

Paia Elementary School
Academic Plan 2020-2021
Academic Plan & Supporting Documents

2020-2021 School Year

Principal: Kehau Luuwai

Contact Information

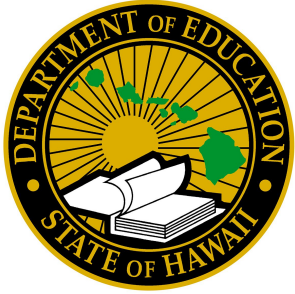
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Plan Submitted by

Kehau K. Luuwai 5/25/2020
Principal Date

Plan Approved by

Kathleen Davis 6/5/2020
Complex Area Superintendent Date



Three-Year Academic Plan 2020-2021

Three-Year Academic Plan SY 2020-2021

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"> ● Comprehensive Needs Assessment (Title I Schools) ● 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 ● International Baccalaureate (IB) Authorization ● Other 	<ol style="list-style-type: none"> 1. Need: Academic Achievement - increase literacy, math, science, and language arts proficiency, decrease gap rate identified in one or more of <ul style="list-style-type: none"> ● Rigor / Differentiation in instruction / Assessments the following needs ● STEM Focus - NGSS assessments: ● RTI ● Comprehensive Needs ● 504 and IDEA student programs Assessment (Title I Schools) 2. ● Need: PLC - Time provided for teacher collaboration/ Data Team process <ul style="list-style-type: none"> ○ Data Teams - Data driven instruction / continued PD / Continued data cycles ○ Articulation - planning and collaboration ○ Vertical alignment 3. ● Need: MTSS <ul style="list-style-type: none"> ○ Behavior expectations / PBIS ○ SEL / HÃ
	<p>Addressing Equity: Subgroup 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>

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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. Ipolani Medeiros	1. Formative Instruction / Data Teams, Common Core State Standards / Kaiapuni Standards, Induction and Mentoring, Science Standards , RTI
2. Danalei Koomoa	2. Common Core State Standards, Formative Instruction / Data Teams, Science Standards, RTI
3. Kēhau Lu'uwai	3. EES, Common Core State Standards / Kaiapuni Standards, Science Standards, MTSS, Formative Instruction / Data Teams, RTI, Induction and Mentoring, Parent / Community Partnerships, Positive School Climate
4. Kalani Au	4. Technology/ KĀ'EO
5. Ke'ala Kaiwi	5. Science Standards
6. Heidi Drahn	6. Comprehensive Student Supports, MTSS,
7. Jennifer Hipp	7. Comprehensive Student Supports, MTSS,

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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 year,	Rationale:
<p>Objective 1:</p> <p>By the end of the school year 2020 - 2021, the Science Proficiency rate will increase from 16% to 58% as measured by the % of students who meet achievement standards / proficiency on statewide assessments in science.</p>	<p>Enabling Activities to Address this Outcome:</p> <p>Begin implementation of ‘Āina Based Learning along with implementation with Project Lead The Way (PLTW) to incorporate STEM, 21st Century skills, and Hawaiian perspective into the curriculum.</p> <p>Develop criteria to evaluate effectiveness and use to evaluate effectiveness of ‘Āina Based Learning/PLTW in meeting NGSS and science standards especially as these connect to Hawaiian perspective. Enhance/supplement as necessary such as Pāhana ‘Āina Lupalupa, ‘Ohi‘a Project, and Maui ‘Āina Schools.</p> <p>Incorporate Student Voice and Innovation ideas in classroom activities, technology, showcases, special events, māla, and creative movement classes. Examine blended learning involving technology.</p> <p>In alignment with Multi-Tiered Systems of Support (MTSS):</p> <p>Behavior</p> <ul style="list-style-type: none">● Develop and implement a student behavior system with consistent and standardized rules and consequences. (Behavior Expectations)● Revisit - mission, vision, beliefs- possibly expand/refine PBIS
<p>Objective 2: Whole Child:</p> <p>By the end of the school year 2020 - 2021, the School Climate rate will increase from 76% to 79% as measured by the % of students reporting a positive school climate as measured by the Safety Dimension of the School Quality Survey (SQS)</p>	

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By the end of the school year 2020 - 2021, the Chronic Absenteeism rate will decrease from 18% to 15%.

Objective 3: Well-Rounded:

By the end of the school year 2020 - 2021, the ELA Proficiency rate will increase from 57% to 59% as measured by the % of students who meet achievement standards / proficiency on statewide assessments in language arts.

By the end of the school year 2020 - 2021, the Science Proficiency rate will increase from 66% to 58% as measured by the % of students who meet achievement standards / proficiency on statewide assessments in science.

