



Three-Year Academic Plan 2017-2020

Palisades Elementary School
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Submitted by Gavin Tsue	Date: February 24, 2017
	Revised: February 21, 2018
	Revised: April 22, 2019
Approved by Keith Hui 	Date: April 30, 2019

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Where are we now?	
<p>Prioritize Palisades Elementary School'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>1. Need: Palisades Elementary School needs to place greater emphasis with RTI A&B to address the school's STRIVE HI student results for ELA and Math through intervention strategies, interventions, and processes.</p> <p style="padding-left: 40px;">a. <u>All PW Schools</u>: Contributing or Root Cause(s) which caused this Learning Need(s): <i>(for alignment, please cite page number in Comprehensive Needs Assessment and attach a copy)</i></p> <p><i>Complex Area Strive HI Results</i> https://drive.google.com/open?id=OBxdiA7pLmhZULU5uVV9OMWxfNjQ</p> <p>2. Need: Palisades Elementary School ART Leadership team needs to address the State's 6 Priority Strategies by committing to monthly meetings and disseminate information through faculty and staff meetings. Palisades Elementary School needs to ensure communication in the planning and development planning, development, and implementation opportunities of increasing opportunities for students to experience relevant real-world projects and experiences to develop the bond between the GLOs and CCSS.</p> <p>Palisades Elementary School needs to continue planning, developing, and implementing opportunities for students to experience relevant real-world projects and experiences to develop the bond between the GLOs and CCSS. (School Design, Teacher Collaboration, and Student Voice)</p> <p style="padding-left: 40px;">a. <u>All PW Schools</u>: Contributing or Root Cause(s) which caused this Learning Need(s): <i>(for alignment, please cite page number in Comprehensive Needs Assessment and attach a copy)</i></p> <p><i>Field Assessment Data</i> https://drive.google.com/open?id=OBxdiA7pLmhZURGZER2d4Yzj5Yms</p> <p>3. Need:</p>

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	<p>Addressing Equity: Sub Group Identification</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>*Refer to Palisades Elementary School Strive HI Results Focus group areas to include but not limited to: disadvantaged, ELL, SPED students who are the High Needs students. The gap rate for ELA Math on the SBA shows a much lower increase in proficiency than the math ELA. Therefore, there is a need to address these targeted groups with implementing research-based focused instruction to close the achievement gap.</p> <p>Complex Area Trend Reports</p> <p>Pearl City</p>
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ORGANIZE: Identify your Complex Area priorities and leads	
Complex Area Priorities/Strategies/Initiatives	Name and Title of Complex Area Accountable Lead
1. Research-Based & Evidence-Based [Well Rounded] {CCSS}	1. ART Leadership Team (Resource Teachers, SSC, and Counselor)

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	2. Counselor
3. Inclusive Practices [Equity] {CSSS-RTI}	3. Student Services Coordinator
4. Transitions	4. Administration
4. ART {FI/DT} 5. NGSS, C3, CCSS, SGI & Differentiation	5. ART Team(Resource Teachers) Leadership Team
6. I & M	6. Administration & I&M Mentoring Teachers
7. CCSS – Math	7. Curriculum Coordinator (Math/ELA K-3, STEM Resource)
8. CCSS - ELA	8. Curriculum Coordinator (Math/ELA 4-6, Music Resource)

- 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.

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x *Objective 4: Prepared and Resilient* – All students transition successfully throughout their educational experiences.

Outcome: By the end of three years,	Rationale:
<p>Palisades Elementary School students will demonstrate progress toward success in college, career, and citizenship as measured by school level targets identified under ESSA.</p>	<p>Based on identified Complex Area school level targets, there is demonstrated need across varied levels of measures including but not limited to:</p> <ul style="list-style-type: none">● Chronic Absenteeism● Math, ELA, & Science● 3rd Grade Literacy● ELA & Math MGP● ELA & Math Gap● School Climate● Inclusion Rate● K & 6th Grade Transition● Family and Community Engagement● High Needs population

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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
<p>By the end of the 2017-2020 school year, all Palisades Elementary School will use processes and tools to implement and monitor their priority campus-wide initiative.</p> <p>By the end of 2018-2020 school year, Palisades Elementary 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.</p>	<p>Art Institutes (K-12) to focus on utilizing a data driven, systematic approach to ensure focused planning and implementation of the RTI-A systems of support campus-wide initiative that will result in continuous school improvement. (SD, TC)</p> <p>Palisades School teams will evaluate, design, and implement conditions that foster project based learning (PBL) in our school community, and 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. (SD, TC, SV, WASC CA1)</p>	<p>2017 – 2020</p> <p>Cohort 2 (2019)</p>	<p>Leadership Team Admin</p>	<p>CA Funds WSF funds</p>	<p>Based on</p> <ul style="list-style-type: none"> ● School-developed success criteria monitoring tool: ● Education Northwest Measurement ● Student & Teacher Artifacts ● Student & Teacher Survey ● Student & Teacher Presentation ● Annual Learning Fairs <p>Palisades ART Folder</p>

