




# Three-Year Pearl City High School Academic Plan 2017-2020, Rev. April 2019

## Pearl City High School

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Submitted by <b>Joseph Halfmann</b>	Date
	April 19, 2019

Approved by Keith Hui	Date
	5-7-19

\*Note: **New items** in the plan are **bolded** and indicated with an add date; Items that are no longer relevant or have been revised are indicated with strikethrough; and items already **accomplished** are highlighted in green.

## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Where are we now?	
<p>Prioritized school needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>• <a href="#">2019 WASC Self-Study Accreditation Report</a></li> <li>• <a href="#">2019 WASC Visiting Committee Report</a></li> <li>• <a href="#">2018-2019 Comprehensive Needs Assessment</a></li> </ul>	<ol style="list-style-type: none"> <li>1. Need: Increase the school's On-time Graduation Rate               <ol style="list-style-type: none"> <li>a. Contributing or Root Cause(s) which caused this Learning Need: Academic and behavioral needs of all learners are not met (CNA p. 14)</li> </ol> <a href="#">Strive HI Results</a> </li> <li>2. Need: Increase Science Proficiency               <ol style="list-style-type: none"> <li>a. Contributing or Root Cause(s) which caused this Learning Need: Academic and behavioral needs of all learners are not met (CNA p. 14).</li> </ol> <a href="#">Strive HI Results</a> </li> <li>3. Need: Increase Math Proficiency               <ol style="list-style-type: none"> <li>a. Contributing or Root Cause(s) which caused this Learning Need: Academic and behavioral needs of all learners are not met (CNA p. 14 ).</li> </ol> <a href="#">Strive HI Results</a> </li> <li>4. Need: Decrease the Math and ELA/Literacy Achievement Gap               <ol style="list-style-type: none"> <li>a. Contributing or Root Cause(s) which caused this Learning Need: Academic and behavioral needs of all learners are not met (CNA p. 14).</li> </ol> <a href="#">Strive HI Results</a> </li> <li>5. Need: Students need to be able to construct viable arguments and critique the reasoning of others.               <ol style="list-style-type: none"> <li>a. Contributing or Root Cause(s) which caused this Learning Need: Academic and behavioral needs of all learners are not met (2019 Accreditation Report, Chapter 2).</li> </ol> <a href="#">Strive HI Results</a> </li> <li>6. Need: Students need to determine the intended meanings of words in order to strengthen reading comprehension.               <ol style="list-style-type: none"> <li>a. Contributing or Root Cause(s) which caused this Learning Need: Academic and behavioral needs of all learners are not met (2019 Accreditation Report, Chapter 2).</li> </ol> <a href="#">Strive HI Results</a> </li> </ol>

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	<p><b>Addressing Equity: Sub-Group Identification</b></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> <p><a href="#">Pearl City High School</a></p> <p>SpEd: Increase Science, Math and ELA/Literacy proficiencies; Increase Graduation Rate            ELL: Increase Science, Math and ELA/Literacy proficiencies; Increase Graduation Rate            SES: Increase Science, Math and ELA/Literacy proficiencies; Increase Graduation Rate</p>
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<b>ORGANIZE: PCHS priorities and leads</b>	
<b>PCHS Priorities/Strategies/Initiatives</b>	<b>Name and Title of Accountable Lead</b>
1. Research-Based & Evidence-Based [Well Rounded] {CCSS}	1. Curriculum Coordinators (Math and ELA)
2. Social Emotional Learning [Whole Child] {CSSS-RTI}	2. Academy Principals, Academy Leads, and Counselors
3. Inclusive Practices [Equity] {CSSS-RTI}	3. SpEd DH, Student Support Coordinator, and Support VP
4. 9th Grade On Track [Transitions]	4. Academy Principals, Academy Leads, and Counselors
5. Data-Driven Instructional Cycle	5. Curriculum Coordinators

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6. I & M	6. Curriculum Coordinator
7. Career Academies	7. Academy Coach, Academy Leads, and Academy Principals
8. PBL	8. Curriculum Coordinator, Administration

