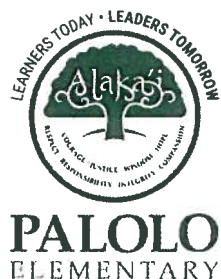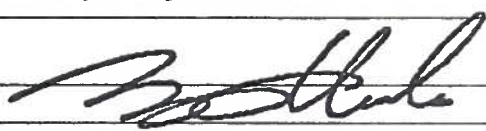# Three-Year Academic Plan 2017-2020

Palolo Elementary School

2106 10th Avenue Honolulu, HI 96816
Tel: (808) 733-4700 Fax: (808) 733-4708
www.paloloelementary.k12.hi.us

Submitted by: **Gary Hara**da, Palolo Elementary School Principal	Date
	MAY 1 6 2019
Approved by: **Linell Dilwith, Complex Area Superintendent**	Date
	5/23/19

Where are we now?

Palolo Elementary School (PES) was able to systematically and comprehensively analyze and assess its instructional programs and student support services as a result of its involvement in the intensive Western Association of Schools and Colleges (WASC) self study process.

In addition, PES has completed a Comprehensive Needs Assessment (CNA) based on the most current and updated data. The CNA showed PES's progress for student achievement and revised the Academic Plan based on the school's current needs.

1. Need: **Attendance**

2. Need: **English Language Learners**

3. Need: **Multi Tier Student Support**

4. Need: **Research Based Instructional Practices**

5. Need: **Family Engagement**

Addressing Equity: Sub Group Identification

In order to address equity, list the targeted subgroup(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs.

Attendance (Chronic absenteeism): 14% all others
- **Disadvantaged %; SPED %; ELL %**

ELA Achievement: 43% all others
- **Disadvantaged %; SPED %; Pacific Islander (including Hawaiian) %**

Math Achievement: 42% all others
- **Disadvantaged %; SPED %**

Science Achievement: 45% all others
- **Disadvantaged %**

Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives	Enabling activities
1. Gary Harada. Principal	1. ART, EES, I & M, Attendance, MTSS, Research Based Instructional Practices, Family Engagement	**G1. EA1. Y19-20, G1. EA3. Y19-20, G2. EA1. Y19-20, G3. EA1. Y19-20**
2. Alan Arakawa. Counselor	2. CSSS, Attendance, MTSS,	**G1. EA1. Y19-20, G1. EA3. Y19-20,**
3. Janet Lau. Curriculum Coordinator	3. CCSS, FI/DT, I & M, Instructional Practices	**G2. EA1. Y19-20**
4. Lynn Sakata. Student Services Coordinator	4. CSSS, MTSS, Instructional Practices	**G1. EA3. Y19-20, G2. EA1. Y19-20**
5. Wilna Fong. Title I Coordinator	5. Family Engagement	**G3. EA1. Y19-20**
6. Lianne Miwa. EL Coordinator	6. ELL, Instructional Practices	**G1. EA2. Y19-20, G2. EA1. Y19-20**
7. Cheryl Oshiro. EL/Literacy Teacher	7. ELL, Instructional Practices	**G1. EA2. Y19-20, G2. EA1. Y19-20**
8. Liane Ibara. EL/Literacy Teacher	8. ELL, Instructional Practices	**G1. EA2. Y19-20, G2. EA1. Y19-20**
9. Rachel Tokunagai. EL/Literacy Teacher	9. ELL, Instructional Practices	**G1. EA2. Y19-20, G2. EA1. Y19-20**
10. Matthew Wong. K GLC	10. Instructional Practices, Family Engagement	**G2. EA1. Y19-20, G3. EA1. Y19-20**
11. Suanne Kim. 1 GLC	11. Instructional Practices, Family Engagement	**G2. EA1. Y19-20, G3. EA1. Y19-20**
12. Kristl Chinen. 2 GLC	12. Instructional Practices, Family Engagement	**G2. EA1. Y19-20, G3. EA1. Y19-20**
13. Anita Silva. 3 GLC	13. Instructional Practices, Family Engagement	**G2. EA1. Y19-20, G3. EA1. Y19-20**
14. Erin Ichimura. 4 GLC	14. Instructional Practices, Family Engagement	**G2. EA1. Y19-20, G3. EA1. Y19-20**
15. Janice Lock. 5 GLC	15. Instructional Practices, Family Engagement	**G2. EA1. Y19-20, G3. EA1. Y19-20**

