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

2020-2021 School Year

Principal: Suzanne Forbes

Contact Information
Telephone: 808-727-4700

Plan Submitted by
Principal
5/29/2020

Plan Approved by
Complex Area Superintendent
6/5/2020

Revised for Baldwin-Kekaulike-Maui Complex Area
2020 Academic Plan, School Year 2020-21

School: Kahului Elementary School

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community’s knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school’s Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps, 2) incorporating measurable outcomes that inform the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools study organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.
- The Pipeline of Emerging Ideas is linked to the HiDOE 2020-30 Strategic Plan (page 5).


Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.
- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the Teaching & Learning Core (page 2).

Kahului Elementary School, Version 2, May 27, 2020
Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying enabling activities in the academic plan should address identified subgroup(s) and their needs.

<table>
<thead>
<tr>
<th>Gap</th>
<th>Achievement</th>
<th>Action</th>
<th>Theory of Gap</th>
<th>Activity</th>
<th>Enabling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</td>
<td>What is your Theory of Action (if-then) to improve the achievement gap? IDEA</td>
<td>If we adjust our inclusion model to reflect student needs, then we will be able to better meet the individual needs of our students and close the achievement gap.</td>
<td>IDEA - Provide appropriate learning environments and supports for our students with disabilities to increase academic proficiency and growth, develop students’ life skills, and close achievement gaps. (SW 1)</td>
<td>IDEA - Provide professional development for teachers who work with students with special needs to improve our inclusion model and better support students requiring more intensive support. (SW 1)</td>
<td>IDEA - Develop class lists which prioritize IDEA and 504 student placement to maximize potential for learning. (SW 1)</td>
</tr>
<tr>
<td>Kahului Elementary School has identified our IDEA and EL population as our sub groups. These two sub groups have the largest achievement gap based on the Longitudinal Data System (LDS). We have also identified a significant gap between Kahului Elementary School (KES) and the Baldwin-Kekaulike-Maui (BKM) Complex in ELA, Math, and Science.</td>
<td>EL</td>
<td>If we implement best instructional practices for our EL population, closely monitor their progress, and improve communication with parents, then we will be able to better meet the individual needs of our EL students and close the achievement gap.</td>
<td>EL - Support English learners with highly-effective instruction targeted to individual student’s needs to increase academic proficiency and growth and close achievement gaps. (SW 1)</td>
<td>EL - Use ACCESS data to create smart goals based on the WIDA Can Dos for individual students. (SW 1)</td>
<td>EL - Improve our communication with parents of English learners by providing important school communications in multiple languages. (SW 1)</td>
</tr>
<tr>
<td>The IDEA population is 85 out of 965 students. The achievement gap between IDEA students and Kahului School non-high needs students in math is 44.6%. The gap in ELA is 52.8%. The gap in science is 47.97%.</td>
<td>KES and BKM</td>
<td>If all students demonstrate at least one year of growth in reading, writing, math, and science every school year, then we will close the achievement gap between Kahului Elementary School and the BKM complex area.</td>
<td>KES and BKM - Use Renaissance STAR as a universal screener to measure academic growth and proficiency quarterly in order to determine the effectiveness of instruction and identify students requiring additional support. (WASC) (SW 1)</td>
<td>KES and BKM</td>
<td>KES and BKM - Use Renaissance STAR as a universal screener to measure academic growth and proficiency quarterly in order to determine the effectiveness of instruction and identify students requiring additional support. (WASC) (SW 1)</td>
</tr>
</tbody>
</table>

Kahului Elementary School, Version 2, May 27, 2020
Innovation in Support of the Core: School Design and Student Voice

Describe here your collaborative models for School Design and Student Voice.

- Use STAR data to respond to student needs with effective information strategies (WAES)

Kauhulu Elementary School Academic Plan - 2020
4. By the end of the 2020-2021 school year, when surveyed, at least 75% of teachers will indicate they are "very consistent" with implementing GLOs.

5. COVID-19 Response: Throughout the 2020-2021 school year KES will provide equitable virtual instruction and learning opportunities to all students.

**INFRASTRUCTURE:**

**Scheduling**

6. A research-based schedule with equitable access to Core Subjects (Reading, Writing, Math, and Science) and Encore enrichment (Art, Music, PE, Library, STEM, and Computer Science) for all students will be implemented throughout the 2020-2021 school year.

**CORE VALUES AND MINDSET:**

**Na Hopena A'o (HA)**

7. By the end of the 2020-2021 school year, all students will learn the values of HA through real world application in Encore classes.

**STUDENT LEARNING PRODUCTS AND VOICE:**

**Student Showcases and Focus Groups**

8. By the end of the 2020-2021 school year, all students will have an opportunity to participate in quarterly Student Showcases for families, friends, and community members. Showcases will highlight Core academic and Encore learning.

9. By the end of the 2020-2021 school year, students with varying school experiences will have an opportunity to provide their opinion and input on the school's vision, mission, decisions, and changes formally and informally.
Why are you implementing them?

**Standards Based Instruction**

Standards-based instruction and assessment will ensure students are mastering essential learning at each grade level. Focus instruction will maximize instructional time and facilitate at least one year's growth in reading, writing, science, and math for all students. KES needs to respond to the impacts of COVID-19 on student learning by reaching students remotely.

**Scheduling**

Using our time wisely based on researched best practices will provide our students the best opportunity to grow at least one year in reading, writing, math, and science in one year's time.

Encore classes will provide all students the opportunity to experience and participate in the core values of HA in a non-threatening environment while promoting creativity and self-expression.

**Na Hopena A'o (HA)**

Encore classes will provide a foundation for HA to develop the competencies that strengthen a sense of Hawai'i, belonging, responsibility, aloha, excellence, and total well-being.

**Student Showcases and Focus Groups**

Student showcases will be a catalyst for social-emotional learning and students' understanding of HA. Student focus groups will help administration and teachers develop programs and activities better geared toward student needs and wants in their school.

<table>
<thead>
<tr>
<th>How will you know that they are causing an improvement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will know these Measurable Outcomes are causing an improvement when we achieve our vision and mission.</td>
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</table>

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Kahului Elementary School, Version 2, May 27, 2020
**Vision:** ALL students will demonstrate at least one year of growth in Reading, Writing, Math, and Science every school year.

**Mission:** Our mission is to provide our students with highly-effective, standards-based instruction and enrichment experiences which embody Na Hopena A'o (HA) in order to close achievement gaps and accelerate growth for all students.

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### Innovation in Support of the Core: School Design and Student Voice

**FOCUS ON SY 2020-21:** Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

<table>
<thead>
<tr>
<th>Baseline Measurements</th>
<th>Formative Measures</th>
<th>Summative Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Add beginning of the year measurements here.</strong></td>
<td><strong>Add throughout the year measurements here.</strong></td>
<td><strong>Add end of year goals here.</strong></td>
</tr>
<tr>
<td>1. At the end of the 2019-2020 school year, 100% of IDEA students were placed in general education classes for the whole day.</td>
<td>1. Prior to the first day of school for students, all IDEA students will be placed in a learning environment best suited to their individual needs.</td>
<td>1. By the end of the 2020-2021 school year, all IDEA students will make adequate progress toward their goals and objectives within their individualized learning environment, and we will close the achievement gaps in math, ELA, and science.</td>
</tr>
<tr>
<td>2. At the end of the 2019-2020 school year, KES did not have a dedicated learning space for English learners requiring high levels of periodic intervention or a central location for curriculum materials or confidential EL files.</td>
<td>2. Prior to the first day of school for students, an EL learning environment will be established.</td>
<td>2. By the end of the 2020-2021 school year, 75% of the students in Level 1 or 2 of proficiency based on their 2020 WIDA Access scores will progress by at least one level based on their 2021 WIDA Access scores, and we will close the achievement gaps in math, ELA, and science.</td>
</tr>
<tr>
<td>3. Based on a February &quot;weed the garden&quot; activity designed to reduce the number and frequency of student assessments administered, 50% of the assessments used by teachers were either a) not aligned to standards-based instruction or b) not used to drive instruction.</td>
<td>3. Renaissance STAR will be administered quarterly to track student growth and proficiency in Reading and Math. Common grade level standards-based assessments will be administered quarterly to track student growth and proficiency in Writing and Science.</td>
<td>3. By the end of the 2020-2021 school year, all teachers will provide standards-based instruction and assessment in Reading, Writing, Math and Science.</td>
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<tr>
<td>4. Based on a March 2020 teacher survey, only 15% of teachers indicated they are &quot;very consistent&quot; with implementing General Learner Outcomes (GLOs).</td>
<td>4. The implementation of GLOs will be observed during informal and formal observations (GLOs on display in the classroom, teacher referencing GLOs during instruction)</td>
<td>4. By the end of the 2020-2021 school year, when surveyed, at least 75% of teachers will indicate they are &quot;very consistent&quot; with implementing GLOs.</td>
</tr>
<tr>
<td>5. COVID-19 has impacted our school’s ability to provide traditional learning environments for our students.</td>
<td>5. Student access to distance learning will be monitored closely through teacher’s attendance logs and parent surveys throughout the school year.</td>
<td>5. COVID-19 Response: Throughout the 2020-2021 school year KES will provide equitable virtual instruction and learning opportunities to all students.</td>
</tr>
<tr>
<td>6. During the 2019-2020 school year, students were not provided equitable access to Core academic or Encore classes (Art, Music, PE, Library, STEM, and Computer Science), and academic instructional time was negatively impacted.</td>
<td>6. Prior to the first day of school for students, an equitable schedule for Core academic and Encore classes will be researched and developed.</td>
<td>6. A research-based schedule with equitable access to Core Subjects (Reading, Writing, Math, and Science) and Encore enrichment (Art, Music, PE, Library, STEM, and</td>
</tr>
</tbody>
</table>
| 7. Encore classes (Art, Music, PE, Library, STEM, and Computer Science) will integrate HA into learning experiences. | | Computer Science) will integrate HA into learning experiences. |}

Kahului Elementary School, Version 2, May 27, 2020

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https://docs.google.com/document/d/1Hhv955-VJ8y2suFTTRXsz_xylDoO2LzIzyMx8kGj7w/edit
7. During the 2019-2020 school year, many students did not experience the meaningful implementation of the values of their school. This year, we will focus on improving the learning environment to better support student achievement.

8. During the 2019-2020 school year, the school developed a new rubric for assessing student learning. This year, we will use these rubrics to evaluate student progress more accurately.

9. To build student voice by offering a separate 7th grade interview for all students, we will continue to provide opportunities for students to share their thoughts and ideas. This year, we will focus on creating a more inclusive and engaging learning environment.

10. By the end of the 2019-2020 school year, all students will be able to participate in the school's extracurricular activities.

11. We will continue to monitor and assess student progress throughout the year to ensure that all students are meeting the expectations set forth by the school.

12. Our mission, vision, and values are centered around ensuring that all students have the opportunity to succeed in school and beyond. This year, we will continue to work towards these goals by implementing new strategies and initiatives.
<table>
<thead>
<tr>
<th>Measurable Outcome(s)</th>
<th>Enabling Activity</th>
<th>Duration</th>
<th>Source of Funds</th>
<th>School Monitoring Activity</th>
<th>Frequency</th>
<th>Complex Monitoring Activity</th>
</tr>
</thead>
</table>
| **1. By the end of the 2020-2021 school year, all IDEA students will make adequate progress toward their goals and objectives within their individualized learning environment, and we will close the achievement gaps in math, ELA, and science. (SW 1, 3, 6)** | -Establish two special education resource classrooms and equip these classrooms with equipment and curriculum resources necessary for addressing students’ IEP goals and objectives.  
-Provide professional development to special education and general education teachers who instruct students with special needs in an inclusive setting. Examples include successful co-teaching, planning for instruction, and small group instruction. | Yearlong          | WSF Title II    | -IDEA student progress reports  
-STAR Reading and Math data  
-Common Grade Level Assessment data  
-PD Agendas and Sign In Sheets | Quarterly        | -School visits and walkthrough form  
-DES monitoring                                                             |
| **2. By the end of the 2020-2021 school year, 75% of the EL students in Level 1 or 2 of proficiency based on their 2020 WIDA Access scores will progress by at least one level based on their 2021 WIDA Access scores, and we will close the achievement gaps in math, ELA, and science. (SW 1, 3, 4, 6, 7)** | -Establish a separate learning environment for English learners requiring high levels of periodic intervention and a central location for confidential EL files.  
-Support English learners with highly-effective instruction targeted to individual student’s needs to increase academic proficiency and growth and close achievement gaps.  
-Use WIDA Access data to create smart goals based on the WIDA Can Dos for individual students.  
-Improve our communication with parents of English learners by | Yearlong          | Title III       | -STAR Reading and Math data  
-WIDA Access data  
-Common Grade Level Assessment data  
-Student Success Plans | Quarterly        | -STAR data  
-WIDA Access data  
-DES monitoring                                                             |
| 3. **By the end of the 2020-2021 school year, all teachers will provide standards-based instruction and assessment in Reading, Writing, Math and Science. (WASC) (SW 1, 3, 6)** | -Provide professional development in standards-based instruction, including Hawaii Common Core Standards (HCCS) and Next Generation Science Standards (NGSS) for all teachers.  
- Acquire and implement a K-5 HCSS standards-based formal Writing curriculum.  
- Acquire and implement a K-5 NGSS standards-based formal Science curriculum.  
- Ensure all student assessments are standards-based and ensure these assessments are used to not only drive instruction but also to evaluate the effectiveness of the curricula. | Yearlong | Title I | -Regular, informal administrator classroom visits and feedback  
- Assessments (STAR and Common Grade Level Assessments) | Daily | -School visits and walkthrough form  
- STAR data | Quarterly |
| 4. **By the end of the 2020-2021 school year, when surveyed, at least 75% of teachers will indicate they are “very consistent” with implementing GLOs, (WASC) (SW 1, 6)** | -Provide professional development to help all teachers understand and implement General Learner Outcomes (GLOs) | Yearlong | WSF | -Regular, informal administrator classroom visits and feedback  
- WASC Mid-cycle Report | Daily | -School visits and walkthrough form  
- WASC Mid-cycle Report |
| 5. **COVID-19 Response: Throughout the 2020-2021 school year KES will** | -Create studio classrooms (2 at each grade level K-6 and 1 each for Art, Music, PE, STEM, and Computer Science) and furnish each classroom | Yearlong | Title I | -Steering Committee to develop initial plan and monitor implementation monthly. | Monthly | -School visits and walkthrough form  
- COVID-19 Response reports and documentation from principal |
<p>| | |</p>
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<tr>
<td><strong>6.</strong> A research-based schedule with equitable access to Core Subjects (Reading, Writing, Math, and Science) and Encore enrichment (Art, Music, PE, Library, STEM, and Computer Science) for all students will be implemented throughout the 2020-2021 school year. (SW 6)</td>
<td>-Design and implement instructional time guidelines based on researched best practices for Reading, Writing, Math, and Science at every grade level K-5 to ensure adequate time is devoted to standards-based instruction. -Implement grade level pacing plans for Reading, Writing, Math, and Science to provide sufficient instructional time for standards mastery. -Design and implement an Encore class schedule that is equitable across and within grade levels and respects the instructional time guidelines for Reading, Writing, Math, and Science.</td>
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<td></td>
<td>Yearlong</td>
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<tbody>
<tr>
<td><strong>7.</strong> By the end of the 2020-2021 school year, all students will learn the values of HA through real world application in Encore classes. (SW 6)</td>
<td>-Create a space for Computer Science instruction. -Acquire and implement standards-based Encore curriculum resources necessary for addressing standards in Art, Music, PE, Library, STEM, and Computer Science.</td>
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<td></td>
<td>Yearlong</td>
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<tr>
<td>8. By the end of the 2020-2021 school year, all students will have an opportunity to participate in quarterly Student Showcases for families, friends, and community members. Showcases will highlight Core academic and Encore learning. (SW 7)</td>
<td>Yearlong</td>
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<tr>
<td>-Provide quarterly opportunities for students to showcase their Core and Encore learning experiences and outcomes for families and the community.</td>
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<tr>
<td>-Partner with community organizations to display student work.</td>
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<tr>
<th>9. By the end of the 2020-2021 school year, students with varying school experiences will have an opportunity to provide their opinion and input on the school's vision, mission, decisions, and changes formally and informally.</th>
<th>Yearlong</th>
<th>WSF</th>
<th>-Student Focus Groups</th>
<th>Monthly</th>
<th>-School visits and walkthrough form</th>
<th>-Student Focus Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Establish monthly Student Focus Groups composed of students with varying school experiences to elicit student voice, opinion, and input on the school's vision, mission, decisions, and changes.</td>
<td></td>
<td></td>
<td>-Student Surveys</td>
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</table>
## Staff Outcomes (SY 2020-21)

<table>
<thead>
<tr>
<th>Measurable Outcome(s)</th>
<th>Enabling Activity</th>
<th>Duration</th>
<th>Source of Funds</th>
<th>School Monitoring Activity</th>
<th>Frequency</th>
<th>Complex Monitoring Activity (to be completed by CAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. By the end of the 2020-2021 school year, all teachers will demonstrate at least one level of growth based on the Hierarchy of Teacher Professional Development. (SW 6)</td>
<td>-Provide release time for teachers to engage in their differentiated professional development, including independent study, formal professional development, coaching or mentoring sessions, and visiting other classrooms or schools to observe teachers. -Provide targeted professional development for all teachers based on individual needs.</td>
<td>Yearlong</td>
<td>Title II WSF</td>
<td>-Regular, informal administrator classroom visits and feedback -PD Agendas and Sign In Sheets -EES</td>
<td>Daily</td>
<td>-School visits and walkthrough form -DES Monitoring</td>
</tr>
<tr>
<td>2. By the end of the 2020-2021 school year, at least 90% of teachers will indicate they contributed significantly to the design of our school through teacher collaboration. (WASC) (SW 3, 6)</td>
<td>-Provide teachers release time to engage in the school design process, including teacher collaboration time, researching best practices, and visiting other schools. -Provide teachers with professional development to improve communication and collaboration and build a culture of trust, respect, and professionalism.</td>
<td>Yearlong</td>
<td>Title 1 WSF</td>
<td>-Regular, informal administrator classroom visits and feedback -PD Agendas and Sign In Sheets</td>
<td>Daily</td>
<td>-School visits and walkthrough form -School Design implementation</td>
</tr>
</tbody>
</table>
Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school's collective work, expand capacity to improve, and continuously advance student learning.

The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the Pipeline of Emerging Ideas.

<table>
<thead>
<tr>
<th>School Ideas for Innovation and Pilot Projects</th>
<th>Conditions for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please describe your school’s ideas around innovation and pilot projects.</td>
<td>Please describe your conditions for Success:</td>
</tr>
<tr>
<td><strong>Pilot Project: Differentiated Teacher Professional Development</strong></td>
<td>1. Vision and Mission. We must have a clear and measurable vision as well as a solid mission to direct our work.</td>
</tr>
<tr>
<td>KES believes students are at the center of everything we do. KES also believes teachers are uniquely positioned to have the greatest impact on student achievement. Administrators have a responsibility to provide teachers with the time, resources, professional development, and the support teachers need to respond to students’ needs in support of the school’s vision and mission.</td>
<td>2. Trust. Teachers and administrators must develop and maintain trusting relationships, and teachers must develop and maintain trusting relationships with their colleagues.</td>
</tr>
<tr>
<td></td>
<td>3. Self Efficacy. Teachers and administrators need to believe in their ability to effect positive change.</td>
</tr>
<tr>
<td></td>
<td>4. Collective Teacher Efficacy. Teachers believe that together they have the professional knowledge, skills, and high expectations to make a difference for every student.</td>
</tr>
</tbody>
</table>

KES will be piloting the Hierarchy of Teacher Professional Development model. The seven levels on the hierarchy go from the most basic teacher practice level to the most advanced teacher practice.  

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level. As teachers master each level, their practice evolves from teacher-centered to student-centered. With targeted professional development, coaching, and support, teachers will advance up through the levels with the ultimate goal of mastery at the highest level. And, while our teachers are on their tailored learning journey, the effectiveness of instruction will improve in every classroom.

**Design Thinking: The School that Teachers Built**

*Visible Learning,* by John Hattie, identifies Collective Teacher Efficacy as the practice that has the greatest positive impact on student achievement. Teachers believing that—together—they have the professional knowledge and skills to make a difference for every student will help drive our students to their highest levels of achievement.

The teachers at KES are building our school through teacher collaboration and teacher voice. They are actively engaged in every aspect of our school design.
Title I Addendum to the 2020 Academic Plan (AcPlan), School Year 2020-21
School Name: Kahului Elementary School
Date: May 29, 2020

Directions:
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.

<table>
<thead>
<tr>
<th>SW Program Plan Requirements (ESSA 1114(b))</th>
<th>Location in the AcPlan where the SW Program Plan Requirement is addressed (e.g. page #, section)</th>
<th>Other evidence that the SW Program Plan Requirement is addressed (e.g. CNA, SCC Assurances)</th>
</tr>
</thead>
</table>
| 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. | Page 9, #1, 2, 3, 4, and 5 | • Submitted Comprehensive Needs Assessment (CNA)  
• Information from WASC self-study and report |
| 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. | Page 13, #2 | • School Community Council (SCC) Assurances  
• Staff meetings |
| 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 | Page 9, #1, 2, 3 and 5  
Page 13, #2 | • Academic Review/Reflection Team (ART) meeting notes, etc.  
• Data Teams meeting notes etc.  
• WASC documents (self-study)  
• Submitted revised plans  
• End of Year evaluations  
• SCC |
| SW 4: The school’s Academic Plan is available to the Hawaii Department of | Page 9, #2 | • School/DOE websites |
Title I Addendum to the 2020 Academic Plan (AcPlan), School Year 2020-21

School Name: Kahului Elementary School
Date: May 29, 2020

<table>
<thead>
<tr>
<th>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.</th>
<th>• SCC Meetings</th>
</tr>
</thead>
</table>

**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 or targeted support and improvement activities).

| • Parent and Family Engagement Activities Worksheet: uploaded in Title 1 Next, Parent and Family Engagement Folder |

**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—

(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;

(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

(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—

(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;

(II) preparation for and awareness of opportunities for postsecondary

| Page 9, #1, 2, 3, 4, 5, 6, and 7 Page 13, #1 and 2 |
|---|---|

- Mentoring
- Strengthen Tier 1 instruction (core curriculum)
- RTI program
- EL program
- Enrichment classes
- EL parent night
- Counseling
- Multi-tiered systems of support (MTSS)
- Professional development
- Inclusion practices
Title I Addendum to the 2020 Academic Plan (AcPlan), School Year 2020-21
School Name: Kahului Elementary School
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<thead>
<tr>
<th>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); (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.); (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 (V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;</th>
<th>SW 7: The Academic Plan includes parent and family involvement activities and strategies that are consistent with the HIDOE parent and family engagement policy and aimed at improving student academic achievement and school performance. (1116(a)(2)(B))</th>
<th>Page 9, #2 Page 12, #8</th>
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<td></td>
<td>• Family nights • Student Showcases • DARE • Health and Wellness • Communication – newsletters and websites • Distance Learning</td>
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