**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.

<b>Outcome:</b> By the end of three years,	<b>Rationale:</b>
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<p>Pearl City High School students will demonstrate progress toward success in college, career, and citizenship as measured by school level targets.</p>	<p>Based on identified school level targets, there is demonstrated need across varied levels of measures including but not limited to:</p> <ul style="list-style-type: none"> <li>• Math, ELA, &amp; Science</li> <li>• ELA &amp; Math Gap</li> <li>• Inclusion Rate</li> </ul>
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Planning				Funding	Interim Measures of Progress
Desired Outcome	<b>Enabling Activities</b> <i>(Indicate year(s) of implementation in next column)</i>	<b>School Year(s) of Activity</b>	<b>Accountable Lead(s)</b>	<b>Source of Funds</b>	<b>Define the relevant data used to regularly assess and monitor progress</b>

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<p><i>By the end of the 2017-2020 school year, Pearl City High School will use processes and tools to further implement and monitor the Data Driven Instructional Cycle, Career Academies, and other priority campus-wide initiatives to meet the needs of all learners.</i></p>	<p>1. (School Design (SD)-Teacher Collaboration (TC)) Pearl City High School will continue to implement and monitor the effectiveness of the Data Driven Instructional Cycle</p> <ul style="list-style-type: none"> <li>• Leaders analyze both cause and effect data to properly select campus and classroom strategies.</li> <li>• Teachers collaboratively analyze data frequently to ensure instructional strategies are aligned to student needs (RTH).</li> <li>• Students receive common instructional strategies in course-alike content areas based on their strengths and areas of need (RTH).</li> <li>• <b>Provide teacher training on Data Teams process</b></li> <li>• <b>Provide training on learning progression</b></li> <li>• <b>Math department sessions (7) with T. Nelson focusing on math literacy [Added 3/19]</b></li> </ul> <p>2. (SD-TC- (Student Voice) SV) <b>Pearl City High School will continue to implement and monitor the effectiveness of college and career academies. [Added 3.19]</b></p>	<p>2017 - 2020</p>	<p>Curriculum Coordinator and Academy Coach</p>	<p>WSF <b>Complex</b> Castle Foundation Grant</p>	<p>Based on</p> <p>1.</p> <ul style="list-style-type: none"> <li>• PCHS-developed success criteria monitoring tools</li> <li>• <a href="#">PLC DDIC Template</a></li> <li>• <a href="#">PCHS ART Folder</a></li> <li>• Teacher survey</li> <li>• Math peer observations</li> </ul> <p>2.</p> <ul style="list-style-type: none"> <li>• PD attendance</li> <li>• Student enrollment in Early College pathway courses</li> <li>• Google tracking system</li> <li>• Academy student supports</li> <li>• Student achievement</li> <li>• Inclusion structure</li> </ul>
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	<ul style="list-style-type: none"><li>• Use National Standards of Practice (NSOP) for planning and progress monitoring</li><li>• Train counselors on Counselor on NSOP and national counseling standards</li><li>• Identify Early College courses for each program of study</li><li>• Implement system to track business partner engagement</li><li>• Academies will establish SMART Goals for graduation rate, inclusion rate, and specific academics.</li><li>• The academy lead will devote common planning time within the academy meeting agenda to review data and determine next steps for student support.</li></ul>				<ul style="list-style-type: none"><li>• Student schedules</li><li>• Academy student supports</li></ul>
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By the end of the 2017-2020 school year, Pearl City High School will use AVID strategies to ensure student college career readiness.	(SD-TC-SV) Implement AVID research-based and culturally relevant strategies across all content areas to prepare students for college and career by developing students' <ul style="list-style-type: none"> <li>critical thinking</li> <li>literacy skills</li> <li>mathematical skills</li> </ul>	2017 - 2020	Curriculum Coordinator	WSF	Based on <ul style="list-style-type: none"> <li>AVID Certification Requirements</li> <li>Complex Area Walkthroughs</li> <li>SBA Results</li> <li>ACT Results</li> <li>PLC Instructional Plans</li> <li>College Acceptance Data</li> </ul>
By the end of the 2017-2020 school year, Freshman Teams at Pearl City High School ensure students' preparedness for high school.	1. (SD-TC) Beginning SY 18-19, Freshman Academies will transition into Freshman Teams. Each team will be aligned to one of three career academies.  2. (SD-TC) Establish partnerships with the complex and Highlands Intermediate School to focus on strategies to improve student transitions.	2017 - 2020	Academy Principal and Academy Coach	WSF Castle Foundation Grant	Based on <ul style="list-style-type: none"> <li>9th Grade Retention Rate</li> </ul>
By the end of the 2018-202 school year, Pearl City High School graduates will fulfill the <a href="#">PCHS Graduate Profile</a> to ensure preparedness for college/career.	(SD-TC-SV) Pearl City High School will implement the <a href="#">Academy Action Plan</a> : <ul style="list-style-type: none"> <li>Establish and maintain advisory boards for each career academy to ensure community and business involvement.</li> <li>Academy teachers and students will be physically located in close proximity to foster the supportive atmosphere of smaller</li> </ul>	2018-2020	Principal Academy Coach	WSF Castle Grant Complex	Based on <ul style="list-style-type: none"> <li>Number of career guest speakers, industry field trips, job shadowing opportunities and internships.</li> <li>Number of teachers within each academy that are housed in the same building.</li> <li>Number of students earning a certification</li> </ul>



