

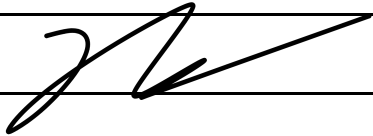

Pearl City Highlands Elementary School Academic Plan 2021 - 2021

Pearl City Highlands Elementary School

1419 Waimano Home Road

Pearl City, HI 96782

Ph: 808-307-4800 Fax: 808-453-6472

Submitted by Zachary Sheets	Date
	April 30, 2021
Approved by Keith Hui	Date
	5/14/2021

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020, 2020-2021

Where are we now?																	
<p>Prioritize Complex Area’s 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>Pearl City Highlands Elementary: Comprehensive Needs Assessment</p> <p>Complex Area Strive HI Results Complex Area Trend Reports: Pearl City Complex- 1920 Trend.pdf Waipahu Complex- 1920 Trend.pdf Other data sources: LDS, iReady, Ren STAR</p> <p>As SBA student achievement data is unavailable for SY 19-20 due to the pandemic, we continue to utilize the complex area SBA data from SY 2018-2019. The following figures represent the aggregate totals of all 17 PWCA schools: ELA = 58.8 Math = 51.7 Science = 45.4</p> <table border="1"> <thead> <tr> <th></th> <th>Elementary</th> <th>Intermediate</th> <th>High School</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>62.3</td> <td>54.0</td> <td>63.1</td> </tr> <tr> <td>Math</td> <td>61.4</td> <td>41.8</td> <td>41.2</td> </tr> <tr> <td>Science</td> <td>65.7</td> <td>38.4</td> <td>36.4</td> </tr> </tbody> </table> <p><u>RIGOROUS ACADEMICS THROUGH ACADEMIES AND PBL</u> Both Pearl City and Waipahu Complexes believe a systemic and coherent framework for vertical alignment of initiatives and strategies will improve student learning and achievement outcomes. Therefore, the PWCA Schools have adopted the Academies Model to focus on K-12 alignment that is needed for systems success. The academies structure has been recently introduced and created in our intermediate schools as the starting point to mend and address the scattered achievement gaps across the complex. There is a need to strengthen collaboration opportunities, both within a school and across schools. This is due to being in the beginning stages of the implementation process of academies in the intermediate and elementary schools including alignment to NCAC standards of practices. Through the Academies Model, PWCA schools will focus on and address the following priority areas:</p> <p><u>PBL:</u> Project based learning was introduced to our complex area three years ago. Data from surveys show teachers are not fully confident in implementation. There is a need to provide ongoing professional development and</p>		Elementary	Intermediate	High School	ELA	62.3	54.0	63.1	Math	61.4	41.8	41.2	Science	65.7	38.4	36.4
	Elementary	Intermediate	High School														
ELA	62.3	54.0	63.1														
Math	61.4	41.8	41.2														
Science	65.7	38.4	36.4														

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020, 2020-2021

collaboration for new and veteran teachers using PBL. This is due to a limited experience with design and implementation of project based learning.

ELA:

The Comprehensive Literacy State Development Grant (CLSD) needs assessment revealed stagnant achievement scores for students included in the SPED, EL, and Disadvantaged reporting categories, and for the general population of students. K-12 literacy rates need significant improvement across grade levels and across content areas. There is a need to build a robust intervention system to identify, support, and monitor the progress of struggling readers, to increase third grade reading proficiency levels, and to close the achievement gap for all PWCA students in grades K-12. This is due to limited understanding of literacy instruction across all K-12 classrooms.

Math:

Math achievement has been stagnant at approximately 50% proficiency for the complex area. There is a need to support schools in the foundational and transition years with continued supports in professional development and collaboration. This is due to a lack of collaboration and understanding of the common core standards.

NGSS:

Although schools are in full implementation of the Next Generation Science Standards, teachers are new to the required shifts in teaching as well as the new assessment expectations. There is a need to support teachers through collaboration opportunities and professional development. This is due to the vision of NGSS requiring 3 Dimensional teaching and learning which necessitates a shift in instructional practices.

Computer Science:

Computer Science Standards have recently been adopted and our schools are working to implement a new curriculum. There is a need to build capacity in the CSTA standards for implementation in the coming school year. This is due to computer science being a new curriculum / content area and a variety of experiences in implementation.

HCSSS:

Hawaii Core Standards for Social Studies is in year two of initial implementation. Full implementation is expected in the school year 2022-2023. There is a need to support teachers through collaboration opportunities and professional development. This is due to teachers being in the early stages of understanding the standards.

QUALITY STUDENT SUPPORT and SENSE OF BELONGING

HMTSS:

Schools are at various stages of developing their Hawaii Multi Tiered Systems of Support for all students. There is a need to support school collaboration and development of their systems of support. This is due to limited

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020, 2020-2021

common language and understanding or formulation of systems development across the complex to support the whole child.