Outcome: By the end of three years,		Rationale:

To meet the performance targets communicated in the table below, by the end SY 2019-20, Palolo Elementary School will accomplish the following:

		BASELINE SY 2016-2017	SY 2017-2018	SY 2018-2019	SY 2019-2020
Attendance	Chronic Absenteeism		14%		12%
Instructional Practices, Family Engagement	School Climate		73%		75%
Multi Tier Support System	Inclusion Rate (LRE)				
Instructional Practices	3rd Grade Literacy		75%		77%
Instructional Practices	ELA Proficiency		43%		45%
Instructional Practices	Math Proficiency		42%		44%
Instructional Practices	Science Proficiency		45%		47%
Instructional Practices, ELL	ELA Gap		N/A		N/A
Instructional Practices, ELL	Math Gap		N/A		N/A

Outcome: By the end of three years...	Rationale:

Student Success - Attendance
Refine the school attendance procedure to promote positive attendance and address chronic absenteeism. Expand the incentive program to include individual and classroom rewards and includes parent/guardian education with ongoing communication and incorporate community partnerships to promote attendance. Regularly share and analyze attendance data including daily attendance rate and chronic absenteeism.
	Student Success - Attendance
	• Need to consistently address importance of attendance.
	• Current chronic absenteeism rate at
	    ○ 7.72% (SY 18-19)
	    ○ 14% (SY 17-18)
	• IDEA, ELL, and disadvantaged chronic absenteeism rate higher than school overall.
	• Palolo did not meet STRIVE HI goal of 95% daily average attendance (94%).

	94.16% Daily Attendance Rate (SY 18-19) 44 students 16.18% High Risk Absentee (SY 18-19)
Student Success - ELL Refine the English Language Learner system to address the needs of EL students. Provide a systematic way to identify EL students' needs, provide research based instructional strategies, progress monitor EL student growth. Provide PD and support for instructional strategies to support EL learners.	**Student Success - ELL** - Need to provide academic intervention for EL students due to achievement and academic gap. - Current 138 students (50%) direct service EL based on WIDA 21% EL on track to exit EL
Student Success - Multi Tier Student Support Create a Multi Tier Student Support System to address students' academic and behavioral needs. Create a school wide system to address behavioral RTI that includes a cohesive system of PBIS, student support, and referral system to address student academic and behavior needs. Continue implementation of Social Emotional Learning to build a build a positive culture.	**Student Success - Multi Tier Student Support** - Need for a school wide system to provide academic and behavioral intervention for all students. 85% students disadvantaged 26 Chapter 19 referrals (SY 18-19) 20 Class A or B violations (SY 18-19)
Staff Success - Research Based Instructional practices Consistent implementation of research based instructional practices to address students' needs. Review and align K-5 CCSS. Continue to implement iReady as a universal screener to identify student needs and guide instruction. Continue to utilize technology to prepare students using Google Apps for Education. Continue PD and implementation of NGSS.	**Staff Success - Instructional Practices** - Need for focus on best classroom instructional strategies to address student needs. 43% ELA proficiency (SY 17-18) - Growth rate 55 for ELA (SY 17-18) 42% Math proficiency (SY 17-18) - Growth rate of 38 for Math (SY 17-18) 45% Science Proficiency (SY 17-18)
Successful Systems of Support - Family Engagement Continue partnerships for Center for Creative HeARTs and showcase student learning from arts program. Continue to provide PD and support for cultural awareness.	**Successful Systems of Support - Family Engagement** - Need for family and community engagement to support student learning. 64% Micronesian demographics 20% Polynesian/Native Hawaiian demographics 50% EL 85% Low SES

