

Academic Plan SY 2022-2023



Pearl City Elementary Academic Plan 2022-2023

Pearl City Elementary
1090 Waimano Home Rd
Pearl City, HI 96782

Submitted by James Suster , TA Principal	Date
 <small>James Suster (May 3, 2022 07:02 HST)</small>	May 3, 2022

Approved by Keith Hui, Complex Area Superintendent	Date
 <small>Keith Hui (May 3, 2022 18:56 HST)</small>	May 3, 2022

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Where are we now?

Prioritize Pearl City Elementary (PCES) needs as identified in one or more of the following needs assessments: Comprehensive Needs Assessment ([PCES CNA](#))

The prioritized needs for the PCES in SY 2021-2022 are based on SY 2020-2021 official SBA aggregated data and HMTSS data points that are encompassed in Interim Superintendent Hayashi's 3-1-1 model:

- Increase student achievement in the three tested content areas and in our Special Education, EL, and Disadvantaged subgroups
- Increased emphasis on Social Emotional Learning
- Increase our attendance rate by implementing check ins with families daily

Full School Year Student Proficiency Data (SY20-21)

TABLE I - [SW 4]

Area	All Students	Special Education	EL	Disadvantaged
ELA	59%	6.4%	28%	37.7%
Math	54%	19.3%	36%	22.4%
Science	41%	10%	25%	19.6%

Data Source: ARCH ADC

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TABLE II -

Data Points Used to Inform HMTSS	2018-2019	2019-2020	2020-2021
% Proficient in ELA	68%	N/A	59%
% Proficient in Math	70%	N/A	54%
# of Discipline Offenses (A)	3 (A)	1 (A)	1 (A)
# of Discipline Offenses (B)	0 (B)	0 (B)	0 (B)
# of Suspensions	1	1	1
Attendance Rate	95.20%	95.65%	94.87%
Chronic Absenteeism (# of students)	9% (33)	8% (34)	8% (34)
Inclusion Rate	53%	39%	55%

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Where are we now? [SW-1]	
<p>Prioritize School needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> • Comprehensive Needs Assessment • WASC Self Study <ul style="list-style-type: none"> ▪ WASC Category B: Standards Based Student Learning: Curriculum, Instruction ▪ WASC Category C: Standards Based Student Learning: Instruction ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability • Other 	<p>Identify prioritized needs:</p> <p>Contributing or Root Cause(s) which caused this Learning Need(s):</p> <ul style="list-style-type: none"> • The school leadership and faculty need to develop a process to monitor the consistency, extent, and fidelity of implementation of Curriculum programs (Go Math, Reading Wonders, Achieve3000, and iReady) <ul style="list-style-type: none"> - Changes in the Program Standards grade-level NGSS aligned pacing guides • The school leadership and faculty need to regularly revisit the assessment process to monitor the impact curriculum programs, support services and professional development opportunities have on student performance. • The school leadership must monitor the implementation of the General Learner Outcome rubric to insure school-wide consistency. • Faculty members should provide additional opportunities for students to integrate their learning across content areas. • Continue to indoctrinate teachers new to PCES to consistently monitor student progress. • The administration and faculty should establish a process to assess the impact of initiatives being implemented as a result of professional development on student learning. • The career exploration opportunities for students should continue to be expanded. • Data Team's Process must be streamlined so grade levels are consistent in pacing and benchmark goals and resulting products and initiatives are similar for all grade levels. • The development of inter-rater reliability by grade-levels in all subjects will result in more consistent grading practices <ul style="list-style-type: none"> • Teaching CS Standards without completed PD training due to school closure • Need to exam current ELA and Math curriculums to make informed decisions for program selection • Both GAP rates increased SY 19-20, Math 14% and ELA 6% <p>STUDENT LEARNING Implications for developing the academic plan: Based on ART team workshops and WASC data collected schoolwide need areas are:</p> <ul style="list-style-type: none"> • MATH <ul style="list-style-type: none"> - SMP-1 Word Problems, Understanding, applying, and verbalizing the CCSS Math Standards • READING: <ul style="list-style-type: none"> - Reading Comprehension, Academic Vocabulary skills/strategies and Basic Reading Foundational Skills need to be reinforced. <p>Addressing Equity: SubGroup Identification</p> <p>In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p>