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	<p>learning communities and facilitate project based learning.</p> <ul style="list-style-type: none"> <li>Establish opportunities for job shadowing, internships, and certifications for all students.</li> </ul>				<p>and/or complete the career continuum.</p> <ul style="list-style-type: none"> <li>Number of students completing the college continuum and/or ACT of 21/SAT 990 or higher</li> <li>Number of Capstone completers (Grade of C or better) and/or Creation a 10-year plan</li> <li>Minimum 20 Hours of Community Service and/or volunteer</li> <li>No Level A or B Chapter 19 Offenses.</li> </ul>
<p><i>By the end of the 2017-2020 school year, all Pearl City High School 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.</i></p> <p><i>By the 2017-2020 school year, PCHS will use project based learning to ensure students engage in</i></p>	<p>PCHS team 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.</p> <p><b>1. (SD-TC-SV) Project Based Learning (PBL) Leadership team will develop and implement a PBL Strategic Plan to ensure students confidently engage in PBL. [Added 3/19]</b></p> <ul style="list-style-type: none"> <li><b>2017-18</b> <ul style="list-style-type: none"> <li><b>Initial Training for PBL</b></li> </ul> </li> </ul>	2018-2020	PBL Leadership Team	WSF PW Complex BIE Grant	<p>Based on</p> <ol style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Education Northwest Measurements                             <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>Annual Learning Fairs</li> </ul> </li> <li>Academy PBL Repositories</li> <li>Academy-wide PBL</li> <li>Teacher externships</li> </ul> </li> </ol>

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<p><i>real-world, challenging, authentic, student-centered learning experiences that encapsulates the standards and GLOs within and beyond the school community.</i></p> <p>[Added 11/18]</p>	<ul style="list-style-type: none"> <li>● 2018-19 <ul style="list-style-type: none"> <li>○ Continued training for PBL Leadership, CTE, Social Studies and SPED teachers <ul style="list-style-type: none"> <li>■ Goal: 1 Project based per trained teacher by the end of 2017-18</li> </ul> </li> <li>○ Initial Training for more departments including Science, others [Added 11/18]</li> <li>○ Collaborate with academy advisory boards to ensure project authenticity by aligning the required skills,</li> </ul> </li> </ul>				<ul style="list-style-type: none"> <li>● Advisory board participation</li> </ul>
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	<p>knowledge, and attitudes of the PBL with industry requirements.</p> <ul style="list-style-type: none"><li>● 2019-2020<ul style="list-style-type: none"><li>○ Provide academy and teacher supports to foster the implementation of high quality projects</li><li>○ Continue to provide professional development on PBL and instructional strategies</li><li>○ Develop and implement progress monitoring tools</li><li>○ Collaborate with advisory boards to ensure project authenticity</li><li>○ Use PBL academy PBL repositories to archive PBL project plans</li><li>○ Teachers implement 2 PBL projects (at least 1 collaboratively</li></ul></li></ul>				
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	integrated) per year; 1 per semester.				
<i>By the end of the 2017-2020 school year, Pearl City High School will continue to provide an array of services in Hawaiian education. [Added 4/19]</i>	(SD-SV) Pearl City High School will provide Hawaiian education by offering: <ul style="list-style-type: none"> <li>• Directed Studies in Hawaiian and Polynesian Dance</li> <li>• Hawaiian Language Levels 1-4</li> <li>• Hawaiian Studies</li> <li>• Hospitality and Tourism</li> <li>• Modern History of Hawai'i</li> </ul>	2019-2020	Principal	WSF	Based on <ul style="list-style-type: none"> <li>• Registration Guide</li> <li>• Student registration</li> </ul>