By the end of the school year 2020 - 2021, the Math Proficiency rate will increase from 51% to 55% as measured by the % of students who meet achievement standards / proficiency on statewide assessments in math.

By the end of the school year 2020 - 2021, the ELA, Math and Science Gap rate be minimal as determined by difference (%points) between High Need students and Non-High Need students meeting

(Aloha Store) with clear expectations of implementation
Students will participate in SEL (Social Emotional Learning) program, MindUP.

- Incorporate **Koho Pono** within HĀ.

Attendance will continue to be monitored. Review the attendance policy and revise if needed. Discussion on what is the barrier to implementation of the policy.

Teachers will receive PD to learn more about formative instruction and data teams with the goal of moving toward more rigorous data driven instruction. PLC time will be given for grade level/program articulation.

Differentiation PD

Increasing rigor (This needs to be defined by staff - e.g. questioning or supporting your answer with evidence) / Higher DOK - taxonomy questions.

Teachers will receive Math PD from Origo Educations on Stepping Stones, Dr. Ban Har Yeap Math Strategies, Quick Steps for the English program, and Box of Facts SY 18-19.

Teachers will be provided PLC time on the average 3 hours per month to/for:

- instructional program(s)
- data analysis to drive instruction
- instructional coherence

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<p>Objective 4: Prepared and Resilient:</p> <p>By the end of the school year 2020 - 2021, the 3rd grade literacy rate will increase from 18% to 59% as measured by the % of 3rd graders demonstrating reading of “At or Near” or “Above” grade-level expectation measured by the SBA / KĀ‘EO reading claim.</p>	<p>RTI (English and Kaiapuni) programs will continue to develop in structure and practice to include universal screening, progress monitoring, and tiered interventions.</p>
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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	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

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<p>Desired Outcome for Strategies:</p> <p>By the end of the school year, 2020 - 2021, 100% of the teachers will be provided PD and PLC time to develop thematic, multi-discipline pacing guides (i.e. 'Āina-based, Pāhana 'Āina Lupalupa, STEM learning).</p>	<p>EA #1 SW1, 6</p> <p>All teachers will continue implementing CCSS/ Ana A'o Kaiapuni standards</p> <ul style="list-style-type: none"> • STEM and 'Āina Based Learning Strategies • Pāhana 'Āina Lupalupa • English program will use Wonders and Stepping Stones 2.0. • Kaiapuni will use He Aupuni Palapala and Stepping Stones. <ul style="list-style-type: none"> ○ Foundations and Framework training - reading strategies ○ Align strategies with Wonders reading strategies • All teachers will utilize pacing guides with CCSS and Kaiapuni Standards. • CCSS and Ana A'o Kaiapuni will be referenced in the pacing guide. • PLC time will be given to grade levels yearly to revise the pacing guide. 	<p>2020-2021</p>	<p>Medeiros Koomoa</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input checked="" 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>Data used to monitor:</p> <p>Pacing Guides</p> <ul style="list-style-type: none"> • PD articulation time during monthly PLC to review / revise pacing guides as needed. • Pacing guides will be organized into common area in Google drive. • Regular administration walkthrough log. • Agenda/Minutes
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<p>By the end of the school year 2020-2021, 100% of the teachers will incorporate common literacy strategies across the curriculum.</p>	<p>EA #2 Teachers will utilize the Bloom's Taxonomy/DOK vocabulary/process words within their classrooms (e.g. synthesize, evaluate, hypothesize, etc.)</p> <p>He Aupuni Palapala Workshops will be provided for new HLIP teachers.</p>	2020-2021	Medeiros Koomoa	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A	
<p>Desired Outcome for this Strategy: By the end of the school year, 100% of the teachers will use a common vocabulary for math from the Translated Stepping Stones curriculum&Kā'E O.</p>	<p>EA #3</p> <ul style="list-style-type: none"> • Kaiapuni teachers will be provided articulation time to review consistent use of vocabulary in translated Stepping Stones. Vocabulary will be consistent with KAEO statewide assessments and Standards. • Kaiapuni teachers will participate in ongoing OHE PDs. will consider electing a point person to disseminate information about PD opportunities by subject (e.g. Mākau'ōlelo, Math Science, etc.) • PD articulation time 		Medeiros Koomoa	<input type="checkbox"/> WSF \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title III \$ <input type="checkbox"/> IDEA \$ <input type="checkbox"/> CTE \$ <input type="checkbox"/> Focus/Priority \$ <input type="checkbox"/> CTE \$ <input checked="" type="checkbox"/> Other Kaiapuni Funds \$ <input type="checkbox"/> N/A	<p>Data used to monitor:</p> <ul style="list-style-type: none"> • common Stepping Stones vocabulary reference guide • Shared Google Site for Vocabulary • PD/PLC Agenda/Minutes

