



# Pearl City Highlands Elementary School Academic Plan 2022-2023

## Pearl City-Waipahu Complex Area

1419 Waimano Home Road  
Pearl City, HI 96782

Submitted by	Date
	April 11, 2022

Approved by Complex Area Superintendent	Date
 <small>Keith Hui (Apr 12, 2022 16:02 HST)</small>	Apr 12, 2022

# Academic Plan SY 2022-2023

## Where are we now?

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

The prioritized needs for Pearl City Highlands Elementary School in SY 2022-2023 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

## Full School Year Student Proficiency Data (SY20-21)

TABLE I

Content Area	All Students	Special Education	EL	Disadvantaged
ELA	67%	15%	17%	54%
Math	60%	26%	20%	41%
Science	49%	33%	0%	30%

*Data Source: ARCH ADC*

## Academic Plan SY 2022-2023

**TABLE II**

Data Points Used to Inform HMTSS	2018-2019	2019-2020	2020-2021
% Proficient in ELA	75%	NA	67%
% Proficient in Math	72%	NA	60%
# of Discipline Offenses (A)	2	0	1
# of Discipline Offenses (B)	3	2	4
# of Suspensions	0	1	0
Attendance Rate	96%	97%	98%
Chronic Absenteeism (# of students)	5%	2%	8%
Inclusion Rate	15%	39%	65%

## SEL Panorama Survey Fall 2021

**TABLE III**

Teacher Perception	Emotion Regulation	Grit	Growth Mindset	Self Efficacy	Self Management	Sense of Belonging	Social Awareness
Gr K-2	76%	59%	-	71%	69%	-	75%
Gr 3-5	46%	57%	55%	52%	70%	71%	65%
Gr 6-12	50%	58%	52%	54%	74%	53%	61%

*\*Percent of respondents selecting a favorable answer choice.*

## **Academic Plan SY 2022-2023**

Pearl City Highlands Elementary School (PCHES) believes a systematic and coherent framework, which unifies our complex area initiatives and school initiatives will improve student learning and achievement outcomes. Therefore, we will continue the implementation of Hawaii's Multi-Tiered Systems of Support through the added lens of the pre-academy model. We will continue our focus upon improving tier one instructional practices and processes all the while providing resources and support for tier two & three interventions.

By committing to the HMTSS & Pre-Academies, PCHES will focus on and address the following areas:

- Core Instructional Practices & Processes (LISC, data teams, vertical articulation, etc)
- Tiered Supports
- Project Based Learning
- PCHES Mindsets (academic & behavioral)

Through this emphasis, PCHES will be better equipped to address the following areas of need:

- ELA Achievement
- Mathematics Achievement
- Science Achievement
- Social Emotional Learning

Data gathered in the comprehensive needs assessment revealed the following contributing causes for our prioritized need areas:

- Varied knowledge in how to examine data regularly and accurately to inform next steps for struggling learners.
- Varied understanding of standards and systematic implementation of evidence based strategies.
- Varied levels of consistency in administering interventions and tiered instruction to mitigate the learning loss as well as accelerate the learning of at-risk students.
- Lack of an aligned monitoring system between schools and complex area.

## **Addressing Equity: SubGroup 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.

Targeted subgroups for the PCHES include Special Education, EL, and Disadvantaged in the areas of ELA, Math, and Science. Overall ELA is shown to have an increased gap for both SpEd and Low SES subgroups. Although there seems to be a reduction in the gap for subgroups, further analysis would need to be explored to determine the actual cause of the decrease.

# Academic Plan SY 2022-2023

**TABLE IV**

	SPED			ELL			Low SES		
	2017-2018	2018-2019	2020-2021	2017-2018	2018-2019	2020-2021	2017-2018	2018-2019	2020-2021
ELA GAP	72	72	65	60	62	63	31	26	26
Math Gap	50	55	46	43	46	52	20	19	31
Science	85	84	27	18	78	60	12	30	30

*Data Source: ARCH ADC*

**TABLE VI**

Strategic Plan Indicator	PCHES Aggregate			Statewide		Strategic Plan Indicator	PCHES Aggregate			Statewide	
	SY 17-18	SY 18-19	SY 20-21	2016 Baseline	2022 Target		SY 17-18	SY 18-19	SY 20-21	2016 Baseline	2022 Target
Chronic Absenteeism	6%	4%	8%	15%	9%	High School Graduation	NA	NA	NA	82%	86%
3rd Grade Literacy	82%	94%	88%	65%	76%	CTE Concentrators	NA	NA	NA	39%	50%
9th Grade On-Track	NA	NA	NA	90%	94%	College - Going	NA	NA	NA	56%	62%
ELA Achievement	75%	75%	67%	51%	61%	Inclusion Rate	NA	15%	65%	37%	51%
Math Achievement	75%	72%	60%	42%	54%	ELA Gap	36	34	34	33 pts	25 pts
Science Achievement	79%	73%	49%	43%	64%	Math Gap	23	26	32	29 pts	22 pts

