Academic Plan for School Year 2021-22

School: Pearl Harbor 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 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

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).
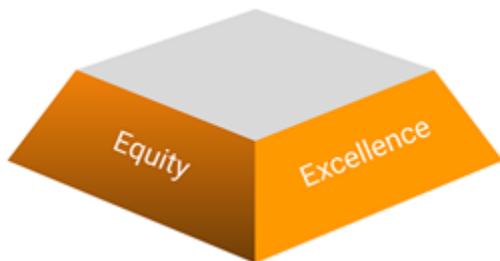
Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.
- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).
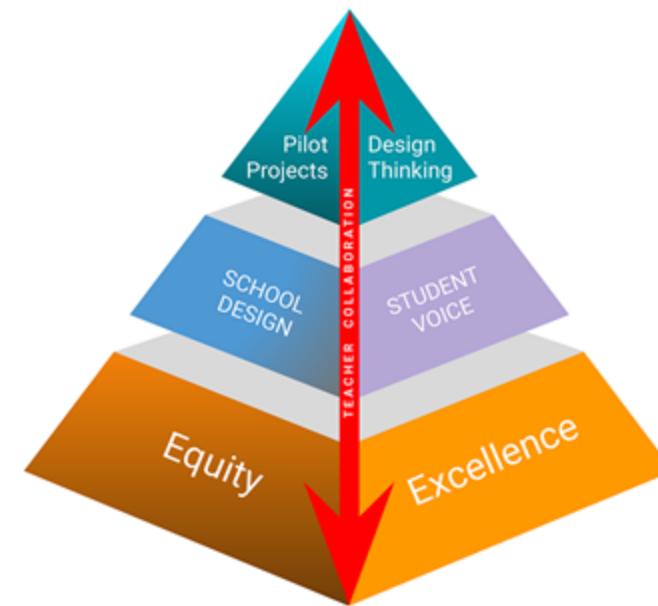
Principal (print):	Shannon Tamashiro	
Principal's signature:	Signature on file at school	Date: 5/4/2021

Complex Area Superintendent (print):	JohnErickson	
Complex Area Superintendent's signature:		Date: 5/4/2021

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 (SW 5, 6)

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.
 	
 Achievement Gaps (SW 1)
 Note: Due to the COVID-19 pandemic, there is no SBA data to show achievement gaps for school year 2019-2020. Therefore, the data below for ELA and Math are from the school year 2018-2019 STRIVE HI report.
 ELA - non-high needs--61% high needs--39% GAP--23
 45% English Language (EL) students are on-track to English language proficiency
 	
 Math - non-high needs--62% high needs--39% GAP--23
 48% of Pearl Harbor Elementary Students have met proficiency in Math
 	
 Note: Due to the COVID-19 pandemic, there is no SBA data for school year 2019-2020. Therefore, the data below for Science is from the school year 2018-2019 STRIVE HI report.
 Science - 40% of 4th grade students met proficiency in Science Hawaii State Assessment (HSA)
 	
 Panorama Student Survey
 66% of students report a positive school climate.
 	
 Areas of Need
 Increase our ELA Proficiency levels.
	What is your Theory of Action (if-then) to improve the achievement gap?
	
	 If our curriculum is more defined and focused through deepening understanding of standards, prioritizing standards, aligning curriculum to standards, determining learning targets, and creating pacing guides, then there will be an increase in student achievement.
	
	 If instruction is more data-driven rather than curricular-driven, there will be an increase in student achievement.
	
	 If consistency of quality instruction improves within grade levels, there will be an increase in student achievement.
	
	 If consistency of implementing appropriate teaching strategies aimed at meeting the needs of all learners improves, then student achievement will increase and the achievement gap will decrease.
	
	 If articulation sessions (e.g., PLCs, vertical articulation, etc) are focused, instructional practices will improve and student achievement will increase.
	
	 If conceptual understanding/content knowledge increases, instructional practices will improve and student achievement will increase.
	
	 If PD is provided to teachers to better understand how to scaffold instruction to help students meet grade level standards, then student achievement will increase and the achievement gap will decrease.
		What are your Enabling Activities to improve the achievement gap?
		