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	<p>during PLC or program meetings to review common vocabulary.</p> <ul style="list-style-type: none"> Teachers will create a common vocabulary reference guide to be shared by all classes. This reference guide will be centrally housed and accessible by all - i.e. Google Drive. 				
<p>Desired Outcome for this Strategy:</p> <p>By the end of the school year 2020-2021, 100% of the teachers will have student digital portfolios using Seesaw. 100% of students will participate in at least one showcase or school event that their voice is heard.</p>	<p>EA#4 SW6</p> <ul style="list-style-type: none"> All classroom teachers will be trained in using Seesaw. All students will be exposed or use Seesaw as a digital portfolio. Teachers and students will use Seesaw as communication with parents. All students will participate in at least one showcase or school event. Purchase Seesaw 2 year contract 1/1/21-12/13/22 	2020-2021	Au Lu'uwai	<input type="checkbox"/> WSF <input checked="" 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>PD for teachers not using Seesaw. Seesaw will be used as a digital portfolio for students to share in class and with parents. Teachers and Admin will determine the type of showcases or school events and when.</p> <p>Data used to monitor:</p> <ul style="list-style-type: none"> Sharing of Seesaw on website, newsletters, email blast Parent Survey on Seesaw in December Showcase/School Events class participation sign in sheet <p>Teachers share best practices during PLC meetings.</p>

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					Analyzing analytics reports through Seesaw administration dashboard (e.g. Total Items, Weekly Items, Weekly Feedback, Weekly Parent Engagement).
<p>Desired Outcome for this Strategy:</p> <p>By the end of the school year 2020-2021, the Science Proficiency rate will increase from 16% to 58% as measured by the % of students meeting achievement standards/proficiency on statewide assessments in science.</p>	<p>EA#5 SW6</p> <ul style="list-style-type: none"> ● Begin implementation of PLTW, 'Āina Based Learning Strategies, Pāhana 'Āina Lupalupa and Mystery Science. ● PD to be provided by Kupu Hou Academy for Project Based Learning/-Āina Based learning process ● Teachers will be provided PD and PLC time. ● Teachers will participate in Papakū Makawalu Workshops. ● Teachers will participate in various school visits (e.g. Kaiapuni, STEM, 'Āina Based Learning curriculum schools). ● Curriculum, books, and kits will be purchased for classrooms. 		Kaiwi Lu'uwai	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input checked="" 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	<ul style="list-style-type: none"> ● Teachers will continue to be provided PD for NGSS and Science standards ● PD SY 20-21 with Kupu Hou Academy ● Annual Fee for PLTW ● PLTW Summit and Papakū Makawalu participants will collaborate with their grade level teachers on what they learn. <p>Data used to monitor:</p> <ul style="list-style-type: none"> ● PD sign in sheets ● Science pacing guides ● Learning Walks and observations ● Meeting notes

