

# One-Year Academic Plan 2020-2021

Version Protocol:

V. 1 - black

V.2 - changes in RED/ omitting - strikethrough instead of delete

V.3- changes in BLUE/ omitting - strikethrough instead of delete


V.4- changes in GREEN/ omitting - strikethrough instead of delete

V.5- changes in ORANGE/ omitting - strikethrough instead of delete

*Janette Snelling*  
Approved by HKKK CAS

6/2/2020

Date

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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> <li>• International Baccalaureate (IB) Authorization</li> <li>• Other</li> </ul>	<ol style="list-style-type: none"> <li>1. Need: Continue to develop robust data teams that implement Response to Intervention(Rtl), determining appropriate interventions(or if Rtl is warranted) through pre-assessment, progress monitoring using formative assessments, plus post assessment, and document direct teaching strategies as the primary mode of instructional delivery within Rtl. (WASC)</li> <li>2. Need: Use Rtl assessment data to determine the ongoing effectiveness of Rtl, and include evaluating the impact of strategies used to meet students 'needs. (WASC)</li> <li>3. Need: Address the Common Core and Science State Standards by increasing the frequency and consistency of student engagement through direct instruction and a variety of challenging, interactive, and differentiated learning activities across all grade levels and in all subjects. (WASC)</li> <li>4. Need: Establish and embed consistent school-wide processes and procedures, particularly in the area of data analysis. Develop and implement improvement goals over time to aid in the annual development and monitoring of the Academic and Financial Plan. (WASC)</li> <li>5. Need: Improve the climate/culture at our school to improve parent, student and staff satisfaction.</li> <li>6. Need: Document how professional development in the areas of Rtl, data analysis, instructional strategies, curriculum has impacted student achievement. (WASC-mid cycle)</li> </ol>						
	Addressing Equity: Sub Group Identification						
	<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> <table> <tr> <th>Sub Group</th><th>Identified Need(s)</th><th>Enabling Activit(ies)</th></tr> <tr> <td>Disadvantaged</td><td>ELA and Math Student Achievement. We have a growing gap between high needs and non high needs students and need to implement strategies to help our high needs students to grow and achieve at higher levels.</td><td>All</td></tr> </table>		Sub Group	Identified Need(s)	Enabling Activit(ies)	Disadvantaged	ELA and Math Student Achievement. We have a growing gap between high needs and non high needs students and need to implement strategies to help our high needs students to grow and achieve at higher levels.
Sub Group	Identified Need(s)	Enabling Activit(ies)					
Disadvantaged	ELA and Math Student Achievement. We have a growing gap between high needs and non high needs students and need to implement strategies to help our high needs students to grow and achieve at higher levels.	All					

ORGANIZE: Identify your Accountable Leads.	
Name and Title of Accountable Lead	Enabling activities this lead is responsible for:
1. Michelle Barber - Principal	1. EES, Attendance, Food Corps, Title I Coordinator
2. Felicia Friend Linton - Vice Principal	2. ART Team, Sped, Safety, Hui Pu, ELL
3. Gary Roberts - Curriculum Coordinator/Registrar	3. CCSS, RTI-A
4. Montana Tsubamoto - Counselor	4. RTI-B, Transitions to and from Pa'auilo School, SBG, Student Activities
5. Dean Alip - Student Services Coordinator	5. CSSS, GT, Na Hopena A'o

Goal 1: Student Success. All students will be empowered and engaged in learning to demonstrate academic and social-emotional growth in order to achieve life-success (college, career, community).

Outcome: By the end of sy20-21	Rationale:
<p>By the end of the 2020-2021 school year students will increase ELA proficiency to 40% as measured by SBA ELA Assessment.</p> <p>By the end of the 2020-2021 school year students will increase Math proficiency to 39% as measured by SBA Math Assessment.</p> <p>By the end of the 2020-2021 school year, students will become reflective learners who can articulate self assessment as measured by student participation in student led conferences in grades K-9(We will collect baseline data on this, this year and set measurable goals in the future.)</p>	<p>The SBA proficiency scores in our outcomes were achieved at Paauiilo school within the last 4 years. In 2018-2019, proficiency was 32% in ELA and 28% in Math. Given the amount of school that students missed this year, we believe 40% for ELA and 39% for math were reasonable yet achievement goals.</p>

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

Outcome: By the end of sy20-21	Rationale:
Teachers will implement Learning Targets and Success Criteria in ELA and Math(K-5) and in all core content areas (Gr. 6-7).  Teachers will provide feedback and teach students to self assess based on Success Criteria in ELA and Math(K-5) and in all core content areas (6-7).	We began implementing Learning Targets, Success Criteria and providing feedback based on success criteria in 2019-2020 in Math(K-5) and all core content areas(Gr 6). This year we are expanding these practices to include ELA and grade 7.

