

# Pomaikai Elementary School

## Academic Plan 2022-2023

### Academic Plan & Supporting Documents

2022-2023 School Year

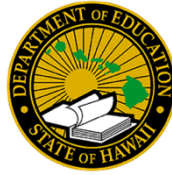
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Plan Submitted by  3/31/22  
Principal Date

Plan Approved by  4/1/22  
Complex Area Superintendent Date



# 2022 Academic Plan, School Year 2022-23

## Pōmaika'i Elementary School

Developing a collaborative Academic Plan framed by the HIDOE 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.

## HIDOE Learning Organization

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

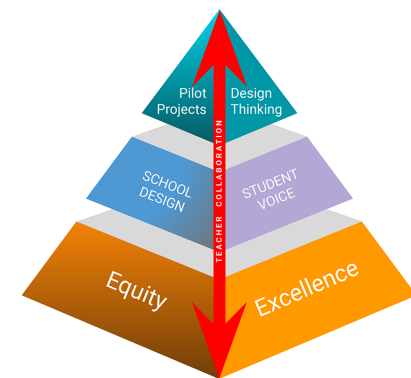
- The **Pipeline of Emerging Ideas** is linked to the HIDOE 2020-30 Strategic Plan (page 5).

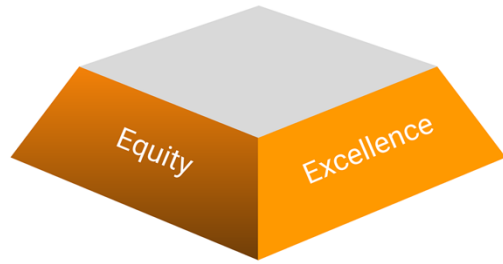
**Innovation in Support of the Core:** New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- 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 HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).

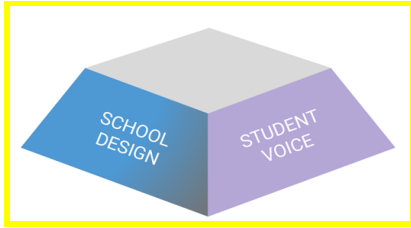




## Teaching & Learning Core: Equity and Excellence

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><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 Area #1 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 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 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 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 22-23, 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 <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) and or Early Childhood Reading Intervention (ECRI) 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> <li>Continue to fund art residencies to support whole-child learning and development</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, ECRI and mathematical discourse and problem solving through math routines</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/ECRI</li> <li>Number Routines 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 Arts Integration Consultants to strengthen the 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, Social Emotional Learning, Critical Areas of Support, district and state goals (<a href="#">21-22 Draft</a>)</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 teachers 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 2022-23 School Design and Student Voice.

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

SY 2022-23 <a href="#">Measurable Outcomes</a>	SY 2023-24 <a href="#">Measurable Outcomes</a>	SY 2024-25 <a href="#">Measurable Outcomes</a>
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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 MGP growth by the end of year (one year's growth).
- 75% 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 22-23.

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

● **Academic RTI**

- 75% 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 by at least 10% in SY22-23 from 198 incidents in SY19-20 (pre-COVID).

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 MGP growth by the end of year (one year's growth).
- 75% 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**

- 75% 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 by at least 10% compared to SY 22-23.
- Student feedback from the SY23-24 Panorama Survey, will have a 3% increase for School Safety from the prior year.

**Measurable Outcome 3: Science/Social Studies**

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 MGP growth by the end of year (one year's growth).
- 75% 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 from the beginning to end of year.

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

● **Academic RTI**

- 75% 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 by at least 10% as compared to SY23-24.
- Student feedback from the SY24-25 Panorama Survey, will have a 3% increase for School Safety from the prior year.

**Measurable Outcome 3: Science/Social Studies**

- Student feedback from the SY22-23 Panorama Survey, will have a 3% increase to 70% for School Safety from the 67% in the SY20-21.

**Measurable Outcome 3: Science/Social Studies**

- 55% (+6%) of 5th grade students will score proficient or higher on the NGSS Assessment, administered in spring of 2022
- 100% of grade levels will implement a themed PBL lesson integrating C3 and the Arts or NGSS and the Arts.

