



Honowai Elementary School Academic Plan 2022-2023

Honowai Elementary School

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Submitted by: Stacy Kawamura	Date
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Approved by Complex Area Superintendent:	Date
<u>Keith Hui</u> <small>Keith Hui (May 2, 2022 12:19 HST)</small>	May 2, 2022

Where are we now?

Academic Plan SY 2022-2023

Prioritize needs as identified in one or more of the following needs assessments:

- Comprehensive Needs Assessment
[LINK for CNA](#)
- WASC Self Study
[LINK for 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
[LINK for VC REPORT](#)
- Other

1. Need:

- a. Contributing or Root Cause(s) which caused this Learning Need(s):
(for alignment, please cite page number in Comprehensive Needs Assessment and attach a copy)

While Honowai Elementary School has demonstrated progress in growth and achievement, there are students who have not yet reached proficiency and are in need of additional support. Desired outcomes and enabling activities address efforts at the state, complex area, and school campus levels. The StriveHI figures for SY 2018-2019:

[Honowai Strive HI Results \(SY 2018-19\)](#)

***NO StriveHI data for SY 2019-20 due to pandemic.**

Emphasizing the impact of Tier 1 instruction and ensuring all students' firm sense of belonging and providing quality student support will aid in improving learning and achievement.

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	Addressing Equity: SubGroup Identification
	In order to address equity, list the targeted sub group(s) and their identified needs.
	<u>LINK for Honowai Trend Report</u>
	<u>LINK for Honowai SSIR Report</u>
	<u>Honowai Elementary School Comprehensive Needs Assessment (CNA)</u>

ORGANIZE: Identify your School priorities and leads	
Priorities/Strategies/Initiatives	Name and Title of School Accountable Lead
PBL	Assistant Principal
Academies	Principal, Assistant Principal, Student Activities Coordinator- Kimberly Gross
MTSS: (Student Support in Academic/social/emotional/behavioral learning and physical safety)	Assistant Principal, Student Activities Coordinator- Kimberly Gross
Curriculum Standards Rollout - Computer Science/NGSS/HTSSS	Curriculum Coach- Jaime Hernandez
Resource Management (I&M, EES, Title 1, Title 2, 21st Century Grant)	Assistant Principal
Instructional Strategies (Thinking Maps, GLAD, etc.)	Assistant Principal, Curriculum Coach- Jaime Hernandez

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

- x **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- x **Objective 2: Whole Child** – All students are safe, healthy, and supported in school, so that they can engage fully in high quality educational opportunities.
- x **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.
- x **Objective 4: Prepared and Resilient** – All students transition successfully throughout their educational experiences.

Outcome: By the end of SY 2020-2021,	Rationale:
<p>The Waipahu Complex believes a systemic and coherent framework for vertical alignment of initiatives and strategies will improve student learning and achievement outcomes. Therefore, the Honowai Elementary School has adopted the Academies Model to focus on K-12 alignment that is needed for systems success. The academies structure has been recently introduced and created in our intermediate school as the starting point to mend and address the scattered achievement gaps across the complex. There is a need to strengthen collaboration opportunities, both within a school and across schools. This is due to being in the beginning stages of the implementation process of academies in the intermediate and elementary schools including alignment to NCAC standards of practices. Through the Academies Model, Honowai Elementary School students will demonstrate progress toward success in college, career, and citizenship as measured by identified school level targets.</p>	<ul style="list-style-type: none"> ● Ensuring pathways extend from Kindergarten 7th grade ● Providing PBL experiences ● Providing rigorous academic instruction aligned to standards

