



Academic Plan for School Year 2021-22

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 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.

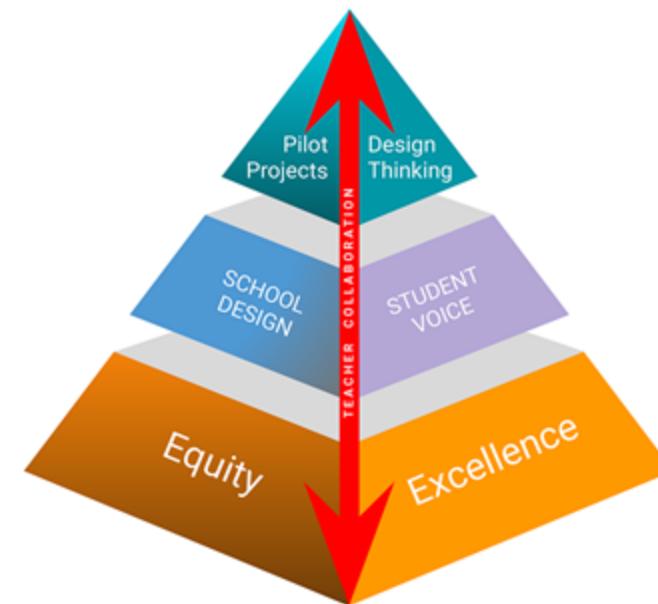
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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).

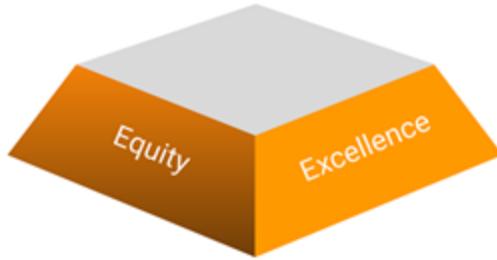
Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

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



Principal (print):	Celest Dandurand	
Principal's signature:	signature on file at school	Date: April 30, 2021

Complex Area Superintendent (print):	John Erickson	
Complex Area Superintendent's signature:		Date: 5/5/2021

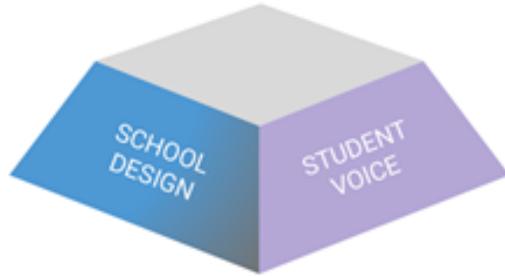


Teaching & Learning Core: Equity and Excellence

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 additional local measurements.</i></p> <ul style="list-style-type: none"> In 2018-2019, PHKai students had 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. Disadvantage/High Needs students comprise 128 students or 30% of our population. Sixty of these students took the SBA/HSA. Of the 60 students, 70% met proficiency, while 30% did not meet ability. English Language Learner(ELL) students comprise 20 students or 5% of our population. Ten of these students took the SBA/HSA. Of the ten students, 39% met proficiency, while 61% did not meet ability. Special Education(SpEd) students comprise 67 students or 17% of our population. Twenty-seven of these students took the SBA/HSA. Of the 27 students, 	<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 of all students in every classroom. Using researched-based instructional practices, common programs, analyzing data to drive instruction, and ensuring all students’ well-being will help them succeed and prepare them for citizenship, college, and career success.</p> <p>Professional Development:</p> <ul style="list-style-type: none"> Teacher training in researched-based instruction practices with student engagement, voice, and differentiation. With increased student engagement and students learning at their level to improve their growth, teachers will reflect on their effectiveness of implementing professional development based on student success. <p>Data to Drive instruction</p> <ul style="list-style-type: none"> If teachers use data to drive their instruction, then teachers will be able to make instructional changes and provide learning materials to match their students' level, so students will grow and receive the support or extension needed. 	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <p>Provide teachers with Professional Development:</p> <ul style="list-style-type: none"> On research-based instructional practices, including practical approaches to address social and emotional needs and inclusive practices strategies through Complex Stetson Training Training on Multi-Tiered Systems of Support (MTSS) On powerful teaching and learning strategies, including interventions in reading, writing, math, and AVID Best practices on internal peer reviews and effective IEP meetings <p>Provide teacher capacity and opportunity to use Data to Drive Instruction</p> <ul style="list-style-type: none"> PLC time and agendas to allow for collaborative Data Team Process, Vertical Articulation to develop Content Pacing Guides

