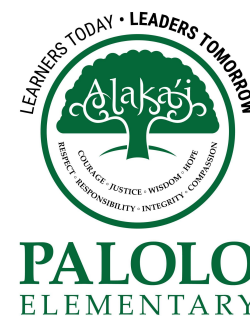


# Palolo Elementary School Two-Year Academic Plan 2021-2023



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## Two-Year Academic Plan SY 2021-2022, 2022-2023

Where are we now?	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>• Comprehensive Needs Assessment (Title I Schools)</li> <li>• WASC Self Study <ul style="list-style-type: none"> <li>▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction</li> <li>▪ WASC Category C: Standards Based Student Learning: Instruction</li> <li>▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> </ul> </li> </ul>	<p>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 and mid cycle review.</p> <p>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.</p> <ol style="list-style-type: none"> <li>1. Need: <b>Attendance.</b> Need to consistently address the importance of attendance. Current chronic absenteeism rate at 32% (SY 20-21). Increase daily attendance to 95% and decrease chronic absenteeism rate to 10%.</li> <li>2. Need: <b>English Language Learners</b> Need to provide academic intervention for EL students due to achievement and academic gap. Currently 146 students (51%) direct service EL based on WIDA. Need for EL students to increase 5% for on track to exit EL as measured by 2020-2021 WIDA scores.</li> <li>3. Need: <b>Research Based Instructional Practices</b> Need for focus on best classroom instructional strategies to address student academic needs and <b>increase student achievement.</b> 44% ELA proficiency (SY 19-20) Growth rate 55 for ELA (SY 19-20) 32% Math proficiency (SY 19-20) Growth rate of 38 for Math (SY 19-20) 52% Science Proficiency (SY 19-20)</li> <li>4. Need: <b>Multi Tier Student Support</b> Need for a school wide system to provide academic and behavioral intervention for all students.</li> </ol>

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	<p><b>Addressing Equity: Sub-Group Identification (SW1)</b></p> <p>Attendance (Chronic absenteeism): 12% all others</p> <ul style="list-style-type: none"><li>• <b>Disadvantaged</b> 22%; <b>SPED</b> 18%; <b>ELL</b> %</li></ul> <p>ELA Achievement: 43% all others</p> <ul style="list-style-type: none"><li>• <b>Disadvantaged</b> 12%; <b>SPED</b> 38%; <b>Pacific Islander (including Hawaiian)</b> %</li></ul> <p>Math Achievement: 42% all others</p> <ul style="list-style-type: none"><li>• <b>Disadvantaged</b> 8%; <b>SPED</b> 32%</li></ul> <p>Science Achievement: 45% all others</p> <ul style="list-style-type: none"><li>• <b>Disadvantaged</b> 38%</li></ul>
	<p><b>In order to address equity, list the targeted sub group(s) and their identified needs.</b></p> <p>Majority of Palolo students are disadvantaged with low SES and high EL. Students need academic and behavioral supports to address foundational academic needs and social emotional support. This includes providing a Multi Tier Student Support System to provide a school wide systematic process to identify and support disadvantaged students.</p> <p><b>Disadvantaged</b> 95%</p> <p><b>SPED</b> 11%;</p> <p><b>ELL</b> 51%</p>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

**ORGANIZE:** Identify your Academic Review Team Accountable Leads.

Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Gary Harada. Principal	ART, EES, I & M, Attendance, MTSS, Research Based Instructional Practices
2. Alan Arakawa. Counselor	CSSS, Attendance, MTSS
3. Janet Lau. Curriculum Coordinator	CCSS, FI/DT, I & M, Instructional Practices
4. Lynn Sakata. Student Services Coordinator	CSSS, MTSS, Instructional Practices
5. Wilna Fong. Title I Coordinator	Family Engagement
6. Lianne Miwa. EL Coordinator	ELL, Instructional Practices
7. Cheryl Oshiro. EL/Literacy Teacher	ELL, Instructional Practices
8. Rachel Tokunaga. EL/Literacy Teacher	ELL, Instructional Practices
9. Claire Barroga. K GLC	Instructional Practices, Family Engagement
10. Tammy Tomita. 1 GLC	Instructional Practices, Family Engagement

