in grades 1-5 by Semester 1. ● 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. ● 100% of students in grades 3-5 will participate in SBA Interim or IABs during Q2-3. <hr/> <ul style="list-style-type: none"> ● K-5 students will grow 50% based on BOY to mid-year data using schoolwide writing continuum. 	<ul style="list-style-type: none"> ● End of Year Screener Review of ELA & Math Growth and Proficiency on STAR Early Literacy K-1, STAR Reading 1-5, and STAR Math 1-5 ● 50 SGP growth for Reading/math by students in grades 1-5 by the end of the year (EOY). ● 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. ● Grades 3-5 students average score on the Smarter Balanced Assessment for year 21/22 will be: <ul style="list-style-type: none"> ○ 67% ELA (64% 18/19 and ___% 20/21) ○ 61% Math (58% 18/19 and ___% 20/21) <table border="1" data-bbox="1723 643 2601 932" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">STAR Screener Proficiency End of year</th> </tr> </thead> <tbody> <tr> <td style="width: 33%;">STAR Early Literacy: K: 644 SS 1: 743 SS</td> <td style="width: 33%;">STAR Reading: 1: 166 SS 2: 338 SS 3: 455 SS 4: 531 SS 5: 600 SS</td> <td style="width: 33%;">STAR Math: K: 9-10 score 1: 418 SS 2: 529 SS 3: 621 SS 4: 696 SS 5: 782 SS</td> </tr> </tbody> </table> <hr/> <ul style="list-style-type: none"> ● 100% of K-5 students will show student growth from BOY/EOY writing assessment using our school wide writing continuum. 	STAR Screener Proficiency End of year			STAR Early Literacy: K: 644 SS 1: 743 SS	STAR Reading: 1: 166 SS 2: 338 SS 3: 455 SS 4: 531 SS 5: 600 SS	STAR Math: K: 9-10 score 1: 418 SS 2: 529 SS 3: 621 SS 4: 696 SS 5: 782 SS
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<p>Measurable Outcome 2: Academic and Behavioral RTI</p> <ul style="list-style-type: none"> ● Academic RTI <ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> ● All grade levels will revise GL Academic RTI plan to include shared agreements (GL Plans to be Linked here). ● 80% of students identified as RTI Tier 2 or Tier 3 will meet quarterly RTI SMART goals based on proficiency of targeted skills. 	<ul style="list-style-type: none"> ● 80% of students identified as RTI Tier 2 or Tier 3 will meet quarterly RTI SMART goals based on proficiency of targeted skills ● 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 						

<ul style="list-style-type: none"> ○ 71% of EL Students will be proficient on the Access Test <hr/> <ul style="list-style-type: none"> ● Behavioral RTI <ul style="list-style-type: none"> ○ The number of incident referrals in grades K-5 will decrease 10% in SY21-22 to 108 incidents from 120 incidents in SY19-20. ○ Student feedback from the SY21-22 Panorama Survey, will have a 3% increase to 78% for School Safety from the 75% in the SY20-21. <p>*Based off of 3 quarters, due to school closure</p>	<hr/> <ul style="list-style-type: none"> ● 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) ● 70% of Tier 2 students will meet quarterly RTI SMART goals. 	<ul style="list-style-type: none"> ● 71% of EL Students will be proficient on the Access Test <hr/> <ul style="list-style-type: none"> ● The number of incident referrals in grades K-5 will decrease 10% in SY21-22 to 108 incidents from 120 incidents in SY19-20. ● Student feedback from the SY21-22 Panorama Survey, will have a 3% increase to 78% for School Safety from the 75% in the SY20-21.
<p>Measurable Outcome 3: Science/Social Studies</p> <ul style="list-style-type: none"> ● 70% (65% 18/19 & ____ 20/21) of 5th grade students will score proficient or higher on the NGSS Assessment, administered in spring of 2022 <hr/> <ul style="list-style-type: none"> ● 100% of grade levels will create Social Studies Themed Unit using the C3 framework. 	<ul style="list-style-type: none"> ● 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. (link GL units) ● All students will have access to the school garden and related lessons. (link garden signup calendar) ● 5th grade students will be given IABs each semester to determine needs and next steps. <hr/> <ul style="list-style-type: none"> ● All teachers will have PD to understand the C3 framework process and refine existing lessons to create one themed unit of their choice integrating the arts. (link units here) 	<p>70% of students will show proficiency or higher onNGSS Assessment.</p> <p>100% of students will have had a journal entry of garden lessons in their science notebooks. TBD with STEA2M Half Time Teacher</p> <hr/> <p>100% of students will have experienced a C3 Social Studies unit integrating the arts.</p>
<p>Measurable Outcome 4: Staff Success Professional Development with Instructional Coaching</p> <ul style="list-style-type: none"> ● 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>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"> ● BFRS/RTI Strategies ● Arts Integration Strategies ● Number Routines/Problem Solving Strategies 	<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>