**Measurable Outcome 4: Health/Physical Education and Wellness**

- 100% of staff will receive PD on the Wellness Guidelines
- The Wellness Committee will meet 3 times during the school year
- 100% of staff will review Health and PE standards for their respective grade levels

**Measurable Outcome 5: 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 6: Systems of Support/PLT**

- The achievement gap between our high needs and non-high needs students will decrease from 25 points (20/21) to 22 points in ELA and 26 points to (20/21) to 23 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.

- 5th grade students will increase proficiency on the NGSS Assessment by 3% compared to the previous year
- 100% of grade levels will create/revise multiple themed lessons.

**Measurable Outcome 4: Health/Physical Education and Wellness**

- 100% of staff will receive PD on the Wellness Guidelines
- The Wellness Committee will meet 3 times during the school year
- 100% of staff will develop lessons integrating Health and PE standards for their respective grade levels.

**Measurable Outcome 5: 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 6: Systems of Support/PLT**

- The achievement gap between our high needs and non-high needs students will decrease from 3 points in ELA and 3 points in Math compared to the previous year 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

- 5th grade students will increase proficiency on the NGSS Assessment by 3% compared to the previous year
- 100% of grade levels will create/revise multiple themed lessons.

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- 100% of staff will receive PD on the Wellness Guidelines
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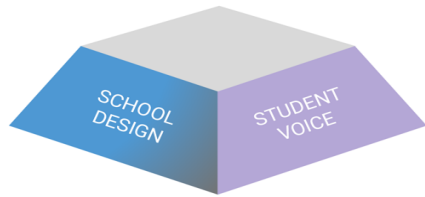
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<p><i>Why are you implementing them?</i></p> <p>Pōmaika‘i School’s vision of whole child arts integrated learning for all children is based on <a href="#">years of research</a>. We believe that actively engaging children through the arts requires higher 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 will be 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 2021-22:** Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals						
<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 MGP growth by the end of year.</li> <li>75% 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 Fall, Winter, &amp; Spring</li> <li>Grades 3-5 students average score on the Smarter Balanced Assessment for year 21/22 will be:               <ul style="list-style-type: none"> <li>64% ELA (64% 18/19 and 58% 20/21)</li> <li>58% Math (58% 18/19 and 40% 20/21)</li> </ul> </li> </ul> <hr/> <ul style="list-style-type: none"> <li>Baseline data to be collected in SY 22-23. Proficiency per grade BOY &amp; EOY.</li> </ul>	<ul style="list-style-type: none"> <li>100% of teachers complete a Quarterly Screener Reflection of students’ 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>75% of students in K-5 will be on track to be proficient on STAR Early Literacy, STAR Reading, and STAR Math, as determined by STAR SBA Cut Scores in the Fall, Winter &amp; Spring</li> <li>100% of students in grades 3-5 will participate in SBA Interim or IABs during Q 2-3.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>100% of teachers will complete a writing DFIT Cycle. Baseline data to be collected in SY 22-23. Proficiency per grade BOY &amp; EOY.</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>75% 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 Spring/EOY</li> <li>Grades 3-5 students average score on the Smarter Balanced Assessment for year 22/23 will be:               <ul style="list-style-type: none"> <li>64% ELA (64% 18/19 and 58% 20/21)</li> <li>58% Math (58% 18/19 and 40% 20/21)</li> </ul> </li> </ul> <table border="1" data-bbox="1723 846 2601 1133"> <thead> <tr> <th colspan="3">STAR Screener Proficiency End of year</th> </tr> </thead> <tbody> <tr> <td>STAR Early Literacy: K: 768 SS 1: 828 SS</td> <td>STAR Reading: 1: 828 SS 2: 917 SS 3: 969 SS 4: 1005 SS 5: 1040 SS</td> <td>STAR Math: K: score 1: 826 SS 2: 899 SS 3: 954 SS 4: 993 SS 5: 1027 SS</td> </tr> </tbody> </table> <hr/> <ul style="list-style-type: none"> <li>100% of teachers will complete a writing DFIT Cycle. Baseline data to be collected in SY 22-23. Proficiency per grade BOY &amp; EOY.</li> <li>100% of classes will show increase in the percentage of students proficient</li> </ul>	STAR Screener Proficiency End of year			STAR Early Literacy: K: 768 SS 1: 828 SS	STAR Reading: 1: 828 SS 2: 917 SS 3: 969 SS 4: 1005 SS 5: 1040 SS	STAR Math: K: score 1: 826 SS 2: 899 SS 3: 954 SS 4: 993 SS 5: 1027 SS
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<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>○ 75% 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> </ul> </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 by at least 10% in SY22-23 from 198 incidents in SY19-20 (pre-COVID).</li> <li>○ Student feedback from the SY22-23 Panorama Survey, will have a 3% increase to 70% for School Safety from the 67% in the SY21-22.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● All grade levels will revise GL Academic RTI plan to include shared agreements (GL Plans to be Linked here). <ul style="list-style-type: none"> <li>● <b>K:</b> <a href="#">RTI Agreements</a></li> <li>● <b>1st:</b> <a href="#">RTI Agreements</a></li> <li>● <b>2nd:</b> <a href="#">RTI Agreements</a></li> <li>● <b>3rd:</b> <a href="#">RTI Agreements</a></li> <li>● <b>4th:</b> <a href="#">RTI Agreements</a></li> <li>● <b>5th:</b> <a href="#">RTI Agreements</a></li> </ul> </li> <li>● 75% of students identified as RTI Tier 2 or Tier 3 will meet quarterly RTI SMART goals based on proficiency of targeted skills OR Screener data.</li> </ul> <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. <a href="#">SY 21-22 Character Count or SEL lessons.</a></li> <li>● A selected group of teachers/grade level will review and pilot SEL curriculum (like MindUp or Second Step)</li> <li>● All students referred to tier 2 and 3 behavioral RTI by the end of semester one will either: <ul style="list-style-type: none"> <li>○ Meet their SMART Goal</li> <li>○ Referred for IDEA</li> <li>○ Referred for DOH services</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● 75% of students identified as RTI Tier 2 or Tier 3 will meet quarterly RTI SMART goals based on proficiency of targeted skills</li> <li>● 75% 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> </ul> <hr/> <ul style="list-style-type: none"> <li>● The number of incident referrals in grades K-5 will decrease by at least 10% in SY22-23 from 198 incidents in SY19-20 (pre-COVID).</li> <li>● Student feedback from the SY21-22 Panorama Survey, will have a 3% increase to 70% for School Safety from the 67% in the SY21-22.</li> </ul>
<p><b>Measurable Outcome 3: Science/Social Studies</b></p> <ul style="list-style-type: none"> <li>● 55% (+6% from 49% 20/21) of 5th grade students will score proficient or higher on the NGSS Assessment, administered in spring of 2022</li> </ul>	<ul style="list-style-type: none"> <li>● K-5 students will experience 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.</li> <li>● All students will have access to the school garden and related lessons. <a href="#">Garden Residencies</a></li> <li>● 5th grade students will take a NGSS Interim</li> </ul>	<p>55% of students will show proficiency or higher on NGSS Assessment.</p> <p>100% of students will have had a journal entry of garden lessons in their science notebooks.</p>