		 Student Success:
		
		 1. ELA and Math
		    ● Lead/Facilitate/Participate in PLCs to implement rigorous ELA and Math curriculum, instruction and assessment that regularly and consistently reflect on student data to inform and adjust curriculum and instruction while aligned to CCSS.
		    ● Integrate technology into the curriculum to increase engagement, collaboration, and differentiation.
		
		 2. Standards-Based Grading (WASC Recommendation)
		    ● Establish standards-based grading practices that ensure clear and consistent grade level expectations for student performance.
		
		 3. Science and Social Studies (WASC Recommendation)
		    ● Implement science curriculum, instruction and assessment that are aligned to NGSS.
		    ● Develop and implement standards-based social studies curriculum, instruction, and assessments that are aligned to C3.
		
		 4. SPED
		    ● Implement common grade level curriculum, instruction and assessment in all SPED resource classes for seamless transitions.

Increase our Math Proficiency levels.

Utilize a common grading and reporting system that is standards-based. (WASC)

Increase Science proficiency levels.

Explore CIA in science and social studies with the goal of integration in other subjects. (WASC)

Increase the proficiency levels and growth of our students receiving special education services.

Increase the amount of on-track EL students towards English Language proficiency.

Develop a clear understanding of Response to Intervention (RTI) and utilize its strategies to support student learning and close the achievement gap.

Address SEL needs.

Explore ways to increase rigor for all students by implementing additional strategies such as research-based teaching methodologies, Live Learning Walks, teachers as facilitators, and student-centered learning. (WASC)

Establish partnerships with families and communities that support student's well-being. (WASC / CNA Area of Strength)

If teachers utilize a common grading and reporting system that is standards-based, then there will be clarity and consistency of expectations.

If support and PD are provided to teachers in implementing NGSS Science standards, instructional practices will improve and student achievement will increase.

If science and social studies curriculum is integrated in other subject areas, instruction will be more efficient and effective and curricula will be more rigorous and relevant.

If student-centered learning opportunities are provided, curricula will be more rigorous and relevant.

If content and strategies are coordinated between EL and Gen Ed teachers, the amount of on-track EL students towards English Language proficiency will increase.

If interventions are more responsive to students' needs, the amount of on-track EL students towards English Language proficiency will increase.

If our RTI system is further refined to assure consistency and efficacy, then student achievement will increase and the achievement gap will decrease.

If interventions are responsive to students' needs, then student achievement will increase and the achievement gap will decrease.

If extended learning opportunities (e.g., after school tutoring) are provided, then student achievement will increase and the achievement gap will decrease.

If there are more opportunities for students to have a "voice," more student-centered learning, provision of coping and social skills, increased positive student perception, and provision of necessary supports and resources to students and families, then SEL needs will be addressed.

If learning walks/walkthroughs are conducted with subsequent self-reflection and goal setting, instructional practices will improve

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- Monitor progress of students receiving SPED services utilizing iReady in ELA and Math.
- Continue to increase opportunities for inclusion.
- Determine and provide PD for SPED teachers through survey and/or needs assessment.

5. EL
   - Articulate students' individual EL needs and service plans guided by WIDA Can Do indicators.
   - Track progress of EL students using data including, but not limited to, WIDA ACCESS and Growth to Target (GTT), iReady, SBA, and formative data from interventions.
   - Determine and provide PD and/or supports for teachers through survey and/or needs assessment.

6. Academic RTI
   - Utilize iReady across grade levels as a diagnostic screener, growth monitor, and instructional tool for reading and math.
   - Provide small group instruction for Tier II and III intervention.
   - Provide extended learning opportunities in the form of after school tutoring for select students based on iReady, SBA, and classroom data.

7. Behavioral RTI/SEL
   - Behavior
     - Maintain Tier I Behavior RTI Plan (Year 2).
     - Continue the Choose Love program.
     - Establish behavior baseline data.
     - Develop monitoring tool for Behavioral RTI.
     - Monitor SQS.
     - Monitor chronic absenteeism.
   - SEL
     - Provide opportunities for students to have a "voice".
     - Provide student-centered learning opportunities.
     - Provide coping and social skills for

	and student achievement will increase.
	