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<p>Desired Outcome for this Strategy:</p> <p>By the end of the school year 2020 - 2021, the Math Proficiency rate will increase from 26% to 55% as measured by the % of students who meet achievement standards / proficiency on statewide assessments in math.</p>	<p>EA#6 SW1</p> <ul style="list-style-type: none"> English Program will use Stepping Stones 2.0 and Stepping Stones 1.0 focusing on the Common Core State Standards (CCSS.) and Standards/Ana A‘o Kaiapuni teachers will continue to translate Singapore/think Mathematics for Papa 2-3 and will begin for Papa 4-5. Other data collected to drive instruction will include common formative / summative assessments, IXL, SBA, KĀ‘EO, universal screener (TBD- e.g. Aimsweb, iReady). 	<p>2020-2021</p>	<p>Medeiros Koomoa</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF <input checked="" 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>SBA/KĀ‘EO assessments results will be analyzed by grade level/teachers to drive instruction during PLC / data team meetings (monthly).</p> <p>Translation of Singapore/think Mathematics</p> <p>Data used to monitor:</p> <ul style="list-style-type: none"> Sign in sheets Articulation notes from program / PD days. Classroom walkthrough feedback (e.g. administration, peer request). Student data reports <p>Student work samples, portfolio (e.g. Seesaw)</p>
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<p>Desired Outcome for this Strategy:</p> <p>By the end of the school year 2020 - 2021, the ELA Proficiency rate will increase from 39% to 59% as measured by the % of students who meet achievement standards / proficiency on statewide assessments in language arts.</p>	<p>EA#7 SW1</p> <ul style="list-style-type: none"> English Program will use Wonders focusing on the Common Core State Standards (CCSS). Use Title 1 funds to purchase teacher to support English combination 1st & 2nd grade class in ELA/Math and English program in RTI Math Kaiapuni will continue to utilize He Aupuni Palapala and Standards/Ana A‘o. Provide EL services for English Language learners as described in EL Comprehensive and Self Study Plan Other data collected to drive instruction will include common formative / summative assessments (e.g. Nā PuaKō), IXL, Achieve 	2020-2021	Medeiros Koomoa	<input checked="" type="checkbox"/> WSF <input checked="" 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>SBA/Kā‘EO assessments results will be analyzed by grade level/teachers to drive instruction during PLC / data team meetings (monthly).</p> <p>Data used to monitor:</p> <ul style="list-style-type: none"> Sign in sheets Articulation notes from program / PD days. Classroom walkthrough feedback (e.g. administration, peer request). Student data reports <p>Student work samples, portfolio (e.g. Seesaw)</p>
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	3000, SBA, KĀ‘EO, universal screener (TBD-e.g. Aimsweb, iReady).				
<p>Desired Outcome for this Strategy:</p> <p>By the end of the school year 2020-2021, the School Climate rate will increase from 76% to 79% as measured by the % of students reporting a positive school climate as measured by the Safety Dimension of the School Quality Survey (SQS) and Panorama Survey</p>	<p>EA#8 SW6</p> <p>The Multi-Tiered Systems of Support team (MTSS):</p> <ul style="list-style-type: none"> ● Revisit Vision/ Mission/ Beliefs based on student needs ● Develop and implement a student behavior system with consistent and standardized rules and consequences. (Behavior Expectations) ● Staff will continue to utilize a tiered discipline referral system that includes clarification of teacher referral vs administration referral, and location of paper discipline referrals. ● Review and adopt PBIS Manual ● Create a Policy Binder ● Roles and responsibilities will be 	2020-2021	<p>Drahn</p> <p>Lu‘uwai</p> <p>Au</p> <p>Hipp</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>Revisit Vision/Mission/Beliefs based on student needs. Behavior system will be revised and disseminated (PD) with all staff including office and custodial staff. Students will be provided information about the new behavior system.</p> <ul style="list-style-type: none"> ● Monitoring of behavior referrals (data collection) ● Service (counselor / teacher) written reflection log for students to reflect and make agreements to change behavior ● Staff will work with students to model appropriate behaviors throughout the year. (example/non-example) ● Review of rules quarterly for staff and students. <p>Data used to monitor:</p> <ul style="list-style-type: none"> ● Sign in sheets for PD ● Behavior referrals data ● PBIS (Aloha Store) data

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	clearly defined. Process documents will be housed in the PAIA School Processes Google folder.				
<p>Desired Outcome for this Strategy:</p> <p>By the end of the school year 2020-2021, the School Safety rate will increase from 42% to 75% as measured by the % of students reporting a positive school climate as measured by the Safety Dimension of Panorama Survey.</p>	<p>EA#9</p> <p>Develop a system of cafeteria and playground supervision (e.g. 'Ai Pono).</p> <ul style="list-style-type: none"> ● Provide on-going training for staff/teachers in regards to behavior management systems (e.g. SEL, Hā Assessment, Unrulr tool). ● Staff will be utilized to supervise students. Staff will collaborate to implement a behavior management system. ● Establish supervision schedule before 1st day of student attendance each school year. Communicate changes to the schedule in a timely manner. Schedule to be centrally housed on Google Drive. ● Place behavior management matrix in centralized Google folder. 	2020-2021	Lu'uwai Au Drahn	<input checked="" type="checkbox"/> WSF <input checked="" 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>Data used to monitor:</p> <ul style="list-style-type: none"> ● Supervision Schedule for playground and cafeteria ● Playground behavior expectations utilizing the Aloha matrix ● Discipline Referrald

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	<ul style="list-style-type: none"> ● Establish a behavior management program through observation of other schools to streamline our approach. ● Explore & Implement structured activities for students during their free time. ● Continued development/ implementation of SEL program. ● Continued implementation/ reinforcement of HĀ principles/assessment tool. 				
<p>Desired Outcome for this Strategy:</p> <p>By the end of the school year 2020-2021, the Valuing of School rate will increase from 72% to 75% as measured by the % of students reporting a positive school climate as</p>	<p>EA#10 SW6</p> <ul style="list-style-type: none"> ● Continue to refine and implement RTI Behavioral process ● Observe other RTI Behavior Programs ● Provide teachers with PD on the process ● Ongoing support for teachers 		Drahn Hipp	<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>Data used to monitor:</p> <ul style="list-style-type: none"> ● Action Plan ● Monitoring of behavioral goals by utilizing monthly Core Meetings with Teacher/Admin ● Discipline Referrals ● Report Cards ● Panorama Survey Results ● Teacher RTI Behavior Referral