Transitions:

Receiving schools identified not having a clear understanding of student needs upon transition to intermediate or high school. There is a need to develop a process to support transitions from elementary to intermediate and intermediate to high school. This is due to collaboration across schools not being consistently accomplished during the transition process in prior years.

Addressing Equity: Sub Group Identification

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.

Special Education:

Students with disabilities are not reaching their growth potential in academics. There is a need to increase our inclusive practices in the general education setting. There remains a lack of access to the general education curriculum, leading to increasingly larger gaps in reading, writing and math as they move up in grade level.

English Learners:

EL students, as part of the StriveHi High-Needs group, continue to show a gap in achievement compared to the Non-High Needs population. There is a need to improve academic language proficiency through the general education curriculum and dedicated ESL/ELD support with researched-based EL strategies. This is due to a lack of trained general education teachers and EL Program teachers (TESOL HQ), and implementation of researched-based EL strategies

Specifically, PCHES has a disadvantage student population of 31%, an EL student population of 9.46%, and a special education population of 7%. We were able to increase our inclusion rate from 12% in SY18-19 to 76% in SY20-21. Our EL population has increased each of the past 5 years increasing from 3.77% in SY16-17 to 9.46% in SY20-21. Additionally, we saw an increase of 4% points in our disadvantaged population in SY20-21. Our achievement gap (High Needs vs Non-High Needs) is as follows:

2019- 34 points in Language Arts

2018- 36 points in Language Arts

2017- 39 points in Language Arts

2019- 26 points in Mathematics

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020, 2020-2021

	2018- 23 points in Mathematics 2017- 35 points in Mathematics
--	--

ORGANIZE: Identify your Complex Area priorities and leads	
Complex Area Priorities/Strategies/Initiatives	Name and Title of School Accountable Lead
Academies	Zachary Sheets, Principal
PBL	Amanda Saronno, Vice Principal
HMTSS: (Student Support in Academic/social/emotional/behavioral learning and physical well-being)	Erica Chiogiogi, EL/HMTSS Lead
Curriculum	Mila Wu, Curriculum Coordinator
Induction & Mentoring	Amanda Saronno, Vice Principal
Resource Management (EES, Title 1, Title 2, 21st Century Grant)	Zachary Sheets, Principal
English Learners Program	Erica Chiogiogi, EL/HMTSS Lead
Special Education/Inclusive Practices	Paula Matsunaga, School Services Coordinator

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020, 2020-2021

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

- x **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- x **Objective 2: Whole Child** – All students are safe, healthy, and supported in school, so that they can engage fully in high quality educational opportunities.
- x **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.
- x **Objective 4: Prepared and Resilient** – All students transition successfully throughout their educational experiences.

Outcome: By the end of three years,	Rationale:
<p>The Pearl City - Waipahu Complex Area students will demonstrate progress toward success in college, career, and citizenship.</p> <ul style="list-style-type: none"> • Students will show growth in achievement data in ELA and Math, and Science. • 100% of students will have real world experiences through Project Based Learning. <p>All students will engage in learning grounded in CSTA and HCSSS standards.</p>	<p>The increased rigor required by Common Core, Next Generation Science Standards, CSTA Computer Science Standards , and Hawaii Core Standards in Social Studies promote a higher level of achievement at all levels.</p> <p>In order to improve student learning and achievement outcomes, PWCA's efforts will focus on the rigor of the standards, refining instructional practices, and monitoring student progress through the plan, do, check, act cycle.</p>

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020, 2020-2021

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
<p>ELA & MATHEMATICS</p> <p>All students will demonstrate growth towards achievement in the least restrictive environment for the CCSS Standards.</p>	<p>All teachers will participate in Visible Learning professional development to deepen their understanding of evidence-based core instructional practices (i.e. Learning Intentions and Success Criteria {LISC}, specific feedback, and student self-assessment). <i>(WASC- Critical Area 4/5)</i></p> <p>All teachers will participate in the data teams process during articulation time using data to refine core instructional strategies, differentiating for the needs of all learners. <i>(WASC- Critical Area 1/3)</i></p>	2021-2022	Wu, Mila		<ul style="list-style-type: none"> • Universal Screener data • Strive HI Data • Data Team Assessments • i-Ready Universal Screener data • School-Level Walk-Through Data • Report Card Data
<p>NGSS</p> <p>All students will demonstrate growth towards achievement in the least restrictive environment for the Next Generation Science Standards</p>	Teachers will implement NGSS standards & integrate into PBL.	2021-2022	Wu, Mila		<ul style="list-style-type: none"> • Report Card data • Integration into PBL-celebration & student public products • HSA-NGSS state assessment data

