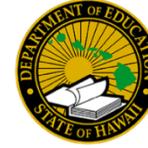


# 2020 Academic Plan, School Year 2020-21



**School:** Pearl Harbor Kai Elementary

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community’s knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school’s Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close an 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, Check, Act (PDCA) cycles and systemized by leading indicators.

## HIDOE Learning Organization

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

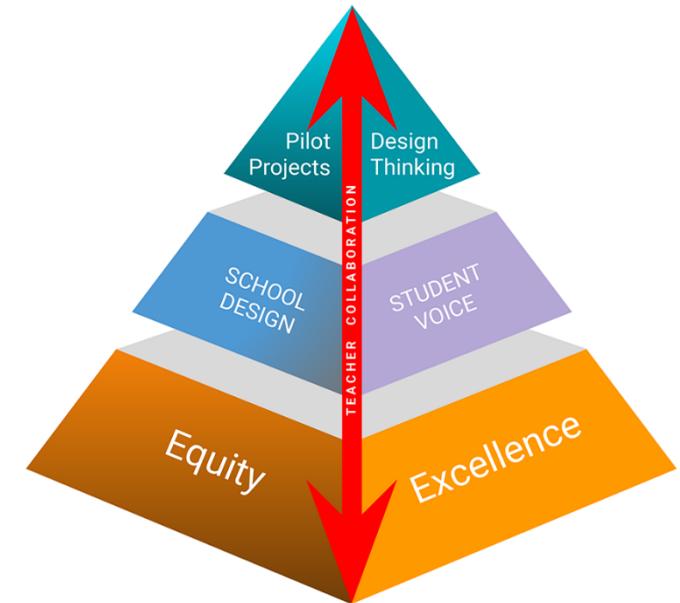
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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

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

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



Principal (print):	
Principal’s signature: Signature on file at school	Date: 06/02/2020

Complex Area Superintendent (print):	
Complex Area Superintendent’s signature: 	Date: 06/02/2020



# 2020 Academic Plan, School Year 2020-21

**School: Pearl Harbor Kai EI**

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

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

## HIDOE Learning Organization

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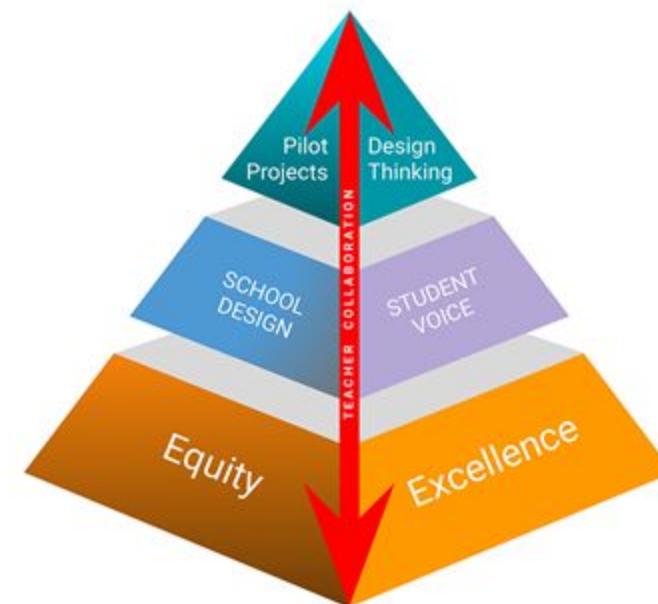
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- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).