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ORGANIZE: Identify your school priorities and leads

TABLE VII - [SW 2]

PCES Priorities/Strategies/Initiatives	Name and Title of PCES Accountable Lead
Pearl City / Waipahu Focus Areas	
K12 Academies	James Suster, TA Principal, Tammy Calbero, Counselor 2
Project Based Learning	Robyn Andrade/ Caryn Nunokawa, Curriculum Coordinators
Hawaii Multi Tiered Systems of Support	Tammy Calbero, Counselor, Counselor 2
Induction & Mentoring	Robyn Andrade/ Caryn Nunokawa, Curriculum Coordinators
Curriculum	Robyn Andrade/ Caryn Nunokawa, Curriculum Coordinators
English Learners Program	Laura Ginoza, Librarian
Special Education / Inclusive Practices	Calvin Kaneshiro, SSC
Pearl City / Waipahu Areas of Need	
ELA Proficiency	Laura Ginoza, Librarian, Robyn Andrade/ Caryn Nunokawa, Curriculum Coordinators
Math Proficiency	Laura Ginoza, Librarian, Robyn Andrade/ Caryn Nunokawa, Curriculum Coordinators
Science Proficiency	Laura Ginoza, Librarian, Robyn Andrade/ Caryn Nunokawa, Curriculum Coordinators
Social Emotional Learning	Tammy Calbero, Counselor, Counselor 2

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Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career, and citizenship.

- Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- Objective 2: Whole Child** – All students are safe, healthy, and supported in school, so that they can engage fully in high quality educational opportunities.
- Objective 3: Well Rounded** – All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- Objective 4: Prepared and Resilient** – All students transition successfully throughout their educational experiences.

Outcome:	Rationale:
PCES students demonstrate they are on a path toward success in college, career, and citizenship as evidenced by growth and achievement of 2022 statewide targets.	Updated as of November 17, 2021, Strategic Plan Indicator Data for Goal 1 for the PCES in relation to the 2016 Statewide Baseline and (pandemic adjusted) 2022 Statewide Target provides direction for the continuation of addressing need areas as well as adjusting efforts in pursuit of mitigating learning losses that occurred during the COVID-19 pandemic. (Reference - Page 6 - Table VI)

Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	Accountable Lead(s) * Contributing Team Members	Source of Funds	Define the relevant data used to regularly assess and monitor progress Monitoring Progress: (How will you know change is taking place as a result of the enabling activity?)
PCES students will demonstrate acquisition of skills and mindsets in line with the graduate profile measures.	Document student growth and development using identified measures on the graduate profile. Pearl City Cluster Grad Profile & Measurements	ART Team	WSF	Progress toward the desired outcome will be measured by: <ul style="list-style-type: none"> ● Elementary School action plans ● School documentation of monitoring student progress towards indicators
PCES students will receive appropriate instruction and interventions aligned with ELA and Math CC standards and practices	Use data to determine impact of instruction and targeted interventions needed for student growth in each tier of support for ELA and Math Use of the following programs: <ul style="list-style-type: none"> ● Wonders ● Magnetic Reading ● Stepping Stones/Into Math 	Grade Level Teachers PPE (one per grade level)	WSF Title 1	Progress toward the desired outcome will be measured by: <ul style="list-style-type: none"> ● Universal Screener assessment(s) for ELA and Math will be used to monitor participation, growth and achievement. ● School HMTSS implementation

