

Paia Elementary School

Academic Plan 2021-2022

Academic Plan & Supporting Documents

2021-2022 School Year

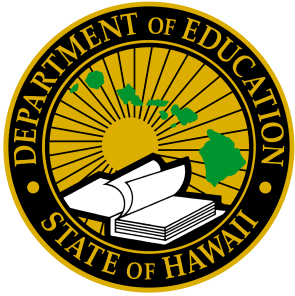
Principal: Kehau Luuwai

Contact Information

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Plan Submitted by Leona K. Luuwai 4/23/21
Principal Date

Plan Approved by Katula Dine 4/29/21
Complex Area Superintendent Date



Three-Year Academic Plan 2021-2022

Three-Year Academic Plan SY 2021-2022

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 Committee Final Report 2018 <ul style="list-style-type: none"> ▪ 	<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 / HĀ
	<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:	
Name and Title 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,
2. Kēhau Lu'uwai/Merilee Valentino	2. EES, Common Core State Standards / Kaiapuni Standards, Science Standards, MTSS, Formative Instruction / Data Teams, RTI, Induction and Mentoring, Parent / Community Partnerships, Positive School Climate
3. Jennifer Hipp	3. Comprehensive Student Supports, MTSS
4. Kau'i Norton	4. RTI
5. Ke'ala Kaiwi	5. Science

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:
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Objective 1:

By the end of the school year 2021 - 2022, 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.

Objective 2: Whole Child:

By the end of the school year 2021 - 2022, 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)

By the end of the school year 2021 - 2022, 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 2021 - 2022, the Science Proficiency rate will increase from 66% to 58% as

Enabling Activities to Address this Outcome:

Develop and implementation of 'Āina Based Learning along to incorporate STEM, 21st Century skills, and Hawaiian perspective into the curriculum.

Develop criteria to evaluate effectiveness and use to evaluate effectiveness of 'Āina Based Learning 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.

Incorporate Student Voice and Innovation ideas in classroom activities, technology, showcases, special events, māla, and creative movement classes. Examine blended learning involving technology.

In alignment with Multi-Tiered Systems of Support (MTSS):

- Develop and implement a student behavior system with consistent and standardized rules and consequences. (Behavior Expectations)
- Revisit - mission, vision, beliefs- possibly expand/refine PBIS (Aloha Store) with clear expectations of implementation
- Explore and/or develop a SEL (Social Emotional Learning) program that incorporates Koho Pono and HĀ.

Attendance will continue to be monitored. Review the attendance policy and revise if needed.

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.

Explicit and Small Group Instruction and Differentiation PD

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measured by the % of students who meet achievement standards / proficiency on statewide assessments in science.

By the end of the school year 2021 - 2022, 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 2021- 2022, the ELA, Math and Science Gap rate be minimal as determined by difference (%points) between High Need students and Non-High Need students meeting

Objective 4: Prepared and Resilient:

By the end of the school year 2021 - 2022, 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 expectations measured by the SBA / KĀ‘EO reading claim.

Teachers will be provided PLC time during Staff/PD Time or use Title 1 funds to get substitute teachers at least 3 hours per month to/for:

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

RTI (English and Kaiapuni) programs will continue to develop in structure and practice to include universal screening, progress monitoring, and tiered interventions.

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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	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, 2021 - 2022, 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>By the end of the school year 2021-2022, 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 #1 SW1, 6</p> <p>All teachers will continue implementing CCSS/ Ana A‘o Kaiapuni standards</p> <ul style="list-style-type: none"> ● English program will use Wonders and Stepping Stones 2.0. Wonders 2020 Curriculum will be purchased for SY 21-22. ● 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 create & utilize pacing guides that include essential questions and formative and summative assessments aligned to CCSS and Kaiapuni standards to include Pāhana ‘Āina Lupalupa Curriculum and/or Mystery Science. ● Revisit Pāhana ‘Āina Lupalupa Curriculum ● Explore Social Studies Standards and how they 	<p>2021-2022</p>	<p>Medeiros Lu‘uwai Valentino</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>may be embedded in</p> <ul style="list-style-type: none"> • current curriculum. • PLC time will be given to grade levels yearly to revise the pacing guides. • Teachers will utilize the Bloom's Taxonomy/DOK vocabulary/process words within their classrooms (e.g. synthesize, evaluate, hypothesize, etc.) 				
<p>By the end of the school year 2021-2022, 100% of the teachers will incorporate best practices on literacy across the curriculum.</p>	<p>EA #2 SW 1, 6 PD/PLC on explicit and differentiated strategies will be provided. As a school we decide what will be the "best practice" skills we want to use in the classrooms. Teachers will utilize the strategies in their classroom.</p>	<p>2020-2021</p>	<p>ILT team</p>	<p><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>	<ul style="list-style-type: none"> • Evidence of small group instruction • Walkthroughs • Ongoing collaboration for student work protocols and lesson plan studies • vertical alignment 4 times a year

