Kekaha Elementary
Academic Plan School Year 2020-21

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 a school how to close the achievement gap; and, 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. 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 (Section 5).

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning.
- The Academic Plan incorporates School Design and Student Voice for Innovation in Support of the Core (Sections 2 through 4).

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 (Section 1).
Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specify enabling activities to address the identified subgroup(s) and their needs.

<table>
<thead>
<tr>
<th>Achievement Gaps</th>
<th>Theory of Action</th>
<th>Enabling Activities</th>
</tr>
</thead>
</table>
| **Student Proficiency**<br>Our overall 2018-19 Strive HI proficiency based on Smarter Balanced Assessments (SBA) and the Hawaii State Assessment (HSA) are as follows:  <br> q ELA - 38%  <br> q Math - 35%  <br> q Science - 34%<br>High Needs Students Achievement Gaps<br>The high needs subgroup includes students who are Low Socio Economic Status, English Language Learners, and students who receive Special Education Services. Our 2018-19 High Needs Achievement Gaps are as follows:  <br> q ELA - 18 pts.  <br> q Math - 27 pts.  <br> q Science - 20 pts. (LDS)<br>Low SES - Students of low socio economic status currently make up 43% of our student population. As in prior years, 2018-19 data indicates fewer low SES students demonstrated proficiency than students who are not Low SES.  <br> q ELA:  <br> o Non-Low SES - 46%  <br> o Low SES - 29% - (17 pt. gap)<br>Math:  <br> q Non-Low SES - 39%  <br> q Low SES - 25% - (19 pt. gap)<br>Science:  <br> q Non-Low SES - 42%  <br> q Low SES - 22% - (20 pt. gap)<br>If leadership provides PD on SEL programs and strategies, then faculty/staff will implement the SEL programs and strategies with fidelity, and students will demonstrate the SEL competencies and strategies in all settings.  <br><br>If leadership provides differentiated PD on behavior management strategies and develops and implements a clear, transparent system of support for students with behavioral needs, then faculty/staff will implement strategies to support behavior management with fidelity in all settings, and students will demonstrate appropriate behaviors.  <br><br>If leadership provides PD on the HĀ framework, components, and integration, then faculty/staff will implement them in all settings, and students will demonstrate HĀ beliefs, values, skills, and dispositions.  <br><br>If leadership provides PD to strengthen understanding of student voice, choice, and personalized learning, then faculty/staff will provide opportunities for students to practice voice, choice and interest-based learning, and students will provide input that results in modifications to learning processes and products, including student-centered instruction and personalized learning.  <br><br>If leadership provides PD to develop a common understanding of growth mindset, then faculty/staff will implement differentiated PD on behavior management strategies and develops and implements a clear, transparent system of support for students with behavioral needs, then faculty/staff will implement strategies to support behavior management with fidelity in all settings, and students will demonstrate appropriate behaviors.  <br><br>EA 1 - Social Emotional Learning (SEL)<br>Social emotional learning (SEL) programs and strategies will be implemented to provide all students with multiple opportunities to demonstrate their application of the SEL competencies (self-awareness, self-management, responsible decision-making, relationship skills, social awareness).  <br><br>EA 2 - Behavioral Response to Intervention (RtB) and Positive Behavior Interventions and Supports (PBIS)<br>Effective identified schoolwide behavior management strategies and supports will be implemented to provide a safe, nurturing, and structured learning environment for all students and staff.  <br><br>EA 3 - Nā Hopena Aʻo (HĀ)<br>HĀ framework (beliefs, values, skills, and dispositions) will be implemented schoolwide to create a learning environment that fosters well-being and a sense of place.  <br><br>EA 4 - Student Voice, Choice, and Personalized Learning<br>Student voice, choice, and personalized learning will be implemented to increase engagement and relevance.  <br><br>EA 5 - Growth Mindset
**ELL - English Language Learner students** currently make up 5% of our student population. A few ELL students demonstrated proficiency on the 2018-19 state assessments.
- ELA - 22% (2 proficient)
- Math - 30% (3 proficient)
- Science - 0%

**SpEd (IDEA) - Students receiving special education services** currently make up 11% of our student population. Our SpEd (IDEA) students did not demonstrate proficiency on the 2018-19 state assessments.
- ELA - 0%
- Math - 0%
- Science - 0%

<table>
<thead>
<tr>
<th>Initiative 1: HAWAII</th>
<th>Initiative 2: EMPOWERMENT</th>
<th>Initiative 3: EQUITY &amp; INNOVATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ ELL - English Language Learner students currently make up 5% of our student population. A few ELL students demonstrated proficiency on the 2018-19 state assessments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ SpEd (IDEA) - Students receiving special education services currently make up 11% of our student population. Our SpEd (IDEA) students did not demonstrate proficiency on the 2018-19 state assessments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ If leadership identifies schoolwide agreements and non-negotiables, creates an implementation plan, and provides PD and induction and mentoring for new teachers, faculty/staff will implement the agreements and non-negotiables with fidelity, and students will demonstrate and monitor their use of identified school strategies in all areas of learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ All faculty/staff and students will demonstrate attributes of growth mindset.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ If leadership provides standards-based curriculum, materials, resources, job-embedded PD and teacher collaboration time, then teachers will utilize planning time and data teams to discuss and develop engaging lessons, quality assessments, and calibrated assessment/grading practices aligned to core content standards, and students will complete rigorous, standards-based assignments and tasks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ If leadership provides 1:1 technology devices for students, then faculty/staff will effectively support student learning utilizing technology, and students will utilize technology to participate in and complete a variety of learning activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ If leadership provides teachers with opportunities and resources to support academic showcases and events, faculty/staff will plan opportunities for students to showcase their learning, parents, families, and community partners will be provided with opportunities to support student learning, and students will participate in academic showcases and events.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ All students will be engaged in and provided with rigorous, scaffolded, standards-based instruction to maximize academic achievement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Leadership will develop and implement a schoolwide system of accountability and professional development for staff and students to close our achievement gap.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EA 6 - Schoolwide Systems**
Leadership will develop and implement a schoolwide system of accountability and professional development for staff and students to close our achievement gap.