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11. Cheryl Reed. 2 GLC	Instructional Practices, Family Engagement
12. Sarah Vinluan. 3 GLC	Instructional Practices, Family Engagement
13. Nikki Balsis. 4 GLC	Instructional Practices, Family Engagement
14. Janice Lock. 5 GLC	Instructional Practices, Family Engagement

## Two-Year Academic Plan SY 2021-2022, 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.

Outcome: By the end of two years...	Rationale:
<p><b><u>Student Success - Attendance</u></b></p> <ul style="list-style-type: none"> <li>Continue to refine the school attendance procedure to promote positive attendance and address chronic absenteeism by partnering with parent and community groups through quarterly meetings. (SW7)</li> <li>Continue to share and analyze attendance data including daily attendance rate and chronic absenteeism through weekly bulletins to faculty and staff and through quarterly newsletters. (SW7)</li> <li>Review and analyze student tardiness and provide follow up with students with excessive tardies.</li> <li>Expand the positive incentive program school wide to promote attendance that includes individual, classroom, and school wide incentives.</li> <li>Promote parent/guardian education on the importance of attendance with ongoing communication through quarterly meetings and newsletters. (SW7)</li> </ul>	<p><b><u>Student Success - Attendance</u></b></p> <ul style="list-style-type: none"> <li>Need to consistently address the importance of attendance.</li> <li>Current chronic absenteeism rate at               <ul style="list-style-type: none"> <li>32% (SY 20-21)</li> <li>2% (SY 19-20)</li> <li>12% (SY 18-19)</li> </ul> </li> <li>IDEA, ELL, and disadvantaged chronic absenteeism rate higher than school overall.</li> <li>Palolo did not meet STRIVE HI goal of 95% daily average attendance (88%).</li> <li>88% Daily Attendance Rate (SY 20-21)</li> </ul>
<p><b><u>Student Success - ELL</u></b></p> <ul style="list-style-type: none"> <li>Continue to refine the English Language Learner system to address the needs of EL students by providing instructional strategies such as GLAD, OG, and Visible Learning. (SW6)</li> <li>Provide a systematic way to identify EL students' needs by using WIDA and student progress monitoring data.</li> <li>Progress monitor EL students' growth and progress.</li> </ul>	<p><b><u>Student Success - ELL</u></b></p> <ul style="list-style-type: none"> <li>Need to provide academic intervention for EL students due to achievement and academic gap.</li> <li>Current 146 students (51%) direct service EL based on WIDA</li> <li>37% EL on track to exit EL</li> </ul>

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<ul style="list-style-type: none"><li>● Provide PD for instructional strategies to support EL learners including GLAD, OG, and Visible Learning. (SW6)</li><li>● Promote parent/guardian education/involvement for EL families. (SW7)</li></ul>	
<b><u>Student Success - ELA/Math/Science Achievement</u></b> <ul style="list-style-type: none"><li>● Provide instructional support in ELA, math, and science to increase student achievement in SBA and iReady diagnostics.</li><li>● Increase in ELA SBA scores from SY 2020-2021 by 5% in SY 2021-2022.</li><li>● Increase in math SBA scores from SY 2020-2021 by 5% in SY 2021-2022.</li><li>● Increase in science SBA scores from SY 2020-2021 by 5% in SY 2021-2022.</li></ul>	<b><u>Student Success - ELA/Math/Science Achievement</u></b> <ul style="list-style-type: none"><li>● In SY 2019-2020, 44% of students were proficient in ELA SBA, 32% of students were proficient in math SBA, 52% of students were proficient in science SBA.</li></ul>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<b><u>Attendance</u></b> Chronic Absenteeism 95% daily attendance rate from 88% daily attendance rate.  10% chronic absenteeism rate from 32% chronic absenteeism rate.	<b><u>G1. EA1. Y21-22</u></b> Continue to refine the school attendance procedure to promote positive attendance and address chronic absenteeism by partnering with parent and community groups through quarterly meetings. (SW7) Continue to share and analyze attendance data including daily attendance rate and chronic absenteeism through weekly bulletins to faculty and staff and through quarterly newsletters. Review and analyze student tardiness and provide follow up with students with excessive tardies. Expand the positive incentive program school wide to promote attendance that includes individual, classroom, and school wide incentives. Promote parent/guardian education with ongoing communication through	2021-2022 2022-2023	Counselor	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Evidence: <ul style="list-style-type: none"> <li>• Daily attendance rate</li> <li>• Chronic absenteeism rate</li> <li>• School wide incentive program.</li> <li>• Attendance flowchart</li> <li>• Communication through quarterly school newsletters and parent events promoting attendance</li> <li>• Attendance Committee Minutes</li> <li>• Data Team Minutes</li> </ul>