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
<p>Honowai Elementary School (HES) will use processes and tools to implement and monitor their priority campus-wide initiative of literacy across all content areas and provide academic instruction aligned to standards to demonstrate growth towards student achievement/success.</p> <p>(SW3, SW6)</p>	<p>Honowai will continue to apply practices based on the Data Driven Instructional Cycle (DDIC) to focus on utilizing a data driven, systematic approach to ensure focused planning and implementation that will result in <u>increased literacy across all content areas</u>.</p> <p>As part of the D2.2 and 2.3 student reflection practice and teacher feedback students</p> <ul style="list-style-type: none"> Teachers will give students exit passes to reflect on their learning. The teacher will return with specific written feedback. SC checklists and rubrics Posted SC and LT. Teacher and student will refer to as needed. Peer walk through identifying specific feedback coworkers are giving 	2022-2023	<p>Principal</p> <p>Assistant Principals</p> <p>Curriculum Coach</p> <p>Teachers</p>	<p>\$65,293 (WSF) - Class size reduction</p> <p>\$65,293 (WSF) – additional SpEd teacher</p> <p>\$20,000 (WSF) – PPTs (Title I) – Subs</p> <p>\$35,733 (Title I) – iReady Renewal</p> <p>Literacy Grant P20 Grant Title II Summer Hub</p> <p>\$2,500 (Title I) - Brain Pop \$2,500 (Title I)- Dimension U</p> <p>\$80,000 (Title I) - Technology devices</p>	<ul style="list-style-type: none"> School-developed monitoring tools for walkthroughs Data Teams/PLC minutes Strive HI data PBL Presentations of Learning Curriculum Maps Regular Walkthroughs CFAs Educator Effectiveness System (EES) WIDA ACCESS iReady Diagnostic Progress monitoring for RTI SMART Goals DDIC pre/post data Success Criteria checklists IEP objectives Student work samples Peer Walkthroughs/Observations

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	<ul style="list-style-type: none"> ● Google Classroom comments / SeeSaw posts ● Google Meets posts for the whole class. ● Specific direct teaching of helpful feedback. How to give and what is helpful to the students. ● Conferencing with the students to show their improvement and what they need to work on. ● Class Dojo or other parental communication method about behavior <p>All students will experience a science curriculum grounded in NGSS standards.</p> <p>All students will experience a social studies curriculum grounded in HCSSS standards. Teachers will vertically align curriculum maps, pacing guides, assessments, and grading practices.</p> <p>Create a rollout plan to include Math and Writing in the DDIC cycles</p> <p>Implement and refine RtI for areas addressed in DDIC (Reading, Math, and Writing)</p>				<ul style="list-style-type: none"> ● Teachers post GLOs in the classroom ● Teachers post “Agenda” with LT/SC for the day, and also connect to GLO (might look differently in lower el.) ● Walkthrough(admin/peer) - Verbally - Ask students - if teacher is giving more helpful feedback? Do you know what you need to do to get better? ● Google Form/survey for students to complete. ● Physical papers (exit passes, student reflections) ● Amount of SC & LT that have been created as a tool to give specific feedback
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<p>HES will ensure that students will receive rigorous math instruction that is aligned to standards and prepares students for Algebra with a strong mathematics foundation.</p> <p>(SW3, SW4)</p>	<p>Students will receive instruction that provides opportunities for inquiry, real world problem solving, and increased conceptual understanding.</p> <p>Teachers will use common assessments to gather data and guide instructional decisions, create small groups, and to provide remediation (including RtI) and enrichment opportunities for diverse learners.</p> <p>Teachers will apply GLAD strategies and implement Thinking Maps when conducting math instruction.</p> <p>Teachers will be provided PD for conceptual math .</p>	<p>2022-2023</p>	<p>Principal</p> <p>Assistant Principals</p> <p>Curriculum Coach</p> <p>Teachers</p>	<p>Title II WSF Summer Hub</p>	<ul style="list-style-type: none"> • iReady diagnostic at BOY and EOY • Formative checks that may include but not limited to using iReady, and informal teacher checks • Walkthroughs • Assessment Data • DDIC data based on SC • DDIC/PLC minutes • Math Core agenda and attendance
<p>Honowai Elementary students will participate in pre-Academies and Academies experiences.</p> <p>(SW3)</p>	<p>Students will explore learning activities that are aligned to real world careers and/or the complex’s high school academies and collaborate with secondary schools for alignment.</p> <p>APEX classes will provide students exposure to fields such as Arts & Communication, Physical Education. (WASC 1.3; 3.7, 3.8) (B.1.8)</p> <ul style="list-style-type: none"> • (SY 21-22) Introduction to Pathways for all students, external of APEX focused on people who help others [Helping People/Saving 	<p>2022-2023</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Academies Cadre</p> <p>APEX teachers</p> <p>every adult on campus</p>	<p>WSF</p> <p>Title I</p> <p>21st CCLC</p>	<ul style="list-style-type: none"> • Academies surveys (Pre/Post) • Student interest survey(s) • student attendance on APEX days • student pre-post surveys after enabling activities • student created products/ public displays reflecting upon what was learned/ shared • RIASEC (Gr.5/6)