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<p><i>By the end of the 2017-2020 school year, all Palisades Elementary School will use AVID strategies to ensure student college-career readiness.</i></p> <p>By the end of the 2017-2020 school year, PES will utilize organizational resources to meet the needs of the whole child.</p>	<p>Implement AVID research-based best practices and culturally relevant strategies across all content areas to prepare students for college and career by developing students'</p> <ul style="list-style-type: none"> critical thinking literacy skills mathematical skills problem-solving, inquiry based skills through projects-based learning <p>(SD, SV, WASC CA1)</p>	<p>2017 - 2020</p>	<p>Counselor-AVID Lead, Site Team Curriculum Coordinator, Leadership Team, Admin</p>	<p>WSF funds for Substitutes and Stipends</p>	<p>Based on</p> <ul style="list-style-type: none"> AVID Certification Requirements Complex Area Walkthroughs Universal Screener math tests Smarter Balanced Assessment results data Stepping stones/Go Math formative & Summative results data
<p><i>By the end of the 2017-2020 school year, Palisades Elementary School will develop transitional strategies to ensure students' preparedness for elementary and college/career.</i></p>	<p>Professional Learning Community to identify strategies to align complex efforts that support student transitions.</p> <ul style="list-style-type: none"> (from Preschool to elementary) - Kindergarten Orientation (key transition points e.g. 2nd to 3rd grade) from elementary to intermediate-Intermediate Orientation School Career Fair <p>(SD, TC)</p>	<p>2017 - 2020</p>	<p>Counselor, Administration</p>	<p>WSF funds for Kindergarten Testing WSF funds for Intermediate Orientation buses (WSF funds for Teacher PD for student transitions) WSF Funds for Career Fair</p>	<p>Based on</p> <ul style="list-style-type: none"> AABC Data @ key transitional points. Grades 4-6 Specialization for Core Subject Areas 9th Grade Data School Resource Wheel (STEM, Music, PE, Health, Tech, Hawaiiiana, Library, Research) Kindergarten Orientation Career Fair Attendance

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<p><i>By the end of the 2017-2020 school year, Palisades Elementary School will utilize organizational resources to meet the needs of the whole child.</i></p>	<p>PES will establish and monitor the implementation of Positive Behavioral Intervention Supports with relation to RTI A (Academics) & B (Behavioral).</p> <ul style="list-style-type: none"> ● Universal Screeners (RTI A): iReady, ACHIEVE 3000, DIBELS ● EWS/LDS/eCSSS System ● Infinite Campus ● PES CSSS Tier Matrix <p>PES will implement the DT process to utilize formative and summative data to inform instructional decision making.</p> <ul style="list-style-type: none"> ● PLC/DT cycle per grade level, every 7 days (Resource/Exploratory Wheel) <p>(SD, TC, WASC CA3 and CA4)</p>	<p>2017 - 2020</p>	<p>School PBIS Leads, Admin</p> <p>Curriculum Coordinator</p>	<p>WSF funds for PBIS Conference</p> <p>WSF funds</p>	<p>Based on</p> <ul style="list-style-type: none"> ● Discipline Data ● Attendance Data ● Behavior Data ● Elementary GLOs ● PBIS meeting minutes ● Progress Monitoring Data kept in grade level binders <ul style="list-style-type: none"> ● PLC minutes/agenda/memory ● universal screener data ● STRIVE HI results ● SBA scores
<p><i>By the end of the 2017-2020 school year, PES will utilize organizational resources to meet the needs of the whole child.</i></p>	<p>As part of the PC K-12 Math Construct, PES will plan, collect and analyze data, and implement programmatic strategies, best practices, and math resources for students through:</p> <p>PES will continue to plan, collect, and analyze data, and implement research based strategies/best practices</p> <ul style="list-style-type: none"> ● Math PD ● Math PLC & DT 	<p>2017-2020</p>	<p>Curriculum Coordinator, Leadership Team, Admin</p>	<p>WSF funds for Universal Screener/ Program with iReady Math and Stepping Stones/Go Math formative/summative assessments (WSF funds for for Visible Learning PD)</p>	<p>Based on</p> <ul style="list-style-type: none"> ● Universal Screener math tests ● Smarter Balanced Assessment results data ● Stepping Stones/Go Math formative & summative results data