	If parent and community partnerships are facilitated, then parental support and engagement with student learning will continue.
		students.
		  ○ Provide necessary supports and resources to students and families.
		● Maintain Student Success Meetings as a school-wide prevention and intervention system to address academic, behavioral, and social/emotional needs of students.
		
		Staff Success:
		
		1. Implement professional development to support teachers repertoire to increase rigor for all students by implementing strategies such as research based teaching methodologies, live learning walks, teachers as facilitators, and student centered learning.
		  ● BERC (WASC Recommendation)
		    ○ Provide PD & opportunities for Live Learning Walks.
		    ○ Participate in Learning Walks via video - reflect on own practice.
		    ○ Conduct BERC STAR Protocol Classroom Observation (Pre/Post).
		  ● EES
		    ○ Implement Educator Effectiveness System (EES).
		    ○ Continue to conduct walkthroughs to support teacher learning.
		    ○ Provide staff training to support all teachers.
		  ● AVID
		    ○ Teachers will practice and engage their students in a collaborative learning environment to increase relational capacity by utilizing AVID resources and best practice teaching strategies.
		  ● TECHNOLOGY INTEGRATION
		    ○ Enhance 1:1 technology to move to a level of "Adaptation" on the Technology Integration Matrix.
		    ○ Provide PD based on teacher survey.
		
		2. Parent and Family Engagement (WASC Recommendation / CNA Area of Strength) (SW 7)

		- Facilitate school and parent involvement to support the school's vision and mission. - Continue to collaboratively coordinate school wide events between students, parents, and PHES. - Provide multiple avenues of communication between school and families.

Innovation in Support of the Core: School Design and Student Voice
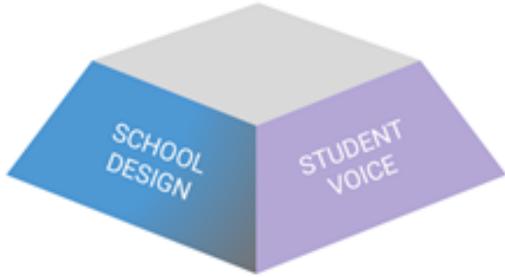
Describe here your complex/school contexts for School Design and Student Voice.

- School Design and Student Voice is based on our vision, mission, and belief statements below:
  - Vision: Pearl Harbor Elementary, envisions our students to be respectful, responsible, lifelong learners.
  - Mission: Provide all students with a high quality education that prepares them to be successful within the global society.
  - Beliefs: We all can learn and achieve; everyday presents an opportunity for growth; student success is our success.

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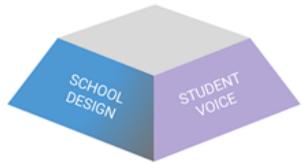
- See measurable outcomes below.

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

- Collaboration
- Student-centered learning
- Partnerships with families and communities

SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? ● Professional Learning Community (PLC) ● Common grading and reporting system that is standards-based ● Standards-based curriculum and instruction ● Differentiated Instruction ● iReady ● BERC ● Advancement Via Individual Determination (AVID) ● One to one technology devices ● Military, Parent, and Community Partnerships ● RTI ● Choose Love curriculum ● PBIS ● Student Electives ● Participation in a variety of enriching experiences ● Performing arts ● Service organizations ● School Community Council (SCC)	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* ● Professional Learning Community (PLC) ● Common grading and reporting system that is standards-based ● Standards-based curriculum and instruction ● Differentiated Instruction ● iReady ● BERC ● Advancement Via Individual Determination (AVID) ● One to one technology devices ● Military, Parent, and Community Partnerships ● RTI ● Choose Love curriculum ● PBIS ● Student Electives ● Participation in a variety of enriching experiences ● Performing arts ● Service organizations ● School Community Council (SCC)	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* ● Professional Learning Community (PLC) ● Common grading and reporting system that is standards-based ● Standards-based curriculum and instruction ● Differentiated Instruction ● iReady ● BERC ● Advancement Via Individual Determination (AVID) ● One to one technology devices ● Military, Parent, and Community Partnerships ● RTI ● Choose Love curriculum ● PBIS ● Student Electives ● Participation in a variety of enriching experiences ● Performing arts ● Service organizations ● School Community Council (SCC)

