

# One-Year Academic Plan 2020-2021

## Version Protocol:

V. 1 - black


V.2 - changes in RED/ omitting - strikethrough instead of delete V.3- changes in BLUE/ omitting - strikethrough instead of delete V.4- changes in GREEN/ omitting - strikethrough instead of delete

V.5- changes in ORANGE/ omitting - strikethrough instead of delete

  
Approved by HKKK CAS

6/2/2020

Date

School:	Holualoa Elementary	
Address:	76-5957 Mamalahoa Hwy. Holualoa HI, 96725	
Phone:	808-313-3800	
Website:	<a href="https://www.holualoa.school">https://www.holualoa.school</a>	

## 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: Focus on Core subject areas (Math, ELA, Science, Social Studies) to ensure students are able to meet CCSS, NGSS, C3 standards. Also need to communicate the system clearly to all stakeholders.
2. Need: Focus on developing a consistent SEL program across all grade level and in all settings (classroom, field, cafeteria, etc.). Also need to communicate the system clearly to all stakeholders.
3. Need: Focus on MTSS/RTI system – developing a cohesive system to address academic and behavioral needs. Also need to communicate the system clearly to all stakeholders.
4. Need: Communication and coordination in addressing the needs listed above.

## Addressing Equity: Sub Group Identification

**In order to address equity, list the targeted sub group(s) and their identified needs.** \*\*Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.

Sub Group	Identified Need(s)	Enabling Activit(ies)
SPED	Increase in SGP, Proficiency as assessed by SBA, HSA, and universal screener	
ELL		
Migrant		
Students with Tier 2/3 Academic and/or Behavior Needs		

**ORGANIZE:** Identify your Accountable Leads.

Name and Title of Accountable Lead	Enabling activities this lead is responsible for:
1. Jeffrey Takiue, Principal	1. All Successful systems of support
2. Vacant for 20-21 (pending hiring), Vice Principal	2. Staff support and systems of support for SEL, MTSS-SEL Also supporting all successful systems of support
3. (Pending completion of teacher hiring) Instructional Specialist (2-3 positions)	3. Academics, MTSS – Academics (ELA, Math, Social Studies, Science)
4. (Pending completion of teacher hiring) ELL Coordinator / Migrant Coordinator	4. ELL and Migrant related Enabling Activities
5. Lisa Vail, SSC	5. SPED and MTSS related Enabling Activities
6. Kealoha Curnan-Medina, Counselor	6. SEL, MTSS – SEL
7. (Pending completion of teacher hiring) Tech Teacher	7. Science and Tech related Enabling Activities
8.	8.

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

Outcome: By the end of sy20-21	Rationale:
Students will be at or above grade level standards, or supported towards that goal via MTSS (RTI).  Students will have SEL support in classroom and non-classroom settings, including MTSS as needed.	We believe in whole child education (academic, social, emotional) and the long-term success this brings to our students.

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

Outcome: By the end of sy20-21	Rationale:
Clear communication within the school will provide staff with identified support for the various enabling activities.	Communication has been a challenge at our school. It is crucial to focus on the clarity of communication to successfully support the staff.

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

Outcome: By the end of sy20-21	Rationale:
The school will have developed systems around Academics, MTSS, SEL, and Communication that clarifies roles, expectations, and progress monitoring.	With the variety of changes of expectations from the state and complex area, we continually improve systems to effectively support the school.