<ul style="list-style-type: none"> <li>100% of grade levels will have integrated HCSSS and/or NGSS into their PBL units.</li> <li>100% of grade levels will have explored aligning PBL units with WIDA standards.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers will continue to understand the HCSSS framework process and explore integrating the arts into existing lessons/units.</li> </ul>	<p>100% of teachers will have implemented an HCSSS/NGSS unit integrating the arts.</p> <p>100% of teachers will have explored aligning PBL units with WIDA Standards.</p>
<p><b>Measurable Outcome 4: Health/Physical Fitness and Wellness</b></p> <ul style="list-style-type: none"> <li>School Wellness Policy will be revisited and activities will be planned to support healthy and active lifestyles</li> <li>Health and Fitness goals and standards will be reviewed and professional development activities will be offered to support teachers with implementing physical education and health standards and activities</li> <li>Activities for staff wellness will be promoted and encouraged</li> </ul>	<ul style="list-style-type: none"> <li>The school received a score of 28 out of 33 (83%) on the SAWS 2020-2021 Report.</li> </ul>	<p>The 2022-2023 SAWS report will reflect a 5% increase in overall score (29 out of 33).</p> <p>100% of teachers will have received PD/Review of the Wellness guidelines.</p> <p>The Wellness Committee will meet 3 times throughout the year.</p> <p>100% of staff will be offered PD on Health and P.E. for their respective grade levels.</p> <p>100% of staff will be offered Staff SEL activities.</p>
<p><b>Measurable Outcome 5: 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 up 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/ECRI/RTI Strategies</li> <li>Arts Integration Strategies</li> <li>Number Routines/Problem Solving Strategies</li> </ul> <p>Curriculum Coordinators will review instructional coaching logs quarterly to assess progress and needs.</p>	<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>
<p><b>Measurable Outcome 6: 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</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> </ul>	<ul style="list-style-type: none"> <li>The achievement gap between our high needs and non-high needs students will decrease from 25 points (20/21) to 21 points in ELA and 26 points to (20/21) to 22 points in Math through the use of</li> </ul>

