2020 Academic Plan, School Year 2020-21

School: Pearl Ridge Elementary

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

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

HIDOE Learning Organization

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

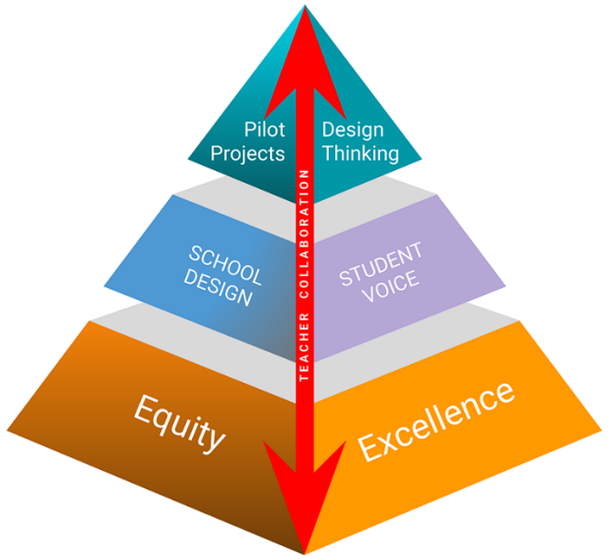
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

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

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

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



Principal (print):	
Principal's signature: Signature on file at school	Date: 5/27/2020

Complex Area Superintendent (print):	
Complex Area Superintendent's signature:	Date: 5/27/2020

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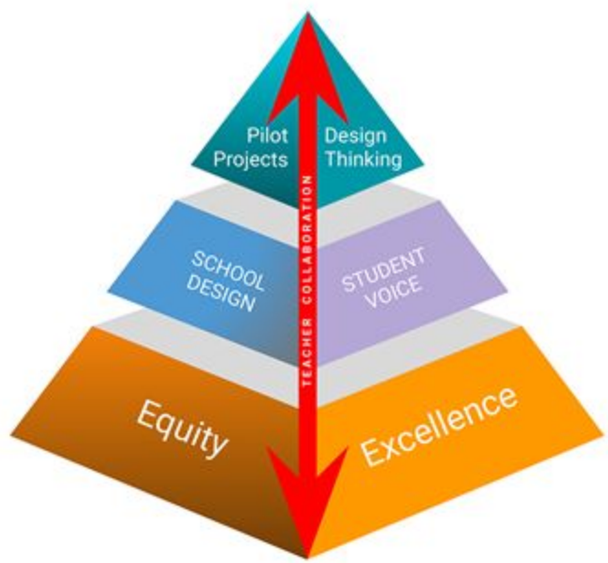


Teaching & Learning Core: Equity and Excellence

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

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.

English Learners			
Source: CNA	16-17	17-18	18-19
SBA - ELA proficiency	10%	46%	56%
SBA - ELA *gap	69	34	19
SBA - Math proficiency	10%	46%	59%
SBA - Math *gap	69	34	20

**achievement gap is the difference between the Non-High Needs and this sub group's proficiency on the SBA*

Special Education			
Source: CNA	16-17	17-18	18-19

Theory of Action

What is your Theory of Action (if-then) to improve the achievement gap?

If	Then
we know English Learner needs and effective instructional practices	our EL students will receive the instruction, interventions, and support they need in order to be successful our staff will clearly understand their role & our school's vision for its students.
we have a SpEd policy in place	our SpEd students will receive the instruction, interventions, and support they need in order to be successful our staff will clearly understand their role & our school's vision for its students.

Enabling Activity

What are your Enabling Activities to improve the achievement gap?