## 5 Promises

HAWAII	<p>Students will be educated within a public school system that is grounded in <a href="#">Hā</a>, powers a multilingual society, and honors Hawaiʻi's local and global contribution.</p> <p><b>MARKERS:</b> Nā Hopena A'o; languages; culture; context; place-based; safety &amp; total well-being</p> <p><b>State Proposed Indicators:</b></p> <ul style="list-style-type: none"> <li>- 2A. Increase School-Community partnerships for ʻĀina-based stewardship in alignment with the <a href="#">Hawaiʻi Green Initiative</a> indicator. <a href="#">BOE 6710</a></li> <li>- 4D. Increase access to <a href="#">Hā</a> assessment of the learning environment</li> </ul> <p><b>Complex Area Foci:</b></p> <ul style="list-style-type: none"> <li>- Developing Community Partnerships/H</li> <li>- Hōkūpa'a</li> </ul>
EQUITY	<p>Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically.</p> <p><b>MARKERS:</b> Access; personalization; community; closing achievement gaps; quality</p> <p><b>State Proposed Indicators: (to increase)</b></p> <ul style="list-style-type: none"> <li>- 1A. honors diploma</li> <li>- 1B. attainment of Seal of Biliteracy</li> <li>- 1C. equitable access to education</li> <li>- 1D/1E. access to postsecondary credits and qualifying marks on assessments</li> <li>- 2B. staff engagement</li> <li>- 2C. after school programming</li> <li>- 2D. reduce student health risks</li> <li>- 2E. internships and teacher externships</li> <li>- 3A. enrollment in Pre-K</li> </ul> <p><b>Complex Area Foci:</b></p> <ul style="list-style-type: none"> <li>- SPED</li> <li>- ELL</li> <li>- Induction &amp; Mentoring</li> <li>- Literacy</li> <li>- Math</li> <li>- Instructional Leadership Teams</li> </ul>
SCHOOL DESIGN	<p>Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawaiʻi.</p> <p><b>MARKERS:</b> Core values; curriculum; infrastructure; magnets; college &amp; career; partners</p> <p><b>State Proposed Indicators: (to increase)</b></p> <ul style="list-style-type: none"> <li>- 4A. Implement 10-year Facilities plan</li> <li>- 4B. Implement School Safety and Culture Plan</li> <li>- 4C. 80% clean energy use by 2030</li> </ul> <p><b>Complex Area Foci:</b></p> <ul style="list-style-type: none"> <li>- MTSS/Whole Child</li> <li>- Project or Place Based Learning</li> </ul>
EMPOWERMENT	<p>Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn.</p> <p><b>MARKERS:</b> Engagement; civic &amp; policy voice; educational leadership; discovery; choice</p> <p><b>Complex Area Foci:</b></p> <ul style="list-style-type: none"> <li>- Student leadership/voice initiatives/Student Government/Enrichment</li> <li>- Robotics/STEM</li> <li>- Staff Engagement</li> </ul>
INNOVATION	<p>Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals.</p> <p><b>MARKERS:</b> Applied learning; design thinking; project-based learning; creativity</p> <ul style="list-style-type: none"> <li>- 3B. Increase Career Pathway access</li> <li>- 3C. Grow student internships for diploma credit</li> <li>- 3D. Grown externships to scale real world relevance in curriculum</li> </ul> <p><b>Complex Area Foci:</b></p> <ul style="list-style-type: none"> <li>- Technology for learning/ Computer Science</li> <li>- Digital Citizenship</li> </ul>

Planning						Funding Source(s)		How will you measure this enabling activity?	
Desired Outcome		Promise		Enabling Activity					
<u>Improved Literacy – Reading</u>  All students are grade level proficient in reading according to common core state standards.			Hawai'i		Success for All (SFA) used with Wonders to instruct reading and writing. Students are placed in leveled groups that shift quarterly based on assessments.	All certified teachers and certified part-time teachers (SFA teacher).	x	WSF	Through SFA assessments, data management in Member Center and progress monitoring which includes the universal screeners: <ul style="list-style-type: none"><li>STAR Reading Scores, Accelerated Reader Scores</li><li>DIBELS Fluency Data</li></ul> SFA Scores Kinder Assessment/Mastery Roots Formal Assessments/Mastery Wings (Grades 2-5) - Comprehension/Word Power - Foundational Reading Challenge Scores: data inputted by SFA teachers in Member Center Roots Scores (Grades K-1) SFA  SBA scores (Grades 3-5)
		X	Equity					Title I	
		X	School Design					Title II	
			Empowerment					IDEA	
			Innovation					Other	
			Hawai'i		SFA coordination & technical support  Responsibilities to include: <ul style="list-style-type: none"><li>Elicit feedback from teachers and respond to teacher needs.</li><li>Observe classes and provide feedback to staff</li><li>Collaborate with other staff for interventions.</li><li>Order, inventory, and organize SFA materials</li><li>Coaching of new teachers</li><li>Build networks to support change, including<ul style="list-style-type: none"><li>Coordinate academic volunteers</li></ul></li></ul>	Instructional Specialist (IS)	x	WSF	Amount of teachers using SFA curriculum with high confidence and understanding.
		X	Equity					Title I	Amount of teachers using learning targets and formative assessments with high confidence and understanding
		X	School Design					Title II	Staff feedback
			Empowerment					IDEA	SFA reports
			Innovation					Other	Consulting and feedback from SFA Consultant