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.*

Planning				Interim Measures of Progress
Desired Outcome	Enabling Activities	SY	ART Accountable Lead(s)	Define the relevant data used to regularly assess and monitor progress
Attendance Chronic Absenteeism 95% daily attendance rate 12% chronic absenteeism rate.	**G1. EA1. Y19-20** Refine the school attendance procedure to promote positive attendance and address chronic absenteeism. Expand the incentive program to include individual and classroom rewards and includes parent/guardian education with ongoing communication and incorporate community partnerships to promote attendance. Regularly share and analyze attendance data including daily attendance rate and chronic absenteeism.	2019-2020	Counselor	Evidence: • Daily attendance rate • Chronic absenteeism rate • School wide incentive program. • Communication through quarterly school newsletters and parent events promoting attendance • Attendance Committee Minutes
ELL 70% growth for EL students based on iReady quarterly diagnostics. 30% EL On Track based on WIDA Access	**G1. EA2. Y19-20** Refine the English Language Learner system to address the needs of EL students. Provide a systematic way to identify EL students' needs, provide research based instructional strategies, progress monitor EL student	2019-2020	EL Coordinator EL teachers	Evidence: • iReady quarterly diagnostics • iReady growth monitoring • WIDA Access • EL PD minutes • EL Committee Minutes

	growth. Provide PD and support for instructional strategies to support EL learners.			
MTSS Less than 20 Chapter 19 Class A and B referrals. MTSS system created that addresses academic and behavioral needs. Monthly implementation of Choose Love Social Emotional Learning.	**G1. EA3. Y19-20** Create a Multi Tier Student Support System to address students' academic and behavioral needs. Create a school wide system to address behavioral RTI that includes a cohesive system of PBIS, student support, and referral system to address student academic and behavior needs. Continue implementation of Social Emotional Learning to build a build a positive culture.	2019-2020	Principal, Counselor, SSC	Evidence: - eCSSS Class A and B referral data - Minutes from MTSS Cohort - Documentation of MTSS System addressing academics and behavior - MTSS Committee Minutes

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

Planning				Interim Measures of Progress
Desired Outcome	Enabling Activities	SY	ART Accountable Lead(s)	Define the relevant data used to regularly assess and monitor progress
Research Based Instructional Practices Visible Learning Instructional Practices in the classroom addressing Teacher Clarity using Learning Intentions and Success Criteria. Alignment of ELA CCSS identifying priority standards. 70% growth for Reading and Math based on iReady quarterly diagnostics. 10% quarterly increase in Tier 1 Reading and Math based on iReady quarterly diagnostics. 50% of students time on task for iReady instructional usage. Alignment of NGSS identifying priority standards.	**G2. EA1. Y19-20** Consistent implementation of research based instructional practices to address students' needs. Review and align K-5 CCSS. Continue to implement iReady as a universal screener to identify student needs and guide instruction. Continue to utilize technology to prepare students using Google Apps for Education. Continue PD and implementation of NGSS.	2019-2020	Curriculum Coordinator Grade Level Chairs	Evidence: - Principal walkthrough with Learning Intention and Success Criteria Look Fors - Data Team Minutes - iReady growth and diagnostics - iReady instructional usage data - NGSS curriculum map - Curriculum Instruction Assessment Committee Minutes

Goal 3: **Successful Systems of Support.** The system and culture of **Palolo Elementary School** works to effectively organize financial, human, and community resources in support of student success.

