



# 2020 Academic Plan, School Year 2020-2021

## School: Pearl City Elementary School

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.

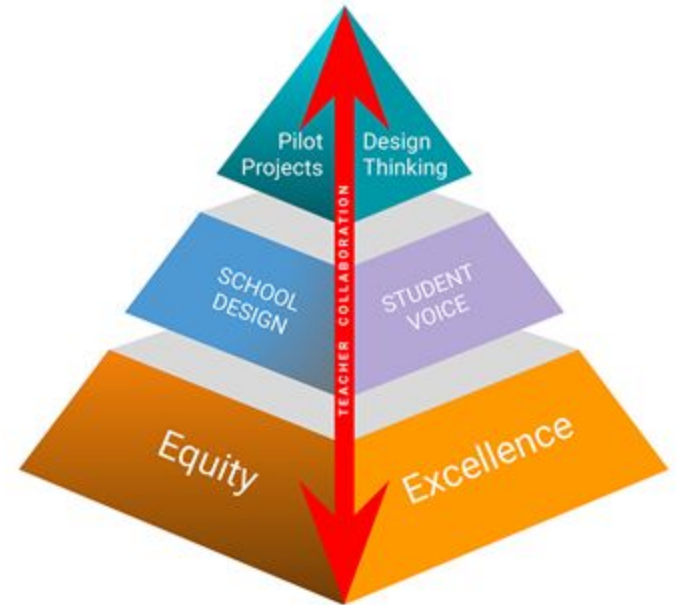
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

**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: Dr. Susan Hirokane

Signature: *Susan Hirokane*

Date

6/4/2020

Complex Area Superintendent: Keith Hui

Signature:

*Keith Hui*  
keith hui (Jun 5, 2020 15:18 HST)

Date

Jun 5, 2020



## 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
<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 may include additional local measurements.</i></p> <p>Strive HI results – Achievement Gap</p> <p>According to our Strive HI results of 2018 - 2019</p> <p>Language Arts – Achievement Gap – 35 points Math - Achievement Gap – 29 points</p> <p>41% - English Language Proficiency are on track</p>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>By the end of the 2020-2021 school year, PCES will implement strategies that address closing the achievement gap in reading and math for all students.</p>	<p><i>What are your <a href="#">Enabling Activities</a> to improve the achievement gap?</i></p> <p>Professional Development that address closing the gap in reading/math from PK- 12 grade:</p> <ul style="list-style-type: none"> <li>● ● PD Sessions – school and district levels</li> <li>● ● Local and National Conferences w/travel</li> <li>● ● PCES Professional Learning Communities</li> <li>● ● Complex resource attend PCES data teams to assist teachers</li> </ul>

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

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

Pearl City Elementary School will support the core with rigorous academics through PBL and pathway academies, equity through quality student support, and a strong sense of belonging for all stakeholders, which can be found on the DOE Website and PCES website (pearlcity-es.org) [SW 4]

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

Pearl City Elementary School aligns and integrates other programs as well as supports the complex's pathway academy pipeline. Expectations are set for teachers to use PBL to develop deeper learning competencies for students. Leadership implements and supports the need for effective PBL. Teachers use the project design rubric although some features need further development to be an effective PBL. Teachers use the project based teaching rubric and are developing practices to assess student learning. PCES has a system of support in place that addresses academics, behaviors, and social/emotional needs with a focus on struggling learners. Evidence based practices are in place for academics, behavioral, and social/emotional supports. Supports help struggling students to access GL curriculum, well rounded learning opportunities and/or closes the gap. PCES has all teams in place to support HMTSS (e.g., schoolwide systems team, PLCs, student support teams, student action plan teams, etc.) and meet regularly to review student data, collaboratively plan curriculum, instruction, strategies, and interventions. Schoolwide culture of inclusive practices is embraced by faculty and staff. All students feel included in all diverse areas such as academics, behavioral, social/emotional, physical, cultural, gender identity, etc. Students are welcomed in school and encouraged to participate and learn. The school has an advocacy system that captures the needs of most students by being connected to significant adults on campus. [SW 1 and SW 3]

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

PCES believes that teaching and learning addresses the individual and multifaceted needs of all learners. We are successful when we engage students in authentic, rigorous and relevant learning experiences. We will continue to cultivate a safe, caring, collaborative environment. Opportunities to be innovative will hopefully encourage more students to maximize their potential.