<p>22% met proficiency, while 78% did not meet ability.</p>	<ul style="list-style-type: none"> ● If teachers use Data Teams and follow the Data Teams process collaboratively, they will be able to deliver targeted interventions based on students' lagging skills. ● If teachers continue to vertical articulate, then students will move from one grade to the next with common vocabulary, curriculum, and a scope and sequence of learning to increase their success. ● If teachers monitor all students' progress based on grade-level benchmarks, the teachers will provide interventions to students to decrease the achievement gap. ● Support staff, Sped teachers, General Education teachers, and administrators frequently review academic, attendance, and behavioral data to support students' growth. Collaborating and educating parents on ELA, Math, and Writing Common Core Strategies will help all students growth and achievement. <p>Social-Emotional Program</p> <ul style="list-style-type: none"> ● If all staff members continue to implement a school-wide SEL program, then students will be able to increase GLO achievement grades. ● If educators and parents continue to both teach the Choose Love traits for success, then the students will apply lifelong strategies for successful interpersonal and collaborative skills. 	<ul style="list-style-type: none"> ● Analyze universal screeners, curriculum assessments, and formative data to reflect on student outcomes and adjust instruction ● Special education students will increase their amount of their day in the general education setting when appropriate for their growth in academics and socialization. More inclusive practices at all levels will be implemented. ● Special education teachers will collaborate with general education teachers to design services, schedules, and adjust learning based on data. ● English Language Learner teaching strategies will be a professional development opportunity for both general education teachers and the EL teacher. The EL teacher and general education teacher will have time to collaborate on the language acquisition skills for each child. <p>Social-Emotional Program</p> <ul style="list-style-type: none"> ● Continue to implement Choose Love school-wide with staff, parents, and students ● Continue with a Behavioral RTI system. ● NCTs and support staff to provide added support to the well-being of students with student leadership opportunities ● School to continue with support programs <ul style="list-style-type: none"> ○ Transitional Anchored 4 Life Program ○ Peer Mediation w/ Student Leaders ○ Counseling & MFLC
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Innovation in Support of the Core: School Design and Student Voice

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

Students' perspectives and aspirations are highly valued in the classroom, school, and community. We want to hear and reflect the values, opinions, beliefs, perspectives, languages and cultural backgrounds of students in the school. Our staff utilizes instructional approaches, student leadership, student ambassadors, and complex student events that are based on student choices, interests, passions, and ambitions.

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

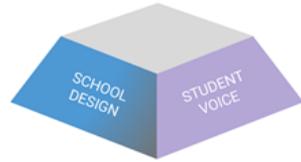
Collaboratively with other elementary schools in our Radford complex, we offer a Speech Competition, Music Festival, Intramural Sports Tournaments, and STEM opportunities. At our school level we have students from 4th, 5th, and 6th grade participate in our School Community Counsel where students' perspectives help influence schoolwide decision making on the learning needs, academic and financial plans. Through our Anchored for Life Program, students become welcome ambassadors for our new military students who frequently arrive and leave throughout a school year with the support of their peers. We will be developing further connections with students and community partnership and citizenship by contributing students' time and knowledge to support our island needs.

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

Our school will thrive in a culture of kindness, gratitude, compassion, and forgiveness. These are character traits of the Choose Love Curriculum all of our staff and students are continually striving to implement on a daily basis. It is also essential for our school to provide a healthy and safe environment for our students and faculty to grow and thrive in. We are dedicated to the implementation of the Hawaii Department of Education, Hawaii Department of Health, and CDC guidelines for school safety.

SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes
<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>Involve stakeholders with the refinement, revision of our School Design. We will take the lessons learned in the COVID-19 pandemic and incorporate them into our design to communicate to our community how school cares and prepares our students for their future and not our past.</p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>Involve stakeholders with the revision of our School Design. Staff will be able to communicate our School Design to the community. The team will be able to connect School Design to school outcomes.</p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>Continue to involve stakeholders with the revision of our School Design and connect it to our student outcomes.</p>

<p><i>Why are you 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. We share a shared vision to educate all students toward college and career readiness to reach their full potential as responsible, literate, critical thinkers, contributing members of our digital and global society.</p> <p>As a part of the Radford Complex, students can sign up for the interest that connects students as a complex and can use their voice and talents in complex-wide Speech Festival, Music Festival, Track, Basketball Volleyball events. Students in grades 3-6 can join the student council and participate in the School Community Council. Students can be team leaders in our Anchored 4 Life to welcome students in their transitions to and from PHKai. Students could sign up for school safety as peer mediators.</p>	<p><i>Why are you 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. We share a shared vision to educate all students toward college and career readiness to reach their full potential as responsible, literate, critical thinkers, contributing members of our digital and global society.</p> <p>We will continue to participate and increase our students’ opportunities to participate in complex events and increase students’ chances. We will develop more opportunities for students to have voice and choice in their academic day in classrooms to increase engagement, interest and teach self-directed learning strategies to our students.</p>	<p><i>Why are you 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. We share a shared vision to educate all students toward college and career readiness so that they may reach their full potential as responsible, literate, critical thinkers, and contributing members of our digital and global society.</p> <p>Continue nurturing and collaborating with our Radford complex on student interest events and develop more student interest-based community projects.</p>
<p><i>How will you know that they are causing an improvement?</i></p> <p>SBA Reading will increase from 64% in SY19 to 70% in SY22 SBA Math will increase from 51%in SY19 to 56% in SY22 NGSS Scores will increase from 45% SY19 to 50% in SY22 SQS Data measuring school climate will increase from 70% SY20 to 75% SY22</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>SBA Reading will increase from 64% in SY19 to 75% in SY23 SBA Math will increase from 51%in SY19 to 60% in SY23 NGSS Scores will increase from 45% SY19 to 60% in SY23 SQS Data measuring school climate will increase from 70% SY20 to 75% SY23</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>SBA Reading will increase from 64% in SY19 to 80% in SY24 SBA Math will increase from 51%in SY19 to 70% in SY24 NGSS Scores will increase from 45% SY21 to 70% in SY24 SQS Data measuring school climate will increase from 70% SY20 to 80% SY24</p>



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

FOCUS ON SY 2021-22: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<p><i>Add beginning of the year measurements here.</i></p> <p>SBA Scores NGSS Scores SQS Data Chapter 19 referral data</p>	<p><i>Add throughout the year measurements here.</i></p> <p>Administration walkthrough SBA Interim -Star Universal Screeners Chapter 19 referral data</p>	<p><i>Add end-of-year goals here.</i></p> <p>SBA Reading will increase from 64% in SY21 to 80% in SY23 SBA Math will increase from 51%in SY19 to 70% in SY23 NGSS Scores will increase from 45% SY19 to 70% in SY22 SQS Data measuring school climate will increase from 70% SY20 to 75% SY21 Chapter 19 referral data will continue to be minimal</p>

Student Outcomes (SY 2021-22)