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measured by the Safety Dimension of Panorama Survey.					
<p>Desired Outcome for this Strategy:</p> <p>By the end of the school year 2020-2021, the Chronic Absenteeism rate will decrease from 21% to 15%.</p>	<p>EA#11 Attendance will continue to be monitored.</p> <ul style="list-style-type: none"> Review the attendance policy and revise if needed. Discussion on what is the barrier to implementation of the policy. 	2020-2021	Lu'uwai	<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>Attendance will be monitored.</p> <p>Data used to monitor:</p> <ul style="list-style-type: none"> Attendance letter log. Quarterly attendance report. Student Support Team meetings documented Comparison of chronic absenteeism data Review of school's attendance policy and collection and documentation of data (doctor's note, etc.). Quarterly Perfect Attendance Reward

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<p>Desired Outcome for this Strategy: By the end of the school year 2020 - 2021, the ELA/HLA Proficiency rate will increase from 39% to 59% as measured by the % of students who meet achievement standards / proficiency on statewide assessments in language arts.</p> <p>By the end of the school year 2020 - 2021, the Math Proficiency rate will increase from 26% to 55% as measured by the % of students who meet achievement standards / proficiency on statewide</p>	<p>EA#12 SW1, 6</p> <p>A: Response To Interventions(RTI) ELA/HLA program will continue to develop in structure and practice to include universal screening, progress monitoring, and tiered interventions.</p> <ul style="list-style-type: none"> ● Begin to develop / implement an RTI Math program. ● Hawaiian Language Learners (HLL) continues to support increasing numbers of students entering after the kindergarten level. ● Support EL learning by using push-in and pull-out models as needed. ● Refine RTI referral process. ● Hire and English PTTs to implement RTI programs. <p>B: After school-tutoring/</p>		Drahn Medeiros	<input checked="" type="checkbox"/> WSF <input checked="" 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	<p>Data used to monitor:</p> <ul style="list-style-type: none"> ● Teacher referral to RTI ● SBA/KAEO Scores ● Exiting students from RTI ● Monthly ORF / Nā Puakō Scores ● Achieve 3000 lexile scores ● Universal screener assessed 3 times per year (i.e. Fall, Winter Spring) ● WIDA scores for EL students <p>Data used to monitor:</p> <ul style="list-style-type: none"> ● Daily Attendance ● Student Participation ● Classroom and After
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<p>assessments in math.</p>	<p>enrichment programs will be continued for the English and programs:</p> <ul style="list-style-type: none"> • Teachers using school resources for remediation/enrichment and online programs. • Hire a māla part-time teacher (PTT) position. • Provide creative movement classes for grades K-2 students through Chance to Dance. Grades 3-5 Students participate through the Artist in The School Grant • STEM opportunities (e.g. Robotics, Coding for Girls, PC, Math Club). 				<p>school/Māla/Chance to Dance Teacher Collaboration</p> <ul style="list-style-type: none"> • Teacher/Parent/Student Satisfaction Surveys
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<p>Desired Outcomes for this Strategy: By the end of the school year 2020-2021, 100% of teachers will use a writing rubric.</p>	<p>EA#13 English program will use Wonders along with Write Tools for grades K-5:</p> <ul style="list-style-type: none"> Utilize PLC and extended time to collaborate as well as collect & analyze data to drive writing instruction. Kaiapuni will use Write Tools for grades K-5: Utilize extended program time to collaborate / refine Write Tools for the kaiapuni classroom across all grade levels. 	<p>2020-2021</p>	<p>Koomoa Medeiros</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" 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>Data used to monitor: Standards Pacing Guides Writing Assessments Writing Rubrics Kaiapuni monthly agenda and goals Constructive Response</p> <ul style="list-style-type: none"> Quarterly Data Teams Grade Level present what they did/ results/ next steps at November and April Staff meetings
<p>Desired Outcomes for this Strategy: By the end of the school year 2020-2021, the school will develop and implement a continuum for technology skills to allow students to showcase their learned skills.</p>	<p>EA#14 SW6 Explore and determine technology skills that students need to be successful.</p> <ul style="list-style-type: none"> Explore use of ISTE student standards: <ul style="list-style-type: none"> Empowered Learner Digital Citizen Knowledge Constructor Innovative Designer Computational Thinker Creative 	<p>2020-2021</p>	<p>Au Lu'uwai</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" 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>Data used to monitor:</p> <ul style="list-style-type: none"> Agenda/Minutes Continuum of technology skills Observation of technology use in the classroom Seesaw Digital Portfolios Teacher /Group opportunities to share/demonstrate at a variety of meetings