## 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 comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <table border="1" data-bbox="137 743 930 1052"> <thead> <tr> <th colspan="3">Strive HI Scores</th> </tr> <tr> <th></th> <th>SY 17-18</th> <th>SY 18-19</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>67%</td> <td>64%</td> </tr> <tr> <td>Math</td> <td>56%</td> <td>51%</td> </tr> <tr> <td>Science</td> <td>68%</td> <td>45%</td> </tr> </tbody> </table> <table border="1" data-bbox="137 1117 930 1425"> <thead> <tr> <th colspan="3">High Needs Scores SY 18-19</th> </tr> <tr> <th></th> <th>Met</th> <th>Not Met</th> </tr> </thead> <tbody> <tr> <td>High Needs</td> <td>70%</td> <td>30%</td> </tr> <tr> <td>ELL</td> <td>39%</td> <td>61%</td> </tr> <tr> <td>SpEd</td> <td>22%</td> <td>78%</td> </tr> </tbody> </table>	Strive HI Scores				SY 17-18	SY 18-19	ELA	67%	64%	Math	56%	51%	Science	68%	45%	High Needs Scores SY 18-19				Met	Not Met	High Needs	70%	30%	ELL	39%	61%	SpEd	22%	78%	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>At Pearl Harbor Kai we believe every child will “achieve their individual best.” We are committed to bringing out the best in all students. Quality, researched based instructional practices will be implemented for all students. Our hope is that by using researched based instructional practices, common programs, analysing data to drive instruction, and ensuring the well-being of all students, all students will be enabled to learn.</p> <p>Professional Development:</p> <ul style="list-style-type: none"> <li>If teachers are trained in researched based instructional practices, then teachers will be able to make the instructional changes necessary to best meet their students needs</li> </ul> <p>Data to Drive instruction</p> <ul style="list-style-type: none"> <li>If teachers use data to drive their instruction, then teachers will be able to make the instructional changes necessary to best meet their students</li> </ul>	<p><i>What are your <a href="#">Enabling Activities</a> to improve the achievement gap?</i></p> <p>Provide teachers with Professional Development:</p> <ul style="list-style-type: none"> <li>on research based instructional practices, including effective practices to address social and emotional needs and inclusive practices strategies</li> <li>on powerful teaching and learning strategies including BERC and AVID</li> </ul> <p>Provide teacher capacity and opportunity to use Data to Drive Instruction</p> <ul style="list-style-type: none"> <li>CLOMP to be embedded into curriculum to allow for Data Team Process, Vertical Articulation, development and refinement of Pacing Guides, analyzing STAR data, reflection on student outcomes and exit passes</li> </ul> <p>Implementing a Social Emotional Program</p> <ul style="list-style-type: none"> <li>Continue to implement Choose Love school wide</li> <li>Continue with a Behavioral RTI system. NCTs and support staff to provide added support to the</li> </ul>
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Achievement Gap		
	SY17-18	SY18-19
ELA	15 pts	29 pts
Math	11 pts	26 pts

When looking at all students' proficiency scores from last school year 2018-2019, we have a 3% decrease in English/Language Arts (ELA), 4% decrease in Math, and a 23% decrease in Science.

Our Achievement Gap has increased by 14 points in ELA and 15 points in Math.

Disadvantaged/High Needs students comprise of 128 students or 30% of our population. 60 of these students took the SBA/HSA. Of the 60 students, 70% met proficiency while 30% did not meet proficiency.

English Language Learner (ELL) students comprise of 20 students or 5% of our population. 10 of these students took the SBA/HSA. Of the 10 students, 39% met proficiency while 61% did not meet proficiency.

Special Education(SpEd) students comprise of 70 students or 17% of our population. 27 of these students took the SBA/HSA. Of the 27 students, 22% met proficiency while 78% did not meet proficiency.

needs

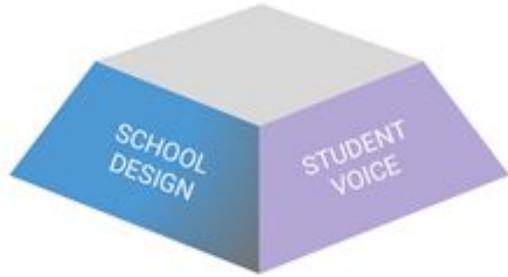
- If teachers continue to use Data Teams and follow Data Teams process, then teachers will be able to make the instructional changes necessary to best meet their students needs
- If teachers continue to vertical articulate, then teachers will be able to make the instructional changes necessary to best meet their students needs
- If teachers monitor their students progress, based on grade level benchmarks, then teachers will be able to make the instructional changes necessary to best meet their students needs
- If teachers use student work and student feedback effectively, then teachers will be able to make the instructional changes necessary to best meet their students needs

Social Emotional Program

- If all staff members implement a school wide SEL program, then students will be able to achieve GLOs

well-being of students.

- School to embed Peer Review twice a year
- School to continue with support programs
  - Anchored 4 Life
  - Peer Mediation
  - PSAP/Counseling



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

Describe here your complex/school contexts for School Design and Student Voice.

Pearl Harbor Kai is a place, “Where students achieve their individual best.” Our school is a part of the Radford Complex where we share a common vision to educate all students toward college and career readiness, so they may reach their full potential as responsible, literate, critical thinkers, and contributing members of our digital and global society. Pearl Harbor Kai EI consists of a high population of military dependents who bring a variety of life experiences and worldly knowledge. Our School Design focuses on the continued development and multitude of supports for our students in a caring nurturing environment.