● Collaborative decision making ● Emphasis on student collaboration	● Collaborative decision making ● Emphasis on student collaboration	● Collaborative decision making ● Emphasis on student collaboration
Why you are implementing them? ● Increase student performance overall and in subgroups, decrease achievement gap ● Increase student engagement ● Address SEL needs	*Why you are implementing them?* ● Increase student performance overall and in subgroups, decrease achievement gap ● Increase student engagement ● Address SEL needs	*Why you are implementing them?* ● Increase student performance overall and in subgroups, decrease achievement gap ● Increase student engagement ● Address SEL needs
How will you know that they are causing an improvement? ● Proficiency in STRIVE HI data for ELA, Math, and Science will increase based on 2020-2021 SBA results. ● Achievement gap in STRIVE HI data will decrease by 2% based on 2020-2021 SBA results. ● More than 66% of students will report a positive school climate. ● Increased student involvement in performing arts, service organizations, and collaborative decision making for SY 2021-2022.	*How will you know that they are causing an improvement?* ● Proficiency in STRIVE HI data for ELA, Math, and Science will increase based on 2021-2022 SBA results. ● Achievement gap in STRIVE HI data will decrease by 2% based on 2021-2022 SBA results. ● More than 68% of students will report a positive school climate. ● Increased student involvement in performing arts, service organizations, and collaborative decision making for SY 2022-2023.	*How will you know that they are causing an improvement?* ● Proficiency in STRIVE HI data for ELA, Math, and Science will increase based on 2022-2023 SBA results. ● Achievement gap in STRIVE HI data will decrease by 2% based on 2022-2023 SBA results. ● More than 70% of students will report a positive school climate. ● Increased student involvement in performing arts, service organizations, and collaborative decision making for SY 2023-2024.

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 (SW 3)
Add beginning of the year measurements here. ● STRIVE HI data, iReady results, and SBA data shared with PLCs and ART for analysis. ● Schoolwide Panorama data shared with faculty for reflection and strategies for improvement. ● Personalized plans for SpEd and 504 students. ● All students are administered iReady diagnostic screening in reading and math in Quarter 1.	*Add throughout the year measurements here.* ● Panorama survey for grades 3-6 second semester. ● Data taken on SpEd personalized plan goals quarters 1 and 2. ● iReady winter screening. ● Student achievement monitored during PLCs.	*Add end of year goals here.* ● Panorama survey shows an increase in students reporting a positive school climate. ● SpEd students receive a "proficient" or "above" on their personalized plan goals. ● Student scores improve on iReady spring diagnostic screening. ● Increased involvement in performing arts, service organizations, and collaborative decision making.

Student Outcomes (SY 2021-22)

Measurable Outcome(s)	Enabling Activity (SW 5,6)	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity (SW 3)	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
STU1. At least 65% of students will be proficient in ELA and 65% proficient in Math as measured by SBA.	● **EA1.** Lead / Facilitate / Participate in PLCs to implement rigorous ELA and Math curricula, instruction, and assessment that are informed and adjusted by regularly and consistently reflecting on student data. ● **EA2.** Utilize Ready Classroom Mathematics math curriculum for grades K-5. ● **EA3.** Provide teacher and student resources to supplement Reading Wonders	Yearlong	WSF, Title I	● PLC Agenda ● PLC Minutes ● Pacing Guides ● PD plan and agendas	Quarterly	