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<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 and Think Mathematics & KĀ‘EO.</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 and Singapore. Vocabulary will be consistent with KĀ‘EO statewide assessments and Standards. ● PD articulation time during PLC or program meetings to review common vocabulary in Science K-5 to support KĀ‘EO 5th grade testing. 		<p>Medeiros Lu‘uwai Valentino</p>	<p><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>	<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 ● Review of Mākau‘ōlelo and Pili Helu common vocabulary to KĀ‘EO is important.
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<p>Desired Outcome for this Strategy:</p> <p>By the end of the school year 2021-2022, 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 create Seesaw digital portfolios. ● Teachers and students will use Seesaw as communication with parents. ● Purchase Seesaw 3 year contract 1/1/21-12/13/23 	<p>2020-2021</p>	<p>Lu'uwai</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> <ul style="list-style-type: none"> ● Sharing of Seesaw on website, newsletters, email blast ● Parent Survey on Seesaw in December ● Showcase class participation sign in sheet <p>Teachers share best practices during PLC meetings.</p>
<p>Desired Outcome for this Strategy:</p> <p>By the end of the school year 2021-2022, 100% of teachers will be trained in targeted small group and differentiated instructional strategies for Tier 1, 2, and 3 instruction.</p>	<p>EA#5 SW6</p> <ul style="list-style-type: none"> ● PD will be provide on Tier 1, Tier 2, and Tier 3 instruction and what it looks like ● PD for the 1st 6 weeks on classroom management and routines for small groups using Grace Dearborn and The 1st Days of School by Harry K Wong ● PD will be provided in targeted small group and differentiated instructional strategies. ● During 1st quarter, teachers 		<p>Lu'uwai</p>	<ul style="list-style-type: none"> <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 	<p>Data used to monitor:</p> <ul style="list-style-type: none"> ● Agendas/Minutes ● Sign in sheets ● Summaries from analyzing student work protocols ● Common formative assessments with rubrics and standards ● Walkthroughs ● Lessons plans for small group instruction <ul style="list-style-type: none"> ○ Differentiated <ul style="list-style-type: none"> ■ High

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	<p>will establish class routines in targeted small group instruction.</p> <ul style="list-style-type: none"> Starting in 2nd quarter, during grade level/PLC time, teachers will examine student work to develop their ongoing student groupings as well as develop common formative assessments with standards and rubrics. 				<p>group-Benchmark</p> <ul style="list-style-type: none"> ■ Medium-Strategic ■ Low-Intensive
<p>Desired Outcome for this Strategy:</p> <p>By the end of the school year 2021 - 2022, 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. Kaiapuni will use Stepping Stone 1.0 and think Mathematics School will purchase Think Mathematics and IReady PD and materials for the classrooms. Quarterly PLC analyzing student work protocols Other data collected to drive instruction will include common formative / summative assessments, IXL, SBA, 	2020-2021	Medeiros Lu'uwai Valentino	<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"> Sign in sheets Articulation notes from program / PD days. Classroom walkthrough feedback (e.g. administration, peer request). Summaries from analyzing student work protocols <ul style="list-style-type: none"> Common formative assessments with rubrics and standards