## Two-Year Academic Plan SY 2021-2022, 2022-2023

	quarterly meetings and newsletters.				
<p><b>ELL</b> 80% of students will reach typical growth for Reading and Math based on iReady quarterly diagnostics quarterly diagnostics. 10% of students within the 80% will exceed typical growth and achieve stretch growth for Reading based on iReady quarterly diagnostics quarterly diagnostics.</p> <p>40% EL On Track based on WIDA Access from 37% EL On Track based on WIDA Access.</p>	<p><b>G1. EA2. Y21-22</b> Continue to refine the English Language Learner system to address the needs of EL students by providing instructional strategies such as GLAD, OG, and Visible Learning. (SW6) Provide a systematic way to identify EL students' needs by using WIDA and student progress monitoring data. Progress monitor EL students' growth and progress. Provide PD for instructional strategies to support EL learners including GLAD, OG, and Visible Learning. (SW6) Promote parent/guardian education/involvement for EL families. (SW7)</p>	<p>2021-2022 2022-2023</p>	<p>EL Coordinator EL teachers</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Evidence:</p> <ul style="list-style-type: none"> <li>• iReady quarterly diagnostics</li> <li>• iReady growth monitoring</li> <li>• WIDA Access</li> <li>• EL PD minutes</li> <li>• EL Committee Minutes</li> <li>• Student Growth Monitoring Data Binders</li> <li>• Parent workshop sign in sheets</li> </ul>

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<p><b><u>ELA/Math/Science Achievement</u></b> 5% increase in ELA, math, and science SBA scores from previous school year.</p>	<p>Provide instructional support in ELA, math, and science to increase student achievement in SBA and iReady diagnostics. Increase in ELA SBA scores from SY 2020-2021 by 5% in SY 2021-2022. Increase in math SBA scores from SY 2020-2021 by 5% in SY 2021-2022. Increase in science SBA scores from SY 2020-2021 by 5% in SY 2021-2022.</p>	<p>2021-2022 2022-2023</p>	<p>GLC</p>	<p> <input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A         </p>	<p>Evidence:</p> <ul style="list-style-type: none"> <li>• SBA scores</li> </ul>
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## Two-Year Academic Plan SY 2021-2022, 2022-2023

**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.

Outcome: By the end of two years...	Rationale:
<b>Staff Success - Research Based Instructional practices</b> <ul style="list-style-type: none"><li>● Continue Visible Learning instructional practices by prioritizing, unpacking, and aligning Common Core State Standards. (SW6)</li><li>● Continue student and teacher clarity by using Learning Intentions and Success Criteria.</li><li>● Continue to implement iReady as a universal screener to identify student needs and guide instruction. (SW6)</li><li>● Provide PD for research based instructional strategies to support all learners focusing on Small Group Instruction and Response to Intervention.</li><li>● Continue to utilize technology to prepare students using Google Apps for Education.</li><li>● Continue PD and implementation of NGSS.</li></ul>	<b>Staff Success - Instructional Practices</b> <ul style="list-style-type: none"><li>● Need for focus on best classroom instructional strategies to address student needs.</li><li>● 44% ELA proficiency (SY 19-20)</li><li>● Growth rate 55 for ELA (SY 19-20)</li><li>● 32% Math proficiency (SY 19-20)</li><li>● Growth rate of 38 for Math (SY 19-20)</li><li>● 52% Science Proficiency (SY 19-20)</li></ul>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p><b><u>Research Based Instructional Practices</u></b> Visible Learning Instructional Practices in the classroom addressing Teacher Clarity using Learning Intentions 100% of the time and Success Criteria 100% of the time.</p> <p>Alignment of ELA CCSS identifying priority standards. 80% of students will reach typical growth for Reading and Math based on iReady quarterly diagnostics quarterly diagnostics. 10% of students within the 80% will exceed typical growth and achieve stretch growth for Reading based on iReady quarterly diagnostics quarterly</p>	<p><b><u>G2. EA1. Y21-22</u></b> Continue Visible Learning instructional practices by prioritizing, unpacking, and aligning Common Core State Standards. (SW6) Continue student and teacher clarity by using Learning Intentions and Success Criteria. Continue to implement iReady as a universal screener to identify student needs and guide instruction. (SW6) Provide PD for research based instructional strategies to support all learners focusing on Small Group Instruction and Response to Intervention. (SW6) Continue to utilize technology to prepare students using Google Apps for Education. Continue PD and implementation of NGSS.</p>	<p>2021-2022 2022-2023</p>	<p>Curriculum Coordinator Grade Level Chairs</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Evidence:</p> <ul style="list-style-type: none"> <li>Principal walkthrough with Learning Intention and Success Criteria Look Fors</li> <li>Data Team Minutes</li> <li>iReady growth and diagnostics</li> <li>iReady instructional usage data</li> <li>NGSS curriculum map</li> <li>Curriculum Instruction Assessment Committee Minutes</li> </ul>