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	and Go Math (Grade 6) ● **EA4.** Integrate technology into the curriculum to increase engagement, collaboration, and differentiation				
STU2. Utilize a common grading and reporting system that is standards-based. (WASC Recommendation)	● **EA1.** Utilize a common system for reporting grades in grade level teams. ● **EA2.** Hold vertical articulation of our common standards-based grading and reporting system to ensure clarity and consistency. ● **EA3.** Evaluate effectiveness of vertical articulation as evidenced by grade levels having a common understanding of SBG and the process for reporting grades.	Yearlong		● Common expectations for reporting grades ● Evidence of common assessments, grading, and reporting practices ● Discussion/notes from vertical articulation	Quarterly
STU3. At least 60% of tested students will be proficient in Science as measured by HSA. Science curriculum will be aligned to NGSS. (WASC Recommendation)	● **EA1.** Utilize Stemscopes curriculum (K-Gr 5). ● **EA2.** Provide PD for Stemscopes curriculum. ● **EA3.** Purchase equipment and supplies for Grade 6 science activities and lessons. ● **EA4.** Engage in GL planning and vertical articulation for Science.	Yearlong	WSF, Title I	● NGSS PD Plan by quarter ● NGSS PD Agendas ● Teacher NGSS PD Reflection ● HSA Interim scores - pending NGSS assessment	Quarterly
STU4. Develop and implement standards based social studies curriculum, instruction, and assessments that are aligned to C3. (WASC Recommendation)	● **EA1.** In grade level teams, develop and implement standards based social studies curriculum, instruction, and assessments that are aligned to C3. ● **EA2.** Provide extended and integrated learning opportunities that can't be replicated in the classroom setting.	Yearlong	WSF, Title I	● Pacing guides ● PLC Agendas ● PLC MInutes ● PD plan and agendas	Quarterly

STU5. At least 45% of students receiving SPED services will meet standard in ELA and Math as measured by SBA. Students' MGP will be at least 57 in ELA and 69 in Math.	• **EA1.** Implement common grade level curriculum, instruction, and assessment in all SPED resource classes for seamless transitions. • **EA2.** Monitor progress of students receiving SPED services utilizing iReady Growth Monitoring in Reading and Math and adjust action plans to meet student needs. • **EA3.** Continue to increase opportunities for inclusion. • **EA4.** Determine and provide PD for SPED teachers through survey and/or needs assessment.	Yearlong	WSF, Title I	• PD Plan • PD Agendas • iREADY Reading & Math Growth Monitoring - at least 75% of SPED students on track to meet individualized goal in Reading and Math (every 3 weeks) • Roster of Inclusion Classes	Quarterly	
STU6. At least 50% of EL students will be on-track as measured by their individual Growth to Target (GTT) scores.	• **EA1.** Articulate students' individual EL needs and service plans guided by WIDA Can Do indicators. • **EA2.** Track progress of EL students using data including, but not limited to, WIDA ACCESS and Growth to Target (GTT), iReady, SBA, and formative data from interventions. • **EA3.** Determine and provide PD and/or supports for teachers through survey and/or needs assessment.	Yearlong	WSF, Title I, Title III	• iREADY Growth Monitoring - at least 60% of EL students on track to meet individualized goal in Reading • Lesson plans and progress updates for students receiving pullout EL services	Quarterly	
STU7. At least 65% of students will be proficient in ELA and 65% proficient in Math as measured by SBA.	**Academic RTI** • **EA1.** Utilize iReady across grade levels as a diagnostic screener, growth monitor, and instructional tool for reading and math. • **EA2.** Provide small group instruction for Tier II and III intervention.	Yearlong	WSF, Title I	• O-G trained K-Gr 3 teachers and CC. • Training agendas. • Observed application in classroom instruction. • Use of iReady data to track student progress.	Quarterly	

	● **EA3.** Provide extended learning opportunities in the form of after school tutoring for select students based on iReady, SBA, and classroom data.					
STU8. Chronic absenteeism will be no more than 5%. **STU9.** Increase positive student perceptions about our school.	**Behavioral RTI** ● **EA1.** Maintain Tier I Behavior RTI Plan (Year 2). ● **EA2.** Continue the Choose Love program. ● **EA3.** Establish behavior baseline data. ● **EA4.** Develop monitoring tool (Behavioral RTI). ● **EA5.** Monitor SQS. ● **EA6.** Monitor chronic absenteeism. **SEL** ● **EA7.** Provide opportunities for students to have a "voice". ● **EA8.** Provide student-centered learning opportunities. ● **EA9.** Provide coping and social skills for students. ● **EA10.** Provide necessary supports and resources to students and families. ● **EA11.** Maintain Student Success meetings as a school-wide prevention and intervention system to address academic, behavioral, and social/emotional needs of students.	Yearlong		● Student survey results ● Meeting Agendas ● Meeting Minutes ● Participation data ● SQS results ● Attendance results ● School referrals	Quarterly	