SY 2020-21 <a href="#">Measurable Outcomes</a>	SY 2021-22 <a href="#">Measurable Outcomes</a>	SY 2022-23 <a href="#">Measurable Outcomes</a>
<p>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</p> <p>Addressing the whole child (social emotional, well rounded education, equity transitions and leadership competencies)</p> <p>Using gold standard project based learning to progress to deeper learning competencies.</p>	<p>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</p> <p>Addressing the whole child (social emotional, well rounded education, equity transitions and leadership competencies)</p> <p>Using gold standard project based learning to progress to deeper learning competencies.</p>	<p>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</p> <p>Addressing the whole child (social emotional, well rounded education, equity transitions and leadership competencies)</p> <p>Using gold standard project based learning to progress to deeper learning competencies.</p>
<p>Why you are implementing them?</p> <p>PCES will address the needs of students and create multifaceted learners.</p>	<p>Why you are implementing them?</p> <p>PCES will address the needs of students and create multi capable learners.</p>	<p>Why you are implementing them?</p> <p>PCES will address the needs of students and create multifaceted learners.</p>
<p>How will you know that they are causing an improvement?</p> <p>Improved quality of multi step PBL projects, SBA scores, iReady scores, Formative assessments, SEL classroom discussions &amp; assessment. as well SEL Guidance lessons through the counseling department to ensure that the opportunity for student voice is incorporated.</p>	<p>How will you know that they are causing an improvement?</p> <p>Improved quality of multi step PBL projects, SBA scores, iReady scores, Formative assessment.</p>	<p>How will you know that they are causing an improvement?</p> <p>Improved quality of multi-step PBL projects, SBA scores, iReady scores, Formative assessment.</p>

# 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
<p><i>Add beginning of the year measurements here.</i></p> <p>School year 2018 -2019</p> <p>Math Proficiency – 70%</p> <p>ELA Proficiency – 68%</p> <p>Science Proficiency – 91%</p>	<p><i>Add throughout the year measurements here.</i></p> <p>iReady Progress Monitoring and Diagnostic Scores in ELA and Math</p> <p>Achieve 3000</p> <p>End of unit assessment in ELA, Math and Science</p>	<p><i>Add end of year goals here.</i></p> <p>At the end of 2020-2021 we plan to increase the proficiency scores in reading/math by 2%</p> <p>(Due to the COVID-19 pandemic, scores are not available. Therefore, we will use formative measures to analyze student achievement until 2021-2022 when we will plan interventions..</p>

## 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)
<p>By the end of the 2020-2021 school year, PCES schools will provide strategies that address; Whole Child/Social Emotional Learning, Well Rounded Education, Equity Transitions. and Leadership Competencies</p>	<p>Professional Development that address student success and school improvement that may include:</p> <ul style="list-style-type: none"> <li>• PD Sessions - SEL, HMTSS, Technology (ie. Google classroom), ELL PD, computer science, NGSS, Hawaii Core Standards in Social Studies</li> <li>• Inter School collaboration.</li> <li>• School level Professional Learning Communities [SW 5]</li> <li>• PCES will coordinate and integrate other federal, state and local services programs and resources to help and support students and parents</li> </ul> <p>[SW 6]</p>	<p>Year Long</p>	<p>Title I -18902 Funds</p> <p>Title I - 18935</p> <p>FFVP</p> <p>21st Century Grant</p> <p>WSF</p>	<p>Based on</p> <ul style="list-style-type: none"> <li>• School-developed success criteria monitoring tool.</li> <li>• Universal Screener Data</li> <li>• SQS data</li> <li>• Strive HI</li> <li>• Learning Walk Data</li> </ul> <p>Accountable Leads: Principal, Counselor, Curriculum Coordinator, Teachers</p>	<p>Annually</p>	

2020-2021 school year, PCES will use gold standard project based learning to ensure schools develop systems to support projects, teachers design and implement projects and students progress to deeper learning competencies.	School teams will evaluate, design and implement conditions that foster project based learning in school communities, teacher training will focus on collaboration to design and implement projects that support student outcomes in achieving high levels of deeper learning competencies through authentic learning tasks. <b>[SW 2 and SW 3]</b>	Year Long	Title 1 - 18902 Funds Title I Teacher teacher meeting sub days WSF	Based on <ul style="list-style-type: none"><li>● Student Artifacts</li><li>● Student Surveys</li><li>● Student Presentations</li><li>● Teacher Artifacts</li><li>● Teacher Surveys</li><li>● Teacher Presentations</li><li>● Curriculum Fair</li></ul> Accountable Leads: Principal, Teachers, Curriculum Coordinator, Tech Coordinator	Semester	
By the end of the 2020-2021 school year, PCES will develop transitional strategies to ensure students' preparedness for elementary, intermediate, and college/career through integrated pre-academy efforts.	Professional Learning Community to identify strategies to align school efforts that support student transitions. <ul style="list-style-type: none"><li>● Preschool to elementary</li><li>● Key transition points</li><li>● Elementary to intermediate.</li><li>● Career Exploration</li></ul>	Spring	Title I 18902 Funds WSF	Based on <ul style="list-style-type: none"><li>● AABC Data @ key transitional points.</li><li>● Strive HI data</li></ul> Perception data Teacher Observation  Accountable Leads: Principal, GLCs, Counselor	Yearly	