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	<ul style="list-style-type: none"> Communicator <ul style="list-style-type: none"> ○ Global Collaborator ● Ongoing Teacher collaborative opportunities (e.g. Staff, PLC, Grade Level, Program) to share best practices and other PD opportunities (e.g. Apple Teacher, Google Teacher certification). ● Implement a variety of technology and online programs e.g. Seesaw, ClassDojo, Vimeo, Niuolahiki [PM-5 Teachers; PM-1 students], etc. ● Explore blending learning technology. ● Hire a part time technology specialist. ● Continue to provide technology tools for students to be successful in the classrooms. ● Google Apps For Education (Google Classroom, Google Docs, Google Slides, etc.) ● Enrichment programs: <ul style="list-style-type: none"> ○ Robotics (e.g. VEX, SEL learning- Dash, Sphero) ○ Microsoft for 				
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Three-Year Academic Plan SY 2020-2021

	<p>Education (i.e. Minecraft)</p> <ul style="list-style-type: none"> ○ Coding for Girls ○ Hui 'Iako ○ MEDB (Maui Economic Development Board) after school program / family nights. <p>● Develop and implement ways to promote digital citizenship (e.g. Common Sense Media, Google)</p>				
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Goal 2: Staff Success. Paia 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 the year,

Rationale:

Three-Year Academic Plan SY 2020-2021

<p>Objective 1: Focused Professional Development:</p> <p>By the end of the school year, 2020-2021 develop procedures and guidelines to support/mentor new teachers and long term substitute teachers.</p> <p>By the end of the school year, 2020-2021 provide professional development and professional learning communities (PLC) in STEM, ‘Āina-Based Learning, Pāhana ‘Āina Lupalupa, and a variety of technology, math and literacy strategies.</p>	<p>New Teacher support with mentors and providing procedures and guidelines will reinforce their teacher skills and satisfaction in becoming a teacher.</p> <p>Recruit additional mentors, encourage those trained to participate, and attend mentor forums.</p> <p>Professional Development and providing time for PLCs in STEM, ‘Āina-Based Learning, Pāhana ‘Āina Lupalupa, and technology will support schoolwide initiatives and teachers.</p>
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Planning

Funding

Interim Measures of Progress

Three-Year Academic Plan SY 2020-2021

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>Desired Outcome for this Strategy:</p> <p>By the end of the SY 2020-2021, 100% of the teachers on Evaluation cycle will be evaluated in accordance with DOE policy and HSTA contract.</p>	<p>EA#15 Administration will conduct EES observations and work with teachers to complete EES cycle.</p> <p>Teachers will be given collaboration time to develop and analyze PDP or SSP including data and lesson plans, if applicable.</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>Data Administration will schedule EES observations including pre- and post-conference meetings. Administration will work with teachers on completing the EES cycle.</p> <p>Data used to monitor:</p> <ul style="list-style-type: none"> • PDE3 •
<p>Desired Outcome for this Strategy:</p> <p>Desired Outcome for this Strategy: By the end of the school year, 2020-2021 Paia School will utilize the New Teacher Center guidelines for Induction and Mentoring and create procedures</p>	<p>EA#16 SW6 Continue implementing existing programs including teacher orientation and teacher support from mentor teachers.</p> <p>Recruit additional mentors, encourage those trained to participate again, and attend Mentor Forums.</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>Existing and/or new mentors will continue to support new teachers.</p> <p>Data used to monitor:</p> <ul style="list-style-type: none"> • Survey to gauge support and feedback about orientation. • Mentor teachers' documentation on meetings, visitations, and modeling quarterly. • NTC mentoring and induction forms will be used when appropriate. • NTC forms will be uploaded into the

Three-Year Academic Plan SY 2020-2021

					Learning Zone.
Desired Outcomes for this Strategy: By the end of the school year 2020-2021, the school will develop and implement a continuum for technology skills to allow students to showcase their learned skills.	EA#17 SW6 Explore and determine technology skills that students need to be successful. <ul style="list-style-type: none"> • Explore use of ISTE student standards: <ul style="list-style-type: none"> ○ Empowered Learner ○ Digital Citizen ○ Knowledge Constructor ○ Innovative Designer ○ Computational Thinker ○ Creative Communicator ○ Global Collaborator • Ongoing Teacher collaborative opportunities (e.g. Staff, PLC, Grade Level, Program) to share best practices and other PD opportunities (e.g. Apple Teacher, Google Teacher certification). • Implement a variety of technology and online programs e.g. Seesaw, ClassDojo, Vimeo, Niuolahiki [PM-5 Teachers; PM-1 students], etc. • Explore blending learning technology. • Hire a part time technology specialist. • Continue to provide technology tools for students to be successful in the classrooms. 	2020-2021	Au Lu'uwai	<input checked="" type="checkbox"/> WSF <input checked="" 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	Data used to monitor: <ul style="list-style-type: none"> • Agenda/Minutes • Continuum of technology skills • Observation of technology use in the classroom • Seesaw Digital Portfolios • Teacher /Group opportunities to share/demonstrate at a variety of meetings