**EA 7 - Curriculum, Instruction, and Assessment**
All students will be engaged in and provided with rigorous, scaffolded, standards-based instruction to maximize academic achievement.
# Innovation in Support of the Core: School Design and Student Voice

**School Design:** The purposeful design of schools to ensure that every student is highly engaged in a rigorous, creative and innovative academic curriculum, their learning environment, and powerful applied learning practices aligned to college and careers.

## Section 2: INITIATIVES, CONTEXT, AND CONDITIONS FOR SUCCESS

<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Context</th>
<th>Conditions for Success</th>
</tr>
</thead>
</table>
| **Initiative 1: HAWAII**  | Initiative 1 is designed to address Root/Contributing Causes identified through our Comprehensive Needs Assessment (CNA) process. Currently, there are inconsistencies in the implementation of social and emotional competencies and strategies. We also have varied levels of implementation of behavior management strategies, and a lack of a clear, transparent system of support for students with behavioral needs. In addition, there are inconsistencies in the understanding and implementation of the HĀ framework, components, and integration. The following is a list of needs and areas of growth that this initiative is designed to address:  
  - WASC Critical Areas:  
    1. (Staff Relationships/Shared Decision-making)  
    2. (PD to address Identified Needs)  
  - Achievement Gaps (High Needs Students)  
  - Student Learning Need #7 (SEL)  
  - Contributing Causes #1-3  
  - Student Voice (through SEL)  
  - Safety and Wellness, Social-Emotional Learning (SEL), and/or Mental Health  
  - Parent Engagement and/or Community Partnerships (through HĀ)  
  - Promise 1: Hawaii  
  - Promise 3: School Design | - A Professional Development (PD) Plan will need to be developed to ensure teachers and staff receive PD as needed and Professional Collaboration (PC) Days are used to support this initiative (e.g. PD on SEL programs and strategies).  
- A sufficient budget will need to be available to fund an SEL program (e.g. Choose Love).  
- Designated time will need to be scheduled for teachers to meet and collaborate in Professional Learning Communities (PLC) to discuss and plan common implementation of SEL strategies. |
| **Initiative 2: EMPOWERMENT**  | Initiative 2 is also designed to address Root/Contributing Causes identified through our CNA process. Currently, there are insufficient opportunities for student voice, choice, and personalized learning. We also have varied levels of growth mindset among faculty/staff and students, and a lack of schoolwide agreements and non-negotiables for operational procedures, curriculum, instruction, and assessment. In addition, we have identified the need to sustain the successful practice of providing induction and mentoring activities for new teachers. | - A PD Plan will need to be developed to ensure teachers and staff receive PD as needed and PC Days are used to support this initiative (e.g. student voice and choice, growth mindset, analyzing data, goal setting, progress monitoring, reflecting on data). |

Kekaha Elementary School’s vision is for all students to believe in their power to learn, grow and own their future. Our faculty and staff will empower students with voice and choice. Students will provide feedback about their learning, and will engage in group discussions.
They will also have opportunities to participate in interest-based learning activities.

Faculty, staff will be empowered by embracing the concept of growth mindset and utilizing feedback, setting goals, and implementing school-wide strategies. They will also analyze data, monitor progress, and reflect to maximize students’ fullest potential.

This initiative will also focus on developing a cohesive system as a unified school. We will work together and support one another to implement school-wide agreements and expectations grounded on what is best for our students.

### Initiative 3: EQUITY & INNOVATION

Kekaha Elementary School faculty and staff believe that all students deserve equitable access to quality, standard-based instruction that is differentiated to meet their needs while building upon their unique talents. This initiative will focus on engaging all students in challenging learning activities that are scaffolded to support students as they work towards meeting their full potential.

In addition, we will strive for innovation through the use of technology by faculty, instructional staff, and students. Our students will continue to have 1:1 technology devices to engage in learning activities that are relevant to 21st century learning skills, and aligned with their individual academic needs. We will also explore innovative ways to showcase student learning and engage families and communities.

The following is a list of needs and areas of growth that this initiative is designed to address:

- **WASC Critical Areas:**
  - #1 (Staff Relationships/Shared Decision-making)
  - #2 (Schoolwide Priorities & Systems)
  - #3 (PD to address identified needs)
  - #4 (RtI/Differentiation)
  - #5 (shared responsibility)
- Achievement Gaps (High Needs Students)
- Student Learning Needs #1-5 (Reading, Writing, Math, Science) and #6 (GLOs-Self-Directed Learner)
- Contributing Causes #4-6/A/B
- Student Voice and Choice
- Curriculum, Instruction, and/or Assessment (CIA)
- Promise 3: School Design
- Promise 4: Empowerment

### Initiative 2: EMPOWERMENT

Initiative 2 is designed to address additional Root/Contributing Causes identified through our CNA process. There are varied levels of rigor being implemented through the use of curriculum, instruction, and assessment, and insufficient opportunities for students to showcase their learning.

We have identified the need to sustain the successful practices of using technology to strengthen teaching and learning, and providing parents, families, and community partners with opportunities to support student learning.

The following is a list of needs and areas of growth that this initiative is designed to address:

- **WASC Critical Areas:**
  - #3 (PD to address identified needs)
  - #4 (RtI/Differentiation, and Data Analysis by Content Area Strands)
- Achievement Gaps (High Needs Students)
- Student Learning Needs #1-5 (Reading, Writing, Math, Science)
- Contributing Causes #7/A/B/C-1/C-2
- Student Voice (through student showcases)
- Curriculum, Instruction, and/or Assessment (CIA)
- Parent Engagement and/or Community Partnerships
- Promise 2: Equity
- Promise 3: School Design
- Promise 5: Innovation

### Initiative 1: HAWAII

Initiative 1 is designed to address additional Root/Contributing Causes identified through our CNA process. There are varied levels of rigor being implemented through the use of curriculum, instruction, and assessment, and insufficient opportunities for students to showcase their learning.