	Curriculum Coordinators will review instructional coaching logs quarterly to assess progress and needs.	
<p>Measurable Outcome 5: Systems of Support/PLT</p> <ul style="list-style-type: none"> 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"> Data Formative Instruction Team PLT CCSS/Writing Team PLT Curriculum, Instruction & Vision Team PLT Positive Behavior Intervention Systems Team PLT Mentoring Program 	<ul style="list-style-type: none"> High Needs & Non-High Needs Proficiency and SGP to be reviewed quarterly to show quarterly progress as determined by Measurable Outcome 1 PLT Semester Goals: <ul style="list-style-type: none"> DFIT: Support consistency among curriculum (BAW, Wonder, SS & Engage) through quarterly data cycles. GL to meet SMART Goals to support all students in RTI tiers (1, 2 & 3) <ul style="list-style-type: none"> Q1 Wtg, Q2 ELA, Q3 Math & Q4 Wtg CCSS: Lead innovative practices with arts and technology to support whole child learning.assessment using school wide writing strategies. CIV: Facilitate and lead grade level teams with foundational arts integration strategies, energy and innovative PBL2 units with vision in the forefront. PBIS: Continue to develop and implement a school wide PBIS system, focusing on Social Emotional Learning (SEL) for the Whole Child. Mentoring Program Semester Goal: 100% of new to Pomaikai/beginning teachers will participate in monthly Mentor Monday meetings. Students in these classrooms will show 50 SGP on STAR Reading & Math. 	<ul style="list-style-type: none"> 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) PLT Year Goals: <ul style="list-style-type: none"> DFIT: complete four data cycles quarterly, showing adequate growth and proficiency as determined by SMART Goals CCSS/Writing: Teachers will facilitate writing instructional strategies and implement BAW strategies discussions. BOY & EOY writing assessment We will have schoolwide BOY/EOY writing data for K-5 students creating a baseline for SY20-21. CIV: Evidence of arts integration strategies embedded in PBL2 units PBIS: End of year PBIS Reflection completed by PBIS team to determine SY 21/22 next steps. Mentoring Program Year Long Goal:100% of new/beginning teachers will show growth based on instructional coaching and students in these classrooms will show 50 SGP on STAR Reading & Math.

Student Outcomes (SY 2021-22)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p>Measurable Outcome 1:Common Core Students will show growth and increase proficiency in ELA/writing and Math:</p> <ul style="list-style-type: none"> Each K-5 classroom’s SGP on STAR Screeners in Reading and 	<p>K-5 students will receive content area instruction through school-wide foundational arts integration strategies for tier one and two instruction.</p> <ul style="list-style-type: none"> Acting Right Strategies, including Tableau Reading Art 	<p>Yearlong</p> <p>Fall</p>	<p>WSF 4,975 (Focus Five/Sean Layne)</p>	<p>Academic RTI Team Meeting</p> <p>Support Meeting</p>	<p>Monthly</p>	

<p>Math will show 50% SGP growth by the end of year.</p> <ul style="list-style-type: none"> 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 75% of students show growth on the school-wide writing continuum. Baseline data to be collected in SY 21-22 Proficiency per grade BOY & EOY. 			\$3,000 (Honolulu Youth Theater/Dan Kelin) \$4975 (Focus Five/Melanie Rick)	PLT Lead Meeting Coaching Meeting		
	K-2 students will receive consistent delivery of Beginning Reading Foundational Skills (BFRS) daily in tier one and two instruction.	Yearlong	0	Coaching Meeting Academic RTI Team Meeting	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 (Winter)	WSF \$5,950 (Yuureka Math/Wesley Yuu)	Coaching Meeting Academic RTI Team Meeting	Monthly	

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	<u>School Monitoring Activity</u>	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p>Measurable Outcome 2: Academic and Behavioral RTI</p> <ul style="list-style-type: none"> Academic RTI <ul style="list-style-type: none"> 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. 71% of EL Students will be proficient on Access Test 	K-5 students will be provided a consistent process of Academic RTI instruction. <ul style="list-style-type: none"> Academic RTI Goals EL PTT Documentation/RTI PTT 	Yearlong	WSF 22k x 2 EL & Doc/RTI PTT	Academic RTI Team Meeting (to link meeting notes)	Weekly	
	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		Support Meetings	Monthly	

<ul style="list-style-type: none"> ● Behavioral RTI <ul style="list-style-type: none"> ○ The number of incident referrals in grades K-5 will decrease 10% in SY21-22 to 108 incidents from 120 incidents in SY19-20. ○ Student feedback from the SY21-22 Panorama Survey, will have a 3% increase to 78% for School Safety from the 75% in SY20-21. 	<p>K-5 students will be provided a consistent process of Behavior RTI. (Link RTI Behavior Goals or Process here)</p>	<p>Yearlong</p>		<p>Behavioral RTI Tier 2 Meeting</p> <p>Behavioral RTI Tier 3- Peer Reviews</p> <p>Quarterly BRTI system review</p>	<p>Bi-Weekly</p> <p>Quarterly</p>	
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<p>Measurable Outcome 3: Science/Social Studies</p> <ul style="list-style-type: none"> ● 70% of 5th grade students will score proficient or higher on the NGSS Assessment, administered in spring of 2022 ● Teachers to create one Themed social studies unit using C3 Framework. 	<p>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.</p>	<p>Yearlong</p>	<p>0</p>	<p>Garden Meetings CCSS PLT (Social Studies) CIV PLT Lead Meetings</p>	<p>Quarterly</p>	
	<p>All teachers to implement “Picturing Science” tier one instructional strategy, integrating Science, Visual Arts, & Literary Art.</p>	<p>Spring</p>	<p>WSF \$1,500 (Lori Phillips)</p>	<p>PLT Lead Meetings</p>	<p>Quarterly</p>	