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	<ul style="list-style-type: none"> • Dedicated Math RTI A Time • Visible Learning PD • PBL PD • PBL PLC & DT <p>(SD, TC, WASC CA3)</p>				
<p><i>Palisades Elementary school will continue to provide an array of services in Hawaiian education.</i></p>	<p>Palisades Elementary school provides a Hawaiian education through:</p> <ul style="list-style-type: none"> -Enriched Hawaiian program built into schools resource wheel, K – 6. -Ukulele program, grades 1 – 6. -Native Hawaiian garden, grade 4 <p>(SD, TC, SV)</p>	2017 - 2020	Hawaiiana, Kupuna's, Resource RT, 4 th grade teachers	WSF funds for substitute, stipends, for PD, materials, and supplies	Based on - School array of Hawaiian education provided at the school
<p><i>By the end of the 2017-2020 school year, PES will continue to calibrate expectations for General Learner Outcomes.</i></p>	<p>Revisit and refine grade level GLO rubrics in order to align GLO ratings between teachers and grade levels.</p> <p>(SD, TC, WASC CA 2)</p>	2017-2020	Leadership Team, Curriculum coordinator	Faculty meeting time WSF funds for materials and supplies	Faculty meeting agenda and/or minutes Grade level rubrics GLO ratings on report cards

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Goal 2: Staff Success. Palisades Elementary School has 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.
- X **Objective 2: Timely Recruitment and Placement** – Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.
- X **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 Palisades Elementary School staff will</p> <ul style="list-style-type: none"> ● use highly effective research-based and evidence-based instructional techniques to effectively further student success. ● examine, collaboratively, the impact of instructional beliefs and practices. 	<p>Based on identified Complex Area school level targets, there is demonstrated need across varied levels of measures including but not limited to</p> <ul style="list-style-type: none"> ● Chronic Absenteeism ● Math, ELA, & Science ● 3rd Grade Literacy ● ELA & Math MGP ● ELA & Math Gap ● School Climate ● Inclusion Rate ● Projects/Problem-based Learning ● Family and Community Engagement ● High Needs population

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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
<i>By the end of the 2017-2020 school year, Palisades Elementary School will provide Induction and Mentoring support for beginning teachers and mentors.</i>	Professional Learning Communities (K-12) and Professional Development to focus on the Induction and Mentoring Program. <ul style="list-style-type: none"> ● Beginning Teacher PD ● Mentor PD ● Induction and Mentoring Forums ● Classroom Observation visits ● NHQT (SD, TC)	2017 - 2020	I & M RT and Teacher Leads, Admin	LD Complex Funds	Based on <ul style="list-style-type: none"> ● NHQT Data ● Teacher PD Survey Data ● Participation Data ● Mentor/Beginning Teacher Survey ● Mentor Logs ● Faculty/Staff Meeting agenda and minutes

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<p><i>By the end of the 2017-2020 school year, Palisades Elementary School will implement the Hawaii Common Core State Standards with high yield instructional and assessment strategies to impact student progress.</i></p>	<p>Professional Learning Communities (K-12) and Professional Development to focus on curriculum, instruction, and assessment aligned to Hawaii Common Core Standards to ensure College & Career Readiness.</p> <ul style="list-style-type: none"> • Pearl City Complex K-12 Math Construct, ART Institute, PBL • PBL -PD & Planning • Continuation of 3 writing genres(i/e, o/a, and Narrative)-with Narrative as a focus: • Local and national conferences, workshops, trainings (SD, TC) 	<p>2017 - 2020</p>	<p>Curriculum Coordinators , Admin</p>	<p>WSF funds for PD</p>	<p>Based on</p> <ul style="list-style-type: none"> • CFAs • Survey of Stakeholders • Universal Screener Data • SBA results • Strive HI • Writing Pre/Post comparison for “Narrative” • PBL Surveys
<p><i>By the end of 2017-2020 school year, Palisades Elementary will implement strategies that close the achievement gap in reading.</i></p>	<p>Professional Development that closes the achievement gap from PreK – 6th grade.</p> <ul style="list-style-type: none"> • PD sessions (ie. Orton Gillingham) • Local/ National Conferences with travel • Complex/Complex Area professional learning communities <p>(SD, TC, WASC CA3)</p>		<p>CA Team</p>		<p>Based On</p> <ul style="list-style-type: none"> • Strive HI • SBA results • Universal Screener Data • DIBELS

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<p>By the end of the 2017 – 2020 school year, Palisades Elementary School will provide strategies that address: Whole Child/Social Emotional Learning, Well Rounded Education, Equity Transitions, and Leadership Conferences</p>	<p>Professional Development that address success and school improvement that may include:</p> <ul style="list-style-type: none"> - PD sessions - Local and National conferences with travel - Complex/Complex Area Professional Learning Communities <p>(SD, TC)</p>	<p>2017 – 2020</p>	<p>CA Team</p>		<p>Based on</p> <ul style="list-style-type: none"> - School Developed Success Criteria monitoring tool. - Universal Screener Data - SBA Results - Strive HI - Learning Walk Data
	<p><ELL & SPED></p>				

Goal 3: Successful Systems of Support. The system and culture of Palisades Elementary School Works 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.