Goal 3: Successful Systems of Support. Schools will be empowered to develop innovative systems that strive for equity and promote sustainable and continuous growth (financial, human, and community resources).

Outcome: By the end of sy20-21	Rationale:
By the end of the 2020-2021 school year, Pa'auilo school will create/implement a distance learning plan that is accessible to all learners  By the end of the 2020-2021 school year, the ILT will have minutes, agendas and data to reflect the focus on using Visible Learning to support Literacy.  By the end of the 2020-2021 school year, we will have a written MTSS plan with evidence of beginning to implement this plan.  By the end of the 2020-2021 school year, data team minutes will show discussions showing collaboration focused on student data, instruction and interventions to support our students.  By the end of the 2020-2021 school year, Hui Pu minutes will reflect support for teachers to promote inclusive instructional practices that maximize opportunities for inclusion for our students.	Given all of the changes that we experienced in the 2019-2020 school year which included a school closure that lasted the entire duration of the 4th quarter, and the uncertainty of what school will look like in the 2020-2021 school year due to the COVID19 pandemic, we will need to be prepared for the possibility that school will be a blended model or an online model for at least a portion of the school year.

Planning					Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity	Lead(s)			
<p>By the end of the 2020-2021 school year students will increase ELA proficiency to 40% as measured by SBA ELA Assessment.</p> <p>By the end of the 2020-2021 school year, students will become reflective learners who can articulate self assessment as measured by student participation in student led conferences in grades K-9</p>		Hawai'i	<p>1. Implement high impact literacy strategies to improve core reading and writing instruction including:</p> <ul style="list-style-type: none"><li>Phonics</li><li>Fluency</li><li>Vocabulary</li><li>Comprehension</li><li>Goal Setting</li><li>Student Self Assessment</li><li>Providing peer to peer feedback based on literacy success criteria</li></ul>		x	WSF	<ul style="list-style-type: none"><li>iReady Reading Universal Screener (Fall , Winter, Spring) Gr. K-9</li><li>DIBELS for Gr. K-3</li><li>Longitudinal SBA ELA Data - Gr. 3-8</li><li>Quarterly Roots Assessment - Students reading at 1st grade level</li><li>Formative Assessment Data</li></ul>
	x	Equity			x	Title I 7900	
		School Design				Title II	
	x	Empowerment			x	IDEA	
	x	Innovation			x	Other Literacy Grant?	
		Hawai'i	<p>2. Provide supports to ensure teacher clarity, efficacy and ability to apply effective instructional strategies</p> <ul style="list-style-type: none"><li>Professional development<ul style="list-style-type: none"><li>Assessments and Interpretation of results</li><li>Curriculum</li><li>Intervention programs/processes</li><li>Learning Intentions and Success Criteria</li><li>Effective Feedback</li><li>Self assessment</li></ul></li><li>Intentional scheduling for teacher collaboration (i.e., data teams, school focus teams, grade level, ILT, leadership) to<ul style="list-style-type: none"><li>Develop standards based Learning Targets</li><li>Determine Success Criteria</li><li>Set grade level goals, individual student goals</li><li>Develop formative assessments to monitor student growth</li><li>Monitor and adjust to meet student needs</li></ul></li></ul>		x	WSF	<ul style="list-style-type: none"><li>Log of PD Participation</li><li>Data Team Minutes</li><li>ILT Minutes and Data</li><li>Hui Pu Minutes</li><li>Leadership Minutes</li><li>Master Schedules</li><li>Literacy Grant Data</li></ul>
	x	Equity			x	Title I 3886	
		School Design				Title II	
	x	Empowerment				IDEA	
	x	Innovation				Other Literacy Grant?	
		Hawai'i	<p>3. Implement the the complex K-12 literacy framework to support a sustained and coherent process to improve literacy skills</p> <ul style="list-style-type: none"><li>Utilize the ILT process to support effective literacy instruction</li></ul>		x	WSF	<ul style="list-style-type: none"><li>Data Team Minutes</li><li>Faculty Minutes</li><li>ILT Minutes</li><li>Pacing Guides</li><li>Parent Engagement Activities</li></ul>
	x	Equity			x	Title I 14297	