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020, 2020-2021

<p>COMPUTER SCIENCE All students will demonstrate growth towards achievement in the least restrictive environment for CSTA Computer Science Standards and practices</p>	<p>Students will engage in computer science through our articulation schedule.</p>	<p>2021-2022</p>	<p>Sheets, Zachary</p>		<ul style="list-style-type: none"> • Report card data • Code.org data
<p>HCSSS All students will demonstrate growth towards achievement in the least restrictive environment for Hawaii Core Standards in Social Studies</p>	<p>Teachers & students will be exposed to HCSSS standards in social studies courses and/or integrate into literacy/PBL</p>	<p>2021-2022</p>	<p>Wu, Mila</p>		<ul style="list-style-type: none"> • Report Card Data • Integration into PBL- celebration & student public products
<p>PBL All students will develop deeper learning competencies through at least 2 PBL experiences in the least restrictive environment.</p>	<p>Teachers will provide students with at least 2 project based learning experiences. <i>(WASC Critical Area #5)</i></p>	<p>2021-2022</p>	<p>Sarano, Amanda</p>		<ul style="list-style-type: none"> • School-Wide PBL celebrations • Student Public Presentations

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020, 2020-2021

<p>Academies All students will demonstrate voice and choice in college and/or career themed learning opportunities.</p>	<p>Through the implementation of PBL, teachers will plan instruction and allow for voice and choice in learning activities</p> <p>Through the implementation of PBL, students will be provided opportunities to express voice and/or choice.</p> <p><i>(WASC Critical Area #5)</i></p>	<p>2021-2022</p>	<p>Sheets, Zachary</p>		<ul style="list-style-type: none"> • School-Wide PBL celebrations • Student Public Presentations
--	--	------------------	----------------------------	--	--

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020, 2020-2021

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.

- x **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:
<p>The Pearl City - Waipahu Complex Area teachers will deliver academic instruction that is aligned to curriculum standards and research-based practices through an inclusive culture for all students.</p> <p>Teachers will attain required certifications and be highly qualified in their respective subject areas.</p>	<p>Improving academic achievement is attained by employing highly effective research-based and evidence based instructional techniques. Additionally, examination, collaboration, and the impact of instructional beliefs and practices are mechanisms for gauging the efficacy of efforts.</p>

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020, 2020-2021

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
<p>ELA & Mathematics Teachers will provide rigorous and equitable academic instruction that is aligned to the Common Core State Standards</p>	<p>Teachers will participate in Professional Development that address student success and school improvement that may include: <i>(WASC- Critical Area 1/5)</i></p> <ul style="list-style-type: none"> • Visible Learning (i.e. LISC, feedback, student self-assessment)- School Level PD w/ Visible Learning • Complex Area PD (i.e. Literacy grant, comprehension strategies mathematics, etc) • Sub Days at school level as needed • Sub Days for Peer Observations in relation to data teams process 	2021 - 2022	Wu, Mila		<ul style="list-style-type: none"> • Universal Screener data • Strive HI Data • Data Team Assessments • i-Ready Universal Screener data • School-Level Walk-Through Data • Report Card Data
<p>NGSS Teachers will provide rigorous and equitable academic instruction that is</p>	<p>Teachers will receive professional development and continued support in NGSS.</p> <ul style="list-style-type: none"> • Articulation • Planning time 	2021-2022	Wu, Mila		<ul style="list-style-type: none"> • Strive HI Data • Report Card data • School-Level Walk-Through Data

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020, 2020-2021

aligned to NGSS standards					
COMPUTER SCIENCE School level personnel will provide academic instruction that is aligned to CSTA Computer Science Standards and practices.	As needed, teachers will receive PD and continued support in CS strategies as designed in: <ul style="list-style-type: none"> • CS Fundamentals (ES) • CS Discoveries (MS) • CS Principles (HS) Physical Computing (Micro:bits and Dash Robotics)	2021-2022	Sheets, Zachary		<ul style="list-style-type: none"> • Record of PD provided
HCSSS Teachers will provide rigorous and equitable academic instruction that is aligned to HCSSS standards.	Teachers will receive an overview, professional development, and continued support in HCSSS.	2021-2022	Sarano, Amanda		<ul style="list-style-type: none"> • Record of PD • Articulation & Planning Minutes & Agenda
PBL Teachers will provide project based learning experiences for all students.	Teachers who are new to our staff will receive PD on PBL as needed by the complex area support staff. Teachers will be provided articulation time & planning time to develop and refine their PBLs.	2021-2022	Sarano, Amanda		<ul style="list-style-type: none"> • School-Wide PBL celebrations • Student Public Presentations
I&M Beginning Teachers will strengthen their professional capacity	Teachers will participate in Professional Learning Communities (K-12) and receive Professional Development to focus on the Induction and Mentoring Program. <ul style="list-style-type: none"> • Beginning Teacher PD • Mentor Teacher PD 	2021-2022	Sarano, Amanda		<ul style="list-style-type: none"> • Standards of Mentoring Practice (SOMP) Guaranteed Supports • School Program Status Report • Kiano Metrics • Survey feedback