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)
Decrease the achievement gap by 5 points in both ELA and Math	<ul style="list-style-type: none"> - Collaborative Professional Learning Community Time with General Education Teachers, Sped Teachers, EL Teacher, and Support Staff - Collaborative Data Dashboard will consistently be analyzed to adjust instruction to maximize student growth - Frequent progress monitoring will be collaboratively reviewed to match an interventions based on skill deficits in reading, math, attendance, and behavioral skills - Implement a multi-tiered system of support to increase the success and growth of all our students 	Yearlong	WSF	<ul style="list-style-type: none"> - Data Dashboard with progress monitoring & universal screener will be updated and reviewed - Intervention Effectiveness Data with be analyzed and instruction adjusted - Peer Review Meetings will follow agendas, timelines, and next steps 	Quarter	
Increase student proficiency on the SBA ELA 66% to 70% Math 53% to 60% Sci 47% to 60%	<ul style="list-style-type: none"> - Students implement strategies from AVID to improve executive functioning and organizational skills - Students will have a common curriculum taught from k-6 grade in reading, math, and writing - Students will receive small group targeted differentiated instruction to increase their growth and success 	Yearlong	WSF	<ul style="list-style-type: none"> -Grade Level Mtg Agenda and Minutes -Grade Level Pacing Guides -Progress Monitoring with formative assessments in tier 1 -Universal Screener 3x a year -Teachers will share writing samples and collaborate on increasing writing skills -Quarterly Admin Walkthroughs with teacher feedback and reflection 	Semester	

<p>Increase student growth on the SBA</p>	<ul style="list-style-type: none"> - Teachers follow the Data Teams Process and with students create smart goals to drive their instruction. - Teachers implement student exit passes in math to be used as feedback to drive instructional practices suited to students' needs. - All grade-level teams participate in vertical articulation meetings at least twice a year in math, reading, and writing. - Students will have differentiated lessons and be supported in small groups for effectiveness to adjust teaching and learning. 	<p>Yearlong</p>	<p>WSF</p>	<ul style="list-style-type: none"> -Grade Level Mtg Agenda and Minutes -Grade Level Pacing Guides -Progress Monitor -Universal Screener 3x a year -Quarterly Admin Walkthroughs with teacher feedback 	<p>Semester</p>	
<p>100% of students will participate in Social-Emotional Learning</p>	<ul style="list-style-type: none"> - Students will learn and practice Choose Love strategies for student problem solving and success - 100% of students participate in Choose Love lessons. Counselors to provide one school-wide Choose Love student activity per quarter. <p>Multi-tiered Support System will look at behavioral data to assess the effectiveness of the social-emotional learning for all students School to continue</p> <ul style="list-style-type: none"> ● Anchored 4 Life Program ● PSAP ● School Level Counseling 	<p>Yearlong</p>	<p>WSF</p>	<ul style="list-style-type: none"> -Faculty Meeting/PD Sign in -Peer Review minutes -Student shared school-wide activities -Counseling Reports on Access -Ch 19 incident referral data -SABERS data begin, middle, and end of year 	<p>Semester</p>	

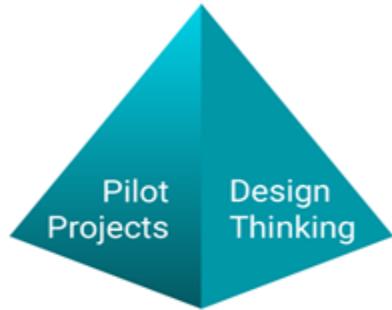
	<ul style="list-style-type: none"> ● Peer Mediation ● Participation in complex-wide activities 					
ELL students will increase their level score by one level based on the ACCESS assessment	<ul style="list-style-type: none"> - ELL teacher and General Education teacher to provide direct, differential instruction to ELL students. - Continue using the Imagine Learning program to support language acquisition skills. - ELL teacher to discuss students needs and develop a plan of action to align with school curriculum with students and general education teachers 	Yearlong	WSF	<ul style="list-style-type: none"> -ACCESS Beginning and End of year -SBA -STRIVE HI Report 	Semester	
Increase the 55% percent of IDEA students participate in an inclusion setting for 80% of their learning by 15%	<ul style="list-style-type: none"> - All teachers will participate in PD in inclusive practices and place all students in the Least Restrictive Environment and support students' needs through co-teaching or pull-out for certain times of the instructional day as needed. - Special Education Teachers to participate in Grade Level meetings to increase collaboration on student success with general education teachers - Special Education Teachers to implement Holland Analysis with the Gen Ed input when developing an IEP 	Yearlong	WSF	<ul style="list-style-type: none"> -ECSSS LRE data -SBA Results -STRIVE HI Report -Special Education Department Meeting Minutes 	Semester	