				<ul style="list-style-type: none"> <li>Coordinate student groups/teaching SFA Levels,</li> <li>Coordinate PPEs for the following: <ul style="list-style-type: none"> <li>Tier 2 interventions</li> <li>Tutoring Groups</li> <li>Data Collection (Dibels, formative assessments, etc.)</li> </ul> </li> </ul> <p>Communicate and coordinate with SFA Consultant for support and training. This includes:</p> <ul style="list-style-type: none"> <li>Quarterly roll-ups</li> <li>Progress monitoring</li> <li>Prep for SBA/meeting benchmarks.</li> <li>Training directly from SFA (conferences, PD, etc.)</li> </ul>				
		Hawaiian	Systems of Support	<p>Non-Classroom Staff to collaboratively provide feedback and support for ELA instruction.</p> <p>Infrastructure for staff support including:</p> <ul style="list-style-type: none"> <li>Scheduling</li> <li>Resources</li> <li>Coordination of SBA</li> </ul> <p>Professional Development and networking opportunities for staff (including school, complex area, and state).</p> <p>Access to instructional materials including:</p> <ul style="list-style-type: none"> <li>Centralized location for ELA/SFA instructional materials</li> <li>System for checking out and returning materials</li> <li>Ordering and inventorying</li> <li>Preparing materials/resources and trainings</li> </ul>	Admin IS	X	WSF	Non-Classroom Teacher meeting agenda and notes
	X	Equity					Title I	Feedback from staff SQS
	X	School Design					Title II	PD agendas
		Empowerment					IDEA	Feedback from staff SQS
		Innovation					Other	Feedback from staff SQS
CNA Crosswalk FRF Line # WASC Critical Area for Follow up # 3, 4								

				Utilize the ILT process to support the implementation of the complex K-12 literacy framework that includes <ul style="list-style-type: none"><li>identified priority standards by grade level</li><li>coherency in curricular programs</li><li>differentiated supports</li></ul>				
Planning						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise	Enabling Activity			Lead(s)			
<u>Improved Literacy – Writing</u>  All students are grade level proficient in writing according to common core state standards.		Hawaiʻi	Student Success	Writing program - Each grade level to explore a writing program for Q1. For Q2, they can continue or select another to explore. (note: this may include penmanship as well as typing skills).  Q3, upper and lower elementary teams to select one to explore together.  Q4, they can continue or select another to explore.  End-of-year - Select one writing program for upper el. and one for lower el.	Q1,Q2-Grade Level Chairs (GLC),  Q3,Q4-IS	x	WSF	Implementation goal: By the end of the 20-21 school year, have a writing program selected for upper and lower elementary (both if possible).  School wide PIP (Powerful Instructional Practice: Continuation of RACE strategy has supported clear short answer responses.
	X	Equity					Title I	
	X	School Design					Title II	
		Empowerment					IDEA	
		Innovation					Other	
		Hawaiʻi	Staff Success	Writing program coordination  Professional Development for SFA, writing programs, etc.	IS	x	WSF	Feedback on progress at Q1, Q2, Q3, Q4  PD Agendas Staff Feedback
	X	Equity					Title I	
	X	School Design					Title II	
		Empowerment					IDEA	
		Innovation					Other	
		Hawaiʻi		Non-Classroom Staff to collaboratively provide feedback and support for ELA instruction.	Admin IS	x	WSF	Non-Classroom Teacher meeting agenda and notes