*Data Sources: HIDOE Website ([Strategic Plan: Goal 1](#)); LDS; ARCH ADC;*

*NOTE: Under ESSA, states set targets called Measurements of Interim Progress (MIPs) and Long-Term Goals (LTGs) for LA and math, graduation rates, and English Learner Proficiency disaggregated by ESSA subgroups. The terminal year for MIPs was initially 2019-20, and for LTGs, 2024-25. Since then, the feds have allowed states to push forward those target for two more years and so the MIPs and LTGs are respectively extended to 2021-22 and 2026-27 →*

*<https://oese.ed.gov/files/2020/03/Hawaii-Final-Consolidated-State-Plan-PDF.pdf>*

## Academic Plan SY 2022-2023

### ORGANIZE: Identify your complex area priorities and leads

**TABLE VII**

Complex Area Priorities/Strategies/Initiatives	Name and Title of Complex Area Accountable Lead
<b>Pearl City Highlands Elementary School Area of Focus</b>	
Academies	Mildred Wu, Curriculum Coordinator (CC) & Zachary Sheets, Principal
Project Based Learning	Mildred Wu, Curriculum Coordinator (CC) & Zachary Sheets, Principal
Hawaii Multi Tiered Systems of Support	Amanda Saron, Vice Principal (VP) & Erica Chiogioji, Interventionist
Induction & Mentoring	Mildred Wu, CC, Erica Chiogioji, Interventionist, & Paula Matsunaga, School Services Coordinator (SSC)
Curriculum	Mildred Wu, CC & Amanda Saron, VP
English Learners Program	Erica Chiogioji, Interventionist & Zachary Sheets, Principal
Special Education / Inclusive Practices	Paula Matsunaga, SSC & Zachary Sheets, Principal
<b>Pearl City Highlands Elementary School Areas of Need</b>	
ELA Proficiency	Zachary Sheets, Principal
Math Proficiency	Zachary Sheets, Principal
Science Proficiency	Zachary Sheets, Principal
Social Emotional Learning	Kathy Kawabata, SEL Teacher & Amanda Saron, Vice Principal

## Academic Plan SY 2022-2023

**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 SY 2022-2023,	<b>Rationale:</b>
PCHES students demonstrate they are on a path toward success in college, career, and citizenship as evidenced by growth and achievement of 2022 statewide targets.	The learning loss due to the pandemic is evident in our overall achievement scores for SY20-21. We must do all we can to ensure we rebound from the pandemic and reach, surpass our levels from SY19-20.

## Academic Plan SY 2022-2023

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>
<b>ELA &amp; MATHEMATICS</b> All students will demonstrate growth towards achievement in the least restrictive environment for the CCSS Standards.	<p>All teachers will participate in professional development to deepen their understanding of evidence-based core instructional practices (e.g. Learning Intentions and Success Criteria {LISC}, specific feedback, and student self-assessment, small group instruction). <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>	2022-23	Wu, Mildred  Saron, Amanda	WSF	<ul style="list-style-type: none"> <li>● Universal Screener data</li> <li>● Strive HI Data</li> <li>● Data Team Assessments</li> <li>● i-Ready Universal Screener data</li> <li>● School-Level Walk-Through Data</li> <li>● Report Card Data</li> </ul>



## Academic Plan SY 2022-2023

<p><b>NGSS</b> All students will demonstrate growth towards achievement in the least restrictive environment for the Next Generation Science Standards</p>	<p>Teachers will implement NGSS standards &amp; integrate into PBL.</p>	<p>2022-23</p>	<p>Wu, Mildred  Sarono, Amanda</p>	<p>WSF</p>	<ul style="list-style-type: none"> <li>· Report Card data</li> <li>· Integration into PBL- celebration &amp; student public products</li> <li>· HSA-NGSS state assessment data</li> </ul>
<p><b>COMPUTER SCIENCE</b> 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>2022-23</p>	<p>Sheets, Zachary</p>	<p>WSF</p>	<ul style="list-style-type: none"> <li>· Report card data</li> <li>· Code.org data</li> </ul>
<p><b>HCSSS</b> All students will demonstrate growth towards achievement in the least restrictive environment for Hawaii Core Standards in Social Studies</p>	<p>Teachers &amp; students will be exposed to HCSSS standards in social studies courses and/or integrate into literacy/PBL</p>	<p>2022-23</p>	<p>Wu, Mildred  Sarono, Amanda</p>	<p>WSF</p>	<ul style="list-style-type: none"> <li>· Report Card Data</li> <li>· Integration into PBL- celebration &amp; student public products</li> </ul>