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.

Pearl Harbor Kai will continue to provide and expand opportunities for students to provide feedback on what and how they learn, which will allow Student Voice to become a larger part of our School Design. We will continue to use data and stakeholders input to evaluate and revise to continue to progress forward.

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

Conditions for success will include a more focused effort to further develop and revise our School Design.

SY 2020-21 <a href="#">Measurable Outcomes</a>	SY 2021-22 <a href="#">Measurable Outcomes</a>	SY 2022-23 <a href="#">Measurable Outcomes</a>
<p><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p> <p>Involve all stakeholders with the refinement, revision of our School Design. Staff will be able to communicate our School Design to the community.</p>	<p><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p> <p>Involve all stakeholders with the revision of our School Design. Staff will be able to connect School Design to schools outcomes.</p>	<p><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p> <p>Continue to involve all stakeholders with the revision of our School Design and connect it to our student outcomes.</p>
<p><i>Why you are implementing them?</i></p> <p>Pearl Harbor Kai is a place, “Where students achieve their individual best.” Our school is a part of the Radford Complex where we share a common vision to educate all students toward</p>	<p><i>Why you are implementing them?</i></p> <p>Pearl Harbor Kai is a place, “Where students achieve their individual best.” Our school is a part of the Radford Complex where we share a common vision to educate all students toward</p>	<p><i>Why you are implementing them?</i></p> <p>Pearl Harbor Kai is a place, “Where students achieve their individual best.” Our school is a part of the Radford Complex where we share a common vision to educate all students toward</p>

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*How will you know that they are causing an improvement?*

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Increase in Strive HI Scores		
	SY18-19	SY20-21
ELA	64%	66%
Math	51%	53%
Science	45%	47%
SQS*	79%	81%
*percentage of students who feel PHKai has a positive school climate		

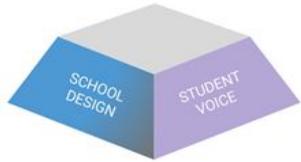
Increase in Strive HI Scores			
	SY18-19	SY20-21	SY21-22
ELA	64%	66%	68%
Math	51%	53%	55%
Science	45%	47%	49%
SQS*	79%	81%	83%
*percentage of students who feel PHKai has a positive school climate			

Increase in Strive HI Scores				
	SY18-19	SY20-21	SY21-22	SY22-23
ELA	64%	66%	68%	70%
Math	51%	53%	55%	57%
Science	45%	47%	49%	51%
SQS*	79%	81%	83%	85%
*percentage of students who feel PHKai has a positive school climate				

PHKai will track student data using STAR Universal screener three times a year and progress monitoring.

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

**FOCUS ON SY 2020-21:** Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals																								
<p><i>Add beginning of the year measurements here.</i></p> <table border="1" data-bbox="123 513 916 883"> <thead> <tr> <th colspan="2">Strive HI Scores</th> </tr> <tr> <th></th> <th>SY 18-19</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>64%</td> </tr> <tr> <td>Math</td> <td>51%</td> </tr> <tr> <td>Science</td> <td>45%</td> </tr> <tr> <td>SQS*</td> <td>79%</td> </tr> </tbody> </table> <p>*percentage of students who feel PHKai has a positive school climate</p> <p>Based on the Fall 2020 SAEBRS universal screener results, ___%___ of students need additional support</p>	Strive HI Scores			SY 18-19	ELA	64%	Math	51%	Science	45%	SQS*	79%	<p><i>Add throughout the year measurements here.</i></p> <ul style="list-style-type: none"> <li>- Administration walkthroughs with feedback</li> <li>- Analyze SBA Interim Assessments</li> <li>- Analyze Universal Screener mid year data</li> <li>- Analyze Chapter 19 referral data</li> </ul>	<p><i>Add end of year goals here.</i></p> <table border="1" data-bbox="1768 513 2561 883"> <thead> <tr> <th colspan="2">Strive HI Scores</th> </tr> <tr> <th></th> <th>SY 20-21</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>66%</td> </tr> <tr> <td>Math</td> <td>53%</td> </tr> <tr> <td>Science</td> <td>47%</td> </tr> <tr> <td>SQS*</td> <td>81%</td> </tr> </tbody> </table> <p>*percentage of students who feel PHKai has a positive school climate</p> <p>Based on the Spring 2021 SAEBRS universal screener results, the percentage of students that need additional support will decrease by 2%</p> <ul style="list-style-type: none"> <li>- AVID Certification Self Rating CSS</li> <li>- Chapter 19 referral data decrease</li> </ul>	Strive HI Scores			SY 20-21	ELA	66%	Math	53%	Science	47%	SQS*	81%
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**Student Outcomes (SY 2020-21)**