		School Design		<ul style="list-style-type: none"><li>Address technology needs to support literacy instruction and intervention</li><li>Attain coherency in curricular programs</li><li>Develop formative assessments to measure student progress</li><li>Utilize support staff to implement small group instruction to meet student literacy needs</li><li>Provide parent/community engagement opportunities that support the improvement of literacy skills</li></ul>			Title II	Documentation
CNA Crosswalk Pg # 55, 58 FRF Line # 16, 18, 21, 22 WASC Critical Area for Follow up # 3, 4, 5, 6 Title I Addendum Crosswalk SW# 2, 3, 4, 5, 6, 7	x	Empowerment					IDEA	
		Innovation					Other	
Planning						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity		Lead(s)			
By the end of the 2020-2021 school year students will increase Math proficiency to 39% as measured by SBA Math Assessment.		Hawai'i		4. Implement high impact math strategies to improve student achievement in math: <ul style="list-style-type: none"><li>Improving core instruction</li><li>Continued implementation of Eureka Math K-5, GoMath Gr 6-8 and Reveal Algebra I</li><li>Goal Setting</li><li>Student Self Assessment</li><li>Providing peer to peer feedback based on math success criteria</li></ul>		x	WSF	<ul style="list-style-type: none"><li>iReady Math Universal Screener (Fall , Winter, Spring) Gr. K-9</li><li>Longitudinal Math ELA Data - Gr. 3-8</li><li>Formative Assessment Data</li><li>ALEKS Quarterly Assessments and Course Progress for middle school</li></ul>
	x	Equity					Title I	
		School Design					Title II	
	x	Empowerment					IDEA	
	x	Innovation					Other	
		Hawai'i		5. Provide supports to ensure teacher clarity, efficacy and ability to apply effective instructional strategies <ul style="list-style-type: none"><li>Professional development<ul style="list-style-type: none"><li>Assessments and Interpretation of results</li><li>Curriculum</li><li>Intervention programs/processes</li><li>Learning Intentions and Success Criteria</li><li>Effective Feedback</li><li>Self assessment</li></ul></li><li>Intentional scheduling for teacher collaboration (i.e., data teams, school focus teams, grade level, ILT, leadership) to<ul style="list-style-type: none"><li>Develop standards based Learning</li></ul></li></ul>		x	WSF	<ul style="list-style-type: none"><li>Log of PD Participation</li><li>Data Team Minutes</li><li>ILT Minutes and Data</li><li>Hui Pu Minutes</li><li>Leadership Minutes</li><li>Master Schedules</li></ul>
	x	Equity				x	Title I 3886	
		School Design					Title II	
	x	Empowerment					IDEA	
	x	Innovation					Other	

				<div>Targets<ul style="list-style-type: none"><li>Determine Success Criteria</li><li>Set grade level goals, individual student goals</li><li>Develop formative assessments to monitor student growth</li><li>Monitor and adjust to meet student needs</li></ul></div>				
		Hawai'i		<div>6. Utilize the complex math framework to ensure that students progress through the K-12 continuum with the requisite skills appropriate to each grade level.<ul style="list-style-type: none"><li>Adjust pacing guide to emphasize priority standards identified in math framework</li><li>Implement pacing guides to attain coherency in curricular programs</li><li>Develop formative assessments to measure student progress</li><li>Utilize support staff to implement small group instruction to meet student math needs</li><li>Provide parent/community engagement opportunities that support the improvement of math skills</li></ul></div>		x	WSF	<ul style="list-style-type: none"><li>Data Team Minutes</li><li>Faculty Minutes</li><li>ILT Minutes</li><li>Pacing Guides</li><li>Parent Engagement Activities Documentation</li></ul>
	Equity	x				Title 582I		
	School Design					Title II		
	Empowerment					IDEA		
	Innovation					Other		
CNA Crosswalk Pg #58 FRF Line # 16 WASC Critical Area for Follow up # 3, 4, 5, 6 Title I Addendum Crosswalk SW# 2, 3, 4, 5, 6, 7								
Planning						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity		Lead(s)			
By the end of the 2020-2021school year, our overall MTSS survey score will improve from 1.0 to 1.5 overall.		Hawai'i		<div>7. Implement Tier I Evidence Based Behavior Supports<ul style="list-style-type: none"><li>School will scaffold implementation of 16 proactive classroom management strategies</li></ul></div> <div>8. Implement an evidence based SEL curriculum.</div> <div>9. Students at risk (academic, behavior, SEL, attendance) will receive classroom interventions then, with sufficient data, will be provided with higher tier interventions in small groups and assessments to monitor progress.</div>			WSF	<ul style="list-style-type: none"><li>Student surveys</li><li>Monitor the MTSS Survey componentes</li><li>RTI schedules</li><li>Data Team Minutes</li><li>Peer Review Minutes</li></ul>
	x	Equity				x	Title I 19,729	
		School Design					Title II	
	x	Empowerment					IDEA	
		Innovation					Other	