	X	Equity	Systems of Support	<p>Infrastructure for staff support including:</p> <ul style="list-style-type: none"><li>Scheduling</li><li>Resources</li><li>Coordination of SBA</li></ul> <p>Professional Development and networking opportunities for staff (including school, complex area, and state).</p> <p>Access to instructional materials including:</p> <ul style="list-style-type: none"><li>Centralized location for ELA/SFA instructional materials</li><li>System for checking out and returning materials</li><li>Ordering and inventorying</li><li>Preparing materials/resources and trainings</li></ul> <p>Utilize the ILT process to support the implementation of the complex K-12 literacy framework that includes</p> <ul style="list-style-type: none"><li>identified priority standards by grade level</li><li>coherency in curricular programs</li><li>differentiated supports</li></ul>			Title I	PD agendas	
	X	School Design					Title II		Feedback from staff SQS
CNA Crosswalk FRF Line # WASC Critical Area for Follow up # 3, 4		Empowerment					IDEA		
		Innovation					Other		
Planning						Funding Source(s)		How will you measure this enabling activity?	
Desired Outcome	Promise		Enabling Activity		Lead(s)			Progress Monitoring Data	
<u>Improve Math Achievement</u>  All students are grade level proficient in math according to		Hawaiian	Student Success	<p>Stepping Stones (Gr. K-5)</p> <p>Supplemental programs including:</p> <ul style="list-style-type: none"><li>Reflex (1-5)</li><li>Zearn (2, 4, 5)</li><li>Gizmo’s Imagine Learning (5)</li></ul>	Teachers	x	WSF	Exit tickets, Module Check Ups, Quarterly Assessments	
	X	Equity					Title I		
	X	School Design					Title II		
		Empowerment					IDEA		

common core state standards.		Innovation		<ul style="list-style-type: none"><li>DreamBox (K)</li></ul> Small group instruction			Other	Increase in amount of teachers offering small group instruction “math menu” 1-2 times per week. (Clarification - this is for Tier 1 classroom support via an increase in differentiated instruction. Please see section on MTSS for Tier 2 and 3 supports).
		Hawaiian	Staff Success	Stepping Stones coordination & technical support	IS	x	WSF	Amount of teachers using the following with high confidence and understanding: <ul style="list-style-type: none"><li>OrigoSlate (Steps 1-4 in QuickSteps Teachers Guide)</li><li>Learning targets and formative assessments</li><li>Standards for Mathematical Practices posters and visual vocab cards in each classroom</li><li>Student learning data (i.e. tracker)</li><li>Small group instruction in math</li></ul> Staff Feedback  Reflex: <ul style="list-style-type: none"><li>Updating student information</li><li>Reports on usage and student success rate</li><li>Quarterly check in at PL</li></ul>
	X	Equity		Reflex Explore Learning technical support			Title I	
	X	School Design		Professional Development for math including: <ul style="list-style-type: none"><li>Training on use of Tracker and student learning data in math</li><li>Small group targeted instruction.</li></ul>			Title II	
		Empowerment					IDEA	
		Innovation					Other	
		Hawaiian		Non-Classroom Staff to collaboratively provide feedback and support for ELA instruction.	Admin IS	x	WSF	Non-Classroom Teacher meeting agenda and notes
	X	Equity	Infrastructure for staff support including:			Title I	PD agendas	

	X	School Design	Systems of Support	<ul style="list-style-type: none"><li>Scheduling</li><li>Resources</li><li>Coordination of SBA</li></ul> Professional Development and networking opportunities for staff (including school, complex area, and state).  Access to instructional materials including: <ul style="list-style-type: none"><li>Centralized location for Math instructional materials</li><li>System for checking out and returning materials</li><li>Ordering and inventorying</li><li>Preparing materials/resources and trainings</li></ul>			Title II	Feedback from staff SQS
CNA Crosswalk FRF Line # WASC Critical Area for Follow up #3,4		Empowerment					IDEA	
		Innovation					Other	
Planning						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity			Lead(s)		Progress Monitoring Data
<u>Science and Social Studies</u>  All students are grade level proficient in science according to Next Generation Science Standards.  All students are grade level proficient in social studies according to the C3 Social Studies Standards		Hawaiian	Student Success	<p>Supplementary programs including:</p> <ul style="list-style-type: none"><li>Time for Kids (Grades?)</li><li>Scholastic (Grades?)</li><li>Kid Biz</li><li>Mystery Science</li><li>Achieve 3000</li><li>Accelerated Reader</li><li>SFA in Kinder - Thematic</li><li>Brain Pop extension</li><li>Donkey Mill Art Center program</li><li>Gizmo’s Imagine Learning (grade 5)</li><li>Field Trips</li><li>Guest Speakers/Reflections</li><li>Cross-curricular writing extension</li></ul> Computer Class including the following:	Teachers, Tech Teacher	x	WSF	Student work
	X	Equity					Title I	Student engagement
	X	School Design					Title II	Student assessment
		Empowerment					IDEA	HSA Science (5th grade)
	X	Innovation					Other	