**Goal 2: Staff Success.** Pearl City High School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

- ☐ **Objective 1: Focused Professional Development** – Develop and grow employees to support student success and continuous improvement.
- ☐ **Objective 2: Timely Recruitment and Placement** – Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.
- ☐ **Objective 3: Expanded Professional Pipeline** - Expand well-qualified applicant pools for all Hawaii educator positions and expand the number of candidates who are prepared to support student success objectives.

**Outcome:** By the end of three years,

**Rationale:**

## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<p>The Pearl City High School staff will:</p> <ul style="list-style-type: none"> <li>• use highly effective research-based and evidence-based instructional techniques to effectively further student success;</li> <li>• collaboratively examine the impact of instructional beliefs and practices;</li> </ul>	<p>Based on identified school level targets, there is demonstrated need across varied levels of measures including but not limited to</p> <ul style="list-style-type: none"> <li>• Math, ELA, &amp; Science</li> <li>• ELA &amp; Math Gap</li> </ul>
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Planning				Funding	Interim Measures of Progress
Desired Outcome	<b>Enabling Activities</b> <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress

## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<i>By the end of the 2017-2020 school year, Pearl City High School will develop and begin implementing strategies that address; Whole Child/Social Emotional Learning, Well Rounded Education, Equity Transitions, and Leadership competencies. [Added 4/19]</i>	<p><b>1. (SD-TC) Pearl City High School will partner with Dr. Tyrone Howard to build a culture of support for high needs through academies. [Added 3/19]</b></p> <p><b>2. (SD-TC) Professional development will be provided as needed.</b></p>	2019-2020	SSC	Complex	Based on <ul style="list-style-type: none"> <li>● Inclusion Rate</li> <li>● Strive HI</li> <li>● Universal Screener Data</li> </ul>
<i>By the end of the 2017-2020 school year, Pearl City High School will implement strategies that address closing the achievement gap in reading. [Added 4/19]</i>	<p><b>1. (SD-TC) Professional development that address closing the gap in reading will be provided.</b></p> <p><b>2. (SD-TC) Schoolwide strategies will implemented to address student learning needs in reading.</b></p> <p><b>3. (SD-TC) Pearl City High School will explore implementing Third Quest in SY 20201-2021</b></p>	2019-2020	Curriculum Coordinator; SpEd DH	Complex and WSF	Based on <ul style="list-style-type: none"> <li>● Strive HI</li> <li>● SBA results</li> <li>● Universal Screener Data</li> </ul>

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By the end of the 2017-2020 school year, Pearl City High School will provide Induction and Mentoring support for beginning teachers and mentors.	(SD-TC) Mentors and Beginning Teachers participate in: <ul style="list-style-type: none"> <li>● Beginning Teacher PD</li> <li>● Mentor PD</li> <li>● Induction and Mentoring Forums</li> <li>● NHQT</li> </ul>	2017 - 2020	I & M Coordinator	WSF Complex Title II	Based on <ul style="list-style-type: none"> <li>● NHQT Data</li> <li>● Teacher PD Survey Data</li> <li>● Participation Data</li> <li>● Mentor/Beginning Teacher Survey</li> </ul>
By the end of the 2017-2020 school year, Pearl City High School will implement the Hawaii Common Core Standards with high yield instructional and assessment strategies to impact student progress.	<p><del>(SD-TC) Professional Learning Communities will implement the Data-Driven Instructional Cycle and Professional Development focusing on curriculum, instruction, and assessment (Project Based Learning) aligned to Hawaii Common Core Standards ensure College &amp; Career Readiness.</del></p> <p><b>1. (SD-TC) Professional Learning Communities (PLCs) will continue implementing the Data-Driven Instructional Cycle to ensure alignment to Hawaii Common Core Standards and College &amp; Career Readiness. [Added 3/19]</b></p> <ul style="list-style-type: none"> <li>● Provide regularly scheduled planning and collaboration time.</li> <li>● Provide professional development to support</li> </ul>	2017 - 2020	Curriculum Coordinators	WSF PW Complex BIE Grant	Based on <ul style="list-style-type: none"> <li>● CFAs</li> <li>● Stakeholders surveys</li> <li>● SBA results</li> <li>● Strive HI</li> <li>● DDIC Progress Monitoring Data</li> <li>● PLC DDIC Templates</li> <li>● PLC Curriculum Pacing Guides</li> <li>● Algebra 1 and 2, and Science EOC results</li> </ul>

