Three-Year Academic Plan
2017-2020

Pearl City Elementary School

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http://www.hawaiipublicschools.org/ConnectWithUs/Organization/OfficesAndBranches/Pages/Pearl-City-Waipahu-Complex-Area.aspx

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<tr>
<th>Submitted by Dr. Susan Hirokane</th>
<th>Date</th>
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<th>Approved by CAS Keith Hui</th>
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## Where are we now?

Prioritize PCES needs as identified in one or more of the following needs assessments:

- **Comprehensive Needs Assessment**
- **WASC Self Study**
  - WASC Category B: Standards Based Student Learning: Curriculum, instruction
  - WASC Category C: Standards Based Student Learning: Instruction
  - WASC Category D: Standards Based Student Learning: Assessment and Accountability

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<tbody>
<tr>
<td>1. Need:</td>
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</table>
| a. **Pearl City Elementary School**: Contributing or Root Cause(s) which caused this Learning Need(s):  
  *(for alignment, please cite page number in Comprehensive Needs Assessment and attach a copy)* |   |
|   | Strive HI Results |
| 2. Need: |   |
| a. **PCES**: Contributing or Root Cause(s) which caused this Learning Need(s):  
  - **CNA** Documents  
  - WASC Document - Chapter 1 and Chapter 3  
  *(for alignment, please cite page number in Comprehensive Needs Assessment and attach a copy)* |   |
|   | Field Assessment Data  
https://drive.google.com/open?id=0BxdiA7pLmhZURGZER2d4YzJ5Yms |

### Addressing Equity: Sub Group Identification

In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.**

- **PCES Trend Reports**
  - **SY 17-18**
    - Pearl City
  - **SY 18-19**
    - Pearl City

## ORGANIZE: Identify PCES priorities and leads

<table>
<thead>
<tr>
<th>PCES Priorities/Strategies/Initiatives</th>
<th>Name and Title of PCES Accountable Lead</th>
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</thead>
<tbody>
<tr>
<td>1. Research-Based &amp; Evidence-Based [Well Rounded] {CCSS}</td>
<td>1. Curriculum Coordinator</td>
</tr>
<tr>
<td>2. Social Emotional Learning [Whole Child], PBIS, Transitions (incoming K, 6th-7th grade)</td>
<td>2. Counselor, Grade level Teachers</td>
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<tr>
<td>4. I &amp; M</td>
<td>4. Curriculum Coordinator</td>
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<tr>
<td>5. NGSS, C3, PBL, CCSS, Differentiation, SGI</td>
<td>5. All Teachers</td>
</tr>
<tr>
<td>6. Title I Linker</td>
<td>6. Curriculum Coordinator</td>
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<tr>
<td>7. 21st Century Grant</td>
<td>7. Counselor, Site Coordinator</td>
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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,

PCES students will demonstrate progress toward success in college, career, and citizenship as measured by school level targets identified by Complex Area Schools.

Based on identified school level targets, there is demonstrated need across varied levels of measures including but not limited to:

- Chronic Absenteeism
- Math, ELA, & Science
- 3rd Grade Literacy
- ELA & Math MGP
- ELA & Math Gap
- School Climate
- Inclusion Rate
- (Innovation)
- (Family and Community Engagement)

