

Pacific Heritage Academy  
School Improvement Plan\*

2024-2025

**SIP Purpose:** School leadership develops and regularly updates an improvement plan that includes both short-term and long-term goals with milestones to gauge progress.

\*Simplified version for our internal use: Includes **priorities** (we have 3), **strategies** (1 for each priority), and **timeline** (to measure progress).

KEY

**Priorities:**

- Long-term goals to achieve State Proficiency in **ELA (46%), Math (44%), Science (50%) & Writing (7/10)** by SY: 2026-2027
- Short-term goals to create and maintain a consistent PDSA that supports Collective Efficacy expectations and student progress

**Strategies:**

- Focus on Mastery Goals for each Tier (School, Grade Level, Teacher, Student)
- Master Instructional delivery using strategies & practices Maintain a consistent routine for data analysis

**Goals:**

- Teachers - Set goals to track progress using teacher assessments, Acadience, Lexia, i-Ready, RISE Benchmarks monthly
- Students - Set goals to track progress using teacher assessments, Acadience, Lexia, i-Ready, RISE Benchmarks monthly/weekly
- Coaches/Admin - Set goals to support PD and identify trends & patterns of teaching through Observations and collective assessments

**PERFORMANCE GOALS:**

	ENGLISH LANGUAGE	MATH	SCIENCE	WRITING
GRADES K-3 ACADIENCE	Increase the percentage of 1st Gr students scoring at or above benchmark by 13%	Maintain percentage of 2nd Gr students scoring at or above benchmark		
GRADES 3 - 8 RISE	46%	42%	45%	8/10

**PRIORITY 1:** PHA will use PDSA (Plan, Do, Study, Act) cycles to inform decision making that will enhance improvement and optimize student outcomes within each department.

**STRATEGY:** Weekly/Monthly facilitated PLCs.

Department	Goals	Term 1 (Oct 2024)	Term 2 (Dec 2024)	Term 3 (Mar 2025)	Term 4 (June 2025)	Person(s) Responsible
Teachers	<p><b>Ta.</b> All K-8 teachers will develop a thorough understanding of the PDSA cycle to determine the strategic priorities and provide individualized instruction based on the data collected</p> <ul style="list-style-type: none"> <li>Acadience</li> <li>i-Ready</li> <li>Benchmarks</li> <li>Classroom Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and setting 3 research based, instructional goals based on Teacher Clarity (Hattie), PHA Observation/ Walkthrough document and LETRs, to increase size effect within the classroom</li> <li>Identifying and setting goals for each student which are tracked and progress monitored consistently K-3 4-8</li> <li>Consistently participate in a systemic routine to analyze student data collected from BOY, MOY, EOY assessments</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the data provided (student &amp; observations) data to adjust or deepen the understanding of each goal set to align with state standards &amp; student work in preparation for MOY assessments</li> <li>Analyze student work to align their goals with pathways of progress and data collected</li> </ul>	<ul style="list-style-type: none"> <li>Continue to analyze the data provided (student &amp; observations) data to adjust or deepen the understanding of each goal set to align with state standards &amp; student work in preparation for EOY assessments</li> <li>Analyze student work to align their goals with pathways of progress and data collected</li> </ul>	<ul style="list-style-type: none"> <li>Continue to analyze the data provided (student &amp; observations) data to adjust or deepen the understanding of each goal set to align with state standards &amp; student work in preparation for EOY assessments</li> <li>Continue to analyze student work to align their goals with pathways of progress and data collected</li> </ul>	Whitney K-3 Semmi 4-8 Sheena K-8
Teachers	<p><b>Tb.</b> K-3: Collect and study PM data to inform instruction.</p>	<ul style="list-style-type: none"> <li>K-8 PLCs focus PM Reds 1-2 weeks, Yellows 2-3 weeks, Greens/Blues 3-4 weeks; analyze</li> </ul>	<ul style="list-style-type: none"> <li>K-8 PLCs continue to focus PM Reds 1-2 weeks, Yellows 2-3 weeks, Greens/Blues 3-4</li> </ul>	<ul style="list-style-type: none"> <li>K-8 PLCs continue to focus PM Reds 1-2 weeks, Yellows 2-3 weeks, Greens/Blues 3-4</li> </ul>	<ul style="list-style-type: none"> <li>K-8 PLCs continue to focus PM Reds 1-2 weeks, Yellows 2-3 weeks, Greens/Blues 3-4</li> </ul>	Whitney K-3 Semmi 4-8 Sheena K-8

