One-Year Academic Plan
2020-2021

Approved by HKKK CAS

6/2/2020

Date

School:	KEALAKEHE ELEMENTARY
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Where are we now?

1. **Need - Increase community outreach to improve home to school connection.**
2. **Need - Increase staff and student well-being and sense of belonging.**
3. **Need - Increase student achievement in reading and mathematics.**
4. **Need - Develop a multi-tiered system of support for all students.**

Prioritize school's needs as identified in one or more of the following needs assessments: ● Comprehensive Needs Assessment (Title I Schools) ● WASC Self Study ▪ 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 ● Other	**To provide a multi-tiered system of support for all students to meet their academic, social emotional, behavioral, and English language acquisition needs.** **Addressing Equity: Sub Group Identification** **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.

Sub Group	Identified Need(s)	Enabling Activit(ies)
Disadvantaged (Title 1) – 74.11%	SY 18-19 SBA Math results show that 8% scored at Level 3 or above. SBA Reading results show 24% scored at Level 3 or above. Based on Panorama results 47% do not feel safe at school. Fifty nine percent have a sense of belonging and 69% value their education at school	p. 10 Literacy - Student Success, p. 13 Math - Student Success p. 16 MTSS - Student Success p. 18 Na Hopena A'o - Student Success
Disabled (IDEA) – 12.11%	SY 18-19 SBA Math results show that 8% scored at Level 3 or above. SBA Reading results show 24% scored at Level 3 or above. Based on Panorama results 47% do not feel safe at school. Fifty nine percent have a sense of belonging and 69% value their education at school	p. 10 Literacy - Student Success, p. 13 Math - Student Success p. 16 MTSS - Student Success p. 18 Na Hopena A'o - Student Success

	<mark>EL – 26.1%</mark>	SY 18-19 SBA Math results show that 3% scored at level 3 or above. SBA Reading results show 5% scored at Level 3 or above. Based on Panorama results 49% do nor feel safe at school. Fifty nine percent have a sense of belonging. Sixty five percent value their education at school.	p. 10 Literacy - Student Success, p. 13 Math - Student Success p. 16 MTSS - Student Success p. 18 Na Hopena A'o - Student Success

ORGANIZE: Identify your Accountable Leads.	
Name and Title of Accountable Lead	**Enabling activities this lead is responsible for:**
1.Academic Coaches - Deborah Bates, Isabella Ochoa-Bardwell, Candance Travalino	1. All Literacy and Mathematics Enabling Activities (pg 10 to 15)

2. Restorative Practices Coordinator - Rachel Talasko
 	
   Administrative Team - Principal Nancy Matsukawa , Vice Principals TBD / ART Team - Grade level chair Julie Stark (K), Jasmine Shearer (1), Tani Chamberlin (2), Shawna Daivs (3), Victoria Friedman (4), Suzanne Dadzie (5), Resource TBD, SPED GL TBD, Connie Simon (EL coordinator), Deborah Bates (Academic Coach), Isabella Ochoa-Bardwell (Academic Coach), Candace Travalino (Academic Coach), Rachel Talasko (Restorative Practices Coordinator
	2. Nā Hopena A'o Enabling Activities w/exception of PD (pg 18 to 20)
	
	   Coordination of Targeted Professional Development (pg 21)

3. Administrative Team - Principal Nancy Matsukawa , Vice Principals TBD	3. All MTSS Enabling Activities (pg 16 to 18), ILT (Principal)

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

Outcome: By the end of SY20-21	Rationale:

Academic Outcomes:
 	
● With the incorporation of student voice, and with intentional school design, there will be an increase of 10% of students who reach their iReady Reading stretch goal from the percent at the mid-year benchmark, utilizing standards-based and personalized education designed through teacher collaboration enabling students to engage in culturally relevant texts and develop critical thinking skills benefiting growth beyond the classroom.
 	
