



# Three-Year Academic Plan 2017-2020



**Pōmaika'i**  
Elementary School

4650 South Kamehameha Avenue  
Kahului, HI 96793  
(808) 727-4800  
<http://pomaikai.k12.hi.us/>

## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<b>Where are we now?</b>	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>● Comprehensive Needs Assessment: Needs found by analyzing perceptual data, demographic data, and academic data</li> <li>● WASC Self Study               <ul style="list-style-type: none"> <li>▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction</li> <li>▪ WASC Category C: Standards Based Student Learning: Instruction</li> <li>▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> </ul> </li> </ul>	<p>Need: ELA &amp; Math Achievement <b>Gap</b> between High Needs students and Non High Needs students</p> <p>Need: ELA and Math <b>Growth</b> for all children.</p> <ol style="list-style-type: none"> <li>a. To meet these needs we will:           <ol style="list-style-type: none"> <li>i. Continue to use active arts integration strategies to support the whole child through active, social learning experiences to improve students' communication and collaborative skills as both a tier 1 and tier 2 approach.</li> <li>ii. Provide foundational instructional support to our high needs students through innovative strategies (tier 1), Data Team Cycles (tier 1-3), and strategic Responses to Intervention (tier 2 and 3) school wide.</li> <li>iii. Provide vertical articulation time to reflect and deepen school-wide instructional strategies.</li> </ol> </li> </ol> <p>Need: Positive Behavior in all settings</p> <ol style="list-style-type: none"> <li>b. To meet this need we will:           <ol style="list-style-type: none"> <li>i. Continue to foster a nurturing, safe learning environment that demonstrates caring, concern, and high expectations.</li> <li>ii. Strengthen inclusive instructional practices that are focused on conversation, collaboration, reflection.</li> <li>iii. Create and collect a triangulation of data regarding Social Emotional Supports               <ul style="list-style-type: none"> <li>● Referral Data</li> <li>● White Slips</li> <li>● Self Surveys at the end of groups and 1:1s</li> </ul> </li> </ol> </li> </ol>
	<p><b>Addressing Equity: Sub Group Identification</b></p>
	<p><b>In order to address equity, list the targeted subgroup(s) and their identified needs.</b> **Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs.</p> <p>Our targeted Subgroups include all of our high needs students: Socio Economic Status, Special Education, Deaf/Hard of Hearing, English Language Learners</p>

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<b>ORGANIZE:</b> Identify your Academic Review Team Accountable Leads.	
<b>Name and Title of Academic Review Team Accountable Lead</b>	<b>Responsible for implementation of the school's strategies and initiatives</b>
1. CC- Rae Takemoto/Kate Welch	1. Common Core Growth for All
2. SSC- Leni Tanaka	2. Comprehensive Student Support System
3. Tech Coordinator- Hazel Aningat/Rae Takemoto	3. STEAM
4. CC- Krys Higa	4. Data Formative Instruction
5. Admin- Kim Otani	5. EES
6. CC- Kate Welch	6. Academic Review Team
7. Creative Literacy Teacher- Gina Smith	7. Induction/Mentoring

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**Goal 1: Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

- Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome: By the end of three years,	Rationale:
<p>All students will show growth in Common Core by 2020 :</p> <ul style="list-style-type: none"> <li>● Growth Measures will reach               <ul style="list-style-type: none"> <li>○ 60 Median Growth Percentile for ELA and Math</li> </ul> </li> <li>● Proficiency Measures will reach               <ul style="list-style-type: none"> <li>○ ELA Proficiency 80% on SBA</li> <li>○ Math Proficiency 80% on SBA</li> <li>○ 100% of Kindergarten, 1st Grade, and 2nd Grade students will show growth by increasing by one performance level on STAR Early Literacy and STAR Reading, as measured by Scaled Score.</li> <li>○ 3rd Grade Literacy 82%</li> </ul> </li> </ul> <p>We want to close our achievement gap through inclusive practices:</p> <ul style="list-style-type: none"> <li>● By 2020 our ELA Gap will be 10 points and Math Gap will be 10 points</li> </ul> <p>We want to raise our science proficiency and align to NGSS by 2020:</p> <ul style="list-style-type: none"> <li>● Science Proficiency 82%</li> </ul>	<p>We believe that our main learning need lies in disparities between our high needs students and non-high needs students. The academic achievement and growth in ELA and Mathematics between these two groups is significantly different. Our high needs students consist of English Language Learners, students on free and reduced lunch, and students who qualify for Special Education services.</p> <p>After analyzing our 2014-2015, 2015-2016, 2016-2017 SBA achievement data we found:</p> <ul style="list-style-type: none"> <li>● Overall ELA and Math Proficiency has decreased</li> <li>● From 14-15 to 15-16 the achievement gap between our high needs students and non-high needs students proficiency has increased from 34% to 50% in math and 28% to 48% in ELA. In 16-17 our ELA Achievement gap was 19 points and Math Achievement gap was 15 points.</li> <li>● From 14-15, 15-16, and 16-17 the SpEd students ELA Achievement scores decreased from 24% to 10%, then increased to 18%. From 14-15, 15-16, and 16-17 the SpEd students Math Achievement scores have decreased from 24% to 10%, then improved to 30%.</li> <li>● Our disadvantaged students Math and ELA proficiency scores are about 15% lower than our non-disadvantaged students</li> <li>● ELA Proficiency levels between boys and girls has remained about 15% lower and Math Proficiency levels boys are 9% lower than girls</li> <li>● Our Third Grade ELA and Math proficiency scores are about 10-15% below our 4th and 5th grade proficiency levels.</li> </ul>

