



Academic Plan for School Year 2023-24

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.

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, and some will advance to support the core.

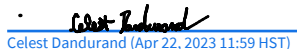
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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).

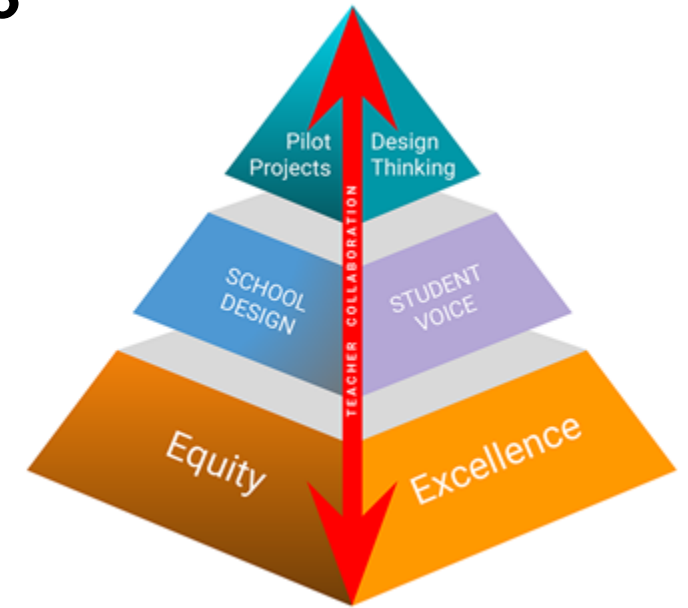
Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

- 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:  <small>Celest Dandurand (Apr 22, 2023 11:59 HST)</small>	Date:

Complex Area Superintendent (print): John Erickson	
Complex Area Superintendent's signature:  <small>John Erickson (Apr 20, 2023 16:45 HST)</small>	Date:

Academic Plan, School Year 2022-23



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 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. Then, the quantifiable results 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.

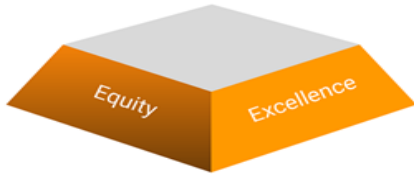
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Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

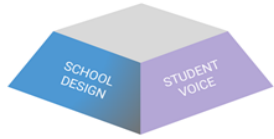
- The HIDOE Learning Organization structures the Academic Plan, and it is for the **Teaching & Learning Core**.



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>Pearl Harbor Kai Elementary Demographics:</p> <ul style="list-style-type: none"> ● Student population fluctuates with around 360 students ● Military impacted students are 86% ● IDEA population is approximately 16% ● EL students are approximately 3-5% ● Economically disadvantaged students represent 26% <p>EL Student Data:</p> <ul style="list-style-type: none"> ● 60% of EL students on track in 2022 ● Approximately 40% of EL students on track ● Seeing a 20% improvement in students on track w/ SBA ● Small sample size of students 3-5% <ul style="list-style-type: none"> ○ 1 student entering ○ 3 students emerging ○ 1 student developing ○ 3 students expanding ○ 7 students new & unknown <p>Special Education Students:</p> <ul style="list-style-type: none"> ● 29 point gap in English Language Art from special ed students to general ed students ● 28 point gap in Math Smarter Balanced testing from special education students to general education ● Current students receiving IEP services: <ul style="list-style-type: none"> ○ 19 Speech & language ○ 20 SLD ○ 14 ASD ○ 14 DD ○ 7 OHD ○ 1 ED 	<p>If our general education teachers and special education teachers receive professional development, coaching, and support in increasing inclusive practices, modifications, and accommodations to fit the student's needs, then the students' learning will increase.</p> <p>If our school provides meals, computers, tutoring, affordable after-school care, increased time, and SEL support to students who have lower socioeconomic status, then there will be an increased achievement for economically disadvantaged students.</p> <p>If we strengthen our Multi-tiered System of Support in all three tiers in academics, behavior, social-emotional skills, and healthy choices, we will target and directly support our high-needs students more effectively.</p> <p>Frequent monitoring of all students' progress based on the grade-level benchmarks will provide interventions to students to decrease the achievement gap for IDEA, EL, economically disadvantaged students, and all of our learners.</p>	<p>Supporting Increased Achievement & Growth for all Students:</p> <ul style="list-style-type: none"> ● Fidelity in writing and implementing IEPS across grade levels with QPI ● Fidelity in implementing the supplementary aids and supports by creating IEPs at a glance to share with all staff who support and teach students ● Schedule time monthly for special education teachers and general education teachers to collaborate on strategies, curriculum, and supports of all sped students ● Special education teachers and general education teachers will review students' progress on their goals and objectives during data talks to ensure growth and minimize the achievement gap ● Increase inclusion practices for all IDEA students ● Early Release to analyze universal screeners, curriculum assessments, progress reports, IEP goal progress, and formative data to reflect on student outcomes and adjust instruction ● Special educators time to collaborate with educational assistants and tutors <p>Supporting Increased Achievement & Growth for all English Language Learner Students:</p> <ul style="list-style-type: none"> ● Training all educators in sheltered instructional strategies to support EL students ● Implementation of sheltered instructional strategies in all classroom ● Adopt and implement an EL program to support the teaching and learning in pull-out teaching support <p>Economically Disadvantaged:</p> <ul style="list-style-type: none"> ● Free and reduced lunch ● Free uniforms and school supplies, if needed ● Tutoring with a bus provided after school ● Identify all students' SEL needs based on the Panorama Survey ● Counselor and teacher collaboration to support SEL areas of growth ● Health aid to help students and families with free or affordable health care and basic needs ● Hazel Heath services provide free counseling services