<p>(20/21) to 21 points in ELA and 26 points (20/21) to 22 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.</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>	<ul style="list-style-type: none"> <li>● PLT Semester Goals: <ul style="list-style-type: none"> <li>○ DFIT: Support consistency among curriculum (BAW, Wonders, Stepping Stones &amp; Engage) through quarterly data cycles. GL to meet SMART Goals to support all students in RTI tiers (1, 2 &amp; 3) <ul style="list-style-type: none"> <li>● Q1 Wtg, Q2 ELA, Q3 Math &amp; Q4 Wtg</li> </ul> </li> <li>○ CCSS: Lead innovative practices with arts and technology to support whole child learning.assessment using school wide writing strategies.</li> <li>○ CIV: Facilitate and lead grade level teams with foundational arts integration strategies, energy and innovative PBL2 units with vision in the forefront.</li> <li>○ PBIS: Continue to implement a school wide PBIS system, focusing on Social Emotional Learning (SEL) for the Whole Child.</li> </ul> </li> <li>● Mentoring Program Semester Goal: 100% of new to Pomaikai/beginning teachers will participate in monthly Mentor Monday meetings.</li> </ul>	<p>our Professional Learning Team (Vertical Articulation System)</p> <ul style="list-style-type: none"> <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: team will look at the End of year Panorama SEL survey data to determine next steps for SY 22-23</li> </ul> </li> <li>● 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 &amp; Math.</li> </ul>
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**Student Outcomes (SY 2022-23)**

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><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 MGP on STAR Screeners in Reading and Math will show 50% SGP growth by the end of year.</li> <li>● 75% of students in K-5 will be proficient on STAR Early Literacy, STAR Reading, and</li> </ul>	<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"> <li>● Acting Right Strategies, including Tableau</li> <li>● Reading Art</li> </ul>	<p>Yearlong</p> <p>Fall</p>	<p>ESSER \$15k (Focus Five)</p> <p>\$5,000 (Honolulu Youth Theater/Dan Kelin)</p>	<p>Academic RTI Team Meeting</p> <p>Support Meeting</p>	<p>Monthly</p>	
	<p>K-2 students will receive consistent delivery of Beginning Reading Foundational Skills (BFRS)/ECRI daily in tier one and two instruction.</p>	<p>Yearlong</p>	<p>0</p>	<p>Coaching Meeting</p> <p>Academic RTI Team Meeting</p>	<p>Monthly</p>	

<p>STAR Math, as determined by STAR SBA Cut Scores</p> <ul style="list-style-type: none"> <li>100% of teachers will complete a writing DFIT Cycle. Baseline data to be collected in SY 22-23. Proficiency per grade BOY &amp; EOY. 100% of classes will show increase in the percentage of students proficient</li> </ul>	<p>Training will be provided for understanding the components of Wonders, Being a Writer, Stepping Stones, and Eureka Math.</p>	Fall	WSF/District Support	Teacher Sign-In	Annual	
	<p>K-5 students will receive consistent delivery of mathematics instruction through Stepping Stones (K-3) and Eureka Math (4th and 5th) and Math Routines including Number Talks, Esti Mysteries, etc.</p>	Yearly (Winter)	0 District Support	Coaching Meeting Academic RTI Team Meeting	Monthly	