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[Research](#)

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p><b>All students will show growth in Common Core.</b></p> <p>Growth Measures will reach:</p> <ul style="list-style-type: none"> <li>17-18, 18-19, 19-20: 60 Median Growth Percentile for ELA and Math</li> </ul> <p>Proficiency Measures will reach:</p> <ul style="list-style-type: none"> <li>SBA ELA Proficiency:                             <ul style="list-style-type: none"> <li>17-18: 66%</li> <li>18-19: 72%</li> <li>19-20: 80%</li> </ul> </li> <li>Math Proficiency 80% on SBA                             <ul style="list-style-type: none"> <li>17-18: 66%</li> <li>18-19: 72%</li> <li>19-20: 80%</li> </ul> </li> </ul>	<p>Arts integration strategies is an inclusive approach that scaffolds the DOK levels of thinking and responding through collaboration and a constructivist approach (Growth &amp; Gap).</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>All will engage in arts integration strategies to include all levels of students in deeper comprehension processes.                             <ul style="list-style-type: none"> <li>All teachers will integrate Wonders and Making Meaning with foundational school-wide arts integration strategies to include all levels of students in deeper comprehension processes. Foundational AI Strategies:                                     <ul style="list-style-type: none"> <li>Tableau</li> <li>Reading Visual Text</li> </ul> </li> </ul> </li> <li>All students to strengthen academic skills related to Visual Literacy Strategies                             <ul style="list-style-type: none"> <li>All students will develop visual literacy skills in Visual Arts Residency</li> </ul> </li> </ul> <p><u>Writing:</u></p>	<p><b>2017-2020</b></p> <p><b>2017-2018</b></p> <p><b>2018-2019</b></p> <p><b>2019-2020</b></p> <p><b>2017-2018</b></p> <p><b>2018-2019</b></p> <p><b>2019-2020</b></p>	<p><b>CC: Kate, Krys</b></p> <p><b>AICC: Rae</b></p> <p><b>TIT: Hazel</b></p>	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p>X Other <b>PTSA</b></p> <p><input type="checkbox"/> N/A</p> <p>\$1000 Visual Arts Supplies</p> <p>Cost for PTT \$17,000</p>	<p>Each classroom's average scaled score will grow the following percentages per grade level from the beginning of the year to Quarter 4 on the STAR screeners:</p> <p>STAR Early Literacy: K 1: 40%</p> <p>STAR Reading: 1&amp; 2: 90% 3: 40% 4 &amp; 5: 20%</p> <p>STAR Math: 1 &amp; 2: 55% 3-5: 20%</p> <p>Kinder Math 100% of students to show growth</p> <p>CIV Progress Logs with evidence attached (photo, video, etc) to show strategy implementation. To be collected after WASC process.</p>