All students are grade level proficient in computer science according to the CSTA standard				<ul style="list-style-type: none"><li>Engineering through lego</li><li>Basics of computer, hardware, software, vocabulary</li><li>Coding- dash and dot</li><li>In-school robotics</li><li>Google suite - 3rd, 4th, 5th</li><li>Computer literacy- ethical practices (plagiarism, cyber bullying)</li><li>Computer literacy</li><li>Typing Club for schoolwide use-- 20 day Typing Challenge</li><li>Coordination of Hour of Code program rollout</li><li>Gizmo program for Math supplementary</li></ul>				
		Hawaiʻi	Staff Success	Professional development on the new social studies standards	Admin IS Tech Teacher	x	WSF	Implementation
	X	Equity		Professional development on the change in science standards and addition of tech standards			Title I	Agenda from PD sessions
	X	School Design					Title II	
		Empowerment					IDEA	
	X	Innovation					Other	
		Hawaiʻi	Systems of Support	Non-Classroom Staff to collaboratively provide feedback and support for Science and Social Studies instruction.	Admin, IS Tech Teacher	x	WSF	Non-Classroom Teacher meeting agenda and notes
	X	Equity		Infrastructure for staff support including: <ul style="list-style-type: none"><li>Scheduling</li><li>Resources</li><li>Coordination of HSA science</li></ul>			Title I	PD agendas
	X	School Design					Title II	Feedback from staff
		Empowerment					IDEA	SQS
X	Innovation	Professional Development and networking opportunities for staff (including school, complex area, and state).					Other	
CNA Crosswalk FRF Line # WASC Critical Area for Follow up #			Access to instructional materials including:					

			<ul style="list-style-type: none"><li>Centralized location for social studies and science instructional materials</li><li>System for checking out and returning materials</li><li>Ordering and inventorying</li><li>Preparing materials/resources and trainings</li></ul> <p>Providing resources for a variety of learning settings (including distance learning, at-school, or blended)</p> <p>Utilize the ILT process to support the implementation of the complex K-12 literacy framework that includes</p> <ul style="list-style-type: none"><li>identified priority standards by grade level</li><li>coherency in curricular programs</li><li>differentiated supports</li></ul>					
Planning						Funding Source(s)	How will you measure this enabling activity?	
Desired Outcome	Promise		Enabling Activity		Lead(s)		Progress Monitoring Data	
<u>SEL – Classroom</u>  All students build a socially and emotionally healthy relationship with their teachers and their peers.	X	Hawaiian	Student Success	School wide expectations including: <ul style="list-style-type: none"><li>Daily check-in with classroom teacher</li><li>Welcoming students at door</li><li>Safe calm down space within class</li><li>Using 30 minutes of the first day of the week for GAT and/or SEL focus</li></ul> SEL themes including: <ul style="list-style-type: none"><li>Mana’o Mondays, Setting a focus or tone for the week</li><li>Student of the month themes (GLOs, HA, etc.)</li><li>Integration of Hawaiian studies and PE themes</li></ul> School wide SEL program (Second Step program K-5 is an option)	Teachers	x	WSF	Reduction in amount of office referrals
	X	Equity			SEL Team		Title I	Reduction in the severity and duration of behavioral concerns.
		School Design			Counselor		Title II	Increase in student engagement and achievement
	X	Empowerment			Tech Teacher		IDEA	Panorama survey
		Innovation					Other	Increase in identifying and supporting student SEL needs
							Reduction of incidents of unethical use of technology	