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 of value in the classroom, school, and community. We want to hear and reflect on 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 with student choices, interests, passions, and ambitions. Pearl Harbor Kai is a place "Where students achieve their individual best." As individuals, we have our voice that is part of a strong, proud, and collaborative complex. Our school is a part of the Radford Complex with the shared vision to educate all students toward college and career readiness to reach their full potential as responsible, literate, critical thinkers, and contributing members of our digital and global society.

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 festivals, Music festivals, and Track, Basketball, and 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 or volunteers to help with recess equipment, welcome students daily, read to younger students, and offer ideas for school improvement.

Our schools will work as a team to learn from each other and increase the opportunities students have to compete and collaborate by using technology and challenges to develop critical thinking skills and grit by applying their knowledge to solutions to problems in their daily lives. This increases the voice, choice, and engagement of students, their learning becomes relevant and their audience becomes more realistic

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

Continue to participate and increase our students opportunities to participate in complex events, increasing academic intramural events and collaboration in solving real-world problems. Increase opportunities for all students K-6 to have a voice and choice in their academic week in classrooms to increase engagement and interest and teach self-directed learning strategies to our students. We will share with our community student projects and solutions. Continue nurturing and collaborating with our Radford complex on student interest events and develop more student interest-based community projects to benefit and give back to our school, military community, local community, and island, partnering with businesses and nonprofits to make a positive impact through applying our knowledge and skills.

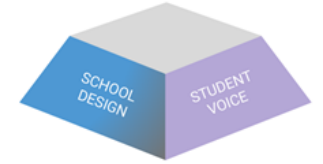
Describe here your Conditions for Success in School Design and Student Voice.

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. Pearl Harbor Kai Elementary provides a healthy and safe environment for our students and faculty to grow and thrive through a caring and creative learning community. We are excited to partner with our community to strengthen career pathways and interests through partnerships and collaborations. By engaging our students in learning experiences outside the brick-and-mortar of our schools, they will apply their knowledge and help our community by investing in solutions and adding value to our world.

SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes	SY 2024-25 Measurable Outcomes
<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>Pearl Harbor Kai Elementary will increase the effectiveness of our transitional program to support the entrance, exit, and quality of connectedness of all of our students. In addition to our Anchored for Life Ambassadors, welcome kits, and small group support, we will strengthen our transition into academics and support. Adding a PCNC to our staff will support families and students with communication, resources, and community offerings. In addition, we would like to be able to have some quick assessments for transitioning students to know the needs of the students in regard to speech, SEL, academics, EL, special education, and behaviors.</p> <p><i>Why are you implementing them?</i></p> <p>86% of our students are military-impacted. Most of the students move every three years in and out of our school throughout the year. Research shows that students who move often can lose up to a year of learning loss. In addition, if students connect with a friend or an adult in the first 72 hours of arriving at school their sense of belonging and safety increases and they are able to learn at a much faster rate because their social-emotional needs are met.</p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>Expand these resources digitally, so families can begin finding resources before leaving the island to ease their stress about the transition. Create a social media presence to showcase the school’s story and successes. Digitize forms, submissions, and student interest forms. Systematize an online introduction to teachers and support staff for the new students and families.</p> <p><i>Why are you implementing them?</i></p> <p>Ensure our programs and communications are accessible to transitioning families online, so they feel excited to become a shark at Pearl Harbor Kai Elementary. Questions can be answered and introductions made before entering campus.</p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>Continue to improve our transition center efforts based on feedback from the parents and students as they enter and exit our school. Collaborate with other schools and complexes to integrate innovative ideas of support to our military families.</p> <p><i>Why are you implementing them?</i></p> <p>Responding to the unique needs of our military population is crucial for their success in academics, social situations, behavior, and relationships.</p>
<p><i>How will you know that they are causing an improvement?</i></p> <p>SBA Reading achievement will increase to 70% SBA Math achievement will increase to 65% SBA NGSS achievement will increase to 55% SQS parent perception data will increase to 80% in all areas SQS student perception data will increase to 75% in all areas Panorama SEL Survey will show growth in self-efficacy and grit.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>SBA Reading achievement will increase to 75% SBA Math achievement will increase to 70% SBA NGSS achievement will increase to 60% SQS parent perception data will increase to 85% in all areas SQS student perception data will increase to 80% in all areas Panorama SEL Survey will show growth in self-efficacy and grit.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>SBA Reading achievement will increase to 80% SBA Math achievement will increase to 75% SBA NGSS achievement will increase to 65% SQS parent perception data will increase to 90% in all areas SQS student perception data will increase to 85% in all areas Panorama SEL Survey will show growth in self-efficacy and grit.</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>Fall Universal Screener Per Student</p> <ul style="list-style-type: none"> ● iReady Reading Scores ● iReady Math Scores ● Common Writing Rubric <p>Increase Achievement in Smarter Balanced Assessment</p> <ul style="list-style-type: none"> ● Math 59% ● Language Arts 67% ● Science 41% <p>Increase SEL Growth in the Panorama Survey</p> <p>Increase School Quality Survey Positive Results</p>	<p>Winter Universal Screener Per Student</p> <ul style="list-style-type: none"> ● Common Curriculum Assessments in Reading ● Common Curriculum Assessments in Math ● Common Curriculum Assessments in Writing <p>Interim Smarter Balanced Assessments in Math, ELA & Science</p> <ul style="list-style-type: none"> ● Math 65% ● Language Arts 70% ● Science 50% 	<p>Spring Universal Screener Per Student</p> <ul style="list-style-type: none"> ● iReady Reading Scores ● iReady Math Scores ● Common Writing Rubric <p>Increase Achievement in Smarter Balanced Assessment</p> <ul style="list-style-type: none"> ● Math 70% ● Language Arts 75% ● Science 60%

Student Outcomes (SY 2022-23)