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<p>diagnostics.</p> <p>10% quarterly increase in Tier 1 Reading and Math based on iReady quarterly diagnostics.</p> <p>50% of students time on task for iReady instructional usage from 45% of students time on task for iReady instructional usage.</p> <p>Alignment of NGSS identifying priority standards.</p>					
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## Two-Year Academic Plan SY 2021-2022, 2022-2023

**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.

Outcome: By the end of two years...	Rationale:
<b><u>Student Success - Multi Tier Student Support</u></b> <ul style="list-style-type: none"><li>● Implement the Hawaii Multi Tier Student Support System to address students' academic and behavioral needs that includes Tier 1, Tier 2, and Tier 3 supports. (SW6)</li><li>● Implement a systematic school wide response to interventions system that includes universal screeners for academics and behavior using iReady and grade level assessment data for academics and Behavior Screener for behavior/social emotional. (SW6)</li><li>● Create a system of monitoring student progress embedded into the RtI system using iReady and grade level assessment data. (SW6)</li><li>● Provide PD for RtI strategies to support all learners. (SW6)</li><li>● Continue implementation of Social Emotional Learning using Choose Love to build a positive culture. (SW6)</li><li>● Incorporate the arts into the core curriculum with partnerships for the Center for Creative HeARTS. (SW6)</li><li>● Promote family engagement through the Center for Creative HeARTS. (SW6)</li><li>● Provide after school support with PUG Academy for student academic and extracurricular support.</li></ul>	<b><u>Student Success - Multi Tier Student Support</u></b> <ul style="list-style-type: none"><li>● Need for a school wide system to provide academic and behavioral intervention for all students.</li><li>● 95% students disadvantaged</li></ul>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p><b>MTSS</b> Less than 20 Chapter 19 Class A and B referrals from 8 Chapter 19 Class A and B referrals.</p> <p>MTSS system created that addresses academic and behavioral needs.</p> <p>Monthly implementation of Choose Love Social Emotional Learning.</p>	<p><b>G3. EA1. Y21-22</b> Implement the Hawaii Multi Tier Student Support System to address students' academic and behavioral needs that includes Tier 1, Tier 2, and Tier 3 supports. (UDL) (SW6) Implement a systematic school wide response to interventions system that includes universal screeners for academics and behavior using iReady and grade level assessment data for academics and Behavior Screener for behavior/social emotional. (SW6) Create a system of monitoring student progress embedded into the RtI system using iReady and grade level assessment data. (SW6) Provide PD for RtI strategies to support all learners. (SW6) Continue implementation of Social Emotional Learning using Choose Love to build a positive culture. (SW6) Incorporate the arts into the core curriculum with</p>	<p>2021-2022 2022-2023</p>	<p>Principal, Title I Coordinator, Grade Level Chairs</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Evidence:</p> <ul style="list-style-type: none"> <li>• eCSSS Class A and B referral data</li> <li>• Minutes from MTSS Cohort</li> <li>• Documentation of MTSS System addressing academics and behavior</li> <li>• MTSS Committee Minutes</li> <li>• Center for Creative HeARTS Showcase</li> </ul>

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	partnerships for the Center for Creative HeARTS. (SW6) Promote family engagement through the Center for Creative HeARTS. (SW7) Provide after school support with PUG Academy for student academic and extracurricular support.				
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