

Palisades Elementary School Academic Plan 2022-2023

Pearl City Complex Area

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Academic Plan SY 2022-2023

Where are we now?

Prioritize Palisades Elementary School's needs as identified in one or more of the following needs assessments: Comprehensive Needs Assessment ([LINK](#))

The prioritized needs for Palisades Elementary School in SY 2021-2022 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:

- Projects-Based Learning (*Critical Area for Follow-Up #1*)
- Career Academies Model: K-12 Alignment (*Complex Area Focus*)
- Hawaii Multi-tiered Student Support System (HMTSS)--Response to Intervention (RtI) (*Critical Area For Follow-Up 3 & 4*)
- HMTSS--Social-Emotional Learning (SEL) (*Hawaii State DOE Focus*)

WASC identified critical areas:

1. Integrate the disciplines and increase the opportunities for students to apply critical thinking skills through relevant real-world, hands-on, and student-centered projects and experiences.
2. Develop a rubric to vertically align General Learner Outcomes ratings between and among teachers and align the General Learner Outcomes with the Common Core State Standards.
3. Continue to review, revise, and work on the effectiveness of Academic Response to Intervention strategies, interventions, and process.
4. Review and revise the behavioral Response to Intervention System to include General Learner Outcomes, the Positive Behavioral System, classroom discipline plans, and discipline guidelines and procedures, to ensure teacher consistency in school-wide expectations and accountability.

Academic Plan SY 2022-2023

Both Pearl City and Waipahu Complexes believe a systemic and coherent framework for vertical alignment of initiatives and strategies will improve student learning and achievement outcomes. Therefore, the PWCA Schools have adopted the Academies Model to focus on K-12 alignment that is needed for systems success. There is a need to strengthen collaboration opportunities, both within a school and across schools. This is attributed to the early phases of the implementation process of academies in the intermediate and elementary schools including alignment to NCAC standards of practices.

By committing to the Academies Model, PWCA will focus on and address the following areas:

- Hawaii Multi Tiered Systems of Support
- Project Based Learning
- Transitions

Through this emphasis, the Complex Area 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

Academic Plan SY 2022-2023

ORGANIZE: Identify your complex area priorities and leads

TABLE VII

Priorities/Strategies/Initiatives	Title of Accountable Lead
Pearl City Focus Areas	
K12 Academies	Principal, Vice Principal, CTC, Counselor, SSC, RT
Project Based Learning	CTC
Hawaii Multi Tiered Systems of Support	SSC, Counselor
Induction & Mentoring	CTC, RT
Curriculum	CTC
English Learners Program	VP
Special Education / Inclusive Practices	SSC, Counselor
Areas of Need	
ELA Proficiency	CTC
Math Proficiency	CTC
Science Proficiency	CTC
Social Emotional Learning	Counselor, SSC

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.

Outcome:	Rationale:
PES students demonstrate they are on a path toward success in college, career, and citizenship as evidenced by growth and achievement of 2022 statewide targets.	Updated as of November 17, 2021, Strategic Plan Indicator Data for Goal 1 for the PWCA in relation to the 2016 Statewide Baseline and (pandemic adjusted) 2022 Statewide Target provides direction for the continuation of addressing need areas as well as adjusting efforts in pursuit of mitigating learning losses that occurred during the COVID-19 pandemic. (Reference - Page 6 - Table VI)

Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	Accountable Lead(s) * Contributing Team Members	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>
PES students will participate in pre-Academy experiences and/or be exposed to real world learning activities and careers.	PES students will be introduced to learning activities that are aligned to real world careers and/or the complex's high school academies. <ul style="list-style-type: none"> ● AVID-School Career Fair ● Resource Wheel - Music, Research, and Health/ Fitness. ● Teachers will continue to teach computer science in the classroom 	Admin, CTC	WSF Funds	Based on: <ul style="list-style-type: none"> ● School Schedule ● Feedback from school visits ● NCAC ● enrollment numbers ● School Resource Wheel ● Student feedback