**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)
By the end of the 2020-20201 school year, PCES will utilize organizational resources to meet the needs of the whole child.	PCES will continue to participate in extra-curricular activities: <ul style="list-style-type: none"><li>● Intramurals - Basketball, Volleyball, Track &amp; Field *Fine Arts - Music Festival</li></ul> Student Council Activities - to promote student voice/choice <b>[SW 2 and SW 3]</b> PCES will continue to implement: <ul style="list-style-type: none"><li>● HMTSS ie. RTI A, RTI B, Social/Emotional learning, Physical Well Being, Evidenced-Based Practices</li></ul>	Spring	WSF	Based on <ul style="list-style-type: none"><li>● Participation Data</li><li>● Community Attendance Data</li></ul> Accountable Leads: Principal, Teachers	Semester	

<p>By the end of the 2020-2021 school year, PCES will utilize organizational resources to meet the needs of the 21st-Century Learner.</p>	<p>PCES will:</p> <ul style="list-style-type: none"> <li>● Refine program goals as necessary to increase student engagement in school and complex 21st Century and Community programs.</li> <li>● Utilize the 21<sup>st</sup> Century Community Learning Center Grant to provide programs and opportunities (before and/or after school) for students to participate in activities to supplement their learning.</li> <li>● PD in computer science</li> <li>● PD in NGSS</li> <li>● PD in Hawaii Core Standards in Social Studies</li> <li>● Continue Google Training for teachers and schoolwide implementation of Google classroom (in alignment with rollout of HIDOE google student accts.)</li> </ul>	<p>Yearlong</p>	<p>18085 - 21st Century Funds</p> <p>As long as funds are available</p> <p>WSF Funds</p>	<p>Based on</p> <ul style="list-style-type: none"> <li>● Student Participation Rate</li> <li>● Demographics</li> <li>● Site Activity Offerings</li> <li>● Achievement Gap Rate</li> <li>● 21st Century Grant Progress Monitoring</li> </ul> <p>Accountable Leads: Principal, Tech Coordinator, Curriculum Coordinator</p>	<p>Yearlong</p>	
<p>By the end of the 2020-2021 school year, PCES will continue the next self study of the accreditation the Western Association of Schools and Colleges (WASC).</p> <p>By the end of the 2020-2021 school year, PCES will increase opportunities for students receiving special education and/or identified as English Language Learners to access the general education curriculum</p>	<p>PCES will continue the next self study accreditation process.</p> <ul style="list-style-type: none"> <li>● PD (e.g. specially designed instruction, inclusive culture and practices,...) <ul style="list-style-type: none"> <li>● PLCs (e.g. SpEd/EL teachers across schools, school teams,...)</li> <li>● Infrastructure (revisit, analyze, and adjust accordingly to the types of settings, use of personnel and scheduling, based on student population needs).</li> <li>● Working toward inviting more SPED/ELL population to participate in ELA/Math integrated enrichment activities</li> </ul> </li> <li>● HMTSS ie. HA, RTI A, RTI B, Social/Emotional learning, Physical Well Being, Evidenced Based Practices <b>[SW 6]</b></li> </ul>	<p>Yearlong</p> <p>Yearlong</p>	<p>WSF Title I 18902 Funds</p> <p>WSF 18085 (21st Century) 18902 (Title 1) Title 1-18902 Funds Teacher Sub Days Cross</p> <p>Grade Level in ELA, Writing, Math, Science, PBL and SS.</p>	<p>Completion of WASC document</p> <p>Accountable Leads: Principal, Counselor</p> <p>Based on:</p> <ul style="list-style-type: none"> <li>● Student Participation Rate</li> <li>● Demographics</li> <li>● Site Activity Offerings</li> <li>● Achievement Gap Rate</li> <li>● SBA test scores</li> <li>*Perception Data</li> <li>● Teacher Observations</li> </ul>	<p>Yearlong</p> <p>Yearlong</p>	

				Accountable Leads: Principal, GLCs, SPED Teachers, ELL Coordinator		
Tech Support for Internet service located at PCHS	PCES to contribute to Pearl City High School server for Tech Support	Yearlong	WSF \$1200			
Complex Area Investigator	PCES to contribute to CA investigator	Yearlong	WSF \$1200			



## 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
<p>Pearl City-Waipahu schools are developing a pipeline that aligns work done in all schools, k-12, that align to our high school Academies. Our elementary school focus is on exposure while our intermediate schools engage students in exploration and our high schools provide the experiences.</p>	<p>In the Pearl City and Waipahu Complex Area, we believe teaching and learning:</p> <ul style="list-style-type: none"> <li>• Addresses the individual and multifaceted needs of all learners.</li> <li>• Is successful through authentic, engaging, rigorous and relevant experiences.</li> <li>• Is fostered through a safe, caring, collaborative, positive, culturally sensitive environment.</li> <li>• Results in outcomes that promote collaboration, innovation, passion, leadership, and student choice.</li> </ul> <p>Through our PBL and P20 efforts we are building bridges between our schools and industries and post-secondary options.</p>

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