X **Objective 2: Adequate and Expanded Resources** – Secure adequate resources to support school and community-based plans for student success.

X **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.

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<p>Outcome: By the end of three years,</p>	<p>Rationale:</p>
<p>Palisades Elementary School will work with financial, human, and community based resources to strengthen the system for student success.</p>	<p>Based on identified Complex Area school level targets, there is demonstrated need across varied levels of measures including but not limited to:</p> <ul style="list-style-type: none">● Chronic Absenteeism● Math, ELA, & Science● 3rd Grade Literacy● ELA & Math MGP● ELA & Math Gap● School Climate● Inclusion Rate● Family and Community Engagement● High Needs population

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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
<i>By the end of the 2017-2020 school year, Palisades Elementary School will receive accreditation from the Western Association of Schools and Colleges (WASC).</i>	<p>PES will continue and complete the accreditation process and implement recommendations from our 2017 WASC accreditation visit.</p> <ul style="list-style-type: none"> ● Prepare for midyear and revisit term. (Mid Year SY19-20) ● Full Visit Year SY22-23 <p>(SD, TC, SV)</p>	2017- 2020	Admin, WASC Leadership Team	WSF Funds	<p>Based on</p> <ul style="list-style-type: none"> ● Components of the WASC process ● Final WASC report ● WASC accreditation term for midyear and revisit year.
<i>By the end of the 2017-2020 school year, Palisades Elementary School will utilize organizational resources to meet the needs of the whole child.</i>	<p>PES will continue engaging with the Leeward Community Children’s Council</p> <ul style="list-style-type: none"> ● attendance at meetings and/or activities ● apply meeting details as necessary, according to the school/student needs and progress. 	2017 - 2020	CA Principals		<p>Based on</p> <ul style="list-style-type: none"> ● Meeting Attendance ● Meeting Minutes ● Principal Reports

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<p><i>By the end of the 2017-2020 school year, PES will utilize organizational resources to meet the needs of the whole child.</i></p>	<p>All Pearl City Complex schools will continue to participate in extracurricular activities</p> <ul style="list-style-type: none"> ● Pearl City <ul style="list-style-type: none"> ○ Intramurals - Basketball, Volleyball, Track & Field ○ Fine Arts - Music Festival ○ Math Olympiad ○ Science Olympiad ○ Robotics - VEX, Lego League, Robofest <p>(SD) (SV)</p>	<p>2017 - 2020</p>	<p>CA Principals</p>	<p>WSF Funding for competition fees, transportation, materials, supplies, and other resources, travel to national competitions.</p>	<p>Based on</p> <ul style="list-style-type: none"> ● Participation Data ● Community Attendance Data
<p><i>By the end of the 2017-2020 school year, all Pearl City schools will utilize organizational resources to meet the needs of the whole child.</i></p>	<p>All Pearl City Complex schools will continue to work with community associations</p> <ul style="list-style-type: none"> ● Representation at monthly community meetings. ● Support and participate in community activities and resources. <p>(SD)</p>	<p>2017 - 2020</p>	<p>CA Principals</p>		<p>Based on</p> <ul style="list-style-type: none"> ● Principal Reports ● School Publications ● Community Publications ● myPearlCity.com website ● Synrevoice Messaging Reports ● School Messenger Reports

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<p><i>By the end of the 2017-2020 school year, PES will increase opportunities for students receiving special education and/or identified as English Language Learners to access the general education curriculum.</i></p>	<p>(SD-TC)</p> <ul style="list-style-type: none"> ● Professional Development (e.g. specially designed instruction, inclusive culture and practices...) ● PLC's (e.g. SpEd/EL teachers across, school teams...) ● Infrastructure (revisit, analyze and adjust accordingly to the types of settings, use of personnel and scheduling, based on student population needs). 	<p>2019-2020</p>	<p>CA Team & CA SpEd/LD EL</p>		<p>Based on</p> <ul style="list-style-type: none"> ● Inclusion data (Strive HI, eCSSS) ● School's Measure of Progress (e.g. data leadership met with complex area SpEd/LD EL, sign in sheets from complex/state level training...)
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