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	<p>Lives] and people who solve problems [Design and Innovation] (WASC 1.3; 3.7) (B.1.8)</p> <p>Teachers will plan instruction and allow for student voice and choice in learning activities.</p> <p>Teachers will visit WHS to observe and learn about Academies and Career Pathways at the high school level.</p>				<ul style="list-style-type: none"> Personal Transition Plans (Gr.5/6)
<p>All students will experience a Computer Science curriculum focused on the CSTA standards and physical computing (SW3)</p>	<p>HES will deliver Computer Science Fundamentals to all students grades K-6, based on training received through professional development.</p> <p>Gr. 6 teachers to visit WIS to observe CS programs at the intermediate level and align programs.</p>	2022-2023	Principal	<p>P 20 grant</p> <p>Title II</p> <p>Literacy Grant</p>	<ul style="list-style-type: none"> PDE3 Registration Surveys Curriculum maps
<p>Schools will cultivate student interest in the education career field.</p>	<p>WHS students will visit staff to connect high school and elementary curriculum.</p> <p>HES will feature teachers during career fairs.</p> <p>Gr 5 & 6 will adopt a buddy class from Gr K & 1 to help them with activities such as holiday celebrations, reading buddies, and/or arts and crafts</p>	2022-2023	Principal	<p>P 20 Grant</p> <p>Title II</p>	<ul style="list-style-type: none"> Increased enrollment in Teacher Ed pathway Number of students involved in tutoring or mentoring.

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<p>HES will continue to focus on implementing the Teaching and Learning System as a campus-wide initiative in order to address the whole child and to improve instructional practices (i.e engagement, inquiry)</p> <p>(SW3)</p>	<p>Continue to focus on all levels of “comprehension skills” model across all content areas.</p> <p>Continue to implement school data teams and assessment systems and ensure integration with RTI in MTSS</p> <p>Teachers and LT will collaboratively work on activities to deepen the understanding of the Teaching and Learning System</p>	<p>2022-2023</p>	<p>Principal</p> <p>Assistant Principals</p> <p>Curriculum Coach</p>	<p>Title II</p>	<ul style="list-style-type: none"> ● Walkthroughs ● Progress Monitoring through the DDIC process ● EES ● Strive HI data ● Self assessment of TnL continuums
<p>HES will use gold standard project based learning to insure students’ progress to deeper learning competencies.</p> <p>(SW3)</p>	<p>School teams will evaluate, design and implement conditions that foster project based learning in school communities, teacher training will focus on collaboration to design and implement projects that support student outcomes in achieving high levels of deeper learning competencies through authentic learning tasks. Teachers will complete at least two PBL with students per year.</p> <p>Continue addressing GLOs and monitoring students based on grade level success criteria (B.1.4, B.1.2)</p> <p>Consistently integrate and reinforce GLOs across content areas into daily classroom instruction (C1.1) and/or sharing student products.</p>	<p>2022-2023</p>	<p>Principal</p> <p>Assistant Principals</p> <p>Curriculum Coach</p>		<p>Based on</p> <ul style="list-style-type: none"> ● Education Northwest Measurements <ul style="list-style-type: none"> ○ Student Artifacts ○ Student Surveys ○ Student Presentations ○ Teacher Artifacts ○ Teacher Surveys ○ Teacher Presentations ● Presentations of Learning Events ● Walkthroughs ● Success Criteria for GLO ● GLO assembly ● Report Cards ● Classroom discussions about GLOs, where GLO vocabulary is evident