	<ul style="list-style-type: none"> - Special Education Teachers to use Quality Performance Indicators, QPI when developing IEPs - IEP Teams to explore multiple ways to provide an inclusive setting for all students 					
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Staff Outcomes (SY 2021-22)

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)
100% of teachers will plan, measure, and reflect on their PD implementation in our EES system.	Professional Development in <ul style="list-style-type: none"> ● AVID ● Basic Foundational Reading Skills ● Explicit Instruction ● Inclusive Practices ● Choose Love ● Stetson Tier 1 Best Practices Teachers will use PLC time to plan the implementation of instructional practices using strategies provided in PD Administration to conduct quarterly walkthroughs and share outcomes with teachers	Yearlong	WSF	-Faculty Mtg and PD sign in -Grade Level Meeting Agenda and Minutes -Administration Walkthrough quarterly with teacher feedback -SBA Scores -STRIVE HI Report -Teacher reflection on PD effectiveness based on student achievement		

<p>100% of teachers will be active participants in our Multi-tiered System of Support (MTSS)</p>	<p>Teachers will develop and implement pacing guides for ELA, Math, Science, Social Studies and agree on priority standards.</p> <p>Teachers will administer universal screeners, progress monitor, and benchmark assessments aligned to CCSS in a data spreadsheet to analyze data to make instructional adjustments for all students' success.</p> <p>Teachers, support staff, and administration will collectively share their ideas and knowledge to increase the academic, behavioral, and social, emotional growth and success of all students</p>	<p>Yearlong</p>	<p>WSF</p>	<p>-Grade Level Pacing Guide -Grade Level Meeting Minutes -Cadre Minutes -Teacher inputted data -Students show an increase in the tiered data -SBA Scores -STRIVE HI Report</p>	<p>Quarterly</p>	
<p>Increase parent participation in feedback through SQS by 20% to better understand the needs of our community</p>	<p>Administration, faculty, and staff will support the community to increase participation in these school activities with integrated technology</p> <ul style="list-style-type: none"> ● Surveys ● Focus Group Meetings ● SCC ● PTO 	<p>Yearlong</p>	<p>WSF</p>	<p>-SCC Meeting sign in -PTO meeting sign-in -Percentage of participation data from School Messenger -Focus Group Agenda and Minutes</p>	<p>Quarterly</p>	



Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department responds 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"> ● Support of incoming students ● Support of incoming families ● Support of exiting students 	<p><i>Please describe your conditions for Success:</i></p> <p>Partnerships</p> <ul style="list-style-type: none"> ● Military ● Radford High School <p>Staff trained in the Military Culture Course Strengthen community relationships to promote Choose Love within the home and community. Continue Anchored for Life with student ambassadors who support new students to our school.</p>
<p>Create a Multi-Tiered System of Support</p>	<p>Staff Voice & Training to Develop the System - create consistently scheduled time for PLC teams to analyze student data to drive instruction in academics and behavior with the support staff and complex support. Engage and educate parents & students in specific goal setting, feedback, consistency, and collaboration to improve growth and success. Collect student data, frequent feedback, and reflect on how we can adjust and improve.</p>
<p>Increase Inclusive Practice with support of Stetson Training in 2021-22</p>	<p>Staff education and understanding the benefits of inclusion and best practices for all students and educators. Training in tier 1, tier 2, and tier 3 best practices in teaching, differentiating, interventions, and extended learning opportunities for general education. Specifically, train special education teachers and support staff in collaborating with teachers and educational assistance to deliver modified academic activities. Focus on placing students in the least restrictive environments during increased parts of the day conducive to their success. Educate parents and students of the benefits of inclusive practices and the rewards for all students. Consistently assess, reflect, and gather feedback on the effectiveness of increased inclusive practices.</p>