Measurable Outcome(s)	Enabling Activity	Duration	Source of Funds	School Monitoring Activity	Frequency	Complex Monitoring Activity (to be completed by CAS)
<p>Decrease the Achievement Gap measured in the Smarter Balanced Assessments:</p> <p>SY 22 Math = 28 points to SY 23 Math = 20 points</p> <p>SY 22 ELA = 29 points to SY 23 ELA = 20 points</p>	<p>Increased inclusion time and inclusion practices for students to be in the least restrictive environments to increase their growth and achievement</p> <p>Schedule time monthly for special education teachers and general education teachers collaborate on implementing, assessing, and supporting the growth of special education students based on their IEPs.</p> <p>Students will receive small group instruction in their general education class and intervention teachers and specialized instruction if needed in academics, behavior, and social-emotional skills</p> <p>Free and reduced lunch</p> <p>Free uniforms and school supplies, if needed</p> <p>Free tutoring for special education and struggling students</p> <p>Enrichment clubs accessible to all of our students</p> <p>All educators in sheltered instructional strategies to support EL students</p> <p>Implementation of sheltered instructional strategies in all classroom</p> <p>Adopt an EL program and implement</p>	<p>Yearlong</p>	<p>SPPA</p>	<p>Track IDEA students time at the beginning of the year, middle of the year, and end of the year for increased inclusive practices.</p> <p>Data Dashboard with progress monitoring & universal screener will be updated and reviewed.</p> <p>Monthly student profile sheets completed and discussed in a peer review with concerns, interventions, next-step actions, and services noted</p> <p>Meetings will follow agendas, timelines, and next steps</p> <p>Progress monitoring and adjustment to the group, support, service, curriculum, content, instructor, or placement will be adjusted as needed based on data and collaborative decision making</p> <p>Data Dashboard w/multiple sources of growth data, interventions, and timelines</p> <p>PD for classroom teachers specifically to support special education and English Language Learners in their classrooms with accommodations and modifications</p> <p>Data talks including special education teachers once every 7 days</p> <p>Data talks including special education teachers once every 7 days</p>	<p>Quarterly</p>	

	<p>Identify all students' SEL needs based on the Panorama Survey</p> <p>Health aid to help students and families with free or affordable health care and basic needs</p>			<p>Outreach by the counselor and Administrators</p>		
<p>Increase the skills of students in self-regulation from 68% to 80% of our students having these skills according to the Panorama Survey.</p>	<p>All students will be taught self-regulation strategies through our Choose Love curriculum, which includes breathing, tapping, visualizing, and shifting focus by our classroom teachers, special education teachers, and counselors.</p> <p>All students who struggle with self-regulation will use reflection sheets to identify their behaviors, emotions, triggers, and strategies to implement when dysregulated.</p> <p>Students will receive support from counselors, teachers, and administrators in small groups to practice, act out, and problem-solve how to implement calm-down and de-escalation strategies. Some students may learn and utilize the zones of regulation and a visual to identify their feelings and then be reminded of proactive strategies to use to lower their zone of regulation.</p> <p>Students who need more individualized self-regulation support will work with our SBBH and other support staff to create techniques that work for the child to increase their success with self-regulation created in a documented plan of support.</p> <p>Identify all students' SEL needs based on the Panorama Survey</p> <p>Health aid to help students and families with free or affordable health care and basic needs</p>	<p>Yearlong</p>	<p>WSF</p>	<p>PLC notes & data dashboard includes students who are receiving support and need more direct instruction</p> <p>Choose Love artifacts from students & lessons taught by teachers, Choose Aloha videos, and counselor quarterly</p> <p>Student shared school-wide activities demonstrating Choose Love Traits</p> <p>Counseling Progress Monitoring Data</p> <p>Attendance for small groups</p> <p>Panorama SEL data begin, middle, and end of the year looking at self-regulation & grit</p> <p>Include strategies for parents to teach their students with self-regulation at home.</p> <p>Reduce Ch 19 incident referrals by teaching strategies for self-regulation. In SY 21-22 there were approximately 30 referrals each semester. Each semester we would reduce our referrals by 10 by teaching students referred self-regulation strategies.</p> <p>Three times yearly Panorama survey/data talks</p> <p>Outreach by Health Aide</p> <p>Counselor outreach, data talks discussions</p>	<p>Quarterly</p>	