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				plans
PCES students, including all subgroups, will experience two gold standard PBL projects that ensure students progress to deeper learning competencies.	Enhance teacher understanding of evidence-based practices that actively engage PCES students. Provide time/opportunity to develop relevant, real-world PBL projects in multiple subject areas.	Grade Level Teachers	WSF Title I	Progress toward the desired outcome will be measured by: <ul style="list-style-type: none"> • Meeting Minutes • Implementation plans • Completion / Sharing of PBL projects
PCES students, including all subgroups, will engage in experiences that prepare for transitions from elementary to intermediate and high school. SW 6	Coordinate transition meetings between levels (Elem to Inter, Inter to HS) to engage in conversation current practices, ongoing needs, and next steps for transitions in <ul style="list-style-type: none"> • ELA • Math • Science • SEL Use data to determine the impact of instruction on student success.	ART Team 6th Grade teachers	Title IV Title I WSF	Progress toward the desired outcome will be measured by: <ul style="list-style-type: none"> • Transition Plans • Agenda and Meeting Minutes • Student portfolios / PTP
PCES students will experience instruction focused on providing well-rounded education through auxiliary subject areas.	Promote subject integration and engage students in relevant, real-world programs and projects. Resources offered include - <ul style="list-style-type: none"> • Computer Literacy/Computer Science • Music • PE • Hawaiian Studies • SEL • Guidance lessons • Library & Information Studies Use data and artifacts to determine the impact of instruction on student success.	Grade Level Teachers IRA Teachers Hawaiian Studies Teacher	Title I WSF	Progress toward the desired outcome will be measured by: <ul style="list-style-type: none"> • Agenda and Meeting Minutes • Articulation Rotational Schedules • Continuum of Experiences

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Goal 2: Staff Success. Public schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.

□ **Objective: Focused Professional Development** – Develop and grow employees to support student success and continuous improvement.

Outcome:	Rationale:
PCES schools will have a high-performing culture where employees have the training and support through collaboration and professional development to contribute effectively to student success.	Updated as of November 17, 2021, Strategic Plan Indicator Data for Goal 2 for the PWCA in relation to the 2016 Statewide Baseline and 2022 Statewide Target provides direction for addressing need areas as well as adjusting efforts in pursuit of mitigating learning losses that occurred during the COVID-19 pandemic. (Reference - Page 5 - Table V)

Planning		Funding		Interim Measures of Progress
Desired Outcome	Enabling Activities * Focused on building capacity, calibration, etc. with the ultimate goal of empowering teachers.	Accountable Lead(s) * Contributing Team Members	Source of Funds	Define the relevant data used to regularly assess and monitor progress Monitoring Progress: (How will you know change is taking place as a result of the enabling activity?)
Strengthen pedagogical practices by building the capacity of teachers to support students in achievement of CCSS ELA standards. [SW 6]	Coordinate and facilitate professional development and opportunities for leaders, coaches, teachers to collaborate through articulation to include cross grade level meetings during the school day and after school in relation to: Instructional Practices <ul style="list-style-type: none"> ● Phonemic awareness training ● Enhanced Core Reading Instruction ● Intentional application of reading comprehension strategies ● Direct vocabulary instruction and strategies 	Laura Ginoza, Librarian Robyn Andrade, CC Caryn Nunokawa, CC	WSF Title I CLSD	The following relevant data will be used to support schools: <ul style="list-style-type: none"> ● Hawaii State Assessments (SBA) ● Universal Screener ● Progress Monitoring ● PD Survey Results ● Monthly CLSD coordinator meetings: review data-driven cycle process to track student progress and growth ● CLSD agendas and notes The data will be reviewed with requisite school personnel to determine progress toward achieving the desired outcome.