<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>Enabling Activities <em>(Indicate year(s) of implementation in next column)</em></th>
<th>School Year(s) of Activity</th>
<th>Accountable Lead(s)</th>
<th>Source of Funds</th>
<th>Interim Measures of Progress</th>
<th>Define the relevant data used to regularly assess and monitor progress</th>
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| By the end of the 2019-2020 school year, PCES will use gold standard project based learning to ensure schools develop systems to support projects, teachers design and implement projects and students progress to deeper learning competencies. | (School Design (SD)-Teacher Collaboration (TC)-Student Voice (SV)) School teams will evaluate, design and implement conditions that foster project based learning in school communities, teacher training will focus on collaboration to design and implement projects that support student outcomes in achieving high levels of deeper learning competencies through authentic learning tasks. | Cohort 1 (2018) | Principal All Teachers | Title 1 - teacher meeting sub days WSF | Based on:  
- Education Northwest Measurements  
- Student Artifacts  
- Student Surveys  
- Student Presentations  
- Teacher Artifacts  
- Teacher Surveys  
- Teacher Presentations  
- Curriculum Fair |
| By the end of the 2019-2020 school year, PCES will develop transitional strategies to ensure students’ preparedness for elementary, intermediate, high school, and college/career. | (SD-TC-SV) Professional Learning Community to identify strategies to align school efforts that support student transitions.  
- (from Preschool to elementary).  
- (key transition points e.g. 2nd to 3rd grade).  
- from elementary to intermediate. | 2019 - 2020 | Curriculum Coordinator Counselor GLCs | Title I WSF | Based on:  
- AABC Data @ key transitional points.  
- Strive HI data |
| PCES will continue to provide an array of services in Hawaiian Education. | PCES will provide Hawaiian Education by:  
- initiating….  
- building….  
- sustaining….  
- Hawaiian Botanical Garden  
- Hawaiian Studies in grades K - 6 | 2019-2020 | Kumu Remular | Hawaiian Studies - (WSF) | Based on:  
- PCES Hawaiian Education |

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

Objective 1: Focused Professional Development – Develop and grow employees to support student success and continuous improvement.

Objective 2: Timely Recruitment and Placement – Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.

Objective 3: Expanded Professional Pipeline - Expand well-qualified applicant pools for all Hawaii educator positions and expand the number of candidates who are prepared to support student success objectives.

Outcome: By the end of three years,

PCES will
- use highly effective research-based and evidence-based instructional techniques to effectively further student success.
- examine, collaboratively, the impact of instructional beliefs and practices.

Rationale:
Based on identified school level targets, there is demonstrated need across varied levels of measures including but not limited to
- Chronic Absenteeism
- Math, ELA, & Science
- 3rd Grade Literacy
- ELA & Math MGP
- ELA & Math Gap
- School Climate
- Inclusion Rate
- (Innovation)
- (Family and Community Engagement)

Planning

<table>
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<tr>
<th>Desired Outcome</th>
<th>Enabling Activities (Indicate year(s) of implementation in next column)</th>
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<th>Accountable Lead(s)</th>
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<th>Interim Measures of Progress</th>
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| By the end of the 2019-2020 school year, PCES schools will provide strategies that address; Whole Child/Social Emotional Learning, Well Rounded Education, Equity Transitions. and Leadership Competencies | (SD-TC) Professional Development that address student success and school improvement that may include: 
- PD Sessions 
- Local and National Conferences w/travel 
- School Professional Learning Communities | 2019-2020 | Principal Counselor | Title I WSF | Based on 
- School-developed success criteria monitoring tool. 
- Universal Screener Data 
- SBA results 
- Strive HI 
- Learning Walk Data |

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<tr>
<th>By the end of the 2019-2020 school year, PCES will provide Induction and Mentoring support for beginning teachers and mentors.</th>
<th>(SD-TC) Professional Learning Communities (K-12) and Professional Development to focus on the Induction and Mentoring Program.</th>
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<tbody>
<tr>
<td></td>
<td>● Beginning Teacher PD</td>
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<td>● Mentor PD</td>
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<td>● Induction and Mentoring Forums</td>
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<td>● NHQT</td>
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<td>2019 - 2020</td>
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<td>Principal Curriculum Coordinator</td>
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<td>Title I WSF</td>
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<td>Based on</td>
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<td></td>
<td>● NHQT Data</td>
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<td>● Teacher PD Survey Data</td>
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<td>● Participation Data</td>
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<td>● Mentor/Beginning Teacher Survey</td>
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<tr>
<th>By the end of the 2019-2020 school year, PCES will implement strategies that address closing the achievement gap in reading.</th>
<th>(SD-TC) Professional Development that address closing the gap in reading from PK-12 grade:</th>
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<tbody>
<tr>
<td></td>
<td>● PD Sessions (i.e. Orton Gillingham, secondary reading strategies,..)</td>
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<td>● Local and National Conferences w/travel</td>
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<td></td>
<td>● PCES Professional Learning Communities</td>
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<td>● Complex resource attend PCES data teams to assist teachers</td>
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<td>2019-2020</td>
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<td>Principal Leadership Team</td>
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<td>WSF (PD) Title I</td>
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<td>Based on</td>
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<td></td>
<td>● Strive HI</td>
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<td>● SBA results</td>
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<td>● Universal Screening Data</td>
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**Goal 3: Successful Systems of Support.** The system and culture of public education work to effectively organize financial, human, and community resources in support of student success.