## Academic Plan SY 2022-2023

<p><b>PBL</b> 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>2022-23</p>	<p>Wu, Mildred  Sheets, Zachary</p>	<p>WSF</p>	<ul style="list-style-type: none"> <li>· School-Wide PBL celebrations</li> <li>· Student Public Presentations</li> </ul>
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## Academic Plan SY 2022-2023

**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 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 SY 2022-2023,	Rationale:	
PCHES will have a high-performing culture where employees have the training and support through collaboration and professional development to contribute effectively to student success.	The learning loss due to the pandemic is evident in our overall achievement scores for SY20-21. We must do all we can to ensure we rebound from the pandemic and reach, surpass our levels from SY19-20.	

## Academic Plan SY 2022-2023

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>
<b>ELA &amp; Mathematics</b> Teachers will provide rigorous and equitable academic instruction that is aligned to the Common Core State Standards	Teachers will participate in Professional Development that address student success and school improvement that may include: <i>(WASC- Critical Area 1/5)</i> <ul style="list-style-type: none"> <li>● Small Group Instruction, LISC, feedback, student self-assessment)- School Level PD w/ Kara Vandas</li> <li>● Complex Area PD (i.e. Literacy grant, comprehension strategies mathematics, etc)</li> <li>● Sub Days at school level as needed</li> <li>● Sub Days for Peer Observations in relation to data teams process</li> </ul>	2022-23	Wu, Mildred  Saron, Amanda	WSF	<ul style="list-style-type: none"> <li>● Universal Screener data</li> <li>● Strive HI Data</li> <li>● Data Team Assessments</li> <li>● i-Ready Universal Screener data</li> <li>● School-Level Walk-Through Data</li> <li>● Report Card Data</li> </ul>

## Academic Plan SY 2022-2023

<p><b>NGSS</b></p> <p>Teachers will provide rigorous and equitable academic instruction that is aligned to NGSS standards</p>	<p>Teachers will receive professional development and continued support in NGSS.</p> <ul style="list-style-type: none"> <li>· Articulation</li> <li>· Planning time</li> </ul>	<p>2022-23</p>	<p>Wu, Mildred</p> <p>Sarono, Amanda</p>	<p>WSF</p>	<ul style="list-style-type: none"> <li>● Strive HI Data</li> <li>● Report Card data</li> <li>● School-Level Walk-Through Data</li> </ul>
<p><b>COMPUTER SCIENCE</b></p> <p>School level personnel will provide academic instruction that is aligned to CSTA Computer Science Standards and practices.</p>	<p>As needed, teachers will receive PD and continued support in CS strategies as designed in:</p> <ul style="list-style-type: none"> <li>● CS Fundamentals (ES)</li> <li>● CS Discoveries (MS)</li> <li>● CS Principles (HS)</li> </ul> <p>Physical Computing (Micro:bits and Dash Robotics)</p>	<p>2022-23</p>	<p>Sheets, Zachary</p>	<p>WSF</p>	<ul style="list-style-type: none"> <li>· Record of PD provided</li> </ul>
<p><b>HMTSS</b></p> <p>PCHEs will continue to improve core instructional practices and progress monitoring efforts as part of HMTSS.</p>	<p>Teachers will be provided PD on small group instruction to improve their tier 1 instructional strategies as well as how to provide targeted-interventions in the classroom setting.</p> <p>Identified grade-levels will be provided support in the form of EAs and/or PTTs to better implement tier 2 interventions and SGI for 30-45 min per day.</p>	<p>2022-23</p>	<p>Wu, Mildred</p> <p>Sarono, Amanda</p>	<p>WSF</p>	<ul style="list-style-type: none"> <li>· Record of PD</li> <li>· Articulation &amp; Planning Minutes &amp; Agenda</li> </ul>

## Academic Plan SY 2022-2023

	Teachers will continue the implementation of data teams and explore more opportunities for progress monitoring of tier 2 students. Interventionist will be hired to provide interventions for tier 3 students in reading.				
<b>PBL</b> 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.	2022-23	We, Mildred  Sheets, Zachary	WSF	<ul style="list-style-type: none"> <li>· School-Wide PBL celebrations</li> <li>· Student Public Presentations</li> </ul>
<b>I&amp;M</b> 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"> <li>● Beginning Teacher PD</li> <li>● Mentor Teacher PD</li> <li>● Kiano Tools/Metrics</li> </ul> Induction and Mentoring Forums	2022-23	Wu, Mildred  Chiogioji, Erica  Matsunaga, Paula	WSF	<ul style="list-style-type: none"> <li>● Standards of Mentoring Practice (SOMP) Guaranteed Supports</li> <li>● School Program Status Report</li> <li>● Kiano Metrics</li> <li>● Survey feedback</li> </ul>