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					<p>in student discussions.</p> <ul style="list-style-type: none"> Teachers modeling use of GLO vocabulary.
<p>Identified students will receive support services through HMTSS services.</p> <p>(SW3)</p>	<p>Identified students will receive supports through RTI-A and/or RTI-B systems to address the academic, behavioral, social, emotional, and physical needs (E3.7)</p>	2022-2023	<p>Principal</p> <p>Assistant Principals</p> <p>Counselors SSC</p>		<ul style="list-style-type: none"> Participation Data Strive HI data Academic HMTSS survey data iReady data eCSSS behavioral data BEISY administration
<p>All students will be nurtured in an environment that provides a sense of belonging.</p> <p>(SW7)</p>	<p>All students will experience/participate in social emotional learning opportunities. (SEL) daily, online</p> <p>Students will understand school-wide learning and behavioral expectations through systemic programs offered.</p> <p>Honowai Elementary School will implement the structure and provide opportunities for students through</p> <ul style="list-style-type: none"> Fine Arts program PE program Tech/ STEM Summer Music Camp 	2022-2023	<p>Principal</p> <p>Assistant Principals</p> <p>Counselors</p> <p>Program Leads</p>	<p>(WSF) – Supplies</p> <p>Summer Hub – Summer Music Camp</p> <p>\$100 (WSF) – NEHS Membership</p>	<ul style="list-style-type: none"> Panorama Survey Strive HI data Attendance Data Suspension Data enrollment in summer bridge, Parent surveys anecdotal evidence with teachers, daily documentation of what was covered with students; changing concerns regarding students; teacher comments, # of referrals given for students receiving intensive services Meet & Greet evidence willingness to try new ways to work

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	<p>Honowai Elementary School will continue the structure and provide opportunities for students to equitably access a quality competitive education through:</p> <ul style="list-style-type: none"> ● National Elementary Honor Society (NEHS) ● Kindergarten bridge, 1st grade bridge held during the summer to transition students (E-3.7, 3.8) ● flagging students for WIS so counselors there follow up with them when they enter (E-3.7, 3.8) ● New student/ parent handbook orientation- interpreters/ translations (E-3.7, 3.8) ● parent orientation on first day so they could get signed up for seesaw and other notifications (summer program); distance learning supports for parents/ guardians on how to do distance learning- younger students (K & 1); also sharing with parents how school implements social distancing and CDC guidelines ● Class Dojo 2 way communication with families updates; questions, concerns, things which work with students; new parent orientation slides- 				<p>with families/ parents/ guardians</p>
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	<p>parenting tips on what to say to kids, giving them ideas on how to communicate with kids</p> <ul style="list-style-type: none"> ● PSAP services (20 schoolwide, students exited early due to moves) 				
<p>HES will increase opportunities for students receiving special education and/or identified as English Language Learners to access the general education curriculum</p> <p>(SW3, SW6)</p>	<p>Honowai Elementary School will increase opportunities for targeted Gap groups (SpEd, EL) to access the general education curriculum.</p> <ul style="list-style-type: none"> ● Professional development (instructional strategies, inclusive practices) <ul style="list-style-type: none"> - GLAD - Co-Teaching ● PLCs for SpEd Department ● Planning time for Co-Teaching 	2022-2023	<p>Principal</p> <p>Assistant Principals</p>	Title II	<ul style="list-style-type: none"> ● Inclusion data (Strive Hi, eCSSS) ● WIDA Data ● Strive HI Reading, Math, MGP Data ● Teacher and Student surveys ● Walkthroughs and Observations
<p>Students will have opportunities to express their voice in selected activities/ programs at the school.</p> <p>(SW6)</p>	<p>Throughout the year, students may have voice through</p> <ul style="list-style-type: none"> ● PBL ● Elective courses ● Gotcha program ● student government ● aloha ambassadorship ● transition aides for new students 	2022-2023	<p>Assistant Principal</p> <p>Student Activities Coordinator</p>	WSF	<ul style="list-style-type: none"> ● Master schedule of all student activities ● PBL milestones and presentations ● Surveys for elective courses ● scheduled time to meet with student government, ambassadors, and transition aides

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

- x **Objective 1: Focused Professional Development** – *Develop and grow employees to support student success and continuous improvement.*
- Objective 2: Timely Recruitment and Placement** – *Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.*
- Objective 3: Expanded Professional Pipeline** - *Expand well-qualified applicant pools for all Hawaii educator positions and expand the number of candidates who are prepared to support student success objectives.*

Outcome: By the end of SY 2020-2021,	Rationale:
Honowai Elementary will: <ul style="list-style-type: none"> ● use highly effective research-based and evidence-based instructional techniques to effectively further student success. ● examine, collaboratively, the impact of instructional beliefs and practices. 	HES is providing initial training and professional development. We organize subs and locations. Training is provided for admin, coaches, and teachers.