				Technology teacher to include online etiquette in curriculum for 2-5 grades. Distance learning 1-5 grades. To include chat areas, video games, texting, social media, etc.				
	X	Hawaiian	Staff Success	SEL transition meetings including classroom teachers	Counselor	x	WSF	Increase in awareness of student SEL needs by all staff.
	X	Equity		Professional Development around trauma-informed care and brain-based research that is culturally relevant	SEL team leader		Title I	Increase in SEL support for students and staff in various school settings.
		School Design		Non-Classroom teachers attend SEL team meetings once a month to discuss strategies and share data.	SBBH		Title II	Common strategies used across all school settings (for example - peace path)
	X	Empowerment		Professional Development for SEL program (GAT, Second Step) for all staff (including EAs, PPEs).			IDEA	Staff Survey
		Innovation					Other	
	X	Hawaiian	Systems of Support	Develop a system to collect data and measure outcomes to support SEL growth. Possibly SWIS or eduClimber	Admin SSC SEL Team	x	WSF	Non-Classroom Teacher meeting agenda and notes
	X	Equity		Non-Classroom Staff to collaboratively provide feedback and support for SEL.			Title I	PD agendas
		School Design		Infrastructure for staff support including:			Title II	Feedback from staff
	X	Empowerment		<ul style="list-style-type: none"> <li>Scheduling</li> <li>Resources</li> </ul>			IDEA	SQS
		Innovation		Professional Development and networking opportunities for staff (including school, complex area, and state).			Other	
CNA Crosswalk FRF Line # WASC Critical Area for Follow up #2				Access to instructional materials including:				
				<ul style="list-style-type: none"> <li>Centralized location for SEL instructional materials</li> </ul>				

				<ul style="list-style-type: none"> <li>• System for checking out and returning materials</li> <li>• Ordering and inventorying</li> <li>• Preparing materials/resources and trainings</li> </ul>				
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Planning						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity		Lead(s)			
SEL – Non Classroom All students will have Tier 1 SEL support during non-classroom time (before school, recess, lunch, lunch recess, after school).  Students will have the opportunity to participate in student center programs (Alaka’i, Kids Helping Kids, Kia’i, etc.)	X	Hawaii	Student Success	Alaka’i (Student counsel)	VP Counselor EAs (SEL) SEL team	x	WSF	Amount of student participation Reduction in non-classroom time behavioral incidents SQS
	X	Equity		Kia’i Na Keiki (Junior Police Officers)			Title I	
		School Design		Kids Helping Kids (Morning leadership)			Title II	
	X	Empowerment		Quiet area before school (board games, ball by cafeteria), separated by grade. PPE led. Conference room avail, kipuka in cafeteria			IDEA	
	X	Innovation		Alternate morning/lunch recess (board games with adult supervisor, basketball)			Other	
			Lunch check-in, quiet Fridays during lunch					
			Student assemblies (Aloha Fridays, Mana’o Mondays, SOM, Honor Roll, etc.)					
	X	Hawaii	Staff Success	Refining and communicating the protocols for non-classroom behavior incidents. This includes: <ul style="list-style-type: none"><li>Getting support when the incident occurs</li><li>Communicating with parents</li></ul>	VP	x	WSF	Staff feedback
	X	Equity					Title I	SQS
		School Design					Title II	