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	<ul style="list-style-type: none"> • Direct and explicit reading comprehension instruction • Training in OG strategies • OG Pilot (Grades K-2) with Kathryn Bruce • STEM Scopes Science PD <p>RTI A-Differentiation Strategies</p> <ul style="list-style-type: none"> • Intensive interventions for struggling readers • Intensive, systematic instruction delivered in small groups of students <p>Assessment and Calibration</p> <ul style="list-style-type: none"> • Planning and Collaboration • Data Analysis • Focused Professional Development <p>Building Systems of Support - Hiring of additional Curriculum Coordinator</p>			
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<p>Strengthen pedagogical practices by building the capacity of teachers to support students in achievement of CCSS Math standards.</p>	<p>100% of teachers will use Stepping Stones or Intro Math to support math instruction.</p> <p>During the 22-23 school year we will look at piloting other programs for math to build vertical and horizontal alignment</p>	<p>ART Team Robyn Andrade, CC Caryn Nunokawa, CC</p>	<p>Title I WSF</p>	<p>The following relevant data will be used to support schools:</p> <ul style="list-style-type: none"> ● Hawaii State Assessments (SBA) ● Universal Screener ● Progress Monitoring ● Implementation Plan ● PD/PLC participation ● PD Survey Results <p>The data will be reviewed with requisite school personnel to determine progress toward achieving the desired outcome.</p>
<p>Strengthen pedagogical practices by building the capacity of teachers to support students in achievement of NGSS Science standards.</p>	<p>100% of teachers will implement a school wide science program through STEMScopes.</p> <p>PD will be given 2-3 times during the school year to familiarize teachers with the STEMScopes program and help teachers improve science instruction.</p>	<p>ART Team Robyn Andrade, CC Caryn Nunokawa, CC</p>	<p>Title I WSF ESSER</p>	<p>The following relevant data will be used to support schools:</p> <ul style="list-style-type: none"> ● Hawaii State Assessments (Science) ● Implementation Plan ● PD/PLC participation ● PD Survey Results ● Teacher Survey on SEPs ● STEMScopes PD <p>The data will be reviewed with requisite school personnel to determine progress toward achieving the desired outcome.</p>
<p>Strengthen pedagogical practices by building the capacity of teachers to support students in achievement of CSTA Computer Science standards.</p>	<p>100% of teachers in grades K-6 will follow the curriculum for their grade level from Code.org.</p> <p>Teachers in grades 4-6 will look to purchase supplemental materials to help teach computer science (ex:</p>	<p>Traci Tanouye</p>	<p>Title I WSF ESSER</p>	<p>The following relevant data will be used to support schools:</p> <ul style="list-style-type: none"> ● Report card grades ● State CS Data Dashboard ● Implementation Plan ● PD/PLC participation ● PD Survey Results

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	Dash and Dot, Altino etc). This will help students expand on their code.org knowledge			The data will be reviewed with requisite school personnel to determine progress toward achieving the desired outcome.
Strengthen pedagogical practices by building the capacity of teachers who provide services to students identified as needing EL and/or IDEA support in their least restrictive environment.	Coordinate and facilitate school level opportunities for leaders, coaches, teachers: <ul style="list-style-type: none"> • Planning and Collaboration • Data Analysis • Focused Professional Development 	Laura Ginoza, Librarian Calvin Kaneshiro, SSC	Title I WSF	The following relevant data will be used to support schools: <ul style="list-style-type: none"> • PD/PLC participation • Inclusion rate • PD survey results • Teachers obtainment of TESOL HQ / Teacher Qualification
All teachers are trained and supported with PBL implementation with an established expectation of thematic PBLs aligned with standards and career themes	100% of teachers not trained in PBL will take the PBL 101 course by december of 2022. 100% of teachers will teach 2 PBL projects per year aligned to the NGSS or core content standards	District Resource Robyn Andrade CC Caryn Nunokawa CC	Title I WSF	The following relevant data will be used to support schools: <ul style="list-style-type: none"> • PD/PLC participation • School implementation plans • PD Survey Results • Follow up with schools including suggestions and feedback • Leader Learning Walks • Presentations of Learning • Student work samples and rubrics <p>The data will be reviewed with requisite school personnel to determine progress toward achieving the desired outcome.</p>
PCES will have mentors on campus for all probie teachers to support their learning and growth as a teacher	Curriculum Coaches will meet with their assigned probie teachers every other week to check in and give support on lesson plans, classroom management and curriculum	Curriculum Coaches		The following relevant data will be used to support the I&M program: <ul style="list-style-type: none"> • Observations • Walkthroughs • Mentor notes

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Goal 3: Successful Systems of Support. The system and culture of public education work to effectively organize financial, human, and community resources in support of student success.

- **Objective: Innovation** – Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.

Outcome:	Rationale:
By the end of SY 2022-2023, PCES will continue to develop systems and a culture that fosters innovation and effectively organizes instructional and operational practices.	Consistency and alignment of efforts among schools affords opportunities for a systemic and coherent framework for vertical alignment of initiatives and strategies to improve student learning and achievement outcomes.

Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	Accountable Lead(s) * Contributing Team Members	Source of Funds	Define the relevant data used to regularly assess and monitor progress Monitoring Progress: <i>(How will you know change is taking place as a result of the enabling activity?)</i>
PCES will continue to develop the academies model as an aligned K12 system that continuously improves learning and student achievement to ultimately prepare all students for career, college, and citizenship. [SW 5, SW 6]	Coordinate support to help school progress toward the execution of individual academy action plans. Start an Ambassador Program Career Day: 50% of the presenters will relate to a current academy offered by PCHS. Implementing a career component to PBL Projects as well as using STEMScopes to teach students about careers	Tammy Calbero, Counselor Counselor 2	Title I WSF 21st Century	The following relevant data will be used to support schools: <ul style="list-style-type: none"> ● PD/PLC participation ● PD survey results ● Implementation Plans <ul style="list-style-type: none"> ○ Including status checks ● Meeting agendas and minutes The data will be reviewed with requisite school personnel to determine progress toward achieving the desired outcome.

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<p>PCES schools will develop and sustain HMTSS based on school design addressing academics, behavior, social/emotional needs, and physical well-being. [SW 5, SW 6, SW 7]</p>	<ul style="list-style-type: none"> Support schools with development, monitoring, and adjusting HMTSS systems in order to give students the best opportunity to achieve. School will go through the process of selecting a core reading and math program which will be used with consistency school wide. School will develop a school currency for students to earn for positive behavior. Student's will be able to use this school currency at our school store. <p>Building of resources that support instruction and personal growth</p>	<p>Tammy Calbero, Counselor Laura Ginoza, Librarian Robyn Andrade, CC Caryn Nunokawa, CC</p>	<p>Title I WSF ESSER Title 4</p>	<p>The following relevant data will be used to support schools:</p> <ul style="list-style-type: none"> Quarterly meeting agendas and minutes HMTSS implementation plans <p>The data will be reviewed with requisite school personnel to determine progress toward achieving the desired outcome.</p> <p>Documentation of progress within all 4 components and all 4 domains</p>
<p>PCES will have improved opportunities for the success of EL students [SW 6]</p>	<p>PPE's will work with students in an inclusion setting to work on language development skills</p>	<p>Laura Ginoza</p>	<p>ELL funds WSF Title I</p>	<p>Progress toward the desired outcome will be measured by:</p> <ul style="list-style-type: none"> WIDA Access Scores School-based plans
<p>PCES will help to improve overall daily attendance back to the pre COVID rate of 95%</p>	<p>Counselors will check in with families daily who do not call the school about an absence. Calls will be supportive to get students back on campus on a regular basis.</p> <p>Home visits if necessary</p>	<p>Tammy Calbero, Counselor</p> <p>Counselor 2</p>	<p>WSF</p>	<p>Progress toward the desired outcome will be measured by:</p> <ul style="list-style-type: none"> Daily Attendance Rate Chronic Absentee Rate
<p>PCES will have a clear vision of programs of support to guide planning and operations [SW 3, SW 7]</p>	<ul style="list-style-type: none"> Convene weekly meetings with the ART team and monthly meetings with the GLCs to develop and monitor the PCES CNA, 	<p>ART Team GLC/Committees</p>	<p>WSF</p>	<p>Progress toward the desired outcome will be measured by:</p> <ul style="list-style-type: none"> ART team meeting agenda and minutes

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	<p>Strategic Plan, and Academic Plan. Members of the team will include the student support section, EL department, and school support section.</p> <ul style="list-style-type: none">• Committees will be formed along with the GLC team. One committee will focus on SEL and PBIS and the other on Parent Engagement Activities.			<ul style="list-style-type: none">• GLC team meeting agenda and minutes• Academic Plan Monitoring Documentation• CNA Plan
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