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<p>We want to close our achievement gap through inclusive practices:</p> <p>ELA Gap:</p> <ul style="list-style-type: none"> <li>● 17-18: 15 points</li> <li>● 18-19: 13 points</li> <li>● 19-20: 10 points</li> </ul> <p>Math Gap:</p> <ul style="list-style-type: none"> <li>● 17-18: 27%</li> <li>● 18-19: 22%</li> <li>● 19-20: 17%</li> </ul> <p>All students will develop collaborative skills and effective communication as measured in their GLO's.</p> <ul style="list-style-type: none"> <li>● GLO 2: Community Contributor scores to improve: <ul style="list-style-type: none"> <li>○ 16-17</li> <li>○ 17-18</li> <li>○ 18-19</li> <li>○ 19-20</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● 17-18: All students will learn a metaphor strategy</li> <li>● 18-19: <ul style="list-style-type: none"> <li>○ K-2 All students will learn how to apply metaphor to others</li> <li>○ 3-5 All students will learn a how to apply a metaphor strategy to include personification.</li> </ul> </li> <li>● 19-20: All students will learn to publish with their voice.</li> <li>● Teachers will continue to implement Being a Writer curriculum to develop students as writers (writing workshop approach)</li> </ul> <p><u>Math:</u></p> <ul style="list-style-type: none"> <li>● Teachers to continue to implement Stepping Stones 2.0 K-3, Moving Through Math 1-2, and Engage New York 4-5 to develop students' mathematical reasoning skills.</li> <li>● All teachers will implement strategies agreed upon with Wesley Yuu's guidance to support all students with Communicating Mathematical Reasoning (SMP 3)</li> <li>● Moving Through Math and Communication &amp; Mathematical Reasoning Pacing Guides to be revised to develop mathematical reasoning skills.</li> </ul> <p><u>Technology Integration:</u></p> <ul style="list-style-type: none"> <li>● All students will receive digital media integrated lessons taught by Technology Integration Teacher</li> </ul>	<p><b>2017-2018</b>  <b>2018-2019</b>  <b>2019-2020</b></p>		<p>17-18 Cost for Consumables  \$8,542.56</p>	<p>All students will improve one level on writing rubric within Writing Data Cycle.</p> <p>Completed 17-18 Math Pacing Guides:</p> <ul style="list-style-type: none"> <li>● K-3: Stepping Stones 2.0</li> <li>● 1 &amp; 2: To include Moving Through Math Strategies</li> <li>● 4 &amp; 5: Engage New York</li> <li>● K-5: SBA performance task practice</li> </ul> <p>Student products (PSAs, animation, etc.) in each grade level.</p>
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All students will improve one level on writing rubric within Writing Data Cycle.	<p>(TIT)</p> <ul style="list-style-type: none"> <li>User Support Tech (UST) to maintain technology hardware so students all have access to updated technology to support learning.</li> </ul> <p><u>STEAM</u></p> <ul style="list-style-type: none"> <li></li> </ul>				
	<p>2017-2020 K-5 Professional Learning Teams (Vertical Articulation System) to reflect and deepen school-wide instructional strategies and common formative instruction. Use protocol. To meet quarterly to discuss:</p> <ul style="list-style-type: none"> <li>17-18: <ul style="list-style-type: none"> <li>Performance Tasks Outcomes: Writing Continuum</li> </ul> </li> <li>18-19 <ul style="list-style-type: none"> <li>Common Formative Instruction in Math</li> </ul> </li> <li>19-20: <ul style="list-style-type: none"> <li>Arts Integration Formative Instruction and assessments in ELA</li> </ul> </li> </ul>	<p><b>2017-2018</b> <b>2018-2019</b> <b>2019-2020</b></p>	<p><b>CC-Kate, Krys, Rae</b></p>	<p>x WSF</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul> <p>Subs for teacher leaders twice a year 16 subs</p>	<p>Writing Scores: Informational and Narrative using school wide writing rubric. All students will improve one level on writing rubric within Writing Data Cycle.</p>
	<p>Grade Level Data Teams facilitators will focus on going beyond the data team cycle (for example: Arts Integration Formative Instruction and Assessment in ELA and formative instruction and Assessment in Math);</p> <ul style="list-style-type: none"> <li>Meet quarterly to review whole school data, communicate grade level data team progress.</li> <li>Facilitate grade level Formative Instruction Data Team meetings 6-8/Quarter focused on student learning: <ul style="list-style-type: none"> <li>Quarterly Process: <ul style="list-style-type: none"> <li>Touch in with opposite content</li> </ul> </li> </ul> </li> </ul>	<p><b>2017-2018</b> <b>2018-2019</b> <b>2019-2020</b></p>	<p><b>CC-Krys</b></p>	<p>X WSF</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<p>Grade Level Data Teams to meet or exceed SMART goals on an average of one Data Team Cycle a quarter.</p> <p>Each classroom’s average scaled score will grow the following percentages per grade level from the beginning of the year to Quarter 4 on the STAR screeners:</p> <p>STAR Early Literacy: K 1: 40%</p>