- **Objective 1: Innovation** – Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.
- **Objective 2: Adequate and Expanded Resources** – Secure adequate resources to support school and community-based plans for student success.
- **Objective 3: Efficient and Transparent Supports** – Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public education resources.

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### Outcome: By the end of three years,
PCES will work with financial, human, and community based resources to strengthen the system for student success.

#### Rationale:
Based on identified school level targets, there is demonstrated need across varied levels of measures including but not limited to:
- Chronic Absenteeism
- Math, ELA, & Science
- 3rd Grade Literacy
- ELA & Math MGP
- ELA & Math Gap
- School Climate
- Inclusion Rate
- (Innovation)
- (Family and Community Engagement)

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<th>School Year(s) of Activity</th>
<th>Funding</th>
<th>Interim Measures of Progress</th>
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<td>Source of Funds</td>
<td>Define the relevant data used to regularly assess and monitor progress</td>
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</table>
| By the end of the 2019-2020 school year, PCES will begin the next self study accreditation process of the accreditation the Western Association of Schools and Colleges (WASC). | (SD-TC) PCES will begin the next self study accreditation process. | 2017- 2020 | Principal Counselor | Based on
- Components of the WASC process
- Final WASC report |
| By the end of the 2019-2020 school year, PCES will utilize organizational resources to meet the needs of the whole child. | PCES will continue engaging with the Leeward Community Children’s Council
- attendance at meetings and/or activities
- apply meeting details as necessary, according to the school/student needs and progress. | 2017 - 2020 | Principal | Based on
- Meeting Attendance
- Meeting Minutes
- Principal Reports |
By the end of the 2019-2020 school year, PCES will utilize organizational resources to meet the needs of the 21st-Century Learner.

(SV) PCES will
- develop and refine program goals as necessary to increase student engagement in school and complex 21st Century and Community programs.
- utilize the 21st Century Community Learning Center Grant to provide programs and opportunities (before and/or after school) for students to participate in activities to supplement their learning.

<table>
<thead>
<tr>
<th>2019-2020</th>
<th>Principal Counselor</th>
<th>18085 - 21st Century Funds</th>
<th>Based on</th>
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21st Century Grant Progress Monitoring
- Student Participation Rate
- Demographics
- Site Activity Offerings
- Achievement Gap Rate

By the end of the 2019-2020 school year, PCES will utilize organizational resources to meet the needs of the whole child.

(SV) PCES will continue to participate in extra-curricular activities
- Intramurals - Basketball, Volleyball, Track & Field
- Fine Arts - Music Festival

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<tr>
<th>2017 - 2020</th>
<th>Principal</th>
<th>WSF</th>
<th>Based on</th>
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Based on
- Participation Data
- Community Attendance Data

By the end of the 2019-2020 school year, PCES will utilize organizational resources to meet the needs of the whole child.

PCES will continue to work with community associations
- Representation at monthly community meetings.
- Support and participate in community activities and resources.

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<tr>
<th>2017 - 2020</th>
<th>Principal</th>
<th>WSF</th>
<th>Based on</th>
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Based on
- Principal Reports
- School Publications
- Community Publications
- myPearlCity.com website

By the end of the 2019-2020 school year, PCES will increase opportunities for students receiving special education and/or identified as English Language Learners to access the general education curriculum

(SD-TC)
- Professional development (e.g. specially designed instruction, inclusive culture and practices,...)
- PLCs (e.g. SpEd/EL teachers across schools, school teams,...)
- Infrastructure (revisit, analyze, and adjust accordingly to the types of settings, use of personnel and scheduling, based on student population needs).
- Working toward inviting more SPED/ELL population to participate in ELA/Math integrated enrichment activities

<table>
<thead>
<tr>
<th>2019-2020</th>
<th>SPED and ELL Team</th>
<th>WSF</th>
<th>Based on</th>
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Based on
- Inclusion data (Strive Hi, eCSSS)
- School’s Measure of Progress
  - sign in sheets
  - attendance
  - Academic data