		<p>data from online programs to provide personalized learning instruction as necessary</p> <p>K-3 4-8</p>	<p>weeks; analyze data from online programs</p> <ul style="list-style-type: none"> <li>Adjust groups based on Data analysis</li> </ul>	<p>weeks; analyze data from online programs</p> <ul style="list-style-type: none"> <li>Adjust groups based on Data analysis</li> </ul>	<p>weeks; analyze data from online programs</p> <ul style="list-style-type: none"> <li>Adjust groups based on Data analysis</li> </ul>	
<b>Teachers</b>	<p><b>Tc.</b> K-8 will articulate, collaborate and develop MTSS Tiered systems of support and create plans that will strengthen students' learning environments</p>	<ul style="list-style-type: none"> <li>Meeting with the MTSS team each month, admin, teachers and counselors are to develop a plan of support for learners who are struggling with behaviors or academics</li> <li>Students will be assigned various levels of support for learning as needed such as intervention classes or small groups</li> </ul> <p>K-3 4-8</p>	<ul style="list-style-type: none"> <li>Continue to meet with the MTSS team each month, admin, teachers and counselors are to develop a plan of support for learners who are struggling with behaviors or academics</li> <li>Ensure students who are assigned a Behavior Support Plan (BSP), are making progress and track their journey by identifying each intervention used, and frequency of monitoring. This will determine a Fade Out plan or if services should be Intensified</li> </ul>	<ul style="list-style-type: none"> <li>Continue to meet with the MTSS team each month, teachers and counselors are to develop a plan of support for learners who are struggling with behaviors or academics</li> <li>Students will be assigned various levels of support for learning as needed such as intervention classes or small groups</li> </ul>	<ul style="list-style-type: none"> <li>Continue to meet with the MTSS team each month, teachers and counselors are to develop a plan of support for learners who are struggling with behaviors or academics</li> <li>Students will be assigned various levels of support for learning as needed such as intervention classes or small groups</li> </ul>	<p>K-8 Teachers Student Support Team (SST)</p> <ul style="list-style-type: none"> <li>Counseling, Admin, SPED, Teacher, Parents, Coaches (Academic)</li> </ul>
<b>Students</b>	<p><b>Sa.</b> Grades K-8 students will create a portfolio of their work that include set criteria and expectations by the end of the school year.</p>	<ul style="list-style-type: none"> <li>Students collect exemplars in preparation for Student Led Conferences</li> <li>Students understand the</li> </ul> <p>K-3 4-8</p>	<ul style="list-style-type: none"> <li>Continue to collect exemplars for Student Led Conferences</li> <li>Students understand the rubrics and prepared to share their data at SLC</li> <li>Students able to</li> </ul>	<ul style="list-style-type: none"> <li>Continue to collect exemplars for Student Led Conferences</li> <li>Students understand the rubrics and prepared to share their data at SLC</li> <li>Students able to</li> </ul>	<ul style="list-style-type: none"> <li>Continue to collect exemplars for Student Led Conferences</li> <li>Students understand the rubrics and prepared to share their data at SLC</li> <li>Students able to</li> </ul>	Semmi Whitney

		rubrics and prepared to share their data at SLC K-3 4-8	track their growth for each submission to establish their levels of performance	track their growth for each submission to establish their levels of performance	track their growth for each submission to establish their levels of performance	
<b>Students</b>	<b>Sb.</b> All (k-8) students will participate in tracking their levels of performance by establishing if they are Novice - Expert (1-4)  <i>Teacher Clarity</i>	<ul style="list-style-type: none"> <li>Students will be taught how to self-assess their performance of assignments according to the school wide rubric K-3 4-8</li> <li>Students will begin to self-assess their performance on their assignments K-3 4-8</li> </ul>	<ul style="list-style-type: none"> <li>Students will continue to self-assess their performance on their assignments</li> <li>Students proficiency will increase from BOY - MOY</li> </ul>	<ul style="list-style-type: none"> <li>Students will continue to self-assess their performance on their assignments</li> <li>Students proficiency will increase from MOY - EOY</li> </ul>	<ul style="list-style-type: none"> <li>Students will continue to self-assess their performance on their assignments</li> <li>Students proficiency will increase from MOY - EOY</li> </ul>	Admin, CIA (Curriculum, Instruction & Assessment Coaches), teachers

## PROFESSIONAL DEVELOPMENT

**PRIORITY 2:** Professional Learning is differentiated for all departments based on the needs of staff and student performance data.