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	<p>area of DFIT Cycle each quarter</p> <ul style="list-style-type: none"> <li>■ 6 DT/Quarter on Data Formative Instructional Team Cycle:             <ul style="list-style-type: none"> <li>● Plan: Determine appropriate instruction</li> <li>● Do: Instruct</li> <li>● Check: Progress Monitor</li> <li>● Act: Re-teach</li> </ul> </li> </ul> <p>Organize and prepare documents for Data Teams to analyze.</p> <p>Fund 8 hour Documentation PTT</p>			<p>\$8,000</p>	<p>STAR Reading: 1 &amp; 2: 90% 3: 40% 4 &amp; 5: 20%</p> <p>STAR Math: 1 &amp; 2: 55% 3-5: 20%</p> <p>Kinder Math 100% of students to show growth</p>
	<p>Academic RTI implementation plan to address students' academic needs:</p> <ul style="list-style-type: none"> <li>● RTI Implementation Plan:             <ol style="list-style-type: none"> <li>1. Quarterly STAR Screeners Given</li> <li>2. Teacher creates small groups based on a triangulation of data and informs school level RTI lead of tier 2/3 students.</li> <li>3. Teacher delivers tier 1, tier 2, and tier 3 instruction</li> <li>4. Teacher progress monitors all students for growth</li> <li>5. RTI Team (CC's &amp; classroom teachers) Monitors all students.</li> </ol> </li> <li>● 2017-2018 Create and implement system to monitor individual student progress levels.</li> <li>● 2017-2018 Co-create and implement RTI Targeted Skill Log for RTI and ELL Students</li> <li>● Teachers to follow Referral Process (Academic/Behavioral) using the academic and behavioral flow chart when referring students with data.</li> </ul>	<p><b>2017-2020</b></p> <p><b>2017-2018</b></p>	<p><b>CC-Krys</b></p>	<p>x WSF</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul> <p>Approx. \$60,000 for 3 EAs, and ELL PTT</p>	<p>All students identified as RTI Tier 2 or 3 in each classrooms will improve one achievement level on STAR Early Literacy in Kindergarten, or STAR Reading in grades 1-5 by the end of the school year.</p> <p>RTI Targeted Skill Log from K-2 Teachers and Teachers with ELL students to be completed weekly.</p> <p>Kinder Math Assessment: 100% of students to show growth</p> <p>100% of teachers will follow the Referral Process (Academic/ Behavioral) Flow chart when referring students.</p>



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	<ul style="list-style-type: none"> <li>Funding 3 RTI-Academic EAs to support targeted small group push-ins K-2.</li> <li>Provide English Language - Learners with instructional support-Part Time Teacher.</li> </ul>				
	<p>Behavioral RTI will be implemented to address students' behavioral needs by:</p> <ul style="list-style-type: none"> <li>Character Counts activities such as classroom instruction, recognition of behaviors reflecting Pillars, and small groups to address collective skills/areas of need will help students can thrive academically and socially.</li> <li>Counseling groups based on specific needs (Banana Splits, Friendship Groups, 1:1, etc.) and with students receiving counseling referrals</li> <li>Positive Behavior Support/PBIS to review and co-create criteria for positive behavior in all settings to communicate instructional and reinforcement strategies.             <ul style="list-style-type: none"> <li>Analyze Incidence Reports?</li> </ul> </li> <li>Dance Residency to increase physical and SEL Wellness</li> </ul>	<p><b>2017-2018</b> <b>2018-2019</b> <b>2019-2020</b></p>	<p><b>Counselor</b></p>	<p>x WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input checked="" type="checkbox"/> Other <b>PTSA</b>  <input type="checkbox"/> N/A</p>	<p>Each class will schedule one character count lesson a quarter and support character count lesson.</p> <p>Student Surveys will show how counseling services supported students social emotional learning.</p> <p>Incident Reports to decrease            Q1:            Q2:            Q3:            Q4:</p> <p>Teacher reflection and feedback.</p>
<p><b>Early Childhood Literacy</b></p> <p><b>2017-2020:</b>            2nd Grade average Scaled Score will be ____ on STAR Reading</p>	<p>2017-2018            Reading:</p> <ul style="list-style-type: none"> <li>2017-2018 K-1 Implement Beginning Foundational Reading Skills through peer observation, 10 out of 10 K-1 teachers trained.</li> <li>2017-2018 Explore Early Childhood Reading Instruction (ECRI) strategies</li> </ul> <p>2018-2019</p> <ul style="list-style-type: none"> <li>Arts Integration with a focus on Early</li> </ul>	<p><b>2017-2018</b> <b>2018-2019</b> <b>2019-2020</b></p>	<p><b>CC: Krys</b> <b>CLT: Gina</b></p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>Each classroom's average scaled score will grow the following percentages per grade level from the beginning of the year to Quarter 4 on the STAR screeners:</p> <p>STAR Early Literacy:            K 1: 40%</p> <p>STAR Reading:</p>

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	Childhood Literacy through Wolf Trap				1& 2: 90%
<p><b>All students will show growth in Science</b></p> <p>We want to raise our science proficiency and aligned to NGSS:</p> <p>Science Proficiency:</p> <ul style="list-style-type: none"> <li>● 17-18: 71%</li> <li>● 18-19: 77%</li> <li>● 19-20: 82%</li> </ul>	<p>STEAM</p> <ul style="list-style-type: none"> <li>● All students will have a STEAM NGSS-aligned engineered residency with our qualified STEAM PTT using EiE and/or PLTW.</li> <li>● All students will have a Garden Residency that is NGSS and CCSS aligned with our Garden PTT.</li> <li>● Fund STEAM PTT and Garden specialist PTTs</li> <li>● All students in grades 1-3 will participate in at least one Project Lead the Way Unit.</li> <li>● All students in grade 5 will participate in at least one Amplify unit.</li> <li>● Align Waihee service learning lessons w/NGSS K-5, Buses Paid for by the PTSA</li> </ul>	<p><b>2017-2018</b></p> <p><b>2018-2019</b></p> <p><b>2019-2020</b></p>	<p><b>CC-Rae</b></p> <p><b>TIT-Hazel</b></p> <p>STEAM PTT cost \$17,000</p> <p>Garden PTT cost \$17,000</p> <p>\$1000 STEAM Supplies</p> <p>\$2,000 Cost for PLTW</p> <p>\$5,000 Cost for Amplify</p>	<p>x WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p>X Other (PTSA: Bus transportation)</p> <p><input type="checkbox"/> N/A</p>	<p>Quarterly a random sample of Science Notebooks will show growth on Science Notebook Continuum/Criteria from the beginning of the year to the end of the year as measured with the Science Notebook Rubric. Notebooks to show evidence of science process standards (describing, inferring, etc). through activities that are worked on in EiE Units during STEAM residency, Garden Residencies, Waihee Service Projects, or other STEAM units.</p>