		Hawai'i		<p>10. Provide supports to ensure teacher clarity, efficacy and ability to apply effective behavior management strategies</p> <ul style="list-style-type: none"> <li>Professional Development <ul style="list-style-type: none"> <li>RTI</li> <li>SEL</li> <li>PBIS</li> </ul> </li> <li>Utilize weekly data team meetings to identify and plan for students needs both academic and behavioral.</li> <li>At least monthly, educators use data to a) identify students who need more or less intensive supports; b) provide appropriate interventions matched to student needs; and c) check if interventions are implemented as planned</li> <li>Create clear criteria for entering and exiting interventions.</li> <li>Teachers adjust Tier 1, 2 and 3 supports as a result of formative data.</li> </ul>			WSF	<ul style="list-style-type: none"> <li>Log of PD Participation</li> <li>Data Team Minutes</li> <li>Peer Review Minutes</li> <li>Data Team Cycle Templates</li> </ul>
	x	Equity				x	Title I 3886	
		School Design					Title II	
	x	Empowerment					IDEA	
		Innovation					Other	
<p>CNA Crosswalk Pg. # 54, 55, 56, 58, FRF Line # 14, 15, 16, 17, 18, 22 WASC Critical Area for Follow up # 1, 2, 4, 5, 6 Title I Addendum Crosswalk SW# 2, 3, 4, 5, 6, 7</p>		Hawai'i		<p>11. Design and implement a comprehensive MTSS plan to address achievement, socio-emotional learning, and student behavior at all levels</p> <ul style="list-style-type: none"> <li>Implement belief surveys</li> <li>Implement Universal Screeners for ELA, Math and Behavior</li> <li>Take the time to address student feelings, stresses and teach coping skills through: <ul style="list-style-type: none"> <li>Implementation of school wide emotional social program(Second Step) K-5 in homerooms, Gr 6-9 during Advisory</li> <li>Continue to implement positive behavior interventions/supports to address behavior</li> <li>Continue to build/implement STEM and project based activities that increase student engagement and achievement such as robotics, school garden, etc</li> </ul> </li> <li>Provide parent/community engagement opportunities that support student behavior and social emotional well being</li> </ul>		x	WSF	<ul style="list-style-type: none"> <li>MTSS Plan</li> <li>Belief Survey Results</li> <li>Universal Screener Data</li> <li>Hero Data</li> <li>Faculty Minutes</li> <li>Data Team Minutes</li> <li>Parent Engagement Activities Documentation</li> </ul>
	x	Equity				x	Title I 9658	
		School Design					Title II	
	x	Empowerment					IDEA	
		Innovation					Other	



Planning					Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity	Lead(s)			
By the end of the 2020-2021 school year, Pa'auilo school will create/implement a distance learning plan that is accessible to all learners		Hawai'i	12. Implement online learning plan <ul style="list-style-type: none"><li>Assist students in developing online learning skills</li><li>Family Engagement / Teaching nights for Distance Learning Platforms</li><li>Ensure that all students have access to some type of distance learning opportunities</li></ul>		x	WSF	
	x	Equity			x	Title I 582	
	x	School Design				Title II	
	x	Empowerment				IDEA	
	x	Innovation				Other	
		Hawai'i	13. Provide supports to ensure teacher clarity, efficacy and ability to apply effective online delivery of instruction including : <ul style="list-style-type: none"><li>Professional Development<ul style="list-style-type: none"><li>WebEx</li><li>Google Classroom</li><li>Acellus</li><li>Making distance learning accessible to all students</li></ul></li><li>Collegial support to improve teacher practice using PLC+ practices</li></ul>		x	WSF	<ul style="list-style-type: none"><li>Log of PD Participation</li><li>Data Team Minutes</li><li>Faculty Minutes</li></ul>
	x	Equity			x	Title I 3886	
	x	School Design				Title II	
	x	Empowerment				IDEA	
	x	Innovation				Other	
		Hawai'i	14. Develop a School-wide Distance Learning Plan including: <ul style="list-style-type: none"><li>Quickly distributing devices to students when needed</li><li>Tech support for students and staff</li><li>Common Expectations</li><li>Having common mechanisms for communicating with parents effectively and efficiently during distance learning</li><li>Common document to inform teachers/staff of PD opportunities and to track teacher participation in PD</li><li>Providing parent/community engagement opportunities to support effective distance learning practices</li></ul>		x	WSF	<ul style="list-style-type: none"><li>Distance Learning Plan</li><li>Faculty Minutes</li><li>Leadership Minutes</li><li>Parent Engagement Activities Documentation</li></ul>
		Equity x			x	Title I 3894	
		School Design				Title II	
		Empowerment				IDEA	
		Innovation				Other	
CNA Crosswalk Pg. #55, 58, FRF Line # 16, 21 WASC Critical Area for Follow up #3, 5, 6 Title I Addendum Crosswalk SW# 2, 3, 4, 5, 6, 7							

## 5 Promises

HAWAI'I	<p>Students will be educated within a public school system that is grounded in <a href="#">HĀ</a>, powers a multilingual society, and honors Hawai'i's local and global contribution.</p> <p>MARKERS: Nā Hopena A'o; languages; culture; context; place-based; safety &amp; total well-being</p> <p><i>State Proposed Indicators:</i></p> <ul style="list-style-type: none"> <li>- 2A. Increase School-Community partnerships for 'āina-based stewardship in alignment with the <a href="#">Hawai'i Green Initiative</a> indicator. <a href="#">BOE 6710</a></li> <li>- 4D. Increase access to <a href="#">HĀ</a> assessment of the learning environment</li> </ul> <p><i>Complex Area Foci:</i></p> <ul style="list-style-type: none"> <li>- Developing Community Partnerships/H</li> <li>- Hōkūpa'a</li> </ul>
EQUITY	<p>Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically.</p> <p>MARKERS: Access; personalization; community; closing achievement gaps; quality</p> <p><i>State Proposed Indicators: (to increase)</i></p> <ul style="list-style-type: none"> <li>- 1A. honors diploma</li> <li>- 1B. attainment of Seal of Biliteracy</li> <li>- 1C. equitable access to education</li> <li>- 1D/1E. access to postsecondary credits and qualifying marks on assessments</li> <li>- 2B. staff engagement</li> <li>- 2C. after school programming</li> <li>- 2D. reduce student health risks</li> <li>- 2E. internships and teacher externships</li> <li>- 3A. enrollment in Pre-K</li> </ul> <p><i>Complex Area Foci:</i></p> <ul style="list-style-type: none"> <li>- SPED</li> <li>- ELL</li> <li>- Induction &amp; Mentoring</li> <li>- Literacy</li> <li>- Math</li> <li>- Instructional Leadership Teams</li> </ul>
SCHOOL DESIGN	<p>Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai'i.</p> <p>MARKERS: Core values; curriculum; infrastructure; magnets; college &amp; career; partners</p> <p><i>State Proposed Indicators: (to increase)</i></p> <ul style="list-style-type: none"> <li>- 4A. Implement 10-year Facilities plan</li> <li>- 4B. Implement School Safety and Culture Plan</li> <li>- 4C. 80% clean energy use by 2030</li> </ul> <p><i>Complex Area Foci:</i></p> <ul style="list-style-type: none"> <li>- MTSS/Whole Child</li> <li>- Project or Place Based Learning</li> </ul>
EMPOWERMENT	<p>Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn.</p> <p>MARKERS: Engagement; civic &amp; policy voice; educational leadership; discovery; choice</p> <p><i>Complex Area Foci:</i></p> <ul style="list-style-type: none"> <li>- Student leadership/voice initiatives/Student Government/Enrichment</li> <li>- Robotics/STEM</li> <li>- Staff Engagement</li> </ul>
INNOVATION	<p>Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals.</p> <p>MARKERS: Applied learning; design thinking; project-based learning; creativity</p> <ul style="list-style-type: none"> <li>- 3B. Increase Career Pathway access</li> <li>- 3C. Grow student internships for diploma credit</li> <li>- 3D. Grow externships to scale real world relevance in curriculum</li> </ul> <p><i>Complex Area Foci:</i></p> <ul style="list-style-type: none"> <li>- Technology for learning/ Computer Science</li> <li>- CTE/Internships/Academies</li> <li>- Digital Citizenship</li> </ul>