● With the incorporation of student voice, and with intentional school design, there will be an increase of 10% of students who reach their iReady Math stretch goal from the percent at the mid-year benchmark, utilizing standards-based and personalized education designed through teacher collaboration enabling students to engage in culturally relevant texts and develop critical thinking skills benefiting growth beyond the classroom.
	Academic Rationale:
	
	Academic data for the prior three years has remained flat, as evidenced by:
	Hawaii Growth Model - 38th Percentile
	DIBELS:
	At the beginning of the year
	● 349 students scored well below their grade level benchmark. After the middle of the year benchmark:
	   ○ 86% (300 students) **remained well below** benchmark
	   ○ 11% (38 students) **moved to below benchmark**
	   ○ 3% (11 students) moved to benchmark
	   ○ 0% moved to above benchmark
	● 191 students were below benchmark. After the middle of the year benchmark:
	   ○ 29% (55 students) **moved to well below** benchmark
	   ○ 44% (84 students) **remained below benchmark**
	   ○ 23% (44 students) moved to benchmark
	   ○ 4% (8 students) moved to above benchmark
	● 201 Students scored at benchmark. Ater the middle of the year benchmark:
	   ○ 4% (8 students) moved to well below benchmark
	   ○ 24% (48 students) moved to below benchmark
	   ○ 57% (115 students) remained at benchmark
	   ○ 15% (30 students) moved to above benchmark
	● 142 students scored above benchmark. After the middle of the year benchmark:
	   ○ 1% (1 students) moved to well below benchmark
	   ○ 1% (1 students) moved to below benchmark
	   ○ 41% (58 students) moved to benchmark
	   ○ 57% (81 students) remained at benchmark

iReady
Reading:
47% of students met their typical growth goal (1 year's growth from initial placement)
Math:
35% of students met their typical growth goal (1 year's growth from initial placement)

MTSS Outcomes:

- Students' individualized needs (social/emotional, behavior, academic, and English language acquisition) will be identified. Tiered supports will be provided for students to move fluidly through the tiers.

MTSS Rationale:
The MTSS framework provides the opportunity to utilize a whole child approach in which social emotional, behavior, academic, and English language acquisition needs are addressed and supported in a systemized and individualized fashion. By using performance data and through monitoring learning rates and social- emotional-behavioral development of students, the needs of all of our learners will be able to be met. MTSS emphasizes the integration of academics, social emotional development, behavior, and English language acquisition as uniformly critical to student success.

Nā Hopena A'o Outcomes:

- Students' voices will be empowered, so that they are able to identify and access resources to meet their diverse needs. With an empowered voice, they will confidently explore their sense of self, as well as their sense of belonging within their community. Their culture, interests, beliefs, and aspirations will be centered in a school design that ensures innovative and equitable spaces within the community.

Nā Hopena A'o Rationale:
Closing the achievement gap is a top priority. Students that classify as disadvantaged (Title I), EL, and/or IDEA continue to be underserved. Further, racial inequities continue to be apparent in the achievement gap that we are seeing. We serve a diverse and large group of students / families, and therefore, we have much to learn before we can serve them effectively.

In order to do this, we must center student voice. To truly design instruction that meets the diverse and unique needs of our learners, we

| | need to consider and serve who they are. Through the Nā Hopena A'o framework and restorative practices, we are able to address the whole-child, and connect with the host-culture to empower our students to advocate for their needs.

When students are provided space to share their stories, it allows them to connect through them. That connection assists in developing lifelong learners that define knowledge as something deeper than basic facts. That connection to one another, the sense of belonging, turns into accountability to their community. They will develop a sense of responsibility and a need for excellence. All of this, when done with aloha, will close the achievement gap and support an equitable school design for our keiki. |
|---|---|