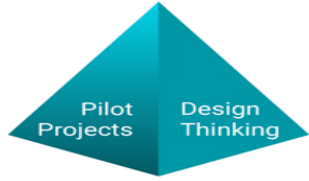
	Hazel Heath services provide free counseling services					
<p>Increase students' science achievement as measured by the SBA in 5th grade and by growth in overall students' grades.</p> <p>SBA Science 2021 - 52% SBA Science 2022 - 41% SBA Science 2023 - 60%</p>	<p>Implement a common science curriculum k-6 (STEMScopes)</p> <p>Professional development on NGSS and teaching the new curriculum with the new standards.</p> <p>Create agreements on the amount of time in the schedule dedicated to science and how to integrate it into other subjects.</p> <p>Use real-world learning experiences and problem-solving to apply what they have learned in science and to engage in the careers of all the experts in the fields.</p> <p>Share common assessments and sharing of learning with parents, community, and authentic audiences.</p>	<p>Weekly</p> <p>Quarterly</p> <p>Yearly</p> <p>Quarterly</p>		<p>SBA Interim Assessments</p> <p>STEMScope curriculum assessments for grades k-6</p> <p>Research, inquiry, and report writing to show their scientific knowledge.</p> <p>Project-based productions to apply their knowledge to solve real-world problems, then present to an authentic audience</p> <p>Grade Levels create a Scope & Sequence for the Year w/ standards, assessments, and integration possibilities</p> <p>SCC meetings monthly.</p>	Semester	

Staff Outcomes

Measurable Outcome(s)	Enabling Activity	Source of Funds Program ID	School Monitoring Activity	Frequency	Duration	Complex Monitoring Activity (to be completed by CAS)
<p>100% of our staff will implement multi-tiered systems of support for all students</p>	<p>Special educators time to collaborate with educational assistants and tutors</p> <p>Increased training for all teachers and educational assistants in evidence-based practices for English Language Learners and Special Education students in the general education setting with small groups and modifications.</p> <p>Schedule time monthly for special education teachers and general education teachers to collaborate on implementing, assessing, and supporting the growth of special education students based on their IEPs.</p> <p>Training all educators in sheltered instructional strategies to support EL students. Implementation of sheltered instructional strategies in all classrooms</p> <p>Adopt and implement an EL program to support the teaching and learning in pull-out teaching support.</p>	<p>WSF</p>	<p>-Data team attendance, agenda & next steps for students, and instruction documented bi-weekly</p> <p>-Data dashboard with tiered intervention data, Universal Screener, and Summative data, and formative data in reading, math, behavior, and SEL (notes on writing & health)</p> <p>- Intervention Effectiveness Data collaboratively analyzed and instruction adjusted</p> <p>- Administrative observations and feedback</p> <p>- Peer learning walk & reflections</p> <p>faculty meeting training</p>	<p>Quarterly</p>	<p>Yearlong</p>	

<p>100% of teachers will use iReady and Go Math data to instruct whole group, small groups, and individuals to increase math achievement of ALL students by one year as measured by iReady data</p>	<p>A scheduled time will be created for all teachers to follow that will allow time their students to complete their iReady lesson usage goal each week with a 70% pass rate for reading and math</p> <p>A “Math Night,” or “Math Day,” will be planned to increase the knowledge of parents through students showing their parents the conceptual ideas behind math and the common core. This will support teachers</p> <p>Teachers will be provided time while students are with specialized teachers to discuss with their support staff and grade level team formative assessments in Go Math’s “Show What You Know” for formative assessments frequently to inform what they need to teach next, which will maximize their time and focus of instruction.</p> <p>Instructional coaches will teach, train, and co-teach teachers how to set up targeted intervention groups in reading and math based on lagging skills identified at data talks.</p> <p>Our diverse staff will share successful ways to integrate math across the curriculums and increase the use of models, manipulatives, and real-world connections during staff meetings, PD, and peer observations.</p> <p>Training will be provided for all teachers and EAs on Tier 2 utilizing the iReady lessons to target lagging skills and the progress monitoring for decision rules of exiting and entering tier 2 interventions in math</p>	<p>WSF</p>	<p>Data talks minutes with sharing of math intervention groups progress in and out of class</p> <p>iReady growth data reviewed and reflected upon to inform instruction midyear</p> <p>Professional development in math practices of teaching and learning with Go Math to increase educators' ability to scaffold and extend math concepts and standards</p> <p>Administration and peer walkthroughs, feedback, reflections, and next steps</p> <p>Collaboration and training on the vertical alignment of skills and priority standards tied to Go Math & iReady as needed for all teachers</p> <p>Publicly sharing at staff meetings and in parent newsletters of how math is integrated into all content areas, increased visualizations, chants, and songs to increase math comprehension and fluency</p>	<p>Monthly</p> <p>3 times a year</p> <p>PD Plan 1st Semester</p> <p>Monthly</p> <p>Semester</p> <p>Semester</p>		
<p>Increase School Quality Survey Results in Staff Satisfaction in regards to professional development opportunities for a staff with</p>	<p>Provide increased resources and training for all staff’s needs and interests.</p> <p>Discuss and pinpoint barriers to satisfaction and well-being for staff to either remove barriers or</p>		<p>Professional Development plans and agendas with a balance of UNITE -EXCITE-GROW.</p>	<p>Quarterly</p>	<p>Yearlong</p>	