	X	Empowerment		<ul style="list-style-type: none"><li>Communicating with appropriate staff (teachers, admin, health room, etc.) for follow-up</li></ul> Professional development for non-classroom staff (including PPEs, adult supervisors, EAs, etc.) around SEL intervention strategies			IDEA	Amount of staff who implement SEL interventions strategies with high confidence and understanding.  Data collection of behavior incidents
	X	Innovation					Other	
	X	Hawaiʻi	Systems of Support	Communication between all stakeholders including students, parents, teachers, SEL team	Admin	x	WSF	Reduction in reports of miscommunication or lack of communication for non-classroom behavior incidents.  SQS
	X	Equity					Title I	
		School Design					Title II	
	CNA Crosswalk FRF Line # WASC Critical Area for Follow up #2	X				Empowerment		
X	Innovation					Other		
Planning						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity		Lead(s)			
<u>MTSS – Academic</u>  Students receive Tier 2 and Tier 3 academic support as identified through the MTSS process.		Hawaiʻi	Student Success	ELA Tier 2 Supports Supplemental programs <ul style="list-style-type: none"><li>Smarty Ants</li><li>KidBiz</li><li>Imagine Learning</li></ul>	ELA – IS Math – IS ELL – ELL Coordinator	x	WSF	Progress Monitoring of students receiving Tier 2 and Tier 3 support.
	X	Equity				x	Title I	Students placed in and supported with appropriate Tier 2 and Tier 3 interventions
	X	School Design					Title II	
				Empowerment	Math Tier 2 Supports	SPED – SSC		IDEA



		Innovation		<ul style="list-style-type: none"> <li>Math Whizz (2-5)</li> <li>ImagineMath (K-5) (For ELL)</li> </ul> <p>ELL student support</p> <ul style="list-style-type: none"> <li>Imagine Learning</li> <li>Imagine Math</li> <li>GLAD</li> </ul> <p>SPED student support</p> <p>Migrant student support</p> <p>In all activities – pull out or push in support as appropriate to meet individual student needs.</p>	Migrant – Migrant Coordinator		Other	Increase in academic achievement and SGP for ELL, SPED, and Migrant students as measured by WIDA, IEP progress reports, STAR, report cards, and/or SBA/HSA testing.
		Hawaiʻi	Staff Success	Professional development for teachers on Tier 2 and Tier 2 Supports including: Math Whizz Imagine Math Report Sonday System Lightning Squad SFA Goalbook Slingerland Strategies	IS Admin	x	WSF	Agenda for PDs Feedback from staff
	X	Equity				x	Title I	
	X	School Design					Title II	
		Empowerment					IDEA	
		Innovation					Other	
		Hawaiʻi	Systems of Support	Develop progress monitoring system for academic interventions.	Admin	x	WSF	Availability of data that informs decision making to stop, continue, or increase academic interventions.
	X	Equity				x	Title I	
	X	School Design					Title II	
		Empowerment					IDEA	
		Innovation					Other	
CNA Crosswalk FRF Line # WASC Critical Area for Follow up #1,3								

Planning						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity		Lead(s)			
<u>MTSS - Behavior</u>  Students receive Tier 2 and Tier 3 behavioral support as identified through the MTSS process.		Hawaiʻi	Student Success	Students will receive tier 2 and 3 support from SEL team including small group sessions, one-on-one session, etc.	Counselor	x	WSF	Number of Ekahi forms submitted
	X	Equity				x	Title I	Duration of students needing Tier 2 and 3 interventions
	X	School Design					Title II	
	X	Empowerment					IDEA	
		Innovation					Other	
		Hawaiʻi	Staff Success	Professional development for SEL team around Tier 2 and Tier 3 interventions	VP	X	WSF	PD Agendas
	X	Equity				x	Title I	Staff Feedback
	X	School Design					Title II	
	X	Empowerment					IDEA	
		Innovation					Other	
		Hawaiʻi	Systems of Support	Develop progress monitoring system for behavior interventions.	Admin	x	WSF	Availability of data that informs decision making to stop, continue, or increase academic interventions.
	X	Equity				x	Title I	Staff Feedback
	X	School Design					Title II	
		Empowerment					IDEA	
		Innovation					Other	
CNA Crosswalk FRF Line # WASC Critical Area for Follow up #1,3	x	Empowerment						
		Innovation						
Planning						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity					

					Lead(s)			
Identified students in specific programs (ELL, Migrant, SPED, SEL, will receive targeted support.		Hawai'i	Student Success	New students will be added to the various student programs (IDs, passwords, etc.) and communicated to teachers, staff, and family.	Tech Teacher IS	x	WSF	Completion of students inputted into various systems  Staff Feedback
	X	Equity					Title I	
	X	School Design					Title II	
		Empowerment				x	IDEA	
		Innovation				x	Other-ELL, Migrant	
		Hawai'i	Staff Success	Infrastructure for staff support including: <ul style="list-style-type: none"> <li>Faculty meeting schedule, attendance and description of topics (PD, Student Support, Operations)</li> <li>Centralized location and templates for Faculty, ILT, PLC, meeting notes including roles/responsibilities</li> <li>Regular use of meeting notes</li> </ul> SBA/HSA Coordination	Admin IS	x	WSF	<ul style="list-style-type: none"> <li>Faculty meeting schedule, attendance and description of topics (PD, Student Support, Operations)</li> <li>Centralized location and templates for Faculty, ILT, PLC, meeting notes including roles/responsibilities</li> <li>Regular use of meeting notes</li> </ul>
	X	Equity				x	Title I	
	X	School Design					Title II	
		Empowerment				x	IDEA	
		Innovation				x	Other - ELL, Migrant	
CNA Crosswalk FRF Line # WASC Critical Area for Follow up #1,2		Hawai'i	Systems of Support	Collecting information to complete mandatory program reporting for Title 1, ELL, Migrant, AITS, and others.	Admin	X	WSF	Program reports submitted accurately and timely.
	X	Equity				x	Title I	
	X	School Design					Title II	
		Empowerment				x	IDEA	
		Innovation				x	Other - ELL,	

							Migrant	
<b>Planning</b>						<b>Funding Source(s)</b>		<b>How will you measure this enabling activity?</b>
<b>Desired Outcome</b>	<b>Promise</b>		<b>Enabling Activity</b>		<b>Lead(s)</b>			
Students, parents, staff, and community voice will be heard and valued. Information will be shared with all stakeholders in a timely manner.	X	Hawai'i	Student Success	Student Voice – SEL activities as outlined above.	SEL Team	x	WSF	Student feedback
	X	Equity				x	Title I	
	X	School Design					Title II	
	X	Empowerment					IDEA	
	X	Innovation					Other	
	X	Hawai'i	Staff Success	Use of staff support website as a centralized communication hub between all staff.  Use of school website to communicate with community and parents. Explore use of Possip - a communication tool with parents.	Admin NCT	x	WSF	SQS
	X	Equity				x	Title I	Increase in communication within staff, community, and parents.
	X	School Design					Title II	Decrease in miscommunication or lack of communication within staff, community, and parents.
	X	Empowerment					IDEA	
	X	Innovation					Other	
	X	Hawai'i	Systems of Support	Support from Complex Area and community for parent and community engagement.	Admin	x	WSF	Increase in PD, networking opportunities, etc.
	X	Equity				x	Title I	
	X	School Design					Title II	
	X	Empowerment					IDEA	
	x	Innovation					Other	
CNA Crosswalk FRF Line # WASC Critical Area for Follow up #1,2	X	Empowerment	Systems of Support				IDEA	
	x	Innovation					Other	

Notes:

1. Utilize your CNA and WASC reports to identify 8-10 areas of focus areas to be included in your Academic Plan
  - a. The complex is requesting three areas of focus based on data for the complex. The enabling activities for each of the following areas of focus have been populated in systems of support for each of these areas.
    - i. Improve literacy in reading and writing achievement
    - ii. Improve math achievement
    - iii. Develop a comprehensive MTSS plan and implementation (state mandate that schools develop a comprehensive plan to address intervention and proactive supports to support academics and social emotional well-being)
  - b. Enabling activities in student success, staff success, and systems of support should align to each focus area identified.
    - i. for each focus area, there is planned consideration for the infrastructure (system of support) and staff learning/supports (staff success) that need to be in place to support the enabling activity in student success. (An example is provided in the first chart in the template on page 6)
2. ILT has been placed as a system of support enabling activity based on the discussion at our principal meeting
3. The promise has been eliminated from the first column to eliminate redundancy. The desired outcomes will be developed at the school level.
4. We will be working with Jennifer Morgan to create a shared file so schools can share their plans and view other schools. If you want to start working with the template, please make a copy of this template.

Mahalo! Your input was valuable in providing clarity in the updated version of the template.