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**Goal 2: Staff Success.** Pōmaikai Elementary has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years,	Rationale:
<p>At Pomaikai professional development and mentoring support teachers in implementing quality instruction to enable students to progress toward becoming ready for career, college, and community while addressing whole child development (social, emotional, and academic development) in the following ways:</p> <ul style="list-style-type: none"> <li>● Whole Faculty PDs</li> <li>● Differentiated Small Group PDs</li> <li>● Shared Leadership</li> <li>● Mentoring Mondays</li> </ul> <p>All teachers will:</p> <ul style="list-style-type: none"> <li>● Effectively function in Grade Level Teams, Curriculum Instruction Vision Teams, Formative Instruction Data Teams, and Writing (Common Core) Teams, PBIS Team.</li> <li>● Implementing inclusive practices across their curriculum.</li> <li>● Understand the framework for Universal Design for Learning and Social Emotional Learning.</li> </ul> <p>Special Education &amp; General Education teachers will collaborate to design and implement effective instructional practices to support all students. Our inclusion rate will be 95% by 2020.</p> <p>Our achievement gap will decrease through our inclusive practices:</p> <ul style="list-style-type: none"> <li>○ ELA Gap: <ul style="list-style-type: none"> <li>■ 17-18: 27%</li> <li>■ 18-19: 22%</li> <li>■ 19-20: 17%</li> </ul> </li> <li>○ Math Gap: <ul style="list-style-type: none"> <li>■ 17-18: 27%</li> <li>■ 18-19: 22%</li> </ul> </li> </ul>	<p>To ensure teachers have the necessary tools and strategies to meet the needs of all students by providing diverse instructional methods.</p> <p>Our Student Learning Needs:</p> <ul style="list-style-type: none"> <li>● Need: ELA &amp; Math Achievement <b>Gap</b> between High Needs students and Non High Needs students</li> <li>● Need: ELA and Math <b>Growth</b> for all children.</li> <li>● Positive Behavior in all settings <ul style="list-style-type: none"> <li>○ Continue to foster a nurturing, safe learning environment that demonstrates caring, concern, and high expectations.</li> <li>○ Strengthen inclusive instructional practices that are focused on conversation, collaboration, reflection.</li> <li>○ Create and collect a triangulation of data regarding Social Emotional Supports <ul style="list-style-type: none"> <li>■ Referral Data</li> <li>■ White Slips</li> <li>■ Self Surveys at the end of groups and 1:1s</li> </ul> </li> </ul> </li> </ul>

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<p>■ 19-20: 17%</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Increase their communication skills as measured in frequency of engagement in learning conversations taken from learning visits. Baseline data will be collected 17-18 and goals will be created for 18-19 and 19-20.</li> </ul>	
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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p><b>All classroom teachers will use Inclusive Practices to support ELA, Math, and Science Achievement Gap</b></p> <p>ELA Gap:</p> <ul style="list-style-type: none"> <li>17-18: 27%</li> <li>18-19: 22%</li> <li>19-20: 17%</li> </ul> <p>Math Gap:</p> <ul style="list-style-type: none"> <li>17-18: 27%</li> <li>18-19: 22%</li> <li>19-20: 17%</li> </ul> <p>Science Gap:</p> <ul style="list-style-type: none"> <li>TBA</li> </ul>	<p>2017-2018: Professional Development and continued implementation in Foundational School Wide Arts Integration Strategies to include:</p> <ul style="list-style-type: none"> <li>Drama Integration focus on Reading Comprehension</li> <li>Writing: Poetry</li> <li>Visual Literacy: Reading Portraits</li> </ul> <p>2018-2019: Professional Development and implementation support of drama integration focused on grade level specific targeted skills.</p> <p>2019-2020: Continued Professional Development implementation support of drama integration focused on grade level specific targeted</p>	2017-2018	CCs & AICC & TIT	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p> <p>2017-2018: \$11,700 (WSF)</p> <p>MACC to pay for air/ground transportation and lodging for Sean Layne and Glenis Redmond.</p> <p>Hui No'eau to pay for lodging for Melanie Rick.</p>	<p>Measured by completion of PD reflection including reflection on the learning process, defining next steps, and look fors in their next steps.</p> <p>Coaching Protocol for new to Pōmaika'i Teachers (year 1-3), new teachers to a grade level, and Special Education Teachers, aligned with Arts Integration implementation continuum (developed by Kennedy Center Research Team).</p>

### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p>skills.</p> <p>Professional Development in Math Communication and Reasoning</p> <ul style="list-style-type: none"> <li>● 17-18 Wes Yuu             <ul style="list-style-type: none"> <li>○ Work with K-5 Grade Level Teams math communication and reasoning and dialogue</li> <li>○ Work with Curriculum Coordinators to develop a 17-18 plan to reinforce PD</li> </ul> </li> <li>● 18-19 Wes Yuu             <ul style="list-style-type: none"> <li>○ Continue PD in math communication and reasoning and writing</li> </ul> </li> <li>● 2019-2020             <ul style="list-style-type: none"> <li>○ Develop comprehensive Reflective Practice: Intentional triangulation of student data (Conversations, observations, and products) in mathematical communication and reasoning</li> </ul> </li> </ul>	2017-2018	CC	<p>X WSF</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul> <p>2017-2018: Wesley Yuu <b>\$5,937.50</b></p>	<p>Measured by completion of PD reflection including reflection on the learning process, defining next steps, and look fors in their next steps.</p> <p>K-5 will revise existing Math pacing to include strategies learned from Wesley Yuu on Math Communication and Reasoning.</p>
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### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p>Professional Development in STEAM and NGSS</p> <p>2017-2018: Align NGSS w/garden curriculum and Science notebook implementation</p> <ul style="list-style-type: none"> <li>• 3x/year with Jamie Simpson Steele &amp; Merrill Ranken</li> <li>• 2017-18: Garden curriculum training             <ul style="list-style-type: none"> <li>○ \$300 tuition + \$400 air/ground transportation x 2 = \$1,400</li> <li>○ Lodging paid for by Malamalama Grant</li> </ul> </li> </ul> <p>2018-2019: Implement and revise NGSS w/garden curriculum and Science notebook implementation. Include Engineering Is Elementary where appropriately fits.</p> <p>2019-2020: Fully implement all STEAM curriculum to include garden, science notebooks, and EiE or Project Lead the Way.</p> <p>Professional Development in Technology Integration</p> <p>2017-2018: Develop a Tech Professional Development plan for 2018-2020 .</p> <p>2018-2020: Implement a differentiated PD plan.</p>	<p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>	<p><b>CC</b></p> <p><b>AICC-Rae</b></p> <p><b>PT-</b></p> <p><b>Merrill</b></p> <p><b>Ranken</b></p>	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p>x Other Malamalama Maui Grant</p> <p><input type="checkbox"/> N/A</p> <p>WSF: Tuition/Air \$1,400</p> <p>Malamalama Maui: Ground Transportation</p> <p>2017-2018 \$4500 (workshop presenter fees and airfare)</p>	<p>A random sample of K-5 Science Notebooks will show growth on Science Notebook Continuum/Criteria from the beginning of the year to the end of the year. Notebooks to show evidence of science process standards (describing, inferring, etc). through activities that are worked on in EiE Units, Garden Residencies, Waihe'e Service Projects, or other STEAM units.</p> <p>Measured by completion of PD reflection including reflection on the learning process, defining next steps, and look fors in their next steps.</p> <p>K-5 Grade Level Garden Curriculum guides</p> <p>Completed Technology PD Plan for 2018-2020 based on need</p>
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### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p>Develop shared leadership capacity through Professional Development to support strength based teaming.</p> <p>\$ for (8x\$170) \$1,360 subs for middle and end for a total of \$2,720.</p>	2017-2018	<b>CC &amp; AICC</b>	<p>X WSF \$2,720</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	Completion of school-wide tasks (CIV, Data Team, and Writing Team).
	<p>Collaborate with peers to strengthen inclusive practices. Provide Opportunities and subs for teachers to observe peers during the school day.</p> <ul style="list-style-type: none"> <li>• Four teachers in a day, 10 subs for 40 teachers</li> <li>• \$1,700 for 10 subs per year</li> </ul>	2017-2018	<b>CC- Krys and Kate</b>	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p> <p>\$1,700 x 2 = \$1,700.</p>	<p>Completion of Peer Observation protocol</p> <ul style="list-style-type: none"> <li>• Pre-Planning to determine objective</li> <li>• During: notes on objective</li> <li>• After: What they will they try next</li> </ul>
<b>Inclusive Practices to support Social Emotional Learning</b>	<p>Professional Development in Social Emotional Learning/UDL</p> <ul style="list-style-type: none"> <li>• 2017-2018 Develop a plan to implement Diana Browning as applicable <ul style="list-style-type: none"> <li>○ 17 Proactive Classroom Management Strategies</li> </ul> </li> <li>• Cooperative Learning Games PD for Classroom teachers (M. Baysa)</li> <li>• PD Cooperative Learning games for Recess (Staff Recess)</li> <li>• Waiver Day: Health and PE Activities</li> <li>• Cooperative Learning Games on the playground</li> </ul>	2017-2018 2018-2019 2019-2020	AICC & Counselor	<p>X WSF \$1,510.</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Tripod Report will report 90% or better for Care</p> <p>Students and Parent feedback from the SQS rating for Well-Being will range between 80-90%</p> <p>Indicent Reports to decrease</p> <p>Q1:</p> <p>Q2:</p> <p>Q3:</p> <p>Q4:</p>

### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	(Counselor) <ul style="list-style-type: none"><li>• 2018-2019 Implement and measure student success</li><li>• 2019-2020 Continue to revise, implement, and measure student success</li></ul>				
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## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

**Goal 3: Successful Systems of Support.** The system and culture of **Pōmaikai Elementary School** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
<p>To have successful systems of support in place Pomaika‘i will:</p> <ul style="list-style-type: none"> <li>● Have a systematized process to monitor progress within the Academic Plan, including WASC recommendations.</li> <li>● Have Academic Review Team to monitor the progress of the academic plan quarterly to make data based decisions based on student achievement/success.</li> <li>● Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.</li> <li>● Promote Understanding and Engagement of Stakeholders for the purpose of securing and expanding adequate resources.</li> <li>● Develop state-wide professional network with other schools (For Example: Kalihi-Kai Elementary, Kihei Elementary, Pukalani Elementary)</li> <li>● Communicate (vision, mission, core values, and present year objectives/goals) effectively within staff, families, and our community</li> </ul> <p>Parent community involvement to support students academic and social emotional growth. As measured by:</p> <ul style="list-style-type: none"> <li>● School Climate Measure from the School Quality Survey               <ul style="list-style-type: none"> <li>○ 2017-2018: 81%</li> <li>○ 2018-2019: 85%</li> <li>○ 2019-2020: 89%</li> </ul> </li> <li>● Chronic Absenteeism               <ul style="list-style-type: none"> <li>○ 2017-2018: 7%</li> <li>○ 2018-2019: 6%</li> <li>○ 2019-2020: 5%</li> </ul> </li> </ul>	<p>Another need that is evident is the lack of data to measure social emotional successes and needs. Data has not been collected consistently and we do not have data from multiple measures. Looking at the data that has been collected accurately this school year (16-17) there is a spike in referrals on the playground and in the classroom. Therefore supporting students with positive behavior is the social emotional need we will be addressing.</p> <p>Positive Behavior in all settings:</p> <ul style="list-style-type: none"> <li>● Continue to foster a nurturing, safe learning environment that demonstrates caring, concern, and high expectations.</li> <li>● Strengthen inclusive instructional practices that are focused on conversation, collaboration, reflection.</li> <li>● Create and collect a triangulation of data regarding Social Emotional Supports               <ul style="list-style-type: none"> <li>○ Referral Data</li> <li>○ White Slips</li> <li>○ Self Surveys at the end of groups and 1:1s</li> </ul> </li> </ul>

## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<p>Students to demonstrate positive behavior, including collaborative skills to promote effective communication. By 2020:</p> <ul style="list-style-type: none"> <li>● Office Referral Data will decrease 10% in 17-18</li> <li>● 18-19</li> <li>● 19-20</li> </ul>	
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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<b>Well Rounded Education: Social Emotional Learning</b>	Provide a variety of Extra-Curricular Activities K-5 to such as: Student Council, Morning Broadcast, Garden Gnomes, Math Matters, Tech Team, Yoga, Choir, Media League, VEX Robotics, Recycling Team.  Students will self-select additional learning opportunities to extend and further develop classroom learning.	2017-2018 2018-2019 2019-2020	<b>Creative Literacy Teacher</b>	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other <input type="checkbox"/> N/A Each program has its own fundraising.	Student participation in Extra-Curricular activities will increase (16-17 50% participation), 10% to reach 60% in 2017-18
	Revise/Implement PBIS Build a system to collect a triangulation of data regarding Social Emotional Supports <ul style="list-style-type: none"> <li>● Referral Data</li> <li>● White Slips</li> <li>● Self Surveys at the end of groups and 1:1s</li> </ul>	2017-2020	<b>Admin Counselor</b>	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Office Referral Data will decrease 10% in 17-18  Student Surveys will show how counseling services supported students' social emotional learning.

### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p>Students will receive 8 week Residencies:</p> <p>K: 16 week Dance Residency (PTSA Funded)</p> <p>1-5: Dance (PTSA Funded)</p> <p>1-2: Drama Residency (PTSA Funded)</p>	2017-2020	CC	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other <b>PTSA</b> <input type="checkbox"/> N/A	Schedules will reflect integration with the arts and content areas.
<p><b>Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.</b></p>	<p><a href="#">Shared Leadership Systems</a>  <a href="#">CIV, DT, GLC, Writing</a></p> <ul style="list-style-type: none"> <li>2017-2018: Fund National Consultant to strengthen culture of continuous improvement by increasing transparency and efficiency of shared leadership teams</li> <li>2018-2019: Consultant to work with leadership teams and to coach new curriculum coordinators</li> <li>2019-2020: Curriculum Coordinators to effectively facilitate leadership systems.</li> </ul>	2017-2018 2018-2019 2019-2020	CC	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A  \$4,950 Deb Brzoska	Completion of school-wide tasks (CIV, Data Team, and Writing Team).
	<p>Special Education &amp; General Education teachers will collaborate to design and implement effective instructional practices to support all students.</p> <ul style="list-style-type: none"> <li>Tiered PD 2017-2018:               <ul style="list-style-type: none"> <li>PD for New SpEd</li> </ul> </li> </ul>	2017-2020	Admin SSC	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other	<p>Our inclusion rate will be 95% by 2020.</p> <p>SpEd Teachers will be actively collect and analyze a variety of data in inclusion classrooms and be able to speak to their students' strengths and needs in</p>

### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p>Teachers: Participate in arts integration strategies and observe to build knowledge and experience</p> <ul style="list-style-type: none"> <li>○ PD for Veteran SpEd Teachers to learn how to collect a variety of student evidence in arts integration</li> <li>● 2018-2019: All SpEd Teachers are collecting in a variety of student evidence and participating in AI PD.</li> <li>● 2019-2020: All SpEd Teachers are collecting in a variety of student evidence and participating in AI PD.</li> </ul>			<input type="checkbox"/> N/A	<p>IEP Meetings and SpEd Data Team. Credible evidence is used.</p>
	<p>Nā Hopena A‘o Framework: Belonging, Responsibility, Excellence, Aloha, Total Well-Being, sense of Hawaii (BREATH)</p> <p>2017-2018: We are going to explore the framework, get feedback from the faculty, students, and community.</p> <p>2018-2019: Scale School Wide</p> <p>2019-2020: Scale School Wide</p>		<p><b>CC</b></p>	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>TBD</p>

### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<p><b>Transitions for students and teachers entering and exiting Pōmaikai</b></p>	<p><b>Student Transitions</b></p> <ul style="list-style-type: none"> <li>• Kinder</li> <li>• New students</li> <li>• 5th Grade</li> <li>• Grade level</li> <li>• Rights of Passage in each grade level- learning and your sense of responsibility to your school community</li> </ul> <p><b>Teacher Transitions</b></p> <ul style="list-style-type: none"> <li>• New to Pomaikai Teachers</li> <li>• Probationary</li> </ul> <p><b>Parent Transitions</b></p> <ul style="list-style-type: none"> <li>• Help HI Schools</li> </ul>	<p>2017-2018 2018-2019 2019-2020</p>	<p><b>Counselor</b></p> <p><b>CLL Teacher</b></p> <p><b>PCNC</b></p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <b>PTSA/SCC</b> <input type="checkbox"/> N/A</p>	<p>Descriptions of transitional plans for student, teacher, and parent transitions to be created.</p> <p>New Teacher attendance at Mentoring Monday and Survey</p>
<p><b>Parent community involvement to support students academic and social emotional growth.</b></p>	<p>Whole-School Quarterly Community Events to communicate vision, mission, core values, and present year objectives/goals.</p> <ul style="list-style-type: none"> <li>• Q1: Open House</li> <li>• Q2: Literacy Night</li> <li>• Q3: Literacy Night</li> <li>• Q4: Artist in Me &amp; May Ho'ike</li> </ul>	<p>2017-2018 2018-2019 2019-2020</p>	<p><b>CLL Teacher and Computer Literacy Teacher</b></p>		<p>Parent surveys will be given at all community events and will indicate positive responses over 90%</p> <p>Attendance sheets at will give us a baseline to use for 2018-2019 and 2019-2020.</p>

### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p>2017-2018: A system for chronic absenteeism and chronic tardies to be created to maintain or improve absenteeism. Build a recognition system for perfect or near perfect attendance/tardy.</p> <p>2018-2019: System will be implemented</p> <p>2019-2020: System will be implemented</p>	<p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>	<p><b>Counselor</b></p>	<p><input type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Chronic Absenteeism</p> <ul style="list-style-type: none"> <li>● 2017-2018: 7%</li> <li>● 2018-2019: 6%</li> <li>● 2019-2020: 5%</li> </ul>
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