Corresponding Enabling Activities
Hire a dedicated EL coordinator to organize EL student support, facilitate instructional coaching, monitor student progress, manage EL staff, and engage EL families. [CODE: PP-Equity], [CODE: AMR- Achievement Gap]
Provide staff with professional development in support of English Learners. Topics may include but are not limited to *Who are our English Learners?, What is P.R.E.'s service delivery model?, What are effective strategies and practices for our English Learners?, What are student action plans and how will they be used?* [CODE: PP-Equity], [CODE: AMR- Achievement Gap]
Revise and implement our SpEd policy that includes logistical expectations (schedule, settings, data collection, grading, etc), fortifies dynamic relationships between adults who provide these services (mentoring, collaboration, planning, service delivery model), and determines effective teaching and grading practices. [CODE: PP-Equity], [CODE: AMR- Achievement Gap]

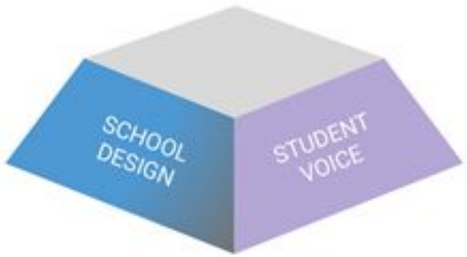
SBA - ELA proficiency	17%	18%	14%
SBA - ELA *gap	62	62	62
SBA - Math proficiency	17%	18%	14%
SBA - Math *gap	62	62	65

**achievement gap is the difference between the Non-High Needs and this sub group's proficiency on the SBA*

Provide staff with professional development in support of SpEd students. Topics may include but are not limited to: *Who are our SpEd students?, What are effective strategies and practices for our SpEd students?, How to write, read, and execute an Individualized Education Program?*

[CODE: PP-Equity], [CODE: AMR- Achievement Gap]

Work with district personnel to ensure that programs and policies are in line with district/state vision for EL as well as IDEA policies.



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

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

    a. Growth: Based on Strive HI 2019, the Median Growth Percentile (MGP) for students in grades 3-6 was 31 for English Language Arts, and 35 for Math. We have had a steady decline in Median Growth Percentile (MGP) for both subject areas for the past 5 years.
    b. Engagement: In alignment with the Aiea Complex, PRE is committed to using Project Based Learning to promote engagement, student voice, and literacy.

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

    a. PBL & Multidisciplinary Units
        i. PBL: We will establish a formal plan for rolling out Project Based Learning at P.R.E.
        [CODE: PP-School Design], [CODE: PP-Hawai'i], [CODE: AMR-Digital Literacy]
        ii. Multidisciplinary Units: We will conduct grade level Professional Learning Communities with a focus on deconstructing standards, identifying learning targets, and creating common formative assessments. This work is necessary prior to the design of multidisciplinary units.
        [CODE: PP-School Design], [CODE: WASC #6], [CODE: AMR-Digital Literacy]

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

    a. School culture (two-fold: adults & students)
        i. Adults: common vision of graduating 6th gr P.R.E. student, clear & prioritized expectations for school initiatives, and Data-Driven Decision Making
        ii. Students: opportunities to speak up & be heard, opportunities to be engaged, and opportunities to apply academic and 'soft' skills in relevant contexts
    b. MTSS: We will develop a Multi-Tiered System of Support framework that encompasses both Academics and Behaviors, and includes formal schoolwide Response to Intervention to meet the learning and behavior needs of all students.
    [CODE: PP-Equity], [CODE: AMR- Achievement Gap], [CODE: PP-School Design]
    c. Master Schedule designed based on student needs, optimal use of human resources, and sanctioned opportunities like Specials Wednesdays, Enrichment, and PBL.