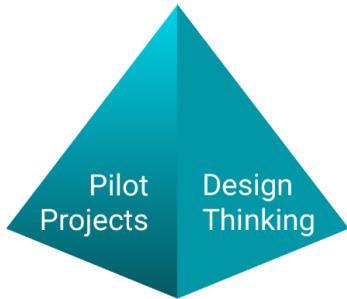
Staff Outcomes (SY 2021-22)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	<u>School Monitoring Activity</u>	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)

Measurable Outcome 4: Staff Success “Whole Teacher” Professional Development with Instructional Coaching <ul style="list-style-type: none"> 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 ensure consistent delivery of instruction among teachers and grade levels. Quarterly wellness activities and events will be strategically placed throughout the year to ensure teachers’ overall wellbeing. 	Professional Development to improve quality and consistency of instruction on school-wide foundational arts integration strategies, BFRS and mathematical problem solving <ul style="list-style-type: none"> Professional Development Plan Visual Arts PTT 	Yearlong	22k VA PTT 40k PD Plan	Quarterly Coaching Meetings Support Meetings 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"> Arts Integration BFRS Number Talks and Mathematical Problem Solving RTI Wellness Activities and Events to focus on teacher social emotional wellbeing: <ul style="list-style-type: none"> Garden Workdays Yoga Walking Challenges Pono Club Staff Recess 	Yearlong	0	Quarterly Coaching Quarterly Wellness Meetings	Quarterly	

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Measurable Outcome 5: Systems of Support/PLT <ul style="list-style-type: none"> Professional Learning Teams (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 	Fund National Consultant, Deb Brzoska, to strengthen culture of continuous improvement by increasing transparency and efficiency of shared leadership PLTs.	Fall	WSF \$4,950	CIV PLT Meetings 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 21/22 DRAFT Calendar	Yearlong	0	PLT Lead Meetings	Monthly	
	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.	Yearlong	0	DFIT PLT Meetings SpEd DFIT Meetings District SpEd Inclusion Training	Monthly	

leadership system ensures transparency and gives teachers equity of voice in shared decision making. <ul style="list-style-type: none"> ○ Data Formative Instruction Team PLT ○ CCSS ○ Curriculum, Instruction & Vision PLT ○ Positive Behavior Intervention Systems PLT ○ Mentoring Program 	<ul style="list-style-type: none"> ● District Provided SpEd Inclusion Training 					
	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.	Yearlong	0	Pre & Post Mentor Lead Meetings <ul style="list-style-type: none"> ● Mentoring Monday Summary Logs 	Monthly	



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
<p>While referencing the “Forward Focused” Plan, please describe your school’s ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support from the Complex Area Superintendent, parents, students, and community stakeholders.</p> <p>2030 Promise Plan</p> <p>As we move into the 21/22SY we have the opportunity to reimagine our spaces, innovative practices through technology and the arts, while building our students as leaders and honoring their social emotional development. Our computer lab and Creative Literacy Library will be integrated to be a space for innovative project based learning for every grade level. The new support position, a combined tech coordinator and Creative Literacy Teacher in one, will support students and teachers to plan, implement and reflect on projects aligned to place, student voice, and self. This holistic approach to PBL will be celebrated and shared with the school community</p>	<p>Please describe your Conditions for Success:</p> <p>To do so, our Tech & Arts Teacher, along with the school’s Support Team and administration will:</p> <ul style="list-style-type: none"> ● Reorganize the Creative Literacy Library after being dormant for a year, to be conducive for project based learning. ● Create a Maker Space for classes to visit to create and imagine ● Facilitate and Lead CCSS PLT aligned to PBL Units supported in this space: <ul style="list-style-type: none"> ○ Support Grade Levels to integrate technology and the arts in Project Placed Based Learning units ○ Use student and teacher needs to guide technology training and model lessons in the classroom and CLL

through our Keiki Honu News Broadcast, Community Events, website and social media outlets. The General Learner Outcomes will be at the forefront, ensuing students are College Career and Life ready.

- Model arts and technology lessons aligned to standards and enduring understandings determined by Grade Levels
- Use design thinking skills to reimagine the possibility of our Keiki Honu News Broadcast with 4th and 5th grade students
 - 4th Graders to create mini stories to be shared on KHN
 - 5th grades to be live producers of KHN
 - Celebrate learning through the arts, a‘ina and technology
- Continue to educate our community on our “Vision, Learning is a journey. Each person plays a critical role” through community events, website and social media.