Academic Plan SY 2022-2023

<p>Identified PES students will receive support services through HMTSS services aligned with ELA and Math CC standards and practices</p>	<p>Implement research-based best practices and culturally relevant strategies across all content areas to prepare students for college and/or career by developing students':</p> <ul style="list-style-type: none"> critical thinking skills literacy skills Standards of Mathematical Practice skills <p>Identified PES students will receive support through RTI-A and/or RTI-B systems and Ha to address the academic, behavioral, social, emotional, and physical needs.</p>	<p>Counselor, SSC, Admin</p>		<p>Progress toward the desired outcome will be measured by:</p> <ul style="list-style-type: none"> Universal Screener for ELA/Math w/ iReady, DIBELS SBA data Wonders, Ready Math, Go Math Elementary formative/summative data Participation Data PES address of HMTSS in academic plan. StriveHI data HMTSS survey data GLO data School Collaboration Minutes
<p>PES students will continue to experience PBL</p>	<p>PES students will participate in 2 deeper learning competencies through PBL experiences promoting voice and choice.</p>	<p>Admin, LT</p>	<p>CA Funds</p>	<p>Based on:</p> <ul style="list-style-type: none"> Presentations of Learning Feedback from school visits Student & Teacher Surveys, Presentations. Projects PES Celebration of Learning event School Collaboration Minutes
<p>PES students, including all subgroups, will engage in experiences that prepare for transitions to intermediate and high school.</p>	<p>PES will participate in transition meetings between levels (Elem to Inter, Inter to HS) to engage in conversation current practices, ongoing needs, and next steps for transitions in ELA, Math, Science, and SEL.</p>	<p>Principal, VP</p>	<p><u>Title II</u></p>	<p>Progress toward the desired outcome will be measured by:</p> <ul style="list-style-type: none"> Transition Plans Agenda and Meeting Minutes Student portfolios / PTP
<p>PES students will receive rigorous academic instruction in all academic areas to include</p> <ul style="list-style-type: none"> Computer Science HCSSS NGSS 	<p>PES students (K-6) will learn Computer Science Fundamentals (code.org).</p> <p>PES students will be engaged in the NGSS standards through</p>	<p>Curriculum-Tech Coordinator (CTC)</p>	<p>P20 Grant WSF</p>	<ul style="list-style-type: none"> enrollment numbers evidence of standards embedded in PBL PBL Presentations of Learning feedback from school visits

Academic Plan SY 2022-2023

	<p>STEMScopes (K-6) and Mystery Science (K-5).</p> <p>PES students will continue to incorporate HCSSS standards in their learning.</p>			<ul style="list-style-type: none"> • CS will be reported on the student report card • Gr. 3- 5 NGSS assessments
<p>All PES students will be nurtured in an environment that provides a sense of belonging.</p>	<p>All students will experience/participate in social emotional learning opportunities. (SEL)</p> <p>Students will understand school-wide learning and behavioral expectations through systemic programs offered.</p> <ul style="list-style-type: none"> • 3 BEES School Wide Expectations • PES Concept • Student Conferencing • Hawaiiana/Na Hopena Ao • Music-Ukulele • SEL resources 	<p>Leadership Team</p>		<ul style="list-style-type: none"> • Panorama Survey • StriveHI data • Attendance Data • Suspension Data • SQS Survey Data

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: Focused Professional Development** – Develop and grow employees to support student success and continuous improvement.

Outcome:	Rationale:
PES will have a high-performing culture where employees have the training and support through collaboration and professional development to contribute effectively to student success.	Updated as of November 17, 2021, Strategic Plan Indicator Data for Goal 2 for the PWCA in relation to the 2016 Statewide Baseline and 2022 Statewide Target provides direction for addressing need areas as well as adjusting efforts in pursuit of mitigating learning losses that occurred during the COVID-19 pandemic. (Reference - Page 5 - Table V)

Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities * Focused on building capacity, calibration, etc. with the ultimate goal of empowering teachers.	Accountable Lead(s) * Contributing Team Members	Source of Funds	Define the relevant data used to regularly assess and monitor progress Monitoring Progress: (How will you know change is taking place as a result of the enabling activity?)
PES will refine and implement the HMTSS system to support the whole child.	PES will participate in professional development: <ul style="list-style-type: none"> • Deeper understanding of HMTSS • Establish HMTSS Team to implement and monitor roll out • Further development of one domain Physical Wellbeing and SEL. 	Admin, Counselor, SSC, CTC, Teachers	WSF Funds	<ul style="list-style-type: none"> • Participation Data • PES will address HMTSS in schoolwide academic plan. • StriveHI data • Academic HMTSS survey data