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	<a href="#">School Monitoring Activity</a>	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<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>75% 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>75% of EL Students will be proficient on Access Test</li> </ul> </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 SY22-23 to 178 incidents from 198</li> </ul> </li> </ul>	<p>K-5 students will be provided a consistent process of Academic RTI instruction.</p> <ul style="list-style-type: none"> <li><a href="#">Academic RTI Goals</a></li> <li>EL PTT</li> <li>Documentation/RTI PTT</li> </ul>	Yearlong	WSF ESSER	Academic RTI Team Meeting (to link meeting notes)	Weekly	
	<p>K-1 students will receive consistent delivery of Beginning Reading Foundational Skills (BFRS) daily in tier one and two instruction.</p> <p>Grade 2 students will receive consistent delivery of Early Childhood Reading Instruction (ECRI) daily in tier one and two instruction.</p>	Yearlong	District Support	Coaching Team Meeting Academic RTI weekly Meeting	Quarterly	
	<p>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</p>	Yearlong	0	Support Meetings	Monthly	
	<p>Teachers will have the time to thoroughly plan for good instruction and intervention.</p>	Yearlong	ESSER	Screener Data Teacher Sign-In/Grade Level Planning Document	Quarterly	

<p>incidents in SY19-20. (Using 19-20 as baseline)</p> <ul style="list-style-type: none"> <li>Student feedback from the SY21-22 Panorama Survey, will have a 3% increase to 70% for School Safety from the 67% in SY21-22.</li> </ul>	<p>A selected group of teachers/grade level will review and pilot SEL curriculum (like MindUp or Second Step)</p>	Yearlong	ESSER	PBIS PLT	Monthly	
	<p>K-5 students will be provided a consistent process of Behavior RTI. (Link RTI Behavior Goals or Process here)</p>	Yearlong		<p>PBIS PLT</p> <p>Behavioral RTI Tier 2 Meeting</p> <p>Behavioral RTI Tier 3- Peer Reviews</p>	<p>Monthly</p> <p>Bi-Weekly</p> <p>Monthly</p>	

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><b>Measurable Outcome 3:</b> <b>Science/Social Studies</b></p> <ul style="list-style-type: none"> <li>5th grade proficiency will increase by 5% or higher on the NGSS Assessment administered in spring of 2022</li> <li>Teachers to explore one or more PBL units incorporating C3 and HCSS.</li> <li>Teachers to explore one or more PBL units incorporating NGSS.</li> </ul>	<p>K-5 students will receive place and project based learning opportunities to innovatively solve real world problems integrating the arts, NGSS &amp; HCSSS Framework, supported by technology.</p>	Yearlong	0	<p>STEA2M Planning Meetings</p> <p>CIV PLT Lead Meetings</p>	Quarterly	
<p><b>Measurable Outcome 4:</b> <b>Other</b> Health/Physical Education and Wellness</p>	<p>The Wellness Committee will review the current Wellness Policy, as well as, the SAWS report and decide on activities to support its implementation. This could come in the form of parent and staff communication, school-wide/classroom activities, partnering with local agencies, etc.</p>	Yearlong	0	<p>Wellness Meetings</p> <p>Parent Communication</p>	Varies	

School Wellness Policy will be revisited and activities will be planned to support healthy and active lifestyles				Activities around Wellness and Healthy Active Lifestyles		
Health and Fitness goals and standards will be reviewed and professional development activities will be offered to support teachers with implementing physical education and health standards and activities	Professional development will be offered to teachers to support them in understanding health and physical fitness education and activities.	Yearlong	0	Professional Development (such as Staff Recess)  Activities around Wellness and Healthy Active Lifestyles	Annual	
Activities for staff wellness will be promoted and encouraged	Soul Collage Art Therapy will be offered to staff members to participate in.  Quarterly wellness activities and events will be strategically placed throughout the year to ensure teachers' overall wellbeing. <ul style="list-style-type: none"> <li>• Garden Workdays</li> <li>• Yoga</li> <li>• Walking Challenges</li> <li>• Pono Club</li> <li>• Staff Recess</li> <li>• Visual Arts Workshop</li> <li>• End of Year Retreat</li> </ul>	Yearlong	ESSER	Staff sign-in sheets		