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

Outcome: By the end of SY20-21	Rationale:
Academic Outcomes ● All teachers will have opportunities for targeted professional development, coaching support, and feedback in order to improve their practice. The PLC+ Framework of collaboration will continue to be implemented. **MTSS Outcomes** ● Teachers and support staff will be supported within the newly structured Multi-Tiered System of Supports aimed to meet the academic, social emotional, behavioral, and English language acquisition needs of their students.	**Academic Rationale:** The PLC+ Framework provides the opportunity for teams to work collaboratively to support each other to identify and meet the needs of their students. Through this data driven collaborative work, teachers identify their team and individual professional development needs**.** Addressing these PD needs **will** ensure they have the skills to meet students where they are performing and accelerate their learning to close the achievement gap. **MTSS Rationale:** The MTSS framework provides the opportunity for student support teams to work collaboratively in an effort to support teachers to meet

the needs of their students. Through this data driven collaborative work, teacher concerns and student needs drive the creation of a cohesive student support plan in which academic, social/emotional, behavior, and English language needs are addressed.

Along with ensuring student needs are supported utilizing a multi-tiered approach, this process will help identify areas in which teachers and support staff may need additional professional development. We must ensure that teachers and support staff have the capacity to meet our students' needs (academic, social emotional, behavioral, and English language acquisition) within all three tiers of support.

School climate and culture has been found to be among the top influences in affecting improved student achievement. Teachers' work environment, peer relationships, and feelings of inclusion and respect are important aspects of a positive school climate. Further, relationships between students and teachers are a foundational component of school culture and climate.

Research supports that teachers and staff require a sense of belonging, trusting relationships, and a sense of efficacy (both self and collective) to transform their relationships with students, and therefore, improving student achievement.

Given the research, we believe that a sense of belonging, trusting relationships, and a deepened sense of efficacy are required to improve Kealakehe Elementary School's culture and climate. Strengthening

Nā Hopena A'o Outcomes

- Staff will feel safe, supported, and trusted, and they will identify a sense of belonging in the school community. They will have access to professional development, collaborative spaces, and "whole-human" spaces that provide opportunities to positively impact the school culture and climate. With an increasingly positive school culture and climate, staff will be able to center diverse cultures, interests, beliefs, and aspirations in a school design that ensures innovative and equitable spaces within the community.

relationships must be a vital priority in the upcoming school year. By improving our school culture and climate, we will, in turn, improve student achievement.

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

Outcome: By the end of SY20-21	**Rationale:**
Academic Outcomes • Continue to utilize and refine the academic support system including grade level coaches, PLC+ framework, tier 2 supports, community relationships/partnerships, and a process to determine targeted professional development opportunities. • Utilize the ILT process to ensure effective instructional quality **MTSS Outcomes** • A Multi-Tiered Systems of Supports will be created and implemented, in which teachers, support staff, and community partners collaborate to meet the academic, social emotional, behavioral, and English language acquisition needs of students.	**Academic Rationale:** • The implementation of the PLC+ framework will be the driving force to identify the learning needs of both teacher and student. Collaboration on Tier 2 supports will ensure a process that works for the academic benefit of the child. This approach aims to involve all stakeholders in the education of the child. • The utilization of the ILT process will sustain an exemplary learning environment for both the teacher and student. **MTSS Rationale:** • The creation and implementation of a new MTSS structure will ensure that grade level teams utilize data to drive collaborative work in providing whole child supports/ interventions for learners who are struggling in one or more area(s) (social emotional, behavior, academics, and/or English language acquisition). This approach aims to ensure that students are able to move fluidly through tiers of support based upon their individual needs.

- **Restorative Practices will continue to be supported and funded. The Restorative Practices Coordinator position will continue to be funded, alongside targeted professional development, community-partnership development, and relationship building opportunities, with the intention of enhancing the Nā Hopena A'o framework, and a positive school culture and climate.**

Nā Hopena A'o Rationale

- As described above, we believe that a sense of belonging, trusting relationships, and a deepened sense of efficacy are required to improve Kealakehe Elementary School's culture and climate. By improving this climate and culture, we will be able to more effectively meet the needs of our students.
- Restorative Practices are centered around these values of trust, efficacy, and belonging. By implementing a school design centered around Nā Hopena A'o (and therefore, restorative practices), we are committed to deepening these values throughout our school community, and aiming to ensure that all school systems of support are holding us accountable.