SY 2020-21 Measurable Outcomes	**SY 2021-22** Measurable Outcomes	**SY 2022-23** Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing?	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?*	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?*
PBL 100% of students in grades K-6 will participate in a Project Based Learning unit.	PBL 100% of students in grades K-6 will participate in a Project Based Learning unit. 100% of classroom teachers will receive formal PBL training.	PBL 100% of students in grades K-6 will participate in a Project Based Learning unit. 100% of new teachers will receive formal PBL training.
Multidisciplinary Units 100% of teachers will participate in Professional Learning Communities with a focus on deconstructing standards, identifying learning targets, and creating common formative assessments. This work is necessary prior to the design of multidisciplinary units.	Multidisciplinary Units 100% of teachers will participate in Professional Learning Communities with a focus on the design of multidisciplinary units. A continued focus on deconstructing standards, identifying learning targets, and creating common formative assessments may also be necessary.	Multidisciplinary Units 100% of teachers will participate in Professional Learning Communities with a focus on the design of multidisciplinary units. [CODE: PP-School Design], [CODE: WASC #6], [CODE: AMR-Digital Literacy]
Why are you implementing them?	*Why are you implementing them?*	*Why are you implementing them?*
PBL and Multidisciplinary Units ● State benchmarks in Reading and Math, the academic growth across grades 3-6 in both areas has been a challenge in recent years. ● Significant decline in PRE's school MGP ○ 2013-14: 64 ○ 2014-15: 62 ○ 2015-16: 50 ○ 2016-17: 48 ○ 2017-18: 50 ○ 2018-19: 31 [CODE: PP-Equity], [CODE: AMR- Achievement Gap], [CODE:	MTSS - Academic ● [CODE: PP-Equity], [CODE: AMR- Achievement Gap], [CODE: PP-School Design]	MTSS - Academic ● [CODE: PP-Equity], [CODE: AMR- Achievement Gap], [CODE: PP-School Design]

PP-School Design]		
PBL and Multidisciplinary Units ● Using our universal screener to identify targeted students will help the school in planning, implementing, and managing interventions and resources that will best support our students [CODE: PP-Equity], [CODE: PP-School Design]	MTSS - Behavior ● [CODE: PP-Equity], [CODE: PP-School Design]	MTSS - Behavior ● [CODE: PP-Equity], [CODE: PP-School Design]
PBL ● Recent Panorama Student Survey results provided additional insight confirming student engagement as another challenge at PRE. Aligned with Aiea Complex, PRE is committed to using Project Based Learning as a means to improve student growth by promoting student engagement and student voice. ● PBL will also cultivate the “soft skills” such as: teamwork, leadership, communication, and work ethic to be successful in the 21st century. [CODE: PP-School Design], [CODE: PP-Hawai’i], [CODE: AMR-Digital Literacy]	PBL ● [CODE: PP-School Design], [CODE: PP-Hawai’i], [CODE: AMR-Digital Literacy]	PBL ● [CODE: PP-School Design], [CODE: PP-Hawai’i], [CODE: AMR-Digital Literacy]
Multidisciplinary Units ● Complex data garnered from BERC complex walkthroughs first identified the purpose & expectations and environment & differentiation as the lowest protocols overall. These indicators focus on: lesson purpose and importance, student collaboration, and academic discourse among students. [CODE: PP-School Design], [CODE: WASC #6], [CODE: AMR-Digital Literacy]	Multidisciplinary Units ● [CODE: PP-School Design], [CODE: WASC #6], [CODE: AMR-Digital Literacy]	Multidisciplinary Units ● [CODE: PP-School Design], [CODE: WASC #6], [CODE: AMR-Digital Literacy]
How will you know they are causing an improvement?	*How will you know they are causing an improvement?*	*How will you know they are causing an improvement?*

Strive HI ● Decreased gap rate between Non-High Needs and High Needs students ● Increased Median Growth Percentile in ELA & Math ● Increased favorable student reporting of Safety ● Chronic absenteeism rate of ≤5% [CODE: AMR-Chronic Absenteeism] Panorama ● Increased favorable student reporting in Classroom Engagement ● Increased favorable student reporting in Classroom Climate School Quality Survey ● Increased teacher satisfaction ● Maintain/increase parent satisfaction School Design Matrix ● Increase school leadership ratings of School Design Matrix components	Strive HI ● Decreased gap rate between Non-High Needs and High Needs students ● Increased Median Growth Percentile in ELA & Math ● Increased favorable student reporting of Safety ● Chronic absenteeism rate of ≤5% [CODE: AMR-Chronic Absenteeism] Panorama ● Increased favorable student reporting in Classroom Engagement ● Increased favorable student reporting in Classroom Climate School Quality Survey ● Increased teacher satisfaction ● Maintain/increase parent satisfaction School Design Matrix ● Increase school leadership ratings of School Design Matrix components	Strive HI ● Decreased gap rate between Non-High Needs and High Needs students ● Increased Median Growth Percentile in ELA & Math ● Increased favorable student reporting of Safety ● Chronic absenteeism rate of ≤5% [CODE: AMR-Chronic Absenteeism] Panorama ● Increased favorable student reporting in Classroom Engagement ● Increased favorable student reporting in Classroom Climate School Quality Survey ● Increased teacher satisfaction ● Maintain/increase parent satisfaction School Design Matrix ● Increase school leadership ratings of School Design Matrix components