Three-Year Academic Plan SY 2020-2021

	<ul style="list-style-type: none"> ● Google Apps For Education (Google Classroom, Google Docs, Google Slides, etc.) ● Enrichment programs: <ul style="list-style-type: none"> ○ Robotics (e.g. VEX, SEL learning- Dash, Sphero) ○ Microsoft for Education (i.e. Minecraft) ○ Coding for Girls ○ Hui 'Iako ○ MEDB (Maui Economic Development Board) after school program / family nights. ● Develop and implement ways to promote digital citizenship (e.g. Common Sense Media, Google) 				
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Goal 3: Successful Systems of Support. The system and culture of Pa‘ia School works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end year,

Rationale:

Three-Year Academic Plan SY 2020-2021

<p>Objective 1: Innovation:</p> <p>By the end of the school year 2020-2021, the percentage of staff responding positively on SQS (i.e. Panorama) in the categories of School Belonging, SQS Safety Dimension, School Safety, and Valuing of School increase from at least 10% from present levels.</p> <p>Objective 2: Adequate and expanded resources:</p> <p>By the end of the school year 2020-2021, parental involvement as measured by the percentage of parents that participate in school events and an online program; Seesaw will continue to grow with family participation / communication.</p> <p>Objective 3: Efficient and transparent supports:</p> <p>By the end of the school year 2020-2021, the percentage of staff responding positively on the SQS in the categories of Satisfaction, Involvement/Engagement and Well Being will increase from at least 10% from present levels.</p>	<p>MTSS team will meet weekly to work on school-wide initiatives such as growth mindset. Staff will also engage in activities to incorporate HĀ into teacher/staff culture.</p> <p>System to improve culture - growth mindset and willingness to collaborate/share/open doors/break down silos. Positive school culture (HĀ)</p> <p>Staff will examine the School Design Matrix and work collaboratively to move from the Exploration Phase to Full Implementation Phase.</p> <p>PCNC and school staff will establish and strengthen state, community, and parent relationships.</p> <ul style="list-style-type: none"> • Family Workshops focused on Student Achievement (or skills needed to achieve) will be provided. • Encourage parent and family involvement through regular communication between home and school. <p><u>Communications Systems</u></p> <p>All school actions/initiatives will include - (What are we doing, why are we doing it, what are the metrics of success (i.e. how are we measuring success, what will we do if the initiative is less than successful)? - to improve communications and messaging to all stakeholders.</p> <p><u>Processes</u></p> <p>Processes (e.g. teacher-to-teacher observations, etc.) shall be centrally located online and shared with all staff.</p>
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Planning	Funding	Interim Measures of Progress
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Three-Year Academic Plan SY 2020-2021

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
Desired Outcome for this Strategy: By the end of the school year 2020-2021, the school will see an increase in parent involvement as measured by the percentage of parents that participate in school events.	<p>EA # 18 SW7 School Community Council (SCC) and school staff will establish and strengthen state, community, and parent relationships.</p> <p>The SCC will work on family workshops focused on student achievement and parent/child engagement. They will provide a list at Open House.</p> <p>Families will be supported with Papa ‘Ōlelo classes</p> <p>PCNC will provide a quarterly school newsletter and develop a bi-weekly email to distribute to staff and families.</p>	2020-2021		<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	Data used to monitor: PCNC and school staff will work to involve parents in school and provide support. <ul style="list-style-type: none"> ● Parent Newsletters ● School and Class Newsletters ● School Website ● Letters from Admin. sent home. ● Open House ● SCC Meetings/Community Meetings ● Parent Workshops once a month ● Sign-In sheets ● Parent Survey/evaluations of workshops ● Meeting Notes