Planning						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome		**Promise**		**Enabling Activity**	**Lead(s)**			
Literacy ● With the incorporation of student voice, and with intentional school design, there will be an increase of 10% of students who reach their iReady Reading stretch goal from the percent at the mid-year benchmark, utilizing standards-based and personalized education designed through teacher collaboration enabling students	x	Hawaiʻi	Student	Students receive explicit reading and writing instruction followed by opportunities to self select books to read or topics to write about in order to practice and apply strategies learned with specific feedback to encourage growth and transfer beyond the classroom. Students receive individual or small group instruction to support development of skills not mastered in previous grades	Academic Coaches	x	WSF	Enabling Activity 1 will be progress monitored using ● iReady benchmark assessments (administered 3 times per year) ● TS Gold (preschool) ● Lucy Calkins writing rubrics (3 Genre) ● Student self-assessment using writing checklist Enabling Activity 2 will be progress monitored using DIBELS
	x	Equity				x	Title I $ $498,900	
	x	School Design					Title II	
	x	Empowerment					IDEA	
		Innovation					Other	

to engage in culturally relevant texts and develop critical thinking skills benefiting growth beyond the classroom.				and to provide differentiated support based on data from iReady, DIBELS, writing samples or anecdotal data collected during instruction.			(administered 3 times per year) Progress monitoring individual students: monthly (tier 2), bi-monthly (tier 3), weekly (teacher determined by teachers).
• All teachers will have opportunities for targeted professional development, coaching support, and feedback in order to improve their practice. The PLC+ Framework of collaboration will continue to be implemented. • Continue to utilize and refine the academic support system including grade level coaches, PLC+ framework, tier 2 supports, community relationships/partnerships, and a process to determine		Hawaiʻi		Teachers will participate in ongoing training to attain curricular coherency • PLC+ framework to support better decisions and improve instructional practices aligned to content standards • Training on different levels of feedback provided by ILT team members • Writing Units of Study professional development for small group instruction and conferring • EL research based strategies (e.g. GLAD, etc.) Teachers will work collaboratively within the PLC+ framework to identify the	Academic Coaches	x WSF	Enabling Activity 1 Learning Walks - team members to be determined Teacher pre, post and follow up survey to support self-assessment and needs for additional support Sign-in sheets/certificates for all PD Enabling Activity 2 will be progress monitored • PLC+ Meeting notes: during PLC+ meetings through the examination of student work gathered during instruction
	x	Equity				x Title I $498,900	
	x	School Design				Title II	
	x	Empowerment				IDEA	
		Innovation				Other	

targeted professional development opportunities.				learning needs of both teachers and students in all areas of literacy.			
		Hawaiʻi	Academic Coaches	Implement the complex K-12 literacy framework to support a sustained and coherent process to improve literacy skills ● Utilize the ILT process to support effective literacy instruction ● Attain coherency in curricular programs ● Utilize research based strategies to support the EL learner ● Coach and teacher collaboration which may include coaching cycles to support acquisition and refinement of instructional strategies ● Work with parents and community to nurture a love of literacy in their children	Academic Coaches	x WSF	ILT Learning Walks ● Baseline first quarter and determine next steps ● 2nd, 3rd, and 4th quarter walks to monitor growth Ghost Walks Peer Observation ● Grade level ● Vertical observations 3rd or 4th quarter Possip Surveys ● Community relationships
	x	Equity				x Title I $498,900	