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	<p><b>Classroom Culture and Data Teams.</b></p> <ul style="list-style-type: none"> <li>• Teachers will use data to determine student needs and plan differentiated strategies to meet the needs of all students.</li> <li>• Walkthroughs will measure the impact in the classroom as strategies are being implemented.</li> <li>• PLCs will embed success criteria for identified schoolwide learning needs within their units of study and will monitor student progress through data team meetings.</li> </ul> <p><b>2. (SD-TC) Teachers will continue to receive professional development on highly effective teaming and PBL to meet the needs of all learners. [Added 3/19]</b></p>				<ul style="list-style-type: none"> <li>• Integrated academy-wide PBLs</li> <li>• Integrated classroom PBLs</li> <li>• Academy analyzed PBL assessment data</li> </ul>
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<p><i>By the end of 2017-2020, Pearl City High School will implement high yield instructional and assessment strategies to impact student progress.</i></p> <p><i>[Note: embedded above]</i></p>	<p>Professional Development to focus on Highly Effective Teaming, Inquiry-based Learning, and other training needs to ensure supporting the needs of all learners.</p> <p>[Note: included in above enabling activity]</p>	2017-2020	Curriculum Coordinator	WSF Castle Foundation Grant	<p>Based on</p> <ul style="list-style-type: none"> <li>● DDIC progress monitoring tools</li> <li>● Academy progress monitoring tools</li> </ul>
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**Goal 3: Successful Systems of Support.** The system and culture of **Pearl City High School** works to effectively organize financial, human, and community resources in support of student success.

- **Objective 1: Innovation** – Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.
- **Objective 2: Adequate and Expanded Resources** – Secure adequate resources to support school and community-based plans for student success.
- **Objective 3: Efficient and Transparent Supports** – Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public education resources.

Outcome: By the end of three years,	Rationale:
<p>Pearl City High School will work with financial, human, and community based resources to strengthen the system for student success.</p>	<p>Based on identified school level targets, there is demonstrated need across varied levels of measures including but not limited to</p> <ul style="list-style-type: none"> <li>● Math, ELA, &amp; Science</li> <li>● ELA &amp; Math Gap</li> <li>● Family and Community Engagement</li> </ul>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
By the end of the 2017-2020 school year, Pearl City High School will receive accreditation the Western Association of Schools and Colleges (WASC).	(SD-TC-SV) Pearl City High School will engage in and complete the accreditation process. <ul style="list-style-type: none"> <li>Self-Study (2017-2019)</li> <li>Full Visit (Spring 2019)</li> </ul>	2017- 2020	Principal Self-study Coordinator	WSF	Based on <ul style="list-style-type: none"> <li>Components of the WASC process</li> <li>Self-Study Report</li> <li>Final WASC Visiting Committee Report</li> <li>Accreditation Term</li> </ul>
By the end of the 2017-2020 school year, Pearl City High School will continue full implementation of college and career academies. [Added 3/19]	1. (SD-TC-SV) PCHS will establish a process to assess and adjust offering to align with industry workforce needs and student interest. [Added 3/19] <ul style="list-style-type: none"> <li>Strengthen existing community based partnerships</li> <li>Establish and grow partnerships with community based resources</li> </ul>	2019-2020	Academy Coach CTE Coordinator	WSF Perkins Grant	Based on 1. <ul style="list-style-type: none"> <li>Industry certifications earned</li> <li>Advisory board membership</li> <li>Student internships</li> <li>Career-related field trips</li> <li>New course offerings</li> </ul>