We have identified the need to sustain the successful practices of using technology to strengthen teaching and learning, and providing parents, families, and community partners with opportunities to support student learning.

The following is a list of needs and areas of growth that this initiative is designed to address:

- **WASC Critical Areas:**
  - #1 (Staff Relationships/Shared Decision-making)
  - #2 (Schoolwide Priorities & Systems)
  - #3 (PD to address identified needs)
  - #4 (RtI/Differentiation)
  - #5 (shared responsibility)
- Achievement Gaps (High Needs Students)
- Student Learning Needs #1-5 (Reading, Writing, Math, Science) and #6 (GLOs-Self-Directed Learner)
- Contributing Causes #4-6/A/B
- Student Voice and Choice
- Curriculum, Instruction, and/or Assessment (CIA)
- Promise 3: School Design
- Promise 4: Empowerment

- Staff and students will need to be open to the idea of a Growth Mindset.
- Faculty and staff will need to demonstrate a commitment to our school-wide agreements and non-negotiable expectations related to curriculum, instruction, and assessment.
- We will need to develop Grade Level Continuums for each grade.
- Designated time will need to be scheduled for teachers to meet and collaborate in PLC to discuss common implementation of voice, choice, and growth mindset strategies.

- A PD Plan will need to be developed to ensure teachers and staff receive PD as needed and PC Days are used to support this initiative (e.g. curriculum, instruction, assessment, differentiation, use of technology).
- Designated time will need to be scheduled for teachers to meet and collaborate in PLC to discuss and plan common implementation of CIA strategies.
- Sufficient funding will need to be available to support the acquisition of curriculum materials and resources.
- A sufficient budget will need to be available to fund the use of technology devices and programs.
### Section 3: MEASURABLE OUTCOMES AND GOALS

<table>
<thead>
<tr>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Outcomes:</strong></td>
<td><strong>Measurable Outcomes:</strong></td>
<td><strong>Measurable Outcomes:</strong></td>
</tr>
<tr>
<td>❑ Measurable outcomes for staff and students are listed in Section 4.</td>
<td>❑ Measurable outcomes for staff and students will be updated annually in Section 4.</td>
<td>❑ Measurable outcomes for staff and students will be updated annually in Section 4.</td>
</tr>
<tr>
<td>❑ <strong>Strive HI Goals for 2020-21:</strong> (2018-19 baseline)</td>
<td>❑ <strong>Strive HI Goals for 2021-22:</strong> (projected 2020-21 baseline)</td>
<td>❑ <strong>Strive HI Goals for 2022-23:</strong> (projected 2021-22 baseline)</td>
</tr>
<tr>
<td>❑ ELA proficiency will increase from 38% to 43%, as measured by SBA.</td>
<td>❑ ELA proficiency will increase to 48%.</td>
<td>❑ ELA proficiency will increase to 53%.</td>
</tr>
<tr>
<td>✺ ELA high needs achievement gap will decrease from 18 pts. to 15 pts.</td>
<td>✺ ELA high needs achievement gap will decrease to 12 pts.</td>
<td>✺ ELA high needs achievement gap will decrease to 9 pts.</td>
</tr>
<tr>
<td>✺ ELA Median Growth Percentile (MGP) will increase from 52 to 55.</td>
<td>✺ ELA MGP will increase to 58.</td>
<td>✺ ELA MGP will increase to 61.</td>
</tr>
<tr>
<td>✺ 3rd Graders Reading Near, At, or Above Grade Level will increase from 55% to 60%.</td>
<td>✺ 3rd Graders Reading Near, At, or Above Grade Level will increase to 65%.</td>
<td>✺ 3rd Graders Reading Near, At, or Above Grade Level will increase to 70%.</td>
</tr>
<tr>
<td>❑ Math proficiency will increase from 35% to 40%, as measured by SBA.</td>
<td>❑ Math proficiency will increase to 45%.</td>
<td>❑ Math proficiency will increase to 50%.</td>
</tr>
<tr>
<td>✺ Math high needs achievement gap will decrease from 27pts. to 22 pts.</td>
<td>✺ Math high needs achievement gap will decrease to 17 pts.</td>
<td>✺ Math high needs achievement gap will decrease to 12 pts.</td>
</tr>
<tr>
<td>✺ Math Median Growth Percentile (MGP) will increase from 55 to 58.</td>
<td>✺ Math MGP will increase to 61.</td>
<td>✺ Math MGP will increase to 64.</td>
</tr>
<tr>
<td>❑ Science proficiency will increase from 34% to 39%, as measured by HSA.</td>
<td>❑ Science proficiency will increase to 44%.</td>
<td>❑ Science proficiency will increase to 49%.</td>
</tr>
<tr>
<td>❑ ELL On-Track (Growth to Target) will increase from 60% to 65%, as measured by WIDA.</td>
<td>❑ ELL On-Track will increase to 70%.</td>
<td>❑ ELL On-Track will increase to 75%.</td>
</tr>
<tr>
<td>❑ Chronic Absenteeism will decrease from 17% in to 14%, as measured by 15 absences or more.</td>
<td>❑ Chronic Absenteeism will decrease to 11%.</td>
<td>❑ Chronic Absenteeism will decrease to 8%.</td>
</tr>
<tr>
<td>❑ School Climate will increase from 74% to 76%, as measured by the Panorama student survey.</td>
<td>❑ School Climate will increase to 78%.</td>
<td>❑ School Climate will increase to 80%.</td>
</tr>
<tr>
<td>❑ Inclusion Rate will increase from 50% to 53%.</td>
<td>❑ Inclusion Rate will increase to 56%.</td>
<td>❑ Inclusion Rate will increase to 59%.</td>
</tr>
</tbody>
</table>
## Innovation in Support of the Core: School Design and Student Voice

