





# One-Year Academic Plan 2021-2022

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

<b>School:</b>	<b>Paaulo Elementary &amp; Intermediate School</b>	 <p><b>Pa'auilo School</b> <i>Once a Tiger, Always a Tiger</i></p>
<b>Address:</b>	43-1497 Hauola Rd PO Box 329 Pa'auilo, HI 96776	
<b>Phone:</b>	<b>808-776-7710</b>	
<b>Website:</b>	<b>paauloschool.org</b>	
		 <b>Approved CAS Signature</b>
		<b>MAY 18 2021</b> <b>Date</b>

<b>Where are we now?</b>								
<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(RtI), determining appropriate interventions (or if RtI 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 RtI. (WASC)</li> <li>2. Need: Use RtI assessment data to determine the ongoing effectiveness of RtI, 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 RtI, data analysis, instructional strategies, curriculum has impacted student achievement. (WASC-mid cycle)</li> </ol>							
	<p><b>Addressing Equity: Sub Group Identification</b></p>							
	<p><b>In order to address equity, list the targeted sub group(s) and their identified needs.</b> **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p>							
	<table border="1"> <thead> <tr> <th><b>Sub Group</b></th> <th><b>Identified Need(s)</b></th> <th><b>Enabling Activit(ies)</b></th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>ELA and Math Student Achievement. We have a growing gap between high needs and non high needs students and must implement strategies to help our high needs students to grow and achieve at higher levels.</td> <td>All</td> </tr> </tbody> </table>	<b>Sub Group</b>	<b>Identified Need(s)</b>	<b>Enabling Activit(ies)</b>	Disadvantaged	ELA and Math Student Achievement. We have a growing gap between high needs and non high needs students and must implement strategies to help our high needs students to grow and achieve at higher levels.	All	
<b>Sub Group</b>	<b>Identified Need(s)</b>	<b>Enabling Activit(ies)</b>						
Disadvantaged	ELA and Math Student Achievement. We have a growing gap between high needs and non high needs students and must implement strategies to help our high needs students to grow and achieve at higher levels.	All						

<b>ORGANIZE: Identify your Accountable Leads.</b>	
<b>Name and Title of Accountable Lead</b>	<b>Enabling activities this lead is responsible for:</b>
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/Distance Learning Teacher	3. CCSS, RTI-A, Distance Learning
4. TBD - Counselor	4. RTI-B, Transitions to and from Pa'auilo School, SBG, Student Activities, Socioemotional Learning, Restorative Practices/ Justice?
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).

<b>Outcome:</b> By the end of sy21-22	<b>Rationale:</b>
<p>By the end of the 2021-2022 school year students will increase ELA proficiency to 40% as measured by SBA ELA Assessment.</p> <p>By the end of the 2021-2022 school year students will increase Math proficiency to 39% as measured by SBA Math Assessment.</p> <p>By the end of the 2021-2022 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 sy21-22	Rationale:
<p>Teachers will implement Learning Targets and Success Criteria in ELA and Math(K-5) and in all core content areas (Gr. 6-8).</p> <p>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 (6-8).</p>	<p>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). We expanded these practices to include ELA and grade 7 in 2020-2021. We will continue to expand to include Grade 8 in 2021-2022.</p>

**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 sy21-22	Rationale:
<p>By the end of the 2021-2022 school year, Pa'auilo School will create/implement a distance learning plan that is accessible to targeted learners</p> <p>By the end of the 2021-2022 school year, the ILT will have minutes, agendas, active teacher practice, and data to reflect the focus on using Visible Learning to support Literacy.</p> <p>By the end of the 2021-2022 school year, we will have a written MTSS plan with evidence of beginning to implement this plan.</p> <p>By the end of the 2021-2022 school year, data team minutes will show discussions showing collaboration focused on student data, instruction and interventions to support our students.</p> <p>By the end of the 2021-2022 school year, PBL minutes will reflect support for teachers to promote inclusive instructional practices that maximize opportunities for inclusion and engagement for our students.</p>	<p>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 due to the COVID 19 pandemic. 2020-2021 school year also brought distance learning to most of our students for a significant part of the year and approximately 30% of our enrolled students selected distance learning for the entire year. We will need to be prepared for the possibility that some parents will want an online model for at least a portion of next school year.</p>

Planning				Funding Source(s)		How will you measure this enabling activity?		
Desired Outcome	Promise		Enabling Activity	Lead(s)				
<p>By the end of the 2021-2022 school year, students will increase ELA proficiency to 40% as measured by SBA ELA Assessment.</p> <p>By the end of the 2021-2022 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 and 6-8 Reading workshop students.</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> <li>● Achieve3000 Lexile Growth</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>Staff Circles</p>	<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> <li>○ Goal Setting</li> <li>○ Student Led Conferences</li> <li>○ As a participating CLSD school - Explicit instruction for elem.and PBL for secondary levels</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> </ul> </li> </ul>			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							Title I 3886
	School Design							Title II
x	Empowerment							IDEA
x	Innovation							Other Literacy Grant?