**STRATEGY:** Observation Feedback, Training, Evaluations

Department	Goals	Term 1 (Oct 2023)	Term 2 (Dec 2023)	Term 3 (Mar 2024)	Term 4 (June 2024)	Person(s) Responsible
<b>Curriculum</b> K-3 LETRs	<b>Ta.</b> Teachers complete LETRs training	<ul style="list-style-type: none"> <li>Identify and post LETRs trained teachers on</li> </ul>	<ul style="list-style-type: none"> <li>Conduct 1x LETRs observation protocol for each</li> </ul>	<ul style="list-style-type: none"> <li>Conduct 1x LETRs observation protocol for each</li> </ul>	<ul style="list-style-type: none"> <li>Conduct 1x LETRs observation protocol for each</li> </ul>	Whitney State Coach Admin

		website <ul style="list-style-type: none"> <li>• Register new teachers with LETRs</li> <li>• Introduce the LETRs observation protocol for K-3 teachers</li> </ul>	K-3 teacher with feedback	K-3 teacher with feedback	K-3 teacher with feedback	
<b>Curriculum</b> <i>Instructional Strategies</i>	<b>Tb.</b> All K-8 teachers are trained in Teacher Clarity & Walkthrough Protocol	<ul style="list-style-type: none"> <li>• Teachers to choose a focus within the protocol and develop a personal improvement plan with milestones and targets/goals to reach mastery</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers continue to develop their personal improvement plan to reach mastery and provide analysis and evidence of growth (walkthrough protocol, peer observations, video observations &amp; analysis, other)</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers continue to develop their personal improvement plan to reach mastery and provide analysis and evidence of growth (walkthrough protocol, peer observations, video observations &amp; analysis, other)</li> <li>• Teachers compare &amp; analyze the feedback data with student growth as evidenced by student assessments, student goals, BOY-MOY data</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers continue to develop their personal improvement plan to reach mastery and provide analysis and evidence of growth (walkthrough protocol, peer observations, video observations &amp; analysis, other)</li> <li>• Teachers compare &amp; analyze the feedback data with student growth as evidenced by student assessments, student goals, BOY-EOY data</li> </ul>	Whitney, Semmi, Sheena
<b>Curriculum</b> <i>SEL &amp; Positive Actions</i>	<b>Tc.</b> All teachers & staff are trained on the implementation of SEL through Positive Actions	<ul style="list-style-type: none"> <li>• Teachers &amp; staff will be trained on Positive Actions for full implementation into daily instruction</li> <li>• Teachers &amp; staff will fully implement SEL instruction into</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers &amp; staff to continue working with Counseling staff and MTSS team to generate data through the Think - Act - Feel sheets to support student behavior</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers &amp; staff to continue working with Counseling staff and MTSS team to generate data through the Think - Act - Feel sheets to support student behavior</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers &amp; staff to continue working with Counseling staff and MTSS team to generate data through the Think - Act - Feel sheets to support student behavior</li> </ul>	Counseling, MTSS team

		<p>daily instruction as evidenced by CREW lessons, school wide incentives &amp; activities K-3 4-8</p> <ul style="list-style-type: none"> <li>Teachers &amp; staff will use the THINK SHEET for all students to reflect &amp; improve behaviors K-3 4-8</li> </ul>				
--	--	--	--	--	--	--

## COMMUNITY ENGAGEMENT

<b>PRIORITY 3:</b> To increase community outreach and engagement to recruit and retain families.						
<b>STRATEGY:</b> Teacher/School and family communication, school wide activities/events, SLC/Showcase						
Department	Goals	Term 1 (Oct 2023)	Term 2 (Dec 2023)	Term 3 (Mar 2024)	Term 4 (June 2024)	Person(s) Responsible
<b>SAC</b> <a href="#">SAC Roles &amp; Responsibilities</a>	Increase community outreach, recruit, and retain families	Launch targeted social media campaigns and host one event to actively promote school programs and attract new families.	Implement quarterly "ohana" events and establish a dedicated parent advisory council to enhance community involvement in the school.	Organize student-led community service projects and cultural events to foster connections, showcase student talents, and strengthen family engagement.	Host a student-led, inviting families and community members to experience student achievements and celebrate the school's vibrant community.	Kaniela, Semmi, Camille, Lala