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	KĀ‘EO, universal screener (TBD- e.g. Aimsweb, iReady).				
<p>Desired Outcome for this Strategy:</p> <p>By the end of the school year 2021 - 2022, 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). Kaiapuni will continue to utilize He Aupuni Palapala K-3 and Standards/Ana A‘o. Provide EL services for English Language learners as described in EL Comprehensive and Self Study Plan Quarterly PLC analyzing student work protocols Other data collected to drive instruction will include common formative / summative assessments (e.g. Nā PuaKō), IXL, Achieve 3000, SBA, KĀ‘EO, universal screener (TBD- e.g. Aimsweb, iReady). PD will be 	2020-2021	Medeiros Lu‘uwai Valentino	<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). Summaries from analyzing student work protocols <ul style="list-style-type: none"> Common formative assessments with rubrics and standards

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	provided for English K-5 and Immersion Grade 5 to implement iReady in Sy 21-22.				
<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</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 clearly defined. <p>Process documents will be</p>	2020-2021	Lu'uwai 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>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) ● 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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	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 SW6</p> <ul style="list-style-type: none"> ● Explore and/or develop a SEL program that embraces HĀ and Koho Pono ● Parent SEL/HĀ workshops ● Establish HĀ protocols for schoolwide staff and student daily practices <p>Develop and implement PSAP services for K-1 and an evaluation process to monitor the effectiveness of the program</p> <p>Participate in activities to develop and implement a sustainable resilient program with support from various agencies in a 3 year commitment to include trauma informed training</p>	2020-2021	Lu'uwai Valentino	<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"> ● HĀ Daily Protocols Meeting agendas/minutes Evaluation process for PSAP and Resilient Project SEL program

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<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#10</p> <p>Attendance will continue to be monitored.</p> <ul style="list-style-type: none"> • Weekly Meetings to follow up/act on attendance concerns. • Review the attendance policy and revise if needed. 	<p>2020-2021</p>	<p>Lu'uwai Valentino</p>	<ul style="list-style-type: none"> <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
<p>Desired Outcome for this Strategy:</p> <p>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</p>	<p>EA#11 SW1, 6</p> <p>A:</p> <p>Tier 2-Response To Interventions(RTI) /Hui Ulu Kalo-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"> • Purchase materials such as DIBELS Next and reading books from Hale Kuamo'o. • Hawaiian Language Learners (HLL) continues to support increasing 		<p>Medeiros</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 	<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

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<p>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 assessments in math.</p>	<p>numbers of students entering after the kindergarten level.</p> <ul style="list-style-type: none"> ● Support EL learning by using push-in and pull-out models as needed. ● Refine RTI referral process. <p>B: After school-tutoring/enrichment programs will be continued for the English and Kaiapuni programs:</p> <ul style="list-style-type: none"> ● Teachers using school resources for remediation/enrichment and online programs. ● 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>Data used to monitor:</p> <ul style="list-style-type: none"> ● Daily Attendance ● Student Participation ● Classroom and After school/Māla/Chance to Dance Teacher Collaboration ● 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 SW 1</p> <ul style="list-style-type: none"> ● Schoolwide discussions on looking at writing standards and process, how it is being delivered using Write Tools Schoolwide. ● Teachers will include in ELA/HLA pacing guides writing focus and/or genre. ● Utilize PLC and extended time to collaborate as well as collect & analyze data to drive writing instruction. ● Utilize extended program time to collaborate / refine Write Tools for the kaiapuni classroom across all grade levels. 	<p>2020-2021</p>	<p>Luuwai Valentino Medeiros</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>Data used to monitor: Standards</p> <ul style="list-style-type: none"> ● Pacing Guides ● Writing Assessments ● Writing Rubrics
<p>Desired Outcomes for this Strategy: By the end of the school year 2021-2022, the school will develop and implement a continuum for technology skills to allow students to showcase their learned skills.</p>	<p>EA#14 SW6</p> <p>Provide PD and opportunities for teachers as well as engage students using various types of technology and purchase online applications/programs and tech supports.</p> <ul style="list-style-type: none"> ● Grade level discussions on technology projects and showcases during the year ● Student voice ● Connect SEL/current events ● Involve community events ● Purchase Kid Pix for K-1 	<p>2020-2021</p>	<p>Valentino Lu'uwai</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>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"> • Teachers and Admin participate in Technology Conferences- SOTF and ISTE • Purchase tech supports for classrooms such as ipads, laptops, TVs, projectors and subscriptions to enhance teachers' teaching abilities. • 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, Achieve 3000, iReady 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.) 				
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	<ul style="list-style-type: none">• Develop and implement ways to promote digital citizenship (e.g. Common Sense Media, Google)				
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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:

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<p>Objective 1: Focused Professional Development:</p> <p>By the end of the school year, 2021-2022 develop procedures and guidelines to support/mentor new teachers and long term substitute teachers.</p> <p>By the end of the school year, 2021-2022 provide professional development and professional learning communities (PLC) in small group explicit and differentiated instruction, 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 small group explicit and differentiated instruction, 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
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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	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 2021-2022, 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>	2021-2022	Luuwai Valentino	<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: By the end of the school year, 2021-2022 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> <p>Allow time for Admin. and Mentors to connect.</p> <p>Provide Substitutes for mentors and new teachers to meet and</p>	2021-2022	Luuwai Medeiros	<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>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

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	collaborate during school hours.				Learning Zone.
Desired Outcome for this Strategy: By the end of the school year, 2021-2022	EA#17 Creation of Instructional Leadership Team to implement professional development in explicit and small group instruction, differentiated strategies and constructed responses. Materials will be purchased such as books for teachers in explicit instruction and differentiated classroom strategies.	2021-2022	Luwai Medeiros Valentino Norton 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	Data used to monitor: <ul style="list-style-type: none"> ● Surveys ● Staff/PD agendas ● Sign in sheets ● Participation in PD ● Walkthroughs

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:
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<p>Objective 1: Innovation:</p> <p>By the end of the school year 2021-2022, 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 2021-2022, 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 2021-2022, 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>Explore and develop a system to improve culture - growth mindset and willingness to collaborate/share/open doors/break down silos. Positive school culture (HĀ and Koho Pono)</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 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 2021-2022

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: By the end of the school year 2021-2022, the school will see an increase in parent involvement as measured by the percentage of parents that participate in school events.</p>	<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>Support students in purchasing school planners for grades 2-5.</p> <p>PCNC will provide a quarterly school newsletter and develop a bi-weekly email to distribute to staff and families.</p>	2021-2022		<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: PCNC and school staff will work to involve parents in school and provide support.</p> <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 ● Sign-In sheets ● Parent Survey/evaluations of workshops ● Meeting Notes ● Monthly Parent Virtual Meetings

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<p>Desired Outcome for this Strategy:</p> <p>By the end of the school year, 2021-2022, 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.</p>	<p>EA# 19 SW6</p> <p>Provide summer transition plan for students entering kindergarten</p> <ul style="list-style-type: none"> ● Parent orientation meeting ● 3-4-week transition plan prior to the beginning of school. 	<p>2021-2022</p>		<p><input type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Data used to monitor:</p> <p>Attendance Logs</p> <p>Participation number of students during 3-4-week transition period.</p> <p>Parent pre- (e.g. availability, child needs) and post- survey (i.e. feedback).</p>
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Title I Addendum to the 2021 Academic Plan (AcPlan), School Year 2021-22

School Name: Pā‘ia Elementary School

Date: 4/20/2021

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)
<p>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.</p>	<p>EA #1 pg 7 All teachers will continue implementing CCSS/ Ana A’o Kaiapuni standards Teachers will need PD and PLC time to develop thematic, multi-discipline pacing guides (i.e. ‘Āina-based, Pāhana ‘Āina Lupalupa,STEM learning).</p> <p>EA #2 pg 8 PD/PLC on explicit and differentiated strategies will be provided. Teachers will utilize the strategies in their classroom.</p> <p>EA#6 pg 11 English Program will use Stepping Stones 2.0.</p>	<p>Submitted Comprehensive Needs Assessment(CNA) Pg 16-17</p> <ul style="list-style-type: none"> • Support teachers with PLC and PD • Creating pacing guides • Data teams • Explicit and differentiated strategies • Writing <p>pg 15</p> <ul style="list-style-type: none"> • Support both programs with purchase of math and language arts curriculum and materials using title 1 funds. The English department will be purchasing the 2020 Wonders Program.