						Title II	

						IDEA	

CNA Crosswalk SW6, SW7
FRF Line # 10, 15 (29)
WASC Critical Area for Follow up # p. 38 CNA
Title 1 Addendum Crosswalk SW#3,5,6,7

x	School Design					Title II	
x	Empowerment					IDEA	
	Innovation					Other	

Planning

Desired Outcome		**Promise**		**Enabling Activity**	**Lead(s)**	**Funding Source(s)**		**How will you measure this enabling activity?**
Math With the incorporation of student voice, and with intentional school design, there will be an increase of 10% of students who reach their iReady math stretch goal from the percent at the mid-year benchmark, utilizing standards-based and personalized education designed through teacher collaboration enabling students to engage in culturally relevant tools and develop critical thinking skills benefiting growth beyond the classroom.			Hawaiʻi	Students receive instruction that integrates the mathematical practices of: - problem solving - constructing models - abstract thinking to construct viable arguments - critique the thinking of others - strategic use of tools Students receive individual or small group instruction to support development of skills not mastered in previous grades and to provide differentiated support based on data from iReady, Stepping Stones (pre/post or unit assessments) and anecdotal data collected during instruction.	Academic Coaches	x	WSF	Enabling Activity 1 will be progress monitored using iReady benchmark assessments (administered 3 times per year) Utilize a speaking and listening rubric during math discussions quarterly Capture student use of sentence stems (may incorporate specific math vocabulary) during walk through of math instruction
		x	Equity			x	Title I $498,900	
		x	School Design				Title II	
		x	Empowerment				IDEA	
			Innovation				Other	

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• All teachers will have opportunities for targeted professional development, coaching support, and feedback in order to improve their practice. The PLC+ Framework of collaboration will continue to be implemented.		Hawaiʻi		Teachers will receive professional development to increase their understanding of mathematical practices and how to integrate them during math instruction. • Discourse • Questioning strategies • Overview of math practices and why they are important	Academic Coaches	x	WSF	Enabling Activity 1 Learning Walks - teams members to be determined • Teacher modeling how to share their thinking to add student thinking or disagree • Student use of discourse • Use of sentence stems by both teacher and students • Teacher use of questioning to assess
	x	Equity				x	Title I $498,900	
	x	School Design					Title II	
	x	Empowerment					IDEA	

• Continue to utilize and refine the academic support system including grade level coaches, PLC+ framework, Tier 2 supports, community relationships/partnerships, and a process to determine targeted professional development opportunities.	x	Innovation		• Use of visuals and small group • Manipulatives (models) Teachers will participate in ongoing training to attain curricular coherency. • Teachers will work collaboratively within PLC+ framework to identify the learning needs of both teachers and students in all areas of math. • EL research based strategies			Other student thinking Teacher pre-assessment survey on current understanding of math practices. Post assessment survey mid year and end of year Minutes and agenda from PLC meetings
		Hawaiʻi		Utilize the complex math framework to ensure that students progress through the K-12 continuum with the requisite skills appropriate to each grade level. • Teachers and coaches	Academic Coaches	x WSF	Minutes and agenda from PLC meetings
	x	Equity				x Title I $498,900	Learning Walks - teams members to be determined
	x	School Design				Title II	• Gather specific observations based on

CNA Crosswalk SW5, SW 7 FRF Line # 10, 15 (29) WASC Critical Area for Follow up # p. 38 CNA Title 1 Addendum Crosswalk SW#3, 5, 6, 7	x	Empowerment		will work collaboratively to develop Tier 2 supports for students who are struggling with the math concepts. ● Build relationships within our school community to help parents support math readiness through math talk. ● Coach and teacher collaboration which may include coaching cycles to support acquisition and refinement of instructional strategies		IDEA	professional development or teacher request for support Possip surveys ● Community relationships Community partnership meeting minutes/sign-in sheets
	x	Innovation				Other	
Planning						**Funding**	

Desired Outcome	Promise		Enabling Activity	Lead(s)	Source(s)		How will you measure this enabling activity?
MTSS ● Students' individualized needs (social emotional, behavioral, academic, and English language acquisition) will be identified. Tiered supports will be provided for students to move fluidly through the tiers.		Hawaiʻi	All students' individual needs will be identified through universal screeners (academic, behavior and WIDA Access scores). Students will have access to and be provided school based, tiered supports/services dependent upon needs, along with optional referrals to non-DOE agencies.	Admin Team	x	WSF	Academic Universal Screeners administered 3 times per year. Behavior Universal Screener administered WIDA Access administered annually Supports/intervention data (edit)
	x	Equity			x	Title I $286,000	
	x	School Design				Title II	
	x	Empowerment				IDEA	
	x	Innovation				Other	

● Teachers and support staff will be supported within the newly structured Multi-Tiered System of Supports aimed to meet the academic, social emotional behavioral, English language acquisition needs of their students		Hawaiʻi	Targeted PD for academic, social emotional, behavior management, and English language acquisition
			● MTSS
			● GLAD
			● Restorative Practices (Circle Keeping, Trauma Informed, SEL, HA)
			  - specific trainings for EAs, Alakaʻi,
			     Office Assistants, Custodians, etc.
			● Curricular PD
			● PLC+
				Admin Team	x	WSF	Agenda and sign-in sheets for all PD.

	x	Equity			x	Title I $286,000	
	x	School Design				Title II	
	x	Empowerment				IDEA	Meeting minutes for all grade levels
A Multi-Tiered Systems of Supports will be created and implemented, in which teachers, support staff, and community partners	x	Innovation	Twice a month time will be alloted. Once a month, SpEd Team meetings will occur for collaboration regarding planning next steps for Tier 1 and Tier 2 supports to ensure personalized student growth.			Other	

collaborate to meet the academic, social emotional, behavioral, and English language acquisition needs of students.		Hawaiʻi		Design and implement a comprehensive MTSS plan to address achievement, socio-emotional learning and student behavior. MTSS will include the following elements: ● Universal Screeners ● Develop and implement more vertically aligned academic and behavioral systems, procedures and communication [that is shared with parents]. ● Clarify functions, expectations, and protocols for leadership, PLCs, and MTSS systems. ● A structure for MTSS student support team meetings will be created and meetings will be implemented with fidelity on a monthly basis. During these monthly meetings, grade level support team members will work collaboratively to create data driven support plans based on student needs and teacher concerns, where progress monitoring tools are identified and timelines are set. ● Twice a month time will be allotted. Once a month, SpEd Team meetings will occur for planning next steps for	Admin Team	x WSF	Program is created, implemented, and functioning by end of SY 2020-21. MTSS meeting minutes. Sign-in sheets from meetings to ensure collaboration from team members. School wide perception data on effectiveness of MTSS MTSS School process/procedures Possip surveys ● Community relationships
	x	Equity				x **Title I $286,000**
	x	School Design				Title II
CNA Crosswalk SW3, SW 5, SW 7 FRF Line # 15 (43) WASC Critical Area for Follow up # p. 38 CNA Title 1 Addendum Crosswalk SW#3,5, 6, 7	x	Empowerment				IDEA
	x	Innovation				Other

			Tier 1 and Tier 2 supports to ensure personalized student growth. ● Counselors and SBBH will develop a "push-in" classroom support model for students and teachers / "push-in" home support model for students and families. In class tutoring support will be provided in K-3 classrooms.				

Planning					**Funding Source(s)**		**How will you measure this enabling activity?**
Desired Outcome		**Promise**	**Enabling Activity**	**Lead(s)**			

Nā Hopena Aʻo ● Students' voices will be empowered, so that they are able to identify and access resources to meet their diverse needs. With an empowered voice, they will confidently explore their sense of self, as well as their sense of belonging within their community. Their culture, interests, beliefs, and aspirations will be centered in a school design that ensures innovative and equitable spaces within the community.	X	Hawaiʻi	Students will develop an empowered sense of self, allowing them to advocate for self and others. ● Implementation of weekly circle (**in classrooms in which the teacher is a trained circle keepers**) ● Implementation of Mind Up (schoolwide) ● Exploration of culturally responsive / open curricula ● Exploration of trauma-informed practices ● Access to resource classes (Physical Education, Hawaiiana, Art) Students will identify a sense of belonging within their school	Restorative Practices Coordinator	x	WSF	Restorative Practices school process data and perception data
	X	Equity			x	Title I $286,000	Restorative discipline school process data
	X	School Design				Title II	Student voice perception data
	X	Empowerment				IDEA	SEL curriculum student learning data Place-based learning process and perception data Trauma-informed school process data Resource classes' perception data
	X	Innovation				Other	

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● Staff will feel safe, supported, and trusted, and they will identify a sense of belonging in the school community. They will have access to professional development, collaborative spaces, and "whole-human" spaces that provide opportunities to positively impact the school culture and climate. With an increasingly positive school culture and climate, staff will be able to center diverse cultures, interests, beliefs, and aspirations in a school design that ensures innovative and equitable spaces within the community.				community. ● Implementation of circle (in classrooms with trained circle keepers) ● Design of restorative discipline protocols ● Exploration of place-based learning opportunities, designed by grade level teams			

	X	Hawaiʻi		Staff will develop an empowered sense of self, allowing them to advocate for self and others.
				 ● Implementation of circles once per month (for ALL staff)
				 ● Restorative Nā Hopena Aʻo Development Day at the start of the school year (for ALL staff)
				 ● Design of restorative repair of harm protocols
				 ● Access to professional development and continued coaching/support
				  ○ Restorative Practices
				  ○ SEL
					Restorative Practices Coordinator	x WSF	Restorative Practices school process data and perception data

	X	Equity				x Title I $286,000	Restorative Retreat perception data
	X	School Design				Title II	Restorative repair of harm school process data and perception data
	X	Empowerment				IDEA	School culture and climate perception data
	X	Innovation				Other	Collaborative Spaces perception data
							Professional Development achievement data
							Coaching and support perception data

• **Targeted professional development, community-partnership development, and relationship building opportunities, with the intention of enhancing the Nā Hopena A'o framework, and a positive school culture and climate, will be supported by the continued development of a schoolwide Restorative Practices model.**				○ Trauma-Informed Practices ○ Culturally Responsive Teaching ○ Nā Hopena A'o ○ Place-Based Learning ○ Physical Education ○ Hawaiiana ○ Art • Access to monthly professional development for EAs, Alaka'i, Tutors, and Specialist Teachers • Access to culturally diverse classroom resources (texts, events, field trips) • Access to mindfulness, self-care, celebration, and physical movement opportunities Staff will develop a sense of belonging within a trusting, supportive, safe school community. • Implementation of circles once per month (for ALL staff) • Restorative Nā Hopena A'o Development Day at the start of the school year (for ALL staff) • Develop a school-wide system of communication that is inclusive of all voices.				

	X	Hawaiʻi		School systems will support an empowered sense of self for students and staff, allowing them to advocate for self and others. ● Consistent Restorative Practices "Accountability Team" meetings, in which schoolwide decisions regarding R.P. will be addressed ● Continued implementation of PBIS practices (Warrior Way Slips) ● Develop deeper network of support with community (alongside PCNC)	Restorative Practices Coordinator	x	WSF
	X	Equity				x	Title I $286,000
	X	School Design					Title II
CNA Crosswalk W3, SW7 FRF Line # 18 (52, 53, 54) WASC Critical Area for Follow up # p. 38 CNA Title 1 Addendum Crosswalk SW#	X	Empowerment					IDEA
	X	Innovation					Other

School systems will support a sense of belonging within a trusting, supportive, safe school community for students and staff. ● Access to KES Handbook (revised to include Restorative Practices) ● Access to KES Attendance Policy ● Access to "Crisis Response Plan," with inclusion of school facilities protocols ● Access to schoolwide communication systems for all staff (Google, ClassDojo, morning announcements) ● Professional development,	Admin Team and ART	

Restorative Practices Accountability Team school process data and perception data

PBIS perception data

PCNC / Community Involvement school process data

_____

School communications school process data

Professional Development Achievement Data

Coaching and support perception data

Class list procedures

Possip surveys
● Community relationships

- coaching, and support for restorative spaces - Professional development, coaching, and support for collaborative spaces - Creation of class lists utilizing the student cohort pilot (clustering of students to ensure a continued sense of belonging). School systems will support the selection and planning of all professional development to ensure equity and innovative spaces within the school.				