Pukalani Elementary School

Academic Plan 2020-2021

Academic Plan & Supporting Documents

2020-2021 School Year

Principal: Ty Ogasawara

Contact Information

Telephone: 808-573-8760

Plan Submitted by

Principal — Date: 6/3/2020

Plan Approved by

Complex Area Superintendent — Date: 6/5/2020

Academic Plan 2020-2021

[Pukalani Elementary School]

[2945 Iolani St. Pukalani, HI 96768]

Academic Plan SY 2020-2021

Where are we now?	
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	1. Need: Address the lack of proficiency and growth in IDEA students in ELA and Math. 2. Need: Adopt a school-wide science curriculum to support all grades in moving toward NGSS standards 3. Need: Adopt a consistent program to address the behaviors of our high needs students. 4. Need: The administration and staff to consider professional development that increases teachers' ability to diagnose reading, writing and math deficits. 5. WASC Identified Need: The administration and staff to consider the integration of STrEaM into regular classroom instruction. 6. WASC Identified Need: The administration and staff to look at ways to provide inclusion opportunities in core content areas 7. WASC Identified Need: School leadership to further expand professional development on instructional strategies, activities and interventions that engage ELL and Title I students. 8. WASC Identified Need: Administration and staff to consider significant professional development in the RtI strategies and a higher degree of implementation. 9. WASC Identified Need: Administration ensures that a functional Leadership/Academic Review Team regularly monitors the implementation of the academic plan, making necessary adjustments to maximize student achievement, particularly those of poverty-impacted and IDEA students **SW-1** **SW-3**
	Addressing Equity: Sub Group Identification • Disadvantaged students are less proficient in reading and math. • SPED are less proficient in reading and math. • ELL students are less proficient in reading and math.

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	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. Disadvantaged

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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	**Responsible for implementation of the school's strategies and initiatives**
1. Ty Ogasawara-Principal	1.
2.Jasmine Domingo-CC	2.
3.Debbie Hisashima-Academic Coach	3.
4.Miriam Clarke-Teacher	4.
5.Kelsey Maxwell-Teacher	5.
6.Tracy Hofmann-Teacher	6.
7.Justin Cayaban-Teacher	7.
8.Carolann Barrett-Teacher	8.
9.	9.
10.	10.

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Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.

☐ ***Objective 1: Empowered*** *- All students are empowered in their learning to set and achieve their aspirations for the future.*

☐ ***Objective 2: Whole Child*** *- All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.*

☐ ***Objective 3: Well Rounded*** *- All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.*

☐ ***Objective 4: Prepared and Resilient*** *- All students transition successfully throughout their educational experiences.*

Outcome: By the end of three years,	**Rationale:**
85% 4th Grade students will reach proficiency on HSA Science in May 2020-2021 (taken 2x). 85% of all eligible** students will reach their grade level benchmark in STAR reading/Math using SBAC measurements for 2-5 and school level benchmarks for K-1. 100% of eligible students will show 3-5% growth throughout each testing date in each quarter on STAR Reading/Math/Early literacy at each target point (fall, winter, spring). 100% of eligible students grades K-5 will move up one level on the writing rubric in at least one writing strand by the end of the year. 100% of eligible students grades K-2 will increase fluency by 5-20 wpm at each target point (Fall, Winter, Spring). 100% of eligible students grades K-2 will increase fluency by 5 -20 wpm each target point (Fall, Winter, Spring).	We have 52% disadvantaged. We have 18% SPED and 3% ELL. These subgroups are considered "high needs" and are not performing at the same rate as the "non-high needs students". We need to close this gap. **Not eligible: Not all students' conditions allow them to take school wide assessments.

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100% of eligible students will show 3-5 percent growth on curriculum based assessments (i.e. Wonders) quarterly.	

Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
All Students in grades 3-5 will participate in Reading Plus as a supplemental reading program. By the end of the school year 85% of students will show growth in Reading proficiency as measured by STAR reading scores. SW-6	**Reading Plus** **-Grades 3-5** • **All Students will participate during small group instruction(15-20 min) Visual Skills, Vocabulary** • **Implementation of Reading Plus during RTI for the students who can complete suggested weekly assignments:** **Visual Skills, Vocab, Comprehension**	**2020-2021**	**Miriam Clarke**	☐ WSF X Title I ($19,732.98) ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	STAR Data Reading Plus Usage Report Grades 3-5 How many minutes students use per day. Disaggregate data for growth of high/medium/low kids. Use vs growth. How do the scores on reading Plus correlate to STAR? SBA for Grades 4/5 Survey teachers: How are they using it the classroom? Is SPED using it?Are they using it at home? How often are teachers using it?

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All Kindergarten and 1 grade students will participate in Kinder Writing on Teacher Pay Teachers, by Tara West as a writing supplement handwriting program for basic skills.	**Kinder Writing on Teacher Pay Teachers, by Tara West** **-Grade K** **-Grade 1**	2019-2020	**Debbie Hisashima**	☐ WSF x Title I ($800.00) ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Teacher made pre and post writing assessment How often are teachers using it? Which teachers are using? Which teachers are using it? How will we know if the curriculum is having an impact, or if the increase in proficiency due to exposure to school.
All students will participate in Engage NY-Eureka Math Curriculum. 85% of students will be proficient as measured by STAR Math assessment.	**Engage NY-Eureka Math Curriculum**	2020-2021	**Kelsey Maxwell and Jasmine Domingo**	☐ WSF X Title I **(14,355)** ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	-STAR Math Assessment -Module Assessments What are the gaps the students have in the start of the program? (informal data) Where were the students at the start of the school year? Sample of exit tickets (grades 2-5) each week? Teacher Survey: How are you implementing the program? What are your concerns? What is going well? What does RtI math look like for each group/how is it meeting the needs of the students who are not reaching proficiency?

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All students will have access to both ELA and Math through the IXL program.	**IXL (Grades K-5)** • **During small group instruction and RTI.**	2020-2021	**Justin Cayaban**	☐ WSF X Title I ($5,900) ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Who is using it in classroom and/or at home? How often? Are you using both (math and ELA)? Do you correlate it to your current lesson or let students choose or assign based on diagnostic?
Students will participate in common writing prompts based on Adopted Writing Curriculum. 70% of students will be at proficiency in writing standards for each assessment.	**Writing Curriculum** • During PLC, grade levels will engage in inter-rater reliability scoring of writing assessments • "Write Now, Right Now"	2020-2021	**Carolann Barrett**	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Student samples PLC Quarterly Teacher Made pre/post writing assessment samples. 1st qtr.= grade K-writes first name and draws on topic grade 1 - Write complete sentence grades 2-5 opinion, narrative, informative When we start program use the assessment provided. Percentages of pre/post students who are proficient per class.

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All students will have access to both ELA and Math and 4/5th grade students will access science through the Zearn program.	**Zearn** • **K-5 ELA and math** • **Grade 4/5 science**	2020-2021	Jasmine	☐ WSF X Title I ($2500) ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Pre-lesson assessment Post-lesson assessment
85% of students will be proficient on the HSA Science Assessment.	**Generation Genius (K-5)** • **K-5 needs login/passwords**	2020-2021	**Kelsey Maxwell**	☐ WSF X Title I ($495) ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	HSA Science Assessment Teacher/Program assessments 1st attempt Science Assessment Teacher survey: Teacher use and which components

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100% of All students will participate in a class Leadership project (Leadership Day) 100% of all students will create a Leadership Binder. SW-6 SW-10	**Leader in Me Subscription** • **Teachers will have access to website to help guide and support**	2020-2021	**Jasmine Domingo and Debbie Hisashima**	☐ WSF X Title I ($7,813.00) ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Leadership Day Leadership binders Leadership website Teacher survey: Are leadership binders completed? What non-negotiable items went into the binder?
100% Students will have access to STREAM instruction through video lessons and hands on activities. Lessons are NGSS aligned SW-6	**Mystery Science Grade K-5**	2020-2021	**Miriam Clarke**	☐ WSF X Title I ($499.00) ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Pacing guides Student work samples Teacher survey: Who is using? What components? How many lessons?

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100% of students will have access to Wonders Reading curriculum. By the end of the school year 85% of students will show growth in Reading proficiency as measured by STAR reading scores.	**Wonders ELA Curriculum Subscription** Continued support through Data Teams, PLC's and Professional Development in ELA and differentiation.	2020-2021	**Debbie Hisashima**	☐ WSF X Title I ($5,000) ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	chapter Assessments STAR data Data Team notes/forms Pacing charts

PTTs will introduce K students to the school environment; students will acclimate to the school's culture and climate.	PTTs will introduce K students to the school environment; baseline data will be gathered in order to best meet students' immediate needs and to set individualized learning goals.	**2020-2021**	**Ty Ogasawara**	☐ WSF X Title I (3,042) ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Baseline and Assessment Data

Students often lack exposure to opportunities and resources…which then impacts academic achievement	Field Trip will give exposure to students and connect the learning in the classroom.	**2020-2021**	**Ty Ogasaswara**	X Title I (4,000) ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE	Assessment Data

				☐ Other ☐ N/A	

Goal 2: Staff Success. **[Pukalani Elementary]** 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 three years,	**Rationale:**

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• Teachers will receive additional professional development ineffective Common Core aligned instruction, differentiated instruction,and other opportunities, as needed. These activities will support the desired student growth of 10% proficiency in both ELA and Math. • All teachers will have up to date working teacher laptops	• Increasing teachers' capacity in differentiating instruction to address a variety of student learning needs and learning styles will lead to increased student motivation and achievement. • Purchase and update laptops for teacher use

Planning	Funding	Interim Measures of Progress

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Desired Outcome	Enabling Activities *(Indicate year(s) of implementation in next column)*	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds *(Check applicable boxes to indicate source of funds)*	Define the relevant data used to regularly assess and monitor progress
All teachers will gain a deeper understanding of the Behavior Multi Tiered Systems of Support (MTSS) and process by engaging in regular PD.	**PD for Teachers on Behavior Interventions in classrooms** Behavior team (Second Step) will develop a plan for ongoing PD during staff professional development days that address behavioral interventions	**2020-2021**	**Tracy Hofmann**	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other X N/A	• Continue to implement Second Step program to address student behavior • Pre/post tests • SWAG TAG store data • PD staff sign in • Calendar of PD and Topics
100% of the staff will have training in newly adopted math curriculum. SW-6	**Engage NY-Eureka Curriculum** Professional Development to being year with new curriculum (2 days of full PD) Ongoing PD throughout year to include 1 full day per quarter per grade level to use as PLC for data, planning and pacing.	**2020-2021**	Jasmine Domingo Ty Ogasawara	☐ WSF X Title I ($14,355) X Title II ($8000) ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Sign in Sheets for PD • Walk through data

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All teachers will have up to date working teacher laptops and necessary electronic equipment (projectors etc) SW-6	Purchase and update laptops and electronic equipment for teacher use	**2020-2021**	Ty Ogasawara	☐ WSF X Title I ($15,000) ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Review technology schedule to ensure that scheduling is equitable within each grade level. • -Monitor technology equipment inventory on a quarterly basis. • -IT Service logs will be reviewed quarterly to ensure technology support is completed in a timely manner.
All students will receive differentiated instruction.	Provide professional development in effective differentiated instruction to promote growth and achievement in all students, including high needs students in order to help close the achievement gap.	**2020-2021**	Jasmine Domingo Debbie Hisashima	☐ WSF ☐ Title I X Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Walk through data • Professional development calendar

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Plan Science pacing and assessments according to NGSS that is horizontally and vertically aligned allowing for STEM activities and hands on learning. SW-6	PLCs supported by CC will horizontally and vertically align science pacing and assessments	**2020-2021**	Jasmine Domingo	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Science pacing guides
	Substitutes for Grade Level Articulation Days will occur on four full days during the school year for each grade level so teachers are able to analyze data, receive professional development, observe demonstration lessons, team teach, discuss student achievement, collaborate, and reflect on instruction.	**2020-2021**	VP	☐ WSF X Title I ($12,824) X Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• PD staff sign in • Calendar of PD

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Goal 3: **Successful Systems of Support.** The system and culture of **[Pukalani]** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	**Rationale:**

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Our RtI programs (academic and behavior) will run with fidelity and ease in order to support all students	High number of Special Education referrals prompts the need for focused RtI in both behavior and academics. Tier 3 interventions need to be in place for struggling students.

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Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
100% of students will have access to working equipment that will allow them to access content and instruction aligned with Common Core standards	**Technology-** **Purchase and maintain technology equipment to support Wonders, Eureka, ECRI, Reading Plus, Smarter Balanced Assessment**	2020-2021	**Principal**	☐ WSF X Title I ($38,875) ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• -Review technology schedule to ensure that scheduling is equitable within each grade level. • -Monitor technology equipment inventory on a quarterly basis. • -IT Service logs will be reviewed quarterly to ensure technology support is completed in a timely manner.

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100% of students will show 3 to 5% growth on quarterly STAR assessments in both ELA and Math	Renaissance STAR Subscription	2020-2021	**CC and Academic Coach**	☐ WSF X Title I ($7037) ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• STAR data
All students will have access to coherent science curriculum that addresses NGSS standards.	Develop and implement science pacing plans that bridge the HCPS III standards to the new NGSS and purchase science materials. PLCs supported by CC will horizontally and vertically align science pacing and assessments SW-3	2020-2021	CC	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other X N/A	• -Review all grade level pacing plans at the start of the school year.

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	The Academic Review Team (ART) will meet once a quarter to analyze data, discuss student achievement, and review the progress of the Academic Plan. SW-3 SW-6	2020-2021	Ty Ogasawara	X Title I ($3886) ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• Memos to Principal • Data reviewed as part of ART process
All teachers will gain a deeper understanding of the Behavior Multi Tiered Systems of Support (MTSS) and process by engaging in regular PD.	**PD for Teachers on Behavior Interventions in classrooms** Behavior team (Second Step) will develop a plan for ongoing PD during staff professional development days that address behavioral interventions SW-6	2020-2021	Ty Ogasawara	☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other x N/A	• Continue to implement Second Step program to address student behavior • Pre/post tests • SWAG TAG store data • PD staff sign in • Calendar of PD

We need to continue purchasing/maintaining equipment to support technology integration in the classroom.	All teachers will have up to date working teacher laptops and necessary electronic equipment (printers) Teachers will use printed sources in data teams to analyze student data.	2020-2021	Ty Ogasawara	X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other	• Data team meeting minutes

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				☐ N/A	

Increase communication between home and school	Student planners will increase school to home communication.	2020-2021	Ty Ogasawara	X Title I ($1,300) ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Parent and teacher survey
Increase communication between home and school	Postage will increase school to home communication	2020-2021	Ty Ogasawara	X Title I ($300) ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Parent and teacher survey
Increase communication between home and school	Parent and family engagement activities will provide opportunities to inform, educate and engage parents in the education of their children, and support two-way communication.	2020-2021	Ty Ogasawara	X Title I ($1,338) ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Parent and teacher survey

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

School Name: Pukalani Elementary

Date: 05-29-20

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.**

SW Program Plan Requirements (ESSA 1114(b))	Location in the AcPlan where the SW Program Plan Requirement is addressed (e.g. page #, section)	Other evidence that the SW Program Plan Requirement is addressed (e.g. CNA, SCC Assurances)
SW 1: The school's Academic Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing to meet the challenging academic standards.	Pg. 2: WASC self-study	• Submitted Comprehensive Needs Assessment (CNA) • Information from WASC self-study report (including contributing/root causes implications, etc. strengths and challenges)

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.		• School Community Council (SCC) Assurances
		• Verifications SW Plan is developed with community
		  ○ Carolann Barrett (chair), Karen Yamashita, Dain Shimabuku, Kristen Dias, Colin England, Ty Ogasawara
		  ○ Board approved SW Plan
		• Staff and Design (Leadership) Meetings

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

School Name: Pukalani Elementary

Date: 05-29-20

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	Pg. 2: WASC Identified Need #9 Pg. 18: Review pacing plans at PLCs Pg.19: The Academic Review Team will meet once a quarter	• Academic Review/Reflection Team (ART) meeting notes. Etc. • Data team meeting notes, etc. • WASC Documents (Self – Study) • Design Team meeting notes/minutes • End of Year Evaluations SCC
SW 4: The school's Academic Plan is available to the Hawaii Department of Education, parents, and the public and the information contained in such plan is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.		• School/DOE Website • SCC meetings • Parent and Family Engagement Activities • Title I Annual Meeting • School Office • School/Class Newsletters • Focus on Learning (FOL) parent meetings
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).		• American Heart Association • Artist in the School • Blue Zones • Guest Speakers- Frank Delima • Maui Economic and Development Board (MEDB) • Head Start • Maui High Future Teacher Program
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;	Pg 6: Reading Plus Pg. 10: Leader in Me, Mystery Science Pg. 13: Second Step, Eureka Math Pg. 14: updated tech, PD Pg. 15: PLCs, Artic. Days Pg. 19: ART Team, PD	• Tutoring • Mentoring • Project/Problem Based Learning (PBL) • Strengthen Tier 1 Instruction (core curriculum) • Response to Intervention (RTI)

(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—~~		• EL Program • EL Parent Night • Counseling • Multi-Tiered Systems of Support (MTSS) • Professional Development • Social Emotional Learning (SEL) • Transition program
(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 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		• Inclusion Practices- Stetson • Executive Office on Early Learning (EOEL)- preschool • Comprehensive Support and Improvement (CSI)/Targeted Support Improvement (TSI) plan
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;		

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

School Name: Pukalani Elementary

Date: 05-29-20

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))	Pg. 10: Leadership Day celebrates student achievement by inviting families and community members to the school to see student work	• Family Nights • Science Technology Engineering Math (STEM) night • Science Night • Drug Abuse Resistance Education (DARE) • Health and Wellness • Communication- Newsletters, websites and social media • Fun Run