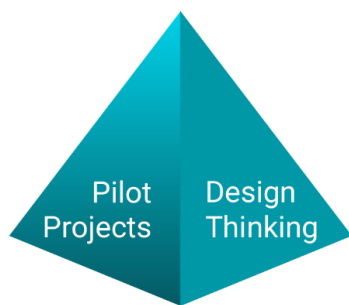
**Staff Outcomes (SY 2022-23)**

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)
<b>Measurable Outcome 5: Staff Success “Whole Teacher” Professional Development with Instructional Coaching</b> <ul style="list-style-type: none"> <li>• 100% of teachers will show improvement in teacher</li> </ul>	Professional Development to improve quality and consistency of instruction on school-wide foundational arts integration strategies, BFRS, ECRI, Math Project, and mathematical problem solving <ul style="list-style-type: none"> <li>• Professional Development Plan</li> </ul>	Yearlong	40k PD Plan  District Support	Quarterly Coaching Meetings  Support Meetings	Quarterly, Semester	
	Professional Development to improve quality of Special Education Inclusion with District Support	Yearlong	0	Support Meeting	Semester	

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.	<p>Instructional Coaching supports will be in place to provide feedback and reflection on individual teacher's growth with school-wide strategies and practices:</p> <ul style="list-style-type: none"> <li>• Arts Integration</li> <li>• BFRS</li> <li>• ECRI</li> <li>• Number Talks and Mathematical Problem Solving</li> <li>• RTI</li> </ul> <p>PTT Positions for Early Reading Coach, Math Coach, Arts Integration Coach. (All TBD based on applicants)</p>	Yearlong	0	<p>Quarterly Coaching</p> <p>Quarterly Wellness Meetings</p>	Quarterly	
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Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	<a href="#">School Monitoring Activity</a>	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p><b>Measurable Outcome 6: Systems of Support/PLT</b></p> <ul style="list-style-type: none"> <li>• 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 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</li> <li>○ Curriculum, Instruction &amp; Vision PLT</li> <li>○ Positive Behavior Intervention Systems PLT</li> </ul> </li> </ul>	<p>PLT Leads to create a journey map for PLT learning tasks aligned to Student learning w/follow up aligned with Critical Areas of Support <a href="#">21/22 DRAFT Calendar</a></p>	Yearlong	0	PLT Lead Meetings	Monthly	
	<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> <ul style="list-style-type: none"> <li>• District Provided SpEd Inclusion Training</li> </ul>	Yearlong	0	DFIT PLT Meetings SpEd DFIT Meetings	Monthly	
	<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>	Yearlong	0	Pre & Post Mentor Lead Meetings	Monthly	

○ Mentoring Program						
Residencies to support whole-child learning and development <ul style="list-style-type: none"> <li>● Garden</li> <li>● Visual Arts</li> <li>● Dance</li> <li>● STEAM</li> <li>● Poetry/Creative Writing</li> <li>● Music</li> <li>● Drama</li> <li>● Ukulele</li> </ul>	The school will provide a wide range of residencies to support students' whole-child learning and development. <ul style="list-style-type: none"> <li>● Visual Arts PTT</li> <li>● Dance Partnership</li> <li>● Creative Writing/Poetry Residency</li> <li>● Music Partnership</li> <li>● Drama Partnership</li> </ul>	Yearlong	Grants, WSF	Residency schedule	Quarterly	



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

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

As the HDOE 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><b>While referencing the "Forward Focused" Plan, 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.</p> <p><a href="#">2030 Promise Plan</a></p> <p>As we move into the 22-23 SY 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 has been integrated to be a space for innovative project based learning for every grade level. This will support students and teachers to plan, implement and reflect on projects aligned to place, student voice, and self. The holistic approach to PBL will be celebrated and shared with the school community through our Keiki Honu News Broadcast, Community Events, website and social media</p>	<p>Please describe your <b>Conditions for Success</b>:</p> <p>To do so, our Tech &amp; Arts Teacher, along with the school's Support Team and administration will:</p> <ul style="list-style-type: none"> <li>● Consider creating outdoor learning spaces</li> <li>● Create a Maker Space for classes to visit to create and imagine</li> <li>● Facilitate and Lead CCSS PLT aligned to PBL2 Units supported in this space: <ul style="list-style-type: none"> <li>○ Support Grade Levels to integrate technology and the arts in Project Placed Based Learning units</li> <li>○ Use student and teacher needs to guide technology training and model lessons in the classroom and CLL</li> </ul> </li> <li>● Model arts and technology lessons aligned to standards and enduring understandings determined by Grade Levels</li> </ul>



outlets. The General Learner Outcomes will be at the forefront, ensuring students are College Career and Life ready.

- 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, ‘āina 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.