## Academic Plan SY 2022-2023

<p><b>CREDENTIALS</b> 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"> <li>• NHQT</li> <li>• TESOL certification</li> </ul> <p>Advanced placement summer academy</p>	2022-23	<p>Sheets, Zachary</p> <p>Chiogioji, Erica</p>	WSF	<ul style="list-style-type: none"> <li>• NHQT (Federal HQ Site Summary Report)</li> <li>• TESOL certification</li> </ul>
<p><b>INCLUSIVE PRACTICES</b> School staff will provide support and services to all students in their least restrictive environment.</p>	<p>Teachers will continue to implement inclusion &amp; receive inclusive practices &amp; co-teaching PD as needed to support their efforts.</p>	2022-23	<p>Matsunaga, Paula</p> <p>Sheets, Zachary</p>	WSF	<ul style="list-style-type: none"> <li>· Teaching Lines</li> <li>· Record of PD</li> <li>· Inclusion Rate has increased from 12% to 46% to approximately 76%</li> </ul>
<p><b>Academies</b> Teachers will understand the academies model.</p>	<p>Teachers will participate in professional development around: awareness, K12 alignment, tour of PCHS academies model</p>	2022-23	<p>Wu, Mildred</p> <p>Sheets, Zachary</p>	WSF	<ul style="list-style-type: none"> <li>· School-Wide PBL celebrations</li> <li>· Student Public Presentations</li> </ul>

## Academic Plan SY 2022-2023

**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 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 SY 2022-2023,	Rationale:
By the end of SY 2022-2023, the PWCA will continue to develop systems and a culture that fosters innovation and effectively organizes instructional and operational practices.	The learning loss due to the pandemic is evident in our overall achievement scores for SY20-21. We must do all we can to ensure we rebound from the pandemic and reach, surpass our levels from SY19-20.

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  <b>Monitoring Progress:</b> <i>(How will you know change is taking place as a result of the enabling activity?)</i>
<b>ACADEMIES</b> PCHES will begin alignment into a K-12 academies model.	Begin to develop & implement pre-academies model. <ul style="list-style-type: none"> <li>● EL NSOP (development of rubric and criteria)</li> </ul> Leadership team to engage in planning with the complex area.	2022-23	Wu, Mildred  Sheets, Zachary	WSF	<ul style="list-style-type: none"> <li>· School-Wide PBL celebrations</li> <li>· Student Public Presentations</li> </ul>



## Academic Plan SY 2022-2023

<p><b>TRANSITIONS</b> 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"> <li>● ELA</li> <li>● Math</li> <li>● Science</li> </ul>	<p>2022-23</p>	<p>Sheets, Zachary</p>	<p>WSF</p>	<ul style="list-style-type: none"> <li>● Plans for students transitioning to the next school level (Gr 6, Gr 8)</li> </ul>
<p><b>EL</b> 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>2022-23</p>	<p>Chiogioji, Erica</p> <p>Sheets, Zachary</p>	<p>Title III Sub teacher funds</p>	<ul style="list-style-type: none"> <li>· Leadership Team will participate in leadership institutes, work sessions, and focused tasks.</li> <li>· Design team will participate in designated meetings with the leadership team.</li> </ul>


# PCHES Ac Plan (22-23)

Final Audit Report

2022-04-13

Created:	2022-04-12
By:	20297908@k12.hi.us
Status:	Signed
Transaction ID:	CBJCHBCAABAA2JtNQiLDzxwRM7nJpqlaVW6elyAVy4Hk

## "PCHES Ac Plan (22-23)" History

-  Document created by 20297908@k12.hi.us  
2022-04-12 - 2:06:31 AM GMT- IP address: 72.234.48.3
-  Document emailed to Keith Hui (keith.hui@k12.hi.us) for signature  
2022-04-12 - 2:07:57 AM GMT
-  Email viewed by Keith Hui (keith.hui@k12.hi.us)  
2022-04-12 - 5:19:49 AM GMT- IP address: 66.249.84.79
-  Document e-signed by Keith Hui (keith.hui@k12.hi.us)  
Signature Date: 2022-04-13 - 2:02:24 AM GMT - Time Source: server- IP address: 76.173.17.137
-  Agreement completed.  
2022-04-13 - 2:02:24 AM GMT