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School Name: Pā‘ia Elementary School

Date: 4/20/2021

	<p>Kaiapuni will use Stepping Stone 1.0 and think Mathematics</p> <p>EA#7 pg 7 English Program will use Wonders focusing on the Common Core State Standards (CCSS). Kaiapuni will continue to utilize He Aupuni Palapala K-3 and Standards/Ana A‘o.</p> <p>EA#11 pg 15-16</p> <p>A: Tier 2-Response To Interventions(RTI) /Hui Ulu Kalo-ELA/HLA program will continue to develop in structure and practice to include universal screening, progress monitoring, and tiered interventions.</p> <p>B: After school-tutoring/ enrichment programs will be continued for the English and Kaiapuni programs:</p>	<p>pg 16</p> <p>A: RTI-Reading-Materials such as Dibels and reading books will be purchased using Title 1 funds B: ELO: Extended Learning Opportunities-Remedial/Tutoring and Enrichment Title 1 funds will be used to pay for PTTs</p>
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Date: 4/20/2021

	<p>EA#13 pg 17 Schoolwide discussions on looking at writing standards and process, how it is being delivered using Write Tools Schoolwide.</p>	
<p>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.</p>		<p>This year it was difficult to have a School Community Council(SCC). The SCC did not start meeting until the 2nd semester. The SCC parents and community member were only presented with the plan. ILT staff notes Leadership notes Staff notes</p>
<p>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</p>		<p>The academic plan is monitored by the leadership team twice a year. Leadership notes Submitted revised academic plans SCC</p>
<p>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.</p>		<p>School website Parent Virtual Meetings SCC meetings Title 1 Annual Meeting</p>
<p>SW 5: If appropriate and applicable, the Academic Plan is developed in coordination and integration with other federal, state, and local services, resources, and programs (e.g., programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities</p>		<p>Grab and Go program Artists in the School Resilient Project with various agencies</p>

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<p>or targeted support and improvement activities).</p>		
<p>SW 6: The Academic Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will—</p> <p>(i) provide opportunities for all children, including each of the subgroups of students (i.e. economically disadvantaged, major racial and ethnic groups, children with disabilities, English learners) to meet the challenging State academic standards;</p> <p>(ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and</p> <p>(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—</p> <p>(I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;</p> <p>(II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high 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</p>	<p>EA #1 pg7 All teachers will continue implementing CCSS/ Ana A‘o Kaiapuni standards</p> <p>EA #2 pg 8 PD/PLC on explicit and differentiated strategies will be provided. Teachers will utilize the strategies in their classroom.</p> <p>EA#9 pg 14 ● Explore and/or develop a SEL program that embraces HĀ and Koho Pono</p> <p>EA#11 pg 15-16 A: Tier 2-Response To Interventions(RTI) /Hui Ulu Kalo-ELA/HLA program will continue to develop in structure and practice to include universal screening, progress monitoring, and tiered interventions.</p>	<p>After school tutoring Summer school Mentoring Response to Intervention (RTI) Parent Virtual Meetings MTSS Professional Development Professional Learning Communities Social Emotional Learning (SEL) He Lei Poina ‘Ole Video Series</p>

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<p>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>B: After school-tutoring/ enrichment programs will be continued for the English and Kaiapuni programs:</p> <p>EA#14 pg 17 Provide PD and opportunities for teachers as well as engage students using various types of technology and purchase online applications/ programs and tech supports.</p> <p>EA#16 pg 21 Continue implementing existing programs including teacher orientation and teacher support from mentor teachers.</p> <p>EA# 19 pg 25 Provide summer transition plan for students entering kindergarten</p>	
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Title I Addendum to the 2021 Academic Plan (AcPlan), School Year 2021-22

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<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>EA # 18 pg 24 School Community Council (SCC) and school staff will establish and strengthen state, community, and parent relationships. Provide parent workshops to address student achievement throughout the school year.</p>	<p>Parent Engagement Initiatives Parent Virtual Meetings August-February Weekly March-May Monthly School Website He Lei Poina ‘Ole Video Series and activities</p>