Three-Year Academic Plan SY 2020-2021

Desired Outcome for this Strategy: By the end of the school year, 2020-2021, 100% of non-preschool students entering K/PM will participate in an orientation and kindergarten transition before or at the beginning of the school year.	EA# 19 SW6 Transition plan for non-preschool student entering kindergarten <ul style="list-style-type: none"> • Parent orientation meeting • 2-week transition plan prior to the beginning of school. 	2020-2021		<input type="checkbox"/> WSF <input checked="" 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	Data used to monitor: Attendance Logs Participation number of students during 2-week transition period. Parent pre- (e.g. availability, child needs) and post- survey (i.e. feedback).
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Desired Outcomes for this Strategy: Based on SQS results of 2018-2019, there will be an increase to 60% of staff responding positively on the SQS in all of the	EA #20 SW7 Communications Hire part time Parent Community Networking Coordinator <ul style="list-style-type: none"> • Work with parents and staff in developing a parent support group (i.e. PTA) • Newsletter/update website 	2020-2021		<input checked="" type="checkbox"/> WSF <input checked="" 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	Data used to monitor: <ul style="list-style-type: none"> • Staff Agenda/Minutes • School/Class newsletters
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Three-Year Academic Plan SY 2020-2021

<p>following categories of Safety, Well-Being, Satisfaction, and Involvement/Engagement by the end of the school year 2020-2021.</p> <p>Based on SQS results of 2018-2019, there will be an increase to 85% of parents responding positively on the SQS in all of the following categories of Safety, Well-Being, Satisfaction, and Involvement/Engagement by the end of the school year 2020-2021.</p>	<p>PD time for staff to develop efficient communication tools (e.g. Class Dojo, Seesaw, newsletter, school website)</p> <p>Staff-</p> <ul style="list-style-type: none"> ● Revisit Mission, Vision and Beliefs ● Develop internal communication protocols (i.e. Policy Binder) <p>Parents-</p> <ul style="list-style-type: none"> ● Open House ● Save the Dates ● Parent Forums ● School Website ● Quarterly newsletter ● Parent Workshops ● School Wide Events ● Update Parent Contact info at least twice a year. 				<p>Data used to monitor:</p> <ul style="list-style-type: none"> ● 2020-2021 SQS results ● Staff surveys ● Policy Binder ● Class posters on Mission/Vision/Beliefs <p>Data used to monitor:</p> <ul style="list-style-type: none"> ● 2020-2021 SQS results ● Parent Surveys ● School Website ● School Messenger
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Title I Addendum to the 2020 Academic Plan (AcPlan), School Year 2020-21

School Name: Paia Elementary

Date: 4/20/2020

Directions: <ol style="list-style-type: none"> 1. All schoolwide (SW) program plan requirements must be addressed in the AcPlan and/or through other evidence. 2. Within the AcPlan, label locations where SW program plan requirements are addressed, if applicable (e.g. SW 5, SW 6, SW 7). 3. On this document, summarize locations in the AcPlan and other evidence that SW program plan requirements are addressed. 		
SW Program Plan Requirements (ESSA 1114(b))	Location in the AcPlan where the SW Program Plan Requirement is addressed (e.g. page #, section)	Other evidence that the SW Program Plan Requirement is addressed (e.g. CNA, SCC Assurances)
SW 1: The school's Academic Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing to meet the challenging academic standards.	Goal 1 EA#1 pg. 8 Goal 1 EA#6 pg. 12 Goal 1 EA#7 pg. 13 Goal 1 EA#6 pg. 12 Goal 1 EA#12 pgs. 17-18	CNA
SW 2: The school's Academic Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, complex area staff, to the extent feasible, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals as determined by the school.		Leadership & Staff meetings SCC Assurances SCC Community Meeting
SW 3: The school's Academic Plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards		1 st and 2 nd semester Leadership meeting notes on monitoring of ACPlan
SW 4: The school's Academic Plan is available to the Hawaii Department of Education, parents, and the public and the information contained in such plan is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.		School Website SCC Community meetings twice a year Powerpoint and handouts

Date: 4/20/2020

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Title I Addendum to the 2020 Academic Plan (AcPlan), School Year 2020-21

School Name: Paia Elementary

Date: 4/20/2020

<p>schools);</p> <p>(III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);</p> <p>(IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and</p> <p>(V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;</p>	<p>Goal 1 EA#12 pgs. 17-18</p> <p>Goal 1 EA#1 pg.8 Goal 1 EA#14 pgs. 20-21 Goal 2 EA#14 pgs. 20-21 Goal 2 EA#16 pg. 24 Goal 2 EA#17 pgs. 24-25</p> <p>Goal 3 EA#19 pg. 28</p>	
<p>SW 7: The Academic Plan includes parent and family involvement activities and strategies that are consistent with the HDOE parent and family engagement policy and aimed at improving student academic achievement and school performance. (1116(a)(2)(B))</p>	<p>Goal 3 EA#19 pgs. 27 Goal 3 EA#20 pgs. 28-29</p>	