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>Student proficiency on the SBA will increase by 2%</p> <p>ELA      66% Math      53% Sci        47%</p>	<p>Teachers to implement strategies from AVID, BFRS, Explicit Instruction, BERC, Inclusive Practices</p> <p>Admin to perform quarterly walkthroughs</p>	Yearlong	WSF	<p>-Grade Level Mtg Agenda and Minutes -Grade Level Pacing Guides -Progress Monitor -Universal Screener 3x a year -Qtr Admin Walkthroughs with teacher feedback</p>	Annual	School to provide a progress report at the end of first and second semesters describing status of implementation of each enabling activity. Progress reports to be reviewed by CAS and Complex Area Team.
<p>Student proficiency on the SBA will increase by 2%</p> <p>ELA      66% Math      53% Sci        47%</p>	<p>Teachers to develop and use Pacing Guides that are aligned to Common Core State Standards</p> <p>Teachers to follow Data Teams Process and create smart goals, and to use formative assessment data to drive their instruction</p> <p>Teachers implement student exit passes per unit to be used as feedback to drive instructional practices suited to students needs</p> <p>All grade level teams to participate in vertical articulation meetings at least twice a year</p>	Yearlong	WSF	<p>-Grade Level Mtg Agenda and Minutes -Grade Level Pacing Guides -Progress Monitor -Universal Screener 3x a year -Qtr Admin Walkthroughs with teacher feedback</p>	Annual	

<p>100% of students will participate in Social Emotional Learning</p>	<p>Teachers to participate in Professional Development on the Choose Love program</p> <p>Teachers to participate in Behavioral Peer Review at least once per quarter with RTI team</p> <p>Teachers to implement Choose Love curriculum</p> <p>100% of students to participate in Choose Love lessons</p> <p>Counselors to provide one school wide Choose Love student activity per quarter</p> <p>School to continue</p> <ul style="list-style-type: none"> <li>● Anchored 4 Life Program</li> <li>● PSAP</li> <li>● School Level Counseling</li> <li>● Peer Mediation</li> <li>● Participation in complex wide activities</li> </ul>	<p>Yearlong</p>	<p>WSF</p>	<p>-Faculty Meeting/PD Sign in</p> <p>-Peer Review minutes</p> <p>-Student shared school wide activities</p> <p>-Counseling Reports on Ecsss</p> <p>-Ch 19 incident referral data</p> <p>-SABERS data begin and end of year</p>	<p>Quarter</p>	
<p>ELL students will increase their level score by .5 based on the ACCESS year end assessment</p>	<p>ELL teacher to provide direct, differential instruction to ELL students</p> <p>ELL teacher to use Imagine Learning program to support school curriculum</p>	<p>Yearlong</p>	<p>WSF</p>	<p>-ACCESS Beginning and End of year scores</p> <p>-SBA scores</p> <p>-STRIVE HI Report</p>	<p>Annual</p>	

	<p>ELL teacher to communicate with all parents to inform of student progress</p> <p>ELL teacher to discuss students needs and develop a plan of action to align with school curriculum with students teachers</p>					
<p>Increase from ____ to ____ percent of IDEA students participating in an inclusion setting</p>	<p>All teachers to participate in PD on Inclusive Practices</p> <p>Special Education Teachers to participate in Grade Level meetings</p> <p>Special Education Teachers to implement Holland Analysis with the Gen Ed input when developing an IEP</p> <p>Special Education Teachers to use Quality Performance Indicators, QPI when developing IEPs</p> <p>IEP Teams to explore multiple ways to provide an inclusive setting for all students.</p>	Yearlong	WSF	<p>-ECSSS LRE data</p> <p>-SBA Results</p> <p>-STRIVE HI Report</p> <p>-Special Education Department meeting minutes</p>	Annual	
<p>Percentage of students receiving Tier 2 supports will decrease by ____% as reflected in spring screening</p>	<p>RTI teacher with classroom teacher to chart Fall, Winter, Spring Universal Screening data, Progress Monitoring data, benchmark assessment results, daily work results per class to target and</p>	Yearlong	WSF	<p>-Universal Screener 3x a year</p> <p>-Progress Monitoring data</p> <p>-Peer Review Meeting Minutes</p> <p>-Grade Level Meeting Minutes</p>	Annual	

