One-Year Academic Plan
2020-2021

Version Protocol:
V.1 – original in **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:	**Honaunau Elementary School**
Address:	**83-5360 Mamalahoa Hwy Captain Cook, HI 96704**
Phone:	**(808)328-2727**
Website:	https://honaunauelementaryschool.weebly.com/

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
- International Baccalaureate (IB) Authorization
- Other

Academic Priorities:

1)Academic: Align school wide expectations and instructional practices to improve student achievement.

Needs:

- Interventions/strategies to support student learning needs - especially in Tier 1
- Backwards mapping of instructional practices for implementation of CCSS
- PD on curriculum, best practices etc.
- Schedule that embeds time & support for data analysis, vertical articulation, and PD

2)Connectedness: Improve collaboration within school wide systems to maximize and support student success.

Needs:

- Vertical articulation system for sharing of strategies and practices.
- Enhance the existing RtI system for student supports
- Improve Data Team process to support student behavior and academic concerns
- Incentive or system to increase attendance percentages.
- Increase parent engagement in academic events.

3)Engagement: Implement a positive student support system to increase student achievement and engagement.

Needs:

- Identify a SEL program/practice to provide students with strategies to make good academic and behavior choices.
- Positive behavior support system to foster and monitor student motivation.
- Universal Screener for Behavior/Social Emotional Learning.

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 Activiti(es)
English Learners - Newcomers	Students need to have access to explicit intentional instruction and learning experiences that will increase their language acquisition and close the gap in their achievement levels.	Continue with before and afterschool opportunities, create specialized schedule to meet the needs of the newcomer, identify a mentor/buddy and offer praise as appropriate.
High Achievers	Accelerated independent programs/projects	Provide Wonders unit culminating activities, Achieve 3000, Leadership Activities, Project/Problem Based independent study

ORGANIZE: Identify your Accountable Leads.	
Name and Title of Accountable Lead	Enabling activities this lead is responsible for:
1. _____, Instructional Coach: PLC/PD	1. Schoolwide Priority Agreements, Data Team, PD support, and Teacher mentorship
2. _____, Counselor	2. Social Emotional Learning, Social Skills Program, PBIS, PSAP, Attendance
3. _____, SSC	3. Comprehensive Student Supports, Student Review Team Lead, Community Outreach, Transition, Behavior Support Plan, 504
4. Justin Udovch, Tech/STEM/ State Assessment Coordinator	4. STEM, PBL, State Assessments, Technology, Health and Wellness Committee, Next Generation Science Standards
5. Paula Alu, Instructional Support/Literacy	5. Library Services, MTSS, WASC Coordinator
6. Gwen Radziwon-Yurong, Instructional Support/ELL	6. Early Childhood Initiatives, Intervention Supports, EL support,
7. Jan Kaneko, RTI/Data Coordinator	7. RtI Data and Data System, Universal Screener Coordinator (iReady and DIBELS), EL support,
8. Marcel Williams	8. Inclusion Practices,
9. Noreen Kunitomo, Principal	9. Educator Effectiveness, Academic Review Team, Family/Community Engagement, System Effectiveness, PD Opportunities, EL/MEP/Title 1 Coordinator, ILT Lead.

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:
Academic Outcomes: • Students will show improvement based on summative, formative school-wide and classroom assessments. • Students will take ownership of their learning by demonstrating progress on meeting a personal goal(s). **Connectedness Outcomes:** • Assessment data will be analyzed to provide differentiated instruction to meet student's needs. **Engagement Outcomes:** • SEL practices will be established/implemented to provide students with strategies to make good academic and behavior choices.	• Students who monitor and take responsibility for their learning will improve and gain confidence. • Assessment data will help to differentiate curriculum/instructional practices to assist in improving student achievement. • If students feel good about school, their attendance will improve and they will feel successful in school.

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:
Academic Outcomes: • Intervention strategies will be utilized in a small group setting by all teachers to support student learning needs. • Differentiated instructional supports will be provided in workstations daily. • Backwards mapping of instructional practices for implementation of Common Core State Standards will be complete **Connectedness Outcome:** • Professional development on curriculum, best instructional practices, etc. will be offered to faculty members - targeting staff new to the school. • Data Team process to support student behavior and academic concerns will be improved by maintaining structured protocol **Engagement Outcome:** • Active participation in PLC/ILT process	• Differentiation strategies will help teachers meet the needs of all learners and improve the ELA, Math and Science gap. • Professional development opportunities will improve the array of support teachers provide in the classroom. • Data teams will provide time for teachers to analyze student work and monitor student progress to track growth and proficiency. • Active participation of all team members allows for a deeper discussion.

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:
Academic Outcomes: • The existing system of student support (Tier 1 interventions) will be implemented with fidelity. **Connectedness Outcomes:** • Vertical articulation system will be in place for sharing strategies and practices. • A Bell schedule that embeds time/support for data analysis, vertical level articulation and professional development will be in place. • System to increase attendance percentage will be implemented. • Positive behavior support system to foster and monitor student motivation established. • Establishment of a primary school-wide system of communication • Establish strong community partnerships that support all students • Identify a SEL program/practice to provide students with strategies to make good academic and behavior choices	• A RtI system will provide students with the support needed for academic and social/emotional success. • On-going vertical articulation will assist in aligning curriculum and sharing of best practice which will impact student achievement. • A bell schedule that allows time for teacher professional development and vertical articulation is needed to improve the effectiveness of the system. • An attendance system will reduce chronic absenteeism and potential employment challenges. • A positive behavior support system will assist in motivating students to make good choices. • If students are educated on healthier lifestyle choices, they will tend to make those choices as they become adults. • Having one main system of communication promotes efficiency and effectiveness. • Additional resources will allow for more opportunities for students to flourish, and become college and career ready.

Planning									
Desired Outcome	Promise			1. Enabling Activity (CCSS/ILT/RTI)	Lead(s)	Funding Source(s)		How will you measure this enabling activity?
All Students will have access to an effective, engaging teacher who will ensure equitable access to quality learning for all	x	Hawai`i	Student Success	1. Continue to implement the Common Core shifts in ELA / Literacy/Math. a) Use state mandated instructional materials to implement ELA Common Core shifts (Reading Wonders, Ready Common Core Writing and supplemental resources) with the use of PPT/PTTs for small group instruction b) Use state mandated instructional materials to implement Math Common Core shifts (Ready Math, and supplemental resources) with the use of PPT/PTTs for small group instruction. c) Universal Screening: iReady & DIBELS for Reading and Math is conducted at least 3 times per school year (Fall, Winter, Spring) for ALL students. Sub/PTT to provide coverage as needed/assist with testing. d) Provide RtI instruction (iReady, BFRS, Phonics for Reading, Math Navigator/Bridges) to students two or more grade levels below grade level on the universal screener. e) Utilize Smarter Balance Assessment resources (digital library, interim assessments etc.) & Achieve3000 to inform instruction. f) Utilize WIDA assessment to inform instruction and determine support. g) Provide additional supports for ELs before and after school tutorial in reading and math	Coach Coach and Ms.Kaneko RtI Coordinator GRY/JK/PA, ISS JU, Tech Coordinator GRY/JK, ISS PA/GRY, ISS	x	WSF	[PTTs: $38,925 & PPT: $10,271] [ELO PTT] [PPT/PPE] iReady and DIBELS Universal Screener, schoolwide assessments/CFAs and SBA Interim Assessment Assessment Schedule, RtI Schedule SRT minutes identifying targeted students, RtI Data Sheet, PIDS Data Sheets PLC agenda/minutes WIDA data – Action Plan aligned to analysis iReady Data/ Afterschool attendance sheet/Title III sign-in sheet
	x	Equity				x	Title I	
		School Design				X	Title III	