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

### Section 4: ENABLING ACTIVITIES, FUNDING, AND MONITORING

<table>
<thead>
<tr>
<th>Baseline Measurements</th>
<th>Formative Measures for Monitoring</th>
<th>2020-21 Summative Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2018-19 Strive HI Data:</strong></td>
<td></td>
<td><strong>2020-21 Strive HI Goals:</strong></td>
</tr>
<tr>
<td>- SBA ELA Proficiency - 38%</td>
<td>☐ STAR Early Literacy, Reading, and Math universal screener</td>
<td>- SBA ELA Proficiency - 43%</td>
</tr>
<tr>
<td>○ SBA ELA High Needs Gap - 18 pts.</td>
<td>☐ Interim Assessment Block (IAB) Data</td>
<td>○ SBA ELA High Needs Gap - 15 pts</td>
</tr>
<tr>
<td>○ ELA MGP - 52</td>
<td>☐ Student Behavior Incident Referrals</td>
<td>○ ELA MGP - 55</td>
</tr>
<tr>
<td>○ 3rd Gr. Reading (Near, At, or Above GL) - 55%</td>
<td>☐ Panorama Student Survey Results</td>
<td>○ 3rd Gr. Reading (Near, At, or Above GL) - 60%</td>
</tr>
<tr>
<td>- SBA Math Proficiency - 35%</td>
<td>☐ Qualitative Evidence of Implementation</td>
<td>- SBA Math Proficiency - 40%</td>
</tr>
<tr>
<td>○ SBA Math High Needs Gap - 27 pts</td>
<td></td>
<td>○ SBA Math High Needs Gap - 22 pts</td>
</tr>
<tr>
<td>○ Math MGP - 55</td>
<td></td>
<td>○ Math MGP - 58</td>
</tr>
<tr>
<td>- HSA Science Proficiency - 34%</td>
<td></td>
<td>- HSA Science Proficiency - 39%</td>
</tr>
<tr>
<td>- ELL On-Track (Growth to Target-WIDA) - 60%</td>
<td></td>
<td>- ELL On-Track - 65%</td>
</tr>
<tr>
<td>- Chronic Absenteeism - 17%</td>
<td></td>
<td>- Chronic Absenteeism - 14%</td>
</tr>
<tr>
<td>- School Climate - 74%</td>
<td></td>
<td>- School Climate - 76%</td>
</tr>
<tr>
<td>- Inclusion Rate - 50%</td>
<td></td>
<td>- Inclusion Rate - 53%</td>
</tr>
<tr>
<td><strong>2019-20 Panorama Survey Data:</strong></td>
<td></td>
<td><strong>2020-20 Panorama Survey Goals:</strong></td>
</tr>
<tr>
<td>- Classroom Engagement - 77%</td>
<td></td>
<td>- Classroom Engagement - 82%</td>
</tr>
<tr>
<td>- Classroom Climate - 78%</td>
<td></td>
<td>- Classroom Climate - 83%</td>
</tr>
<tr>
<td>- Classroom Rigorous Expectations - 87%</td>
<td></td>
<td>- Classroom Rigorous Expectations - 90%</td>
</tr>
<tr>
<td>- Classroom Teacher-Student Relationships - 88%</td>
<td></td>
<td>- Classroom Teacher-Student Relationships - 91%</td>
</tr>
<tr>
<td>- Pedagogical Effectiveness - 89%</td>
<td></td>
<td>- Pedagogical Effectiveness - 92%</td>
</tr>
<tr>
<td>- School Belonging - 73%</td>
<td></td>
<td>- School Belonging - 78%</td>
</tr>
<tr>
<td>- Valuing of School - 80%</td>
<td></td>
<td>- Valuing of School - 85%</td>
</tr>
<tr>
<td>- School Safety - 60%</td>
<td></td>
<td>- School Safety - 63%</td>
</tr>
<tr>
<td>- SQS Safety - 73%</td>
<td></td>
<td>- SQS Safety - 76%</td>
</tr>
<tr>
<td><strong>Additional Baseline Data:</strong></td>
<td></td>
<td><strong>Additional Goals:</strong></td>
</tr>
<tr>
<td>- Students with Zero Behavior Incident Referrals (2018-19) - 83%</td>
<td></td>
<td>- Students with Zero Behavior Incident Referrals - 87%</td>
</tr>
</tbody>
</table>
### Initiative 1: HAWAII

<table>
<thead>
<tr>
<th>Initiative 1 Enabling Activity 1</th>
<th>Staff and Student Measurable Outcomes (SY 2020-21)</th>
<th>Initiative #1 School Monitoring Activities</th>
<th>Initiative #1 Complex Monitoring Activities</th>
<th>Source of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA 1. Social Emotional Learning</td>
<td>Staff Outcomes</td>
<td>Leadership will document progress of implementation each semester through the use of the Academic Plan Monitoring Tool, which will include the analysis of formative data, and the review of qualitative evidence of implementation, when available.</td>
<td>Kauai Complex Area staff will monitor the school’s use of the Academic Plan Monitoring Tool, which will include the review of formative data and qualitative evidence when available.</td>
<td>☒ WSF 42101 B - 3006 Choose Love supplies and posters - $500</td>
</tr>
<tr>
<td></td>
<td>Student Outcomes</td>
<td>ART/Leadership will review, analyze, and reflect on the schoolwide Panorama student survey results and Strive HI data and as part of the annual CNA process. Teachers will reflect on their individual Panorama data as part of their annual IPDP process.</td>
<td>Kauai Complex Area staff will also review the schoolwide Panorama student survey results and Strive HI data and will collaborate with school leadership to determine what types of support are needed.</td>
<td>☒ Title I</td>
</tr>
<tr>
<td></td>
<td>Summative Goals</td>
<td>Summative Goals</td>
<td>Summative Goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>School Climate will increase from 74% in 2018-19 to 76% in 2021-22, as measured by the Panorama student survey and reported on Strive HI.</td>
<td>School Climate will increase from 74% in 2018-19 to 76% in 2021-22, as measured by the Panorama student survey and reported on Strive HI.</td>
<td></td>
</tr>
</tbody>
</table>