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

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

Baseline Measurements	Formative Measures	Summative Goals
CNA 2019-20 ● ELA MGP: 31 ● Math MGP: 35 ● ELA proficiency: 65% ● Math proficiency: 69% ● ELA Gap rate: 23 ● Math Gap rate: 25	i-Ready Universal Screener placement level ● Winter (ELA & Math) ● Spring 1 (ELA only) i-Ready Annual Typical Growth ● Winter (ELA & Math): 50% ● Spring 1 (ELA only): 75% i-Ready Online Instruction % of lessons passed	Strive HI 2021 (SY 2020-21 data available Fall 2021) ● ELA MGP: 36 ● Math MGP: 40 ● ELA proficiency: 70% ● Math proficiency: 70% ● ELA Gap rate: 23 or less ● Math Gap rate: 25 or less

• Chronic Absenteeism rate: 6% i-Ready Universal Screener Fall placement level (ELA & Math)	RtI Progress Monitoring Quarterly Assessments Course Marks Attendance Tracker	• Chronic Absenteeism rate: 5% i-Ready Universal Screener • Spring 2 - ELA: 80% of students in grades K-6 will meet their annual typical growth • Spring - Math: 80% of students in grades K-6 will meet their annual typical growth • Placement Level: attain “mid” or “late” chronological grade level status

Student Outcomes (SY 2020-21)

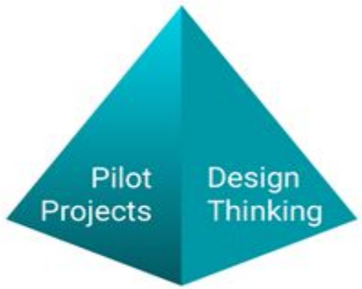
Measurable Outcome(s)	**Enabling Activity**	**Duration** Fall, Spring, Yearlong	**Source of Funds** Program ID	**School Monitoring Activity**	**Frequency** Quarter, Semester, Annual	**Complex Monitoring Activity** **(to be completed by CAS)**
Decrease the achievement gap rate between the Non-High Needs students and English Learner subgroup in ELA by 5%.	Hire a dedicated EL coordinator to organize EL student support, facilitate instructional coaching, monitor student progress, manage EL staff, and engage EL families to foster increased involvement. [CODE: PP-Equity], [CODE: AMR- Achievement Gap]	Yearlong	WSF Title II	HQT Monitoring, walkthrough, iReady data, EL Self-Study report, Summative Assessment Data	Annually	School to provide a progress report at the end of first and second semesters describing status of implementation of each enabling activity. Progress reports to be reviewed by CAS and Complex Area Team.
Decrease the achievement gap rate between the Non-High Needs students and English Learner subgroup in ELA by 5%.	Provide staff with professional development in support of English Learners. Topics may include but are not limited to: *Who are our English Learners?, What is P.R.E.’s service delivery model?, What are effective strategies and practices for our English Learners?, What are student action plans and how will they be used?* [CODE: PP-Equity], [CODE: AMR- Achievement Gap]	Yearlong	WSF Title II	HQT Monitoring, walkthrough, iReady data, EL Self-Study report, Summative Assessment Data	Annually	
Decrease the achievement gap rate between the Non-High Needs students and Special Education subgroup in ELA and Math by 5%.	Revise and implement our SpEd policy that includes logistical expectations (schedule, settings, data collection, grading, etc), fortifies dynamic relationships between adults who provide these	Yearlong	WSF SPAA SAF	Classroom Walkthrough, iReady Data, IEP, Progress Report, Department articulation	Quarterly	