<p>new and seasoned teachers from 63% positive to 80% positive next year..</p>	<p>help come up with shifts in our practices or systems.</p> <p>Increased positive recognition of staff for specific and meaningful attributes demonstrated by peers, support team, and administration.</p> <p>Carve out time during professional development to unite our culture as an entire staff through creative and wellness activities.</p> <p>Providing teachers more opportunities to be heard and implement schoolwide decisions in budget, improvement, and student support through surveys, and input at the SCC, PTSO, and AVID teams.</p> <p>Increase time for vertical articulation for teachers to secure transitions for students and continuity of vocabulary, instruction, and growth.</p> <p>Increase the opportunity for professional growth by learning from the teachers in the building. Provide opportunities for peer-to-peer observations to reflect and grow effective practices.</p> <p>Increase coaching and administration observations, support, and feedback to all.</p>		<p>Surveys to gather input from all staff on ideas on how to meet the needs of staff's professional development from teachers, EAs, counselors, and NCTs.</p> <p>Use data from administrator and coach observations to help identify professional development needs. Have all staff observe their peers to reflect and grow their teaching practices.</p> <p>GLC, faculty, and grade level meetings minutes to discuss improving the culture, satisfaction, and well-being of all staff.</p> <p>Administration connects with staff individuals with more frequency and increases time in informal classroom observations and feedback for growth and support.</p>			
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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 the 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
Collaboration with Radford Complex Schools to Increase Real-World Learning Opportunities	<p>By providing access to real-world learning opportunities for all students, we can provide relevant learning experiences, increase student engagement and motivation, and generate interest. And in generating student interest, engagement, and motivation, we can do so by incorporating voice and choice for student learning. All students have access to real-world applications of their educational interests in relation to a rigorous, standards-based curriculum.</p> <p>Students can apply their learning through projects of interest integrated with technology as a communication and collaborative tool through in-class multi-disciplinary instruction tied to professionals and community partners. Professional development, cross-school collaboration, and expanding complex events to align with some of the areas that schools in the complex who are already implementing Project-Based Learning and/or Design Thinking, to help meet expectations that all HIDOE schools will be implementing computer science by SY23-24, ties to NGSS, and connections to the Career Pathways for CTE.</p>
Increased Extended Learning Opportunities at our School <ul style="list-style-type: none"> ● Free or Affordable Opportunities <ul style="list-style-type: none"> ○ Tutoring ○ Enrichment Clubs ○ Complex Sports, Music, Speech, & Shake-up 	Extended learning opportunities for students at Pearl Harbor Kai to attend tutoring, clubs, and summer hub, in addition to their school day learning, will be provided by our teachers, counselors, and educational assistants. Tutoring will focus on mathematics based on the growth deficit found in our special education and EL population. Students are invited to tutoring based on their scores in math and teachers' recommendation. Both staff and students will have a voice and choice in the enrichment clubs to increase creativity and engagement in learning. Radford Complex events provide authentic audiences and connect our students to their peers in the other elementary schools. The competition, collaboration, and experiences are memorable for a lifetime for our young students and spark interest in future interests and careers.











PHKai Final Academic Plan SY 23-24 4-10-23 (1)

Final Audit Report

2023-04-22

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-  Signer celest.dandurand@k12.hi.us entered name at signing as Celest Dandurand
2023-04-22 - 9:59:34 PM GMT
-  Document e-signed by Celest Dandurand (celest.dandurand@k12.hi.us)
Signature Date: 2023-04-22 - 9:59:36 PM GMT - Time Source: server



✔ Agreement completed.

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