### Initiative 1 Enabling Activity 2

<table>
<thead>
<tr>
<th>EA 2. Behavioral Response to Intervention (RtI B) and Positive Behavior Interventions and Supports (PBIS)</th>
<th>Staff Outcomes</th>
<th>School Monitoring (con't.)</th>
<th>Complex Monitoring (con't.)</th>
<th>Source of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective identified schoolwide behavior management strategies and supports will be implemented to provide a safe, nurturing, and structured learning environment for all students and staff.</td>
<td>Staff Outcomes</td>
<td>Included above</td>
<td>Included above</td>
<td>☐ WSF 42101 B - 3006 Gotcha supplies &amp; incentives $5,000</td>
</tr>
<tr>
<td></td>
<td>Student Outcomes</td>
<td></td>
<td></td>
<td>☒ Title I</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>42104 B - 3006 PBIS Certificates &amp; Incentives $1,000</td>
</tr>
</tbody>
</table>
### Initiative 1: HAWAII

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Staff Outcomes</th>
<th>School Monitoring (con't.)</th>
<th>Complex Monitoring (con't.)</th>
<th>Source of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Leadership will provide differentiated PD on behavior management strategies and will develop and implement a clear, transparent system of support for students with behavioral needs.</td>
<td>• At least 83% of students will respond favorably to Classroom Climate questions on the Panorama survey.</td>
<td>Included above</td>
<td></td>
<td><strong>Title I</strong></td>
</tr>
<tr>
<td>b. All faculty/staff will implement identified schoolwide strategies to support behavior management with fidelity in all settings.</td>
<td>• School Climate will increase from 74% in 2018-19 to 76% in 2021-22, as measured by the Panorama student survey and reported on Strive HI.</td>
<td>Included above</td>
<td></td>
<td><strong>WSF</strong></td>
</tr>
<tr>
<td>c. Students will demonstrate appropriate behaviors using learned strategies in all settings.</td>
<td></td>
<td></td>
<td></td>
<td>42106 B - 7104/07 Kumano I Ke Ala partnership - loi and hale $1,000</td>
</tr>
</tbody>
</table>

### Initiative 1 Enabling Activity 3

**EA 3. Nā Hopena A'o (HĀ)**

HĀ framework (beliefs, values, skills, and dispositions) will be implemented schoolwide to create a learning environment that fosters well-being and a sense of place.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Staff Outcomes</th>
<th>School Monitoring (con't.)</th>
<th>Complex Monitoring (con't.)</th>
<th>Source of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Leadership will provide PD on the HĀ framework, components, and integration for all faculty/staff.</td>
<td>• All faculty/staff will implement HĀ framework, components, and integration in all settings as outlined by leadership.</td>
<td></td>
<td></td>
<td><strong>Title I</strong></td>
</tr>
<tr>
<td>b. All faculty/staff will implement the HĀ framework, components, and integration in all settings.</td>
<td>• At least 78% of students will respond favorably to School Belonging questions on the Panorama survey.</td>
<td></td>
<td></td>
<td><strong>WSF</strong></td>
</tr>
<tr>
<td>c. Students will demonstrate HĀ beliefs, values, skills, and dispositions in all settings.</td>
<td>• At least 83% of students will respond favorably to Classroom Climate questions on the Panorama survey.</td>
<td></td>
<td></td>
<td>42101 B - 3006 HĀ supplies &amp; incentives - posters, incentives, showcases $1,000</td>
</tr>
</tbody>
</table>

### Summative Goals

- School Climate will increase from 74% in 2018-19 to 76% in 2021-22, as measured by the Panorama student survey and reported on Strive HI.
## Initiative 2: EMPOWERMENT

<table>
<thead>
<tr>
<th>Initiative 2 Enabling Activity</th>
<th>Staff and Student Measurable Outcomes (SY 2020-21)</th>
<th>Initiative #2 School Monitoring Activities</th>
<th>Initiative #2 Complex Monitoring Activities</th>
<th>Source of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA 4. Student Voice, Choice, and Personalized Learning</td>
<td><strong>Staff Outcomes</strong>&lt;br&gt;● All teachers will engage students in activities that invoke voice and/or choice at least once a week.&lt;br&gt;&lt;br&gt;<strong>Student Outcomes</strong>&lt;br&gt;● At least 78% of students will respond favorably to School Belonging questions on the Panorama survey.&lt;br&gt;● At least 82% of students will respond favorably to Classroom Engagement questions on the Panorama survey.&lt;br&gt;&lt;br&gt;<strong>Summative Goals</strong>&lt;br&gt;● School Climate will increase from 74% in 2018-19 to 76% in 2020-21, as measured by the Panorama student survey and reported on Strive HI.</td>
<td>Leadership will document progress of implementation each semester through the use of the Academic Plan Monitoring Tool, which will include the analysis of formative data, and the review of qualitative evidence of implementation, when available. ART/Leadership will review, analyze, and reflect on the schoolwide Panorama student survey results and Strive HI data and as part of the annual CNA process. Teachers will reflect on their individual Panorama data as part of their annual IPDP process.</td>
<td>Kauai Complex Area staff will monitor the school’s use of the Academic Plan Monitoring Tool, which will include the review of formative data and qualitative evidence when available. Kauai Complex Area staff will also review the schoolwide Panorama student survey results and Strive HI data and will collaborate with school leadership to determine what types of support are needed.</td>
<td>☒ WSF ☒ Title I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiative 2 Enabling Activity</th>
<th>Staff and Student Outcomes</th>
<th>School Monitoring (con’t.)</th>
<th>Complex Monitoring (con’t.)</th>
<th>Source of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA 5. Growth Mindset</td>
<td><strong>Staff Outcomes</strong>&lt;br&gt;● All faculty/staff will demonstrate attributes of growth mindset (e.g. utilize feedback, set goals, implement school-wide strategies) as outlined by leadership.&lt;br&gt;&lt;br&gt;<strong>Student Outcomes</strong>&lt;br&gt;● All students will engage in</td>
<td><strong>Included above</strong></td>
<td><strong>Included above</strong></td>
<td>☒ WSF ☒ Title I</td>
</tr>
</tbody>
</table>
1. All faculty/staff will demonstrate attributes of growth mindset (e.g. utilize feedback, set goals, implement school-wide strategies).
2. Students will be self-directed by utilizing feedback, reflecting, setting goals, and monitoring their growth and progress.
3. Upper elementary students will be provided opportunities to mentor younger students.

### Initiative 2: Empowerment

<table>
<thead>
<tr>
<th>Initiative 2 Enabling Activity 6</th>
<th>Staff and Student Outcomes</th>
<th>School Monitoring (con’t.)</th>
<th>Complex Monitoring (con’t.)</th>
<th>Source of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA 6. Schoolwide Systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership will develop and implement a schoolwide system of accountability and professional development for staff and students to close our achievement gap.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Action Steps:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Leadership will identify schoolwide agreements and non-negotiables for operational procedures, curriculum, instruction, and assessment with faculty input.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Leadership will create an implementation plan to include differentiated/responsive PD for schoolwide agreements and non-negotiables.</td>
<td>Staff Outcomes</td>
<td>included above</td>
<td>included above</td>
<td></td>
</tr>
<tr>
<td>c. Leadership will provide Induction and Mentoring for new teachers.</td>
<td>Student Outcomes</td>
<td>included above</td>
<td>included above</td>
<td></td>
</tr>
<tr>
<td><strong>Summative Goals</strong></td>
<td>SBA ELA proficiency will increase from 38% in 2018-19 to 43% in 2020-21. (Strive HI)</td>
<td>included above</td>
<td>included above</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SBA Math proficiency will increase from 35% in 2018-19 to 40% in 2020-21. (Strive HI)</td>
<td>included above</td>
<td>included above</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HSA Science proficiency will increase from 34% in 2018-19 to 39% in 2020-21. (Strive HI)</td>
<td>included above</td>
<td>included above</td>
<td></td>
</tr>
</tbody>
</table>

### Source of Funds

- **WSF 42106**
    - $178.42 x 2
    - $357

- **A1 - 2769**
  - Data/Learning Walks for the ILT process
    - $178.42 x 6 subs
    - (2 subs per day x 3 cycles)
    - $1,071

- **WSF 18902**
  - A1 - 2769/2702 Planning Days per semester for ART/Leadership to review AcPlan
    - 6 subs x 2
    - $178.42 = $2,141 + $191 fringe (8.91%)
    - $2,332

- **A1-2769/2702**
  - Grade Level Training 2nd semester
    - 16 subs x $178.42 = $2,855 + $254 fringe (8.91%)
    - $3,109

- **Title I 18902**
  - A1-2769/2702 6 subs x 2
    - $178.42 = $2,141 + $191 fringe (8.91%)
    - $2,332
1. Leadership will meet quarterly to review and monitor the Academic Plan.

2. All faculty/staff will implement the agreements and non-negotiables with fidelity.

3. Students will demonstrate and monitor their use of identified school strategies in all areas of learning.

<table>
<thead>
<tr>
<th>Initiative 1: HAWAII</th>
<th>Initiative 2: EMPOWERMENT</th>
<th>Initiative 3: EQUITY &amp; INNOVATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leadership will meet quarterly to review and monitor the Academic Plan.</td>
<td>2018-19 to 22 pts. in 2020-21. (SBA-Strive HI)</td>
<td>boards, posters, presentation materials) $300</td>
</tr>
<tr>
<td>3. All faculty/staff will implement the agreements and non-negotiables with fidelity.</td>
<td></td>
<td>A1-2802/2702 Grade Level Summer Stipend Day for Inclusive Practice training 16 x $178.42 = $2,855 + $77 (fringe (2.71%) = $2,932</td>
</tr>
<tr>
<td>5. Students will demonstrate and monitor their use of identified school strategies in all areas of learning.</td>
<td></td>
<td>A1-2802/2702 Summer Training stipend for Leadership on the CSI process. 10 x $178.42 = $1,784 + $49 fringe (2.71%) $1,833</td>
</tr>
<tr>
<td>(SW3)</td>
<td></td>
<td>B - 3006 Student Planners &amp; Folders $4,905</td>
</tr>
</tbody>
</table>
### Initiative 3: EQUITY & INNOVATION

<table>
<thead>
<tr>
<th>Initiative 3 Enabling Activity 7 *All Enabling Activities are Yearlong</th>
<th>Staff and Student Measurable Outcomes (SY 2020-21)</th>
<th>Initiative #3 School Monitoring Activities</th>
<th>Initiative #3 Complex Monitoring Activities</th>
<th>Source of Funds</th>
</tr>
</thead>
</table>
| **EA 7. Curriculum, Instruction, and Assessment**  
All students will be engaged in and provided with rigorous, scaffolded, standards-based instruction to maximize academic achievement. (SW6)  
7A. Rigorous Standards-based CIA  
Curriculum, instruction, and assessment will be aligned with state standards and assessments.  
Action Steps:  
a. Leadership will provide standards-based curriculum, materials, and resources.  
b. Leadership will provide and structure job-embedded PD on identified areas of need.  
c. Leadership will provide dedicated time to collaborate and plan rigorous instruction to meet student needs in the core content standards.  
d. Leadership will dedicate a part-time staff position to support English Language Learners (ELL).  
e. All faculty/instructional staff will utilize standards-based curriculum, materials, and resources as identified by the school.  
f. All faculty/instructional staff will actively engage in job-embedded PD on identified areas of need.  
g. All faculty/instructional staff will effectively use provided, dedicated | **Staff Outcomes**  
- All teachers will implement engaging and rigorous lessons, quality assessments, and calibrated assessment/grading practices aligned to core content standards, as outlined by leadership.  
**Student Outcomes**  
- The percent of students scoring proficient on the STAR Early Literacy, Reading, and Math universal screener will increase in each grade level by at least 10% each time the assessment is administered.  
**Summative Goals**  
- SBA ELA proficiency will increase from 38% in 2018-19 to 43% in 2020-21. (Strive HI)  
- ELA high needs achievement gap will decrease from 18 pts. 2018-19 to 15 pts. in 2020-21. (SBA-Strive HI)  
- SBA Math proficiency will increase from 35% in 2018-19 to 40% in 2020-21. (Strive HI)  
- Math high needs achievement gap will decrease from 27 pts. 2018-19 to 22 pts. in 2020-21. (SBA-Strive HI)  
- HSA Science proficiency will increase from 34% in 2018-19 to 39% in 2020-21. (Strive HI) | Leadership will document progress of implementation each semester through the use of the Academic Plan Monitoring Tool, which will include the analysis of formative data, and the review of qualitative evidence of implementation, when available.  
ART/Leadership will review, analyze, and reflect on the schoolwide Panorama student survey results and Strive HI data and as part of the annual CNA process. Teachers will reflect on their individual Panorama data as part of their annual IPDP process. | Kauai Complex Area staff will monitor the school’s use of the Academic Plan Monitoring Tool, which will include the review of formative data and qualitative evidence when available.  
Kauai Complex Area staff will also review the schoolwide Panorama student survey results and Strive HI data and will collaborate with school leadership to determine what types of support are needed. | ☒ WSF  
42101  
A1 - 2744  
After-school Tutoring  
(3 hrs/wk x 36 wks X $22.43)  
$2,422  
A1 - 2721  
Rti Tutors  
2 x 19 hrs/wk x 35 wks X $13.88  
$18,460  
A1 - 2741  
Rti PPEs  
2 x 17 hrs/wk x 35 wks x 20.67  
$24,597  
A1 - 2741  
Summer Bridge  
Rti PPEs  
4 x 16 x 6 wks  
X $20.67  
$7,937  
42102  
A1 - 2741  
ELL PPE (17 hrs/wk x 40 wks  
$20.67)  
$14,056  
A1 - 2744  
ELL Interpreter  
(4 NEP Interpreter  
4 hr per  
student x $22.43)  
 weiland System  
Books (10 @ 5 for $49.95)  
$500  
Student  
Notebooks (10 @ 4 for $25)  
$250  
SS1 Readers  
Levels 11-15  
(3@$69)  
$207  
16-20 (3@$69)  
$207  
21-25 (3@$69)  
$207  
$1,371 |

---

<table>
<thead>
<tr>
<th>Source of Funds</th>
</tr>
</thead>
</table>
| WSF  
42101  
A1 - 2744  
After-school Tutoring  
(3 hrs/wk x 36 wks X $22.43)  
$2,422  
A1 - 2721  
Rti Tutors  
2 x 19 hrs/wk x 35 wks X $13.88  
$18,460  
A1 - 2741  
Rti PPEs  
2 x 17 hrs/wk x 35 wks x 20.67  
$24,597  
A1 - 2741  
Summer Bridge  
Rti PPEs  
4 x 16 x 6 wks  
X $20.67  
$7,937  
42102  
A1 - 2741  
ELL PPE (17 hrs/wk x 40 wks  
$20.67)  
$14,056  
A1 - 2744  
ELL Interpreter  
(4 NEP Interpreter  
4 hr per  
student x $22.43) |

---

<table>
<thead>
<tr>
<th>Source of Funds</th>
</tr>
</thead>
</table>
| WSF  
42101  
A1 - 2744  
After-school Tutoring  
(3 hrs/wk x 36 wks X $22.43)  
$2,422  
A1 - 2721  
Rti Tutors  
2 x 19 hrs/wk x 35 wks X $13.88  
$18,460  
A1 - 2741  
Rti PPEs  
2 x 17 hrs/wk x 35 wks x 20.67  
$24,597  
A1 - 2741  
Summer Bridge  
Rti PPEs  
4 x 16 x 6 wks  
X $20.67  
$7,937  
42102  
A1 - 2741  
ELL PPE (17 hrs/wk x 40 wks  
$20.67)  
$14,056  
A1 - 2744  
ELL Interpreter  
(4 NEP Interpreter  
4 hr per  
student x $22.43) |
### Section 4

#### Initiative 1: HAWAII

- Data teams (i.e., faculty/instructional staff, leadership) will be used to analyze triangulated data to determine quality, tiered instruction and PD in response to identified teacher and student needs.
- Teachers will utilize planning time and data teams to discuss and develop engaging lessons, quality assessments, and calibrated assessment/grading practices aligned to core content standards.

h. Students will complete rigorous, standards-based assignments and tasks.

<table>
<thead>
<tr>
<th>Staff Outcomes</th>
<th>Included above</th>
<th>Included above</th>
</tr>
</thead>
<tbody>
<tr>
<td>● All faculty/instructional staff will effectively support student learning utilizing school-provided technology, as outlined by leadership.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Initiative 2: EMPOWERMENT

- Teachers will utilize planning time and data teams to discuss and develop engaging lessons, quality assessments, and calibrated assessment/grading practices aligned to core content standards.

<table>
<thead>
<tr>
<th>Students will complete rigorous, standards-based assignments and tasks.</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

#### Initiative 3: EQUITY & INNOVATION

7B. Use of Technology

Technology will be used as a tool for student learning, expression of knowledge, and application of skills.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Leadership will continue to provide 1:1 technology devices for students in grades K-5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. All faculty/instructional staff will effectively support student learning utilizing school-provided technology.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Students in grades K-5 will utilize available technology (e.g., chromebooks, TVs) to participate in and complete learning activities (e.g., KidBiz, SmartyAnts, Stepping Stones).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summative Goals</th>
<th>Included above</th>
<th>Included above</th>
</tr>
</thead>
<tbody>
<tr>
<td>● ELA high needs achievement gap will decrease from 18 pts. 2018-19 to 15 pts. in 2020-21. (SBA-Strive HI)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Math high needs achievement gap will decrease from 27 pts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 7. Use of Technology

- Leadership will continue to provide 1:1 technology devices for students in grades K-5.
- All faculty/instructional staff will effectively support student learning utilizing school-provided technology.
- Students in grades K-5 will utilize available technology (e.g., chromebooks, TVs) to participate in and complete learning activities (e.g., KidBiz, SmartyAnts, Stepping Stones).

### Summative Goals

- ELA high needs achievement gap will decrease from 18 pts. 2018-19 to 15 pts. in 2020-21. (SBA-Strive HI)
- Math high needs achievement gap will decrease from 27 pts.
### 7C. Academic Showcases and Family/Community Engagement

**Academic showcases and family/community engagement will enhance student learning.**

**Action Steps:**

1. Leadership will provide teachers with opportunities and resources to support student participation in academic showcases and events.
2. All faculty/instructional staff will plan opportunities for students to showcase their projects with use of leadership-provided guidelines.
3. Parents, families, and community partners will be provided with opportunities to engage in a variety of events to support student learning.
4. Students will participate in academic showcases and events.

<table>
<thead>
<tr>
<th>Staff Outcomes</th>
<th>Included above</th>
<th>Included above</th>
</tr>
</thead>
<tbody>
<tr>
<td>● All faculty/instructional staff will provide opportunities for students to showcase their projects at least once each semester.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Outcomes**

- At least 85% of students will respond favorably to Valuing of School questions on the Panorama survey.

**Summative Goals**

- School Climate will increase from 74% in 2018-19 to 76% in 2020-21, as measured by the Panorama student survey and reported on Strive HI.

---

**Scholastic News**

- $2,000

**Star Renaissance (21-22)**

- $4,358

**Title I**

- 18902
- C-7708
- Purchase updated teacher computers to teach virtually
- $1,525 x 22 = $33,550

---

<table>
<thead>
<tr>
<th>Staff Outcomes</th>
<th>Included above</th>
<th>Included above</th>
</tr>
</thead>
<tbody>
<tr>
<td>● All faculty/instructional staff will provide opportunities for students to showcase their projects at least once each semester.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Outcomes**

- At least 85% of students will respond favorably to Valuing of School questions on the Panorama survey.

**Summative Goals**

- School Climate will increase from 74% in 2018-19 to 76% in 2020-21, as measured by the Panorama student survey and reported on Strive HI.

---

**Scholastic News**

- $2,000

**Star Renaissance (21-22)**

- $4,358

**Title I**

- 18902
- C-7708
- Purchase updated teacher computers to teach virtually
- $1,525 x 22 = $33,550
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>Section 5: PIPELINE OF EMERGING IDEAS</th>
<th>School Ideas for Innovation and Pilot Projects</th>
<th>Conditions for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Ideas for Innovation and Pilot Projects</strong></td>
<td>It is our goal to design inspiring spaces and to continue to access community resources that will enhance our students’ 21st century skills. We would like to create a learning center that would include a “Kekaha Community Internet Cafe,” Makerspace “Innovation Center,”, and Parent/Community Engagement Center. The Kekaha Community Internet Cafe would be open to all Kekaha community members and students who are attending Kekaha Elementary, Waimea Canyon Middle, and Waimea High where students and community members would have a place to study and access the internet and makerspace in the evenings and on weekends. This would also be the place for our Parent/Community engagement activities. Project Based Learning and Future Ready Learning are the vehicles to deepen student learning and engagement. We are a 1:1 technology school, and to expand future ready learning, we would like to create an “Innovation Center” in the library and redesign it as a place where students can learn robotics and coding. Rethinking the design and use of our library into a learning center for our students, staff, and community is a step in the direction of what we envision for our school as being the “hub” of the community. We would like to install a lighted Marquee sign for increasing the school community communication. It will also be used for messaging out emergency community information for E Ola Mau Na Leo O Kekaha and the Kekaha Disaster Response Team (CERT).</td>
<td>● We anticipate at least $30,000 - $40,000 to adequately fund the Kekaha Community Internet Cafe project, including staffing the center afterschool, nights, and weekends and purchasing a monthly internet connection separate from the HIDOE. ● We anticipate $18,000 for the lighted marquee, and $15,000 for electrical installation.</td>
</tr>
</tbody>
</table>
Aloha All,

Upon review of Kekaha Elementary School's SY 2020-21 Academic Plan, I am approving as of Friday, June 5, 2020. Mahalo!

On Fri, Jun 5, 2020 at 2:33 PM Gail Nakaahiki <gail.nakaahiki@k12.hi.us> wrote:
Hi .. attaching Kekaha AcFinPlan for your review. Please log onto eHR to approve their FinPlan. Carrie will be sending you their FRF to approve. Thank you.

--
Gail Nakaahiki
Kauai Complex Area Business Manager
3060 Eiwa Street Room 301
Lihue, Hawaii 96766
808-274-3500
gail.nakaahiki@k12.hi.us

This email was scanned by the Cisco IronPort Email Security System contracted by the Hawaii Dept of Education. If you receive suspicious/phish email, forward a copy to phishing-report@k12.hi.us. This helps us monitor suspicious/phish email getting thru. You will not receive a response, but rest assured the information received will help to build additional protection.

--
William N. Arakaki
Kauai Complex Area Superintendent
Office: 808-274-3502
FAX: 808-275-3508
3060 Eiwa Street, Rm 305
Lihue, Hawaii 96766

Follow me on Twitter: @CASArakaki

KCA Mission: "Kauai Complex Area empowers and guides schools to inspire and educate children to become adaptive, innovative, contributing members of their community"

Motto: "We Care for and prepare All Students for Careers, College, and Citizenship in the 21st Century"

"Try not to be a person of success but rather try to be a person of value." "Only a life lived for others is a life worthwhile."
Albert Einstein

"Confidentiality Notice: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and/or privileged information. Any review, use, disclosure, or distribution by unintended recipients is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message."