Academic Plan SY 2022-2023

<p>PES will develop strategies that address building foundational reading and math skills to close the achievement gap.</p>	<p>(SD-TC) Professional Development that address closing the gap in reading and math from grades PK-12:</p> <ul style="list-style-type: none"> ● PD Sessions <ul style="list-style-type: none"> ○ Ron Yoshimoto (OG/Morphology) ○ ECRI ○ Local/National Conferences with travel. ○ Support for Ready Classroom Mathematics ○ Standards of Mathematical Practice ● Data Teams <ul style="list-style-type: none"> ○ Focused data teams cycle ○ Support from Tremain Nelson <p>(WASC CA3)</p>	<p>CTC, LT</p>	<p>CLSD</p>	<ul style="list-style-type: none"> ● Strive HI Results ● SBA results ● Universal Screening Data from iReady Reading/Math ● DIBELS ● Reading Wonders/Go Math Elementary/Ready Math
<p>PES staff will receive support and PD for the implementation of computer science.</p>	<ul style="list-style-type: none"> ● PES staff will participate in professional development focused on the CSTA Standards ● PES tech coordinator will support the implementation of Computer Science ● PES staff will participate in professional development focused on physical computing. ● ISTE conference 	<p>Admin, CTC</p>		<ul style="list-style-type: none"> ● PDE3 Registration ● Sign-in Sheet ● Formative Assessment Data (FAD) (Student work, quiz/tests, projects, etc.) ● Surveys
<p>PES staff will receive support and PD on HCSSS.</p>	<ul style="list-style-type: none"> ● PES will participate in complex area professional development and school 	<p>CTC</p>	<p>WSF Funds</p>	<ul style="list-style-type: none"> ● PDE3 Registration ● Sign-in sheets

Academic Plan SY 2022-2023

	<ul style="list-style-type: none"> visits by CA. PES will work with complex area on the coordination of implementation of HCSSS 			<ul style="list-style-type: none"> FAD (Student work, quiz/tests, projects,etc.) Surveys
PES staff will receive support with the implementation of NGSS.	<ul style="list-style-type: none"> PES will continue to build capacity and receive professional development for NGSS PES will work with complex area to coordinate implementation of NGSS 	CTC	WSF Funds	<ul style="list-style-type: none"> PDE3 Registration Sign-in sheets FAD (Student work, quiz/tests, projects,etc.) Surveys
Strengthen pedagogical practices by building the capacity of PES teachers who provide services to students identified as needing EL and/or IDEA support in their least restrictive environment.	<p>PES will participate in school level opportunities for leaders, coaches, teachers:</p> <ul style="list-style-type: none"> Planning and Collaboration Data Analysis Focused Professional Development 	Admin, SSC		<p>The following relevant data will be used to support schools:</p> <ul style="list-style-type: none"> PD/PLC participation Inclusion rate PD survey results <u>Performance on assessments from high needs subgroups.(universal screeners, SBA, formative assessments, WIDA ACCESS)</u>
PES will implement, plan, and monitor PBL implementation.	<ul style="list-style-type: none"> PES will coordinate and plan with Complex area to build capacity and plan professional development for PBL PES will work with Complex area to coordinate implementation and monitoring of PBL 	Admin, PBL Team		<ul style="list-style-type: none"> PDE3 Registration Sign-in sheets FAD (Student work, quiz/tests, projects,etc.) PBL Implementation Pulse Survey Results (2X year)
PES will continue to support beginning teachers to improve retention rates.	<p>Professional Learning Communities (K-12) and Professional Development to focus on the Induction and Mentoring Program.</p> <ul style="list-style-type: none"> Beginning Teacher PD 	Admin		<ul style="list-style-type: none"> NHQT Data Teacher PD Survey Data Participation Data Mentor/Beginning Teacher Survey

Academic Plan SY 2022-2023

	<ul style="list-style-type: none">• Mentor PD• Induction and Mentoring Forums• NHQT			
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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: Innovation** – Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.