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress

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<p>HES will develop capacity to refine and implement the HMTSS system to support the whole child.</p> <p>(SW6)</p>	<p>All staff will participate in professional development:</p> <ul style="list-style-type: none"> ● Overview of HMTSS ● HMTSS (PBIS) Team to implement and monitor roll out ● Work to identify a domain for further development (e.g., academic, SEL, Behavior, Physical Wellbeing). <p>*Example: if a school focuses on academics, it would include refining RTI and instructional practices</p>	<p>2022-2023</p>	<p>Principal</p> <p>Assistant Principals</p> <p>Counselors</p> <p>SSC</p>		<ul style="list-style-type: none"> ● Participation Data ● Strive HI data ● Surveys ● Panorama Survey ● eCSSS behavioral data
<p>HES will implement strategies that address; Whole Child/Social Emotional Learning, Well Rounded Education, Equity Transitions. and Leadership Competencies through professional development and collaborative practices.</p> <p>(SW6)</p>	<p>Teachers will receive Professional Development in shifting instructional practices to be engaging, relevant, and differentiated to meet the needs of all learners. PD that address student success and school improvement that may include:</p> <ul style="list-style-type: none"> ● Summer Bridge opportunities for Pre-K (may include more grade levels) ● PD Sessions ● Local and National Conferences w/travel ● Complex/Complex Area Professional Learning Communities ● Inclusive Practices ● GLAD ● Thinking Maps ● Data Teams 	<p>2022-2023</p>	<p>Principal</p> <p>Assistant Principals</p> <p>Curriculum Coach</p>	<p>WSF</p> <p>Summer Hub</p> <p>Title I</p> <p>21st CCLC</p>	<ul style="list-style-type: none"> ● School-developed success criteria monitoring tool. ● iReady screener Data ● SBA results ● Strive HI Data ● Walkthrough Data ● Surveys ● PDE3 Registration ● 21 Hours PD Agendas

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	<ul style="list-style-type: none"> TFI 				
<p>Teachers will continue to employ the use of technology to engage students in academic content.</p> <p>(SW6)</p>	<p>Teachers will be provided with additional opportunities for professional development regarding learning platforms and developing interactive lessons using technology.</p>	2022-2023	<p>Principal</p> <p>Assistant Principal</p> <p>Teachers</p>	Title II	<ul style="list-style-type: none"> PDE3 Documentation Teacher, Parent, and Student surveys Walkthroughs and Observations

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<p>HES will implement the Hawaii Common Core Standards with high yield instructional and assessment strategies to impact student progress.</p> <p>(SW3, SW6)</p>	<p>Professional Learning Communities (K-12) and Professional Development to focus on curriculum, instruction, and assessment aligned to Hawaii Common Core Standards to ensure College and Career Readiness</p> <ul style="list-style-type: none"> ● Waipahu Complex K-12 Math Core (B.1.5, B.1.3) ● SBG (B.1.5, B.1.3) ● OG/Sunday (Ron Yoshimoto)(B.1.5, B.1.3) ● Ahead of the Class (B.1.5, B.1.3) ● GLO (C1.1) ● Learning Targets/Success Criteria (C1.2) <p>Teachers will horizontally and vertically align curriculum maps, pacing guides, assessments, and grading practices.</p> <p>Teachers will be provided PD for conceptual math .</p> <p>Teachers (cadre) will participate in Waipahu Complex Math Core PLCs.</p> <p>Teachers will consistently refer to LT/SC before/during/after instruction for each area of study.</p>	<p>2022-2023</p>	<p>Principal</p> <p>Assistant Principals</p> <p>Curriculum Coach</p>	<p>WSF</p> <p>Title II</p>	<ul style="list-style-type: none"> ● CFAs ● Survey of Stakeholders ● Universal Screener Data ● SBA results ● Strive HI ● (Learning Walk Data) ● Lesson Study Data ● EES ● Progress Monitoring for RtI ● iReady diagnostics ● DDIC pre/post data ● IEP objectives ● Walkthrough: classroom discussions about GLOs, where GLO vocabulary is evident in student discussions. ● Walkthrough: teachers modeling use of GLO vocabulary. ● Walkthrough and/or observations: students will refer to LT/SC, know where to find the LT/SC in the classroom, and use LT/SC as a reference. .
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<p>HES will provide Induction and Mentoring support for beginning teachers and mentors.</p> <p>(SW6)</p>	<p>Professional Learning Communities (K-12) and Professional Development to focus on the Induction and Mentoring Program.</p> <ul style="list-style-type: none"> ● Beginning Teacher PD ● Mentor PD ● Induction and Mentoring Forums ● NHQT 	<p>2022-2023</p>	<p>Principal</p> <p>Assistant Principals</p> <p>I&M Mentor Coach</p>	<p>Title II</p>	<ul style="list-style-type: none"> ● NHQT Data ● Teacher PD Survey Data ● Participation Data ● Mentor/Beginning Teacher Survey
<p>HES will continue to implement the Western Association of Schools and Colleges (WASC) Self-Study process.</p> <p>(SW2)</p>	<p>Continue and complete the accreditation process.</p> <ul style="list-style-type: none"> ● Address Key Issues and Critical Areas for Follow-up from most recent WASC VC Report 	<p>2022-2023</p>	<p>Principal</p> <p>Self-Study Coordinator</p>	<p>WSF</p>	<ul style="list-style-type: none"> ● Components of the WASC process ● Recommendations embedded into Academic Plan ● Focus Group Meeting Minutes ● Final WASC report