	services (mentoring, collaboration, planning, service delivery model), and determines effective teaching and grading practices. [CODE: PP-Equity], [CODE: AMR- Achievement Gap]					
Decrease the achievement gap rate between the Non-High Needs students and Special Education subgroup in ELA and Math by 5%.	Provide staff with professional development in support of SpEd students. Topics may include but are not limited to: *Who are our SpEd students?, What are effective strategies and practices for our SpEd students?, How to write, read, and execute an Individualized Education Program?* [CODE: PP-Equity], [CODE: AMR- Achievement Gap]	Yearlong	WSF SPAA SAF	Classroom Walkthrough, iReady Data, IEP, Progress Report, Department articulation	Quarterly	
ACADEMIC 80% of students in grades K-6 will pass 70-100% of their i-Ready online instruction (Reading and Math) 80% of students in grades K-6 will meet their annual typical growth (Reading and Math) based on the i-Ready Diagnostic Assessment (Fall, Winter, Spring).	Develop a Multi-Tiered System of Support that encompasses both Academics and Behaviors, and includes formal schoolwide Response to Intervention to meet the learning and behavior needs of all students. [CODE: PP-Equity], [CODE: AMR- Achievement Gap], [CODE: PP-School Design]	Yearlong	WSF SAF	iReady Data, MTSS system, classroom walkthroughs, daily classroom attendance, PLC articulation	Quarterly	

Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	**Enabling Activity**	**Duration** Fall, Spring, Yearlong	**Source of Funds** Program ID	**School Monitoring Activity**	**Frequency** Quarter, Semester, Annual	**Complex Monitoring Activity** **(to be completed by CAS)**
100% of teachers will participate in Professional Learning Communities	Conduct grade level Professional Learning Communities with a focus on deconstructing standards, identifying learning targets, and creating common formative assessments. This work is necessary prior to the design of multidisciplinary	Yearlong	WSF	PLC articulation minutes Multidisciplinary units/lessons, Learning Targets, Classroom Walkthroughs	Semester	

	units. [CODE: PP-School Design], [CODE: WASC #6], [CODE: AMR-Digital Literacy]					
BEHAVIOR 100% of the teachers will complete the SRSS/SIBSS universal screener for each of their students (Fall, Winter, Spring).	Develop a Multi-Tiered System of Support that encompasses both Academics and Behaviors, and includes formal schoolwide Response to Intervention to meet the learning and behavior needs of all students. [CODE: PP-Equity], [CODE: PP-School Design]	Yearlong	WSF	Kid Talks, ILI, SPED and 504 referrals, Peer Review, PLC articulation	Quarterly	
	Establish expectations for using behavior universal screener data to support students [CODE: PP-Equity], [CODE: PP-School Design]	Yearlong	WSF	Kid Talks, ILI, SPED and 504 referrals, Peer Review, PLC articulation	Quarterly	
100% of students in grades K-6 will participate in a Project Based Learning unit.	Establish a formal plan for rolling out Project Based Learning at P.R.E. [CODE: PP-School Design], [CODE: PP-Hawai'i], [CODE: AMR-Digital Literacy]	Yearlong	WSF SAF PTA	Classroom walkthrough, Student Showcases, PLC articulation	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.	*Please describe your conditions for Success:*
Comprehensive schoolwide literacy plan	common literacy language evidence-based instructional practices resources (curricula, materials, intervention, human) support for families & family involvement
Culture-based educational opportunities (HA) through PBLs and/or multidisciplinary units	access to cultural resources (curricula, human, materials, etc) support from Native Hawaiian professionals in creating authentic experiences
Faculty Development ● develop teacher leaders for those interested ● teacher generated &/or sought prof dev ● book club ● teacher driven faculty meetings (genius hour) ● voluntary walkthroughs and videos	culture & climate
A Hub for Innovation - ● To provide authentic learning experiences, space for students to think critically, apply, and expand their knowledge ● Create 3 entrepreneurial learning spaces for students to explore, design and create to solve real-world problems. ● Student voices (surveys) determine the focus to increase engagement and deepen learning	● Learning spaces, resources, equipment ● Collaboration with Industry partners (provide guidance/support - learning spaces, job skills/knowledge, programs, experiences) ● Exposure to various post secondary careers for students ● Community and industry partnerships (e.g., teacher externships) ● Teacher training: PBLs and/or multidisciplinary units