Outcome:	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.	Consistency and alignment of efforts among schools affords opportunities for a systemic and coherent framework for vertical alignment of initiatives and strategies to improve student learning and achievement outcomes.

Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	Accountable Lead(s) * Contributing Team Members	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>
PES will continue the accreditation process with a Midterm Progress Report Western Association of Schools and Colleges (WASC) process.	(SD-TC) Palisades Elementary School will continue and complete the accreditation process. Self Study Due 2023: <ul style="list-style-type: none"> Palisades continues to address Critical Areas for Follow Up Continue with FOL Tasks for Self-Study Report Palisades Elementary School Accredited till 2023. 	Admin, LT		Based on <ul style="list-style-type: none"> Components of the WASC process Midterm report (submitted May 2020) Final WASC report (2023) PES 2nd WASC Cycle (SY2023)

Academic Plan SY 2022-2023

<p>PES will utilize organizational resources to meet the needs of the whole child.</p>	<p>PES will continue to participate in extracurricular activities:</p> <ul style="list-style-type: none"> ● PC Intramural Basketball, Track & Field ● PC Complex Music Festival ● PC Math Olympiad ● Science Olympiad ● Robotics- Jr/First Lego League ● Interest based extracurricular activities 	<p>Principal</p>	<p>WSF/Title IVA funding for competition fees, resources, supplies, and travel expenses to national competitions.</p>	<p>Based on:</p> <ul style="list-style-type: none"> ● Participation Data ● Community Attendance Data
<p>PES will continue to develop the academies model as an aligned K12 system that continuously improves learning and student achievement to ultimately prepare all students for career, college, and citizenship.</p>	<p>PES will get support to help progress toward the execution of individual academy action plans.</p> <ul style="list-style-type: none"> ● <u>Trainings (Team Facilitator, Student Ambassador)</u> ● <u>Leadership Forums</u> ● <u>Develop Academy PLC (Quarterly) to:</u> <ul style="list-style-type: none"> ○ <u>Analyze PD survey results</u> ○ <u>Monitor and track academy action plans</u> ● <u>Complex waiver day - School visits to high school</u> 	<p>Admin</p>		<p>The following relevant data will be used to support schools:</p> <ul style="list-style-type: none"> ● PD/PLC participation ● PD survey results ● <u>Action</u> Plans (including status checks) ● <u>PLC</u> meeting agendas and minutes <p>The data will be reviewed with requisite school personnel to determine progress toward achieving the desired outcome.</p>
<p>PES schools will develop and sustain HMTSS based on school design addressing academics, behavior, social/emotional needs, and physical well-being.</p>	<p>PES will get support from PWCA with development, monitoring, and adjusting HMTSS systems in order to give students the best opportunity to achieve.</p> <ul style="list-style-type: none"> ● <u>Share SEL resources with schools</u> 	<p>Admin, Counselor, SSC</p>	<p>Title II</p>	<p>The following relevant data will be used to support schools:</p> <ul style="list-style-type: none"> ● Quarterly meeting agendas and minutes ● HMTSS implementation plans <p>The data will be reviewed with requisite school personnel to</p>

Academic Plan SY 2022-2023

	<ul style="list-style-type: none"> • <u>Professional development to supplement school SEL efforts</u> <p><u>Compile</u> documentation of progress within all 4 components and all 4 domains</p>			<p>determine progress toward achieving the desired outcome.</p>
<p>PES will develop and monitor the system of pairing all Year 1-2 BTs with a trained MT within 2 weeks of appointment or start date.</p>	<p>PES will be regularly updated with I&M School Status Reports, communicating program updates with school leads.</p> <p>Establish a process among schools, district, and state teams regarding new teacher hire notification.</p> <p>Triangulate/verify roster update notifications received from:</p> <ul style="list-style-type: none"> • School (admin/SASA) • District (PRO) • State (HTIC) 	<p>Admin, I&M Leads</p>		<p>The following relevant data will be used to support the I&M program:</p> <p>I&M School Status Reports:</p> <ul style="list-style-type: none"> • BT/MT Pairing • BT Appointment Date • Time by Month (Kiano) <p>The data will be reviewed with requisite DOE personnel to determine progress toward achieving the desired outcome.</p>









Palisades SY 22-23 Ac Plan

Final Audit Report

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