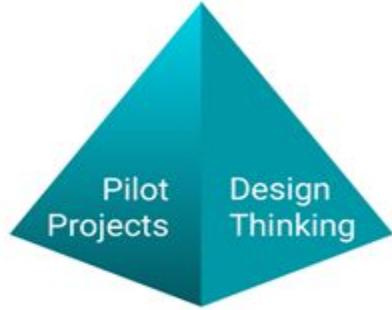
	<p>develop a intervention plan for student achievement</p> <p>RTI team will conduct Peer Review quarterly meetings to diagnose student needs and develop strategies and a plan for student achievement</p> <p>Students will be progress monitored monthly</p> <p>RTI team will participate in CLOMP meetings to provide strategies and support for teachers and students</p>					
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**Staff Outcomes (SY 2020-21)**

<b>Measurable Outcome(s)</b>	<b>Enabling Activity</b>	<b>Duration</b> Fall, Spring, Yearlong	<b>Source of Funds</b> Program ID	<b>School Monitoring Activity</b>	<b>Frequency</b> Quarter, Semester, Annual	<b>Complex Monitoring Activity</b> (to be completed by CAS)
100% of teachers will participate in professional development in researched based practices	<p>Teachers will be given to opportunity to participate in Professional Development in</p> <ul style="list-style-type: none"> <li>● AVID</li> <li>● Basic Foundational Reading Skills</li> <li>● Explicit Instruction</li> <li>● BERC high impact strategies</li> <li>● Inclusive Practices</li> <li>● Choose Love</li> </ul>	Yearlong	WSF	<p>-Faculty Mtg and PD sign in</p> <p>-Grade Level Meeting Agenda and Minutes</p> <p>-Administration Walkthrough quarterly with teacher feedback</p> <p>-SBA Scores</p> <p>-STRIVE HI Report</p>	Quarter	

	<p>Teachers will use CLOMP time to plan the implementation of instructional practices using strategies provided in PD</p> <p>Administration to conduct quarterly walkthroughs and share outcomes with teachers</p>					
100% of teachers to implement Common Core State Standards	<p>Teachers will develop and implement pacing guides for ELA, Math, Science, Social Studies</p> <p>Teachers will be given time for vertical articulation to share pacing guides</p> <p>Teachers will administer benchmark assessments aligned to CCSS at least once per quarter in order to analyze data to make instructional adjustments</p> <p>Special Education Teachers to participate in Grade Level Meetings</p>	Yearlong	WSF	<p>-Grade Level Pacing Guide</p> <p>-Grade Level Meeting Agenda and Minutes</p> <p>-Administration Walkthrough quarterly with teacher feedback</p> <p>-SBA Scores</p> <p>-STRIVE HI Report</p>	Quarter	
Continue to communicate and allow for input, engagement, and support of all stakeholders and community, and to encourage parent involvement through various means	<p>Administration, Faculty and Staff will support the community to increase participation in school activities</p> <ul style="list-style-type: none"> <li>● School Messenger System</li> <li>● School Website</li> <li>● Coffee Hour</li> <li>● Marquee</li> </ul>	Yearlong	WSF	<p>-SCC Meeting sign in</p> <p>-Administration to hold quarterly Coffee Hours</p> <p>-Coffee Hour agenda and sign in sheet</p> <p>-Percentage of participation data from SMS</p>	Quarter	

	<ul style="list-style-type: none"><li>● School Bulletin</li><li>● Surveys</li><li>● Focus Group Meetings</li><li>● SCC</li><li>● Parent/Family Activities<ul style="list-style-type: none"><li>○ Curriculum Fair</li><li>○ Career Day</li></ul></li></ul>			-Focus Group Agenda and Minutes		
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## Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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

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

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>Please describe your school’s ideas around innovation and pilot projects.</i></p> <p>Transition Center</p> <ul style="list-style-type: none"> <li>• Support of incoming students</li> <li>• Support of incoming families</li> <li>• Support of exiting students</li> </ul>	<p><i>Please describe your conditions for Success:</i></p> <p>Partnerships</p> <ul style="list-style-type: none"> <li>• with military</li> <li>• Radford High School</li> </ul> <p>Staff to be trained in the Military Culture Course            Build community relationships to promote Choose Love within the home and community.            Provide opportunity for the community to experience the Choose Love program.</p>
<p>Incorporate a STEAM program</p>	<p>Professional Development on STEAM            Professional Development on Project Based Learning            Community involvement</p>