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020, 2020-2021

	<ul style="list-style-type: none"> • Kiano Tools/Metrics Induction and Mentoring Forums 				
<p>CREDENTIALS</p> <p>Select teachers will demonstrate proficiency in securing requisite credentials</p>	<p>Professional development will target educators with training to improve research-based pedagogy in specific areas.</p> <ul style="list-style-type: none"> • NHQT • TESOL certification <p>Advanced placement summer academy</p>	2021-22	<p>Sheets, Zachary</p> <p>Chiogioji, Erica</p>		<ul style="list-style-type: none"> • NHQT (Federal HQ Site Summary Report) • TESOL certification
<p>INCLUSIVE PRACTICES</p> <p>School staff will provide support and services to all students in their least restrictive environment.</p>	<p>Teachers will continue to implement inclusion & receive inclusive practices & co-teaching PD as needed to support their efforts.</p>	2021-22	Matsunaga, Paula		<ul style="list-style-type: none"> • Teaching Lines • Record of PD • Inclusion Rate has increased from 12% to 46% to approximately 76%
<p>Academies</p> <p>Teachers will understand the academies model.</p>	<p>Teachers will participate in professional development around: awareness, K12 alignment.</p>	2021-22	Sheets, Zachary		<ul style="list-style-type: none"> • School-Wide PBL celebrations • Student Public Presentations

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020, 2020-2021

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.

- x **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:
The PWCA schools will develop and align K-12 Academies, HMTSS systems, and transition processes in order to establish consistency among schools Through the development of action plans, PWCA schools will meet the needs of vulnerable learners.	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.

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020, 2020-2021

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 Monitoring Progress: <i>(How will you know change is taking place as a result of the enabling activity?)</i>
ACADEMIES PCHES will begin alignment into a K-12 academies model.	Begin to develop & implement pre-academies model. <ul style="list-style-type: none"> EL NSOP (development of rubric and criteria) Leadership team to engage in cross curricular planning.	2021-2022	Sheets, Zachary		<ul style="list-style-type: none"> School-Wide PBL celebrations Student Public Presentations
HMTSS PCHES will continue to develop and implement their HMTSS system	HMTSS-A PLC- All teachers will participate in ELA Professional Learning Community to align curriculum, instruction and assessments K-6, creating a more cohesive and coherent experience as students transition grade-levels. <i>(WASC- Critical Area 2)</i> HMTSS-B All teachers will work as part of our school-wide Professional Learning Community (PLC) to implement & refine agreed upon Tier 1 practices as part of our PCHES	2021-2022	Chiogioji, Erica		<ul style="list-style-type: none"> Universal Screener data Strive HI Data Data Team Assessments i-Ready Universal Screener data School-Level Walk-Through Data Report Card Data

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020, 2020-2021

	Mindset School-wide agreements (<i>WASC- Critical Area 2</i>)				
<p>TRANSITIONS PCHES will have a documented and coordinated transition plan for students moving from one level to another.</p>	<p>Elementary and Secondary school teams will engage in conversations supporting transitioning all students (struggling, proficient, gifted) from elementary to intermediate and from intermediate to high school in:</p> <ul style="list-style-type: none"> ● ELA ● Math ● Science 	2021-2022	Sheets, Zachary		<ul style="list-style-type: none"> ● Plans for students transitioning to the next school level (Gr 6, Gr 8)
<p>INCLUSIVE PRACTICES PCHES will begin to develop an Action Plan created to improve inclusive practices at their school.</p>	<p>As needed for new inclusion teams, teachers will participate in an inclusive practices training to begin developing an Action Plan.</p>	2021-2022	Matsunaga, Paula		<ul style="list-style-type: none"> ● Record of PD for new inclusion teams ● Inclusion Rate has increased from 12% to 46% to approximately 76%

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020, 2020-2021

<p>EL PCHES will contribute in creating an EL Success Plan</p>	<p>As needed, our leadership team will provide input into the Complex Area Success Plan through West Ed.</p> <p>The Design Team (members to be determined) will provide input and feedback in the drafting of the EL Success Plan.</p>	<p>2021-2022</p>	<p>Chiogioji, Erica</p>	<p>Title III Sub teacher funds</p>	<ul style="list-style-type: none"> • Leadership Team will participate in leadership institutes, work sessions, and focused tasks. • Design team will participate in designated meetings with the leadership team.
---	--	------------------	-------------------------	--	---