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Goal 3: Successful Systems of Support. The system and culture of public education work to effectively organize financial, human, and community resources in support of student success.

- x **Objective 1: Innovation** – Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.
- Objective 2: Adequate and Expanded Resources** – Secure adequate resources to support school and community-based plans for student success.
- Objective 3: Efficient and Transparent Supports** – Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public education resources.

Outcome: By the end of SY 2020-2021,	Rationale:
Honowai Elementary will work with financial, human, and community based resources to strengthen the system for student success.	<ul style="list-style-type: none">● Training staff to learn and grow in order to better and more effectively support students.● Provide students with additional opportunities to succeed and address their interests.

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
UHCOE and Waipahu Complex Schools will continue to implement the Professional Development School (PDS) process and partnership (SW6)	Mentor UHCOE teacher candidate placements and WHS teacher cadets in the school Participate in PDS liaison/steering meetings to sustain trajectory of partnership Participate in PDS advisory committee meetings to sustain the trajectory of the partnership Continue to deliver substitute teacher training via Waipahu CSA Continue with Administrator's Panel to assist UHCOE teacher candidates in preparing for interviews	2022-2023	Principal	WSF	<ul style="list-style-type: none"> Enrollment of candidates in UHCOE and retention as Waipahu Complex teacher Mentor and candidate survey results Monitor candidate placements within the school Memorandum of Agreement Attendance and Q&A from UHCOE students
HES will utilize organizational resources to meet the needs of the 21st-Century Learner through a variety of program/course offerings based on academic need and/or personal interest.	Honowai Elementary School will <ul style="list-style-type: none"> develop and refine program goals as necessary to increase student engagement in school and complex 21st Century and Community programs. utilize the 21st Century Community Learning Center Grant to provide 	2022-2023	Assistant Principal	21 st CCLC Title I Waipahu Community Foundation (WCF)	<ul style="list-style-type: none"> Student Participation Rate Demographics Site Activity Offerings Achievement Gap Rate

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(SW7)	<p>programs and opportunities (before and/or after school) for students to participate in activities to supplement their learning.</p> <ul style="list-style-type: none"> utilize Waipahu Community Foundation funding to supplement existing programs. 				
<p>HES will work with the community to provide activities which celebrate and develop the whole child</p> <p>(SW4, SW7)</p>	<ul style="list-style-type: none"> offer volunteer opportunities for parental/community involvement (academies, mentorships, flu/vision/hearing clinics, etc.) public performances/presentations celebrating student inquiry and personal growth <ul style="list-style-type: none"> 21st century celebrations and performances for the parents 	2022-2023	<p>Student Activities Coordinator</p> <p>Assistant Principal</p> <p>Principal</p>	Title I	<ul style="list-style-type: none"> Sign-in Sheets Surveys eCSSS database