Staff Outcomes (SY 2021-22)

Measurable Outcome(s)	Enabling Activity (SW 5,6)	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity (SW 3)	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
STF1. At least 70% of classrooms observed will be aligned with Powerful Teaching and Learning as measured by the BERC STAR Protocol. (WASC Recommendation)	• **EA1.** Provide opportunities for Learning Walks within the school- reflect on own practice (At least 1 per year). • **EA2.** Conduct BERC STAR Protocol Classroom Observation (Pre/Post).	Yearlong		• PD Agendas • Learning Walk reflections and evaluations • Other Classroom Observations - evidence of Powerful Teaching and Learning	Annually	
STF2. All teachers will be effective/proficient or higher in all Danielson framework measures.	• **EA1.** Implement Educator Effectiveness System (EES). • **EA2.** Continue to conduct walkthroughs to support teacher learning. • **EA3.** Provide staff training to support all teachers.	Yearlong		• EES requirements and documentation • Walkthrough Feedback • EES Training documentation		
STF3. All grade levels will actively participate in implementing various collaborative strategies and promote social, emotional academic development (SEAD) as outlined in our AVID Site Goal Plan.	• **EA1.** Teachers will practice and engage their students in a collaborative learning environment to increase relational capacity by utilizing AVID resources or best practice teaching strategies. • **EA2.** Teachers will record how the focused collaborative strategy was implemented and how the students responded through self-reflections and guided questions.	Yearlong	WSF	• AVID Site Goal Plan • Leadership, AVID, PLC and/or Grade Level Articulation (GLA) agendas • Self-reflection record sheet	Monthly	
STF4. Grades K-6 will maintain 1:1 and we will	• **EA1.** Integrate technology into content area lessons.	Yearlong	WSF, Title I	• Evidence of technology	Quarterly	

move to a level of "Adaptation" on the Technology Integration Matrix.	● **EA2.** Provide PD based on teacher survey.				integration ● Technology Matrix rating at "adaptation"	
STF5. Establish partnerships with families and communities that support student's well-being. (WASC Recommendation / CNA Area of Strength)	● **EA1.** Facilitate school and parent involvement to support the school's vision and mission. ● **EA2.** Continue to collaboratively coordinate school wide events between students, parents, and PHES. ● **EA3.** Provide multiple avenues of communication between school and families. (SW 7)	Yearlong	WSF, Title I		● PCNC/School collaboration meeting agenda/notes ● Attendance and participation documentation of events and workshops (e.g., Talk Story with Principal, AVID Night, Science Night, Language Arts Showcases, Fall Festival) ● PCNC Progress report	Quarterly
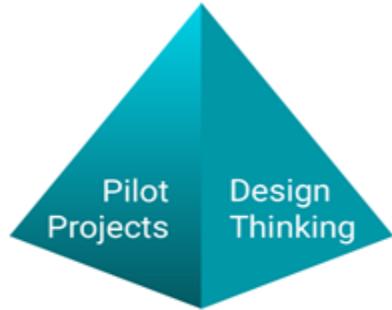
Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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
Please describe your school's ideas around innovation and pilot projects. All EL students will have a Student Success Plan (SSP). (EQUITY) Inclusion and inclusive practices will occur in classrooms to integrate SpEd students with their general education peers. (EQUITY) Community Events (e.g., AVID, curriculum) will be coordinated. (HAWAII) (SW 7)	*Please describe your conditions for Success:* More EL students on track to English Language Proficiency. Percent of students receiving special education services in general education classes most of the day on the STRIVE HI report will increase. Increased parent and student involvement and engagement.