Planning				Interim Measures of Progress
Desired Outcome	Enabling Activities	SY	ART Accountable Lead(s)	Define the relevant data used to regularly assess and monitor progress
Family Engagement Quarterly school wide family engagement events. One grade level family engagement event per year per grade level. Student access to the arts during the course of the school day. PD for incorporating the arts into CCSS instruction. PD for cultural awareness.	**G3. EA1. Y19-20** Continue partnerships for Center for Creative HeARTs and showcase student learning from arts program. Continue to provide PD and support for cultural awareness.	2019-2020	Principal, Title I Coordinator, Grade Level Chairs	Evidence: • Family engagement event sign in • Grade level family engagement sign in • Center for Creative HeARTS Showcase • PD minutes • Family Engagement Committee Minutes

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

Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
Attendance Chronic Absenteeism 95% daily attendance rate 12% chronic absenteeism rate.	Refine the school attendance procedure to promote positive attendance and address chronic absenteeism. Expand the incentive program to include individual and classroom rewards and includes parent/guardian education with ongoing communication and incorporate community partnerships to promote attendance. Regularly share and analyze attendance data including daily attendance rate and chronic absenteeism.	2019-2020	Counselor	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Evidence: • Daily attendance rate • Chronic absenteeism rate • School wide incentive program. • Communication through quarterly school newsletters and parent events promoting attendance • Attendance Committee Minutes
English Language Learners 70% growth for EL students based on iReady quarterly diagnostics. 30% EL On Track based on WIDA Access	Refine the English Language Learner system to address the needs of EL students. Provide a systematic way to identify EL students' needs, provide research based instructional strategies, progress monitor EL student growth. Provide PD and support for instructional strategies to support EL learners.	2019-2020	EL Coordinator EL teachers	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Evidence: • iReady quarterly diagnostics • iReady growth monitoring • WIDA Access • EL PD minutes • EL Committee Minutes

Multi Tier Student Support	Create a Multi Tier Student Support System to address students' academic and behavioral needs. Create a school wide system to address behavioral RTI that includes a cohesive system of PBIS, student support, and referral system to address student academic and behavior needs. Continue implementation of Social Emotional Learning to build a build a positive culture.	2019-2020	Principal, Counselor, SSC	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Evidence: ● eCSSS Class A and B referral data ● Minutes from MTSS Cohort ● Documentation of MTSS System addressing academics and behavior ● MTSS Committee Minutes
Less than 20 Chapter 19 Class A and B referrals. MTSS system created that addresses academic and behavioral needs. Monthly implementation of Choose Love Social Emotional Learning.					

<u>Goal 2:</u> **Staff Success.** **Palolo Elementary School** has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
<u>**Research Based Instructional Practices**</u> Visible Learning Instructional Practices in the classroom addressing Teacher Clarity using Learning Intentions and Success Criteria. Alignment of ELA CCSS identifying priority standards. 70% growth for Reading and Math based on iReady quarterly diagnostics. 10% quarterly increase in Tier 1 Reading and Math based on iReady quarterly diagnostics.	Consistent implementation of research based instructional practices to address students' needs. Review and align K-5 CCSS. Continue to implement iReady as a universal screener to identify student needs and guide instruction. Continue to utilize technology to prepare students using Google Apps for Education. Continue PD and implementation of NGSS.	2019-2020	Curriculum Coordinator Grade Level Chairs	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Evidence: • Principal walkthrough with Learning Intention and Success Criteria Look Fors • Data Team Minutes • iReady growth and diagnostics • iReady instructional usage data • NGSS curriculum map • Curriculum Instruction Assessment Committee Minutes

50% of students time on task for iReady instructional usage. Alignment of NGSS identifying priority standards.				

Goal 3: Successful Systems of Support. The system and culture of **Palolo Elementary School** works to effectively organize financial, human, and community resources in support of student success.

Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)~**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
Family Engagement Quarterly school wide family engagement events. One grade level family engagement event per year per grade level. Student access to the arts during the course of the school day. PD for incorporating the arts into CCSS instruction. PD for cultural awareness.	Continue partnerships for Center for Creative HeARTs and showcase student learning from arts program. Continue to provide PD and support for cultural awareness.	2019-2020	Principal, Title I Coordinator, Grade Level Chairs	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Evidence: • Family engagement event sign in • Grade level family engagement sign in • Center for Creative HeARTS Showcase • PD minutes • Family Engagement Committee Minutes