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	<ul style="list-style-type: none"> <li>• Utilize advisory boards to strengthen career academies</li> <li>• increase industry partnerships to broaden internships and career-related learning experiences</li> <li>• Identify and retain industry expert teachers</li> <li>• Provide appropriate industry-related training</li> </ul> <p>2. (SD-TC-SV) Create, implement, and communicate marketing strategies to ensure vision, mission, Graduate Profile, and Brand Promise are embraced by all stakeholders [Added 3/19]</p> <p>3. (SD-TC) Allocate appropriate funds for facilities adjustments. [Added 3/19]</p> <p>4. 2. (SD-TC-SV) Select appropriate industry certifications that align with each pathway. NSOP 2/7 [Added 3/19]</p>				<p>2.</p> <ul style="list-style-type: none"> <li>• Academy module on school website</li> <li>• Currency of academy webpage on the school website</li> </ul> <p>3. Facilities request approved</p> <p>4. At least one certification per program of study is available</p>
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<i>By the end of the 2017-2020 school year, Pearl City High School will utilize organizational resources to meet the needs of the whole child.</i>	<p>1. (SD) Pearl City High School will continue engaging with the Leeward Community Children's Council</p> <ul style="list-style-type: none"> <li>• attend meetings and/or activities</li> <li>• apply meeting details as necessary, according to the school/student needs and progress.</li> </ul>	2017 - 2020	Principal	WSF	<p>Based on</p> <ul style="list-style-type: none"> <li>• Meeting Attendance</li> <li>• Meeting Minutes</li> <li>• Principal Reports</li> </ul>
<i>By the end of the 2017-2020 school year, Pearl City High School will utilize organizational resources to meet the needs of the 21st-Century Learner.</i>	<p>(SD-SV) Pearl City High School will:</p> <ul style="list-style-type: none"> <li>• <b>participate in PW Complex Project Based Learning Grant trainings and implementation to increase student learning, incorporate critical thinking, and provide opportunities for problem solving. [Added 3/19]</b></li> <li>• develop and refine program goals as necessary to increase student engagement in school and complex 21<sup>st</sup> 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> </ul>	2017 -2020	Principal	WSF	<p>Based on</p> <ul style="list-style-type: none"> <li>• <b>PBL 101 trained teachers</b></li> <li>• <b>Support Session attendance</b></li> <li>• <b>PBL projects</b></li> <li>• Student Participation Rate</li> <li>• Demographics</li> <li>• Site Activity Offerings</li> <li>• Achievement Gap Rate</li> </ul> <p><u>21st Century Grant Progress Monitoring</u></p>

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<i>By the end of the 2017-2020 school year, Pearl City High School will utilize organizational resources to meet the needs of the whole child.</i>	(SD-SV) Pearl City High School will continue to participate in extracurricular activities: <ul style="list-style-type: none"> <li>• Intramurals- Basketball, Volleyball, Track &amp; Field</li> <li>• Fine Arts- Music Festival</li> </ul>	2017 -2020	Principal Athletic Director Band Director	WSF	Based on <ul style="list-style-type: none"> <li>• Participation Data</li> <li>• Community Attendance Data</li> </ul>
<i>By the end of the 2017-2020 school year, Pearl City High School will utilize organizational resources to meet the needs of the whole child.</i>	(SD-SV) Pearl City High School will continue to work with community associations <ul style="list-style-type: none"> <li>• Representation at monthly community meetings.</li> <li>• Support and participate in community activities and resources.</li> </ul>	2017 -2020	Principal	WSF	Based on <ul style="list-style-type: none"> <li>• Principal Reports</li> <li>• School Publications</li> <li>• Community Publications</li> <li>• myPearlCity.com website</li> </ul>
<i>By the end of the 2017-2020 school year, Pearl City High School will increase opportunities for students receiving special education and/or identified as English Language Learners to access the general education</i>	(SD-TC) <ul style="list-style-type: none"> <li>• <b>Provide professional development on specially designed instruction, inclusive culture and practices.</b></li> <li>• <b>Partner with Dr. Tyrone Howard to build a culture</b></li> </ul>	2019-2020	Student Support VP	WSF	Based on: <ul style="list-style-type: none"> <li>• Action plan collaboratively developed with Dr. Howard</li> <li>• Inclusion practices implemented</li> <li>• SpEd Inclusion Rate</li> <li>• Unit Plans</li> <li>• Student PBL data</li> </ul>

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<i>curriculum. [Added 4/19]</i>	<p>of support for high needs through academies</p> <ul style="list-style-type: none"><li>• Provide opportunities for SpEd students to enroll in GenEd elective courses with EA supports.</li></ul>				
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