				<ul style="list-style-type: none"> <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>				
		Hawai'i	Customize of	<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> <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> <li>● Comprehensive Literacy Plan (CLSD)</li> </ul>		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>	
	x	Equity				Title I 14297		
		School Design				Title II		
	x	Empowerment				IDEA		
		Innovation				Other		
CNA Crosswalk Pg # 56, 59, 60-61 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								
<b>Planning</b>						<b>Funding Source(s)</b>	<b>How will you measure this enabling activity?</b>	
<b>Desired Outcome</b>	<b>Promise</b>	<b>Enabling Activity</b>			<b>Lead(s)</b>			
<b>By the end of the 2021-2022 school year, students will increase Math proficiency to 39% as measured by SBA Math Assessment.</b>		Hawai'i	Student	<p>4. Implement high impact math strategies to improve student achievement in math:</p> <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 learning intentions and 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 Data - Gr. 3-8</li> <li>● Formative Assessment Data (ie. Exit Ticket 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	Staff Success	<p>5. 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 (ie. Eureka, Yeap Ban Har, etc)</li> <li>○ Intervention programs/processes</li> <li>○ Learning Intentions and Success Criteria</li> <li>○ Effective Feedback</li> <li>○ Self assessment</li> <li>○ Goal Setting</li> <li>○ Student Led Conferences</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>			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					Title I 3886	
		School Design					Title II	
	x	Empowerment					IDEA	
	x	Innovation					Other	
<p>CNA Crosswalk Pg# 56, 59, 60-61 FRF Line # 16 WASC Critical Area for Follow up # 3, 4, 5, 6 Title I Addendum Crosswalk SW# 2, 3, 4, 5, 6, 7</p>		Hawai'i	Customs of	<p>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.</p> <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>			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					Title 5821	
		School Design					Title II	
		Empowerment					IDEA	
		Innovation					Other	

Planning						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity		Lead(s)	Funding Source(s)		
By the end of the 2021-2022 school year, our overall MTSS survey score will improve from 1.0 to 1.5 overall.		Hawai'i	Student	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> 8. Implement an evidence based SEL curriculum.           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.			WSF	<ul style="list-style-type: none"> <li>Student surveys</li> <li>Monitor the MTSS Survey components</li> <li>RTI schedules</li> <li>Data Team Minutes</li> <li>Peer Review Minutes</li> <li>Attendance data</li> </ul>
	x	Equity				x	Title I 19,729	
		School Design					Title II	
	x	Empowerment					IDEA	
		Innovation					Other	
		Hawai'i	Staff Success	10. Provide supports to ensure teacher clarity, efficacy and ability to apply effective behavior management strategies <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; 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					Title I 3886	
		School Design					Title II	
	x	Empowerment					IDEA	
		Innovation					Other	
		Hawai'i		11. Design and implement a comprehensive MTSS plan to address achievement, socio-emotional learning, and				WSF



	x	Equity	Customs of	<p>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>		Title I 9658	<ul style="list-style-type: none"> <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>
		School Design				Title II	
CNA Crosswalk Pg. #52, 53, 55-57, 59-60 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	x	Empowerment				IDEA	
		Innovation				Other	
<b>Planning</b>						<b>Funding Source(s)</b>	<b>How will you measure this enabling activity?</b>
<b>Desired Outcome</b>	<b>Promise</b>		<b>Enabling Activity</b>	<b>Lead(s)</b>			
<b>By the end of the 2021-2022 school year, Pa'auilo school will create/implement a distance learning plan that is accessible to targeted learners</b>		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	<ul style="list-style-type: none"> <li>Grades of Distance Learners</li> <li>Feedback from Distance Learners</li> <li>Progress of Distance Learners as measured by universal screener - iReady</li> <li>Attendance data</li> </ul>
	x	Equity			x	Title I 582	
	x	School Design		Student		Title II	
	x	Empowerment				IDEA	
	x	Innovation				Other	
		Hawai'i		13. Provide supports to ensure teacher clarity, efficacy			WSF

	x	Equity	Staff Success	<p>and ability to apply effective online delivery of instruction including :</p> <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> <li>Break out rooms</li> <li>New platforms/apps</li> </ul> </li> <li>Collegial support to improve teacher practice using PLC+ practices</li> </ul>			Title I 3886	<ul style="list-style-type: none"> <li>Data Team Minutes</li> <li>Faculty Minutes</li> </ul>
	x	School Design					Title II	
	x	Empowerment					IDEA	
	x	Innovation					Other	
<p>CNA Crosswalk Pg. #56, 59, 60-61 FRF Line # 16, 21 WASC Critical Area for Follow up #3, 5, 6 Title I Addendum Crosswalk SW# 2, 3, 4, 5, 6, 7</p>		Hawai'i	Customs of	<p>14. Develop a School-wide Distance Learning Plan including:</p> <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 for both teachers and students</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>			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					Title I 3894	
		School Design					Title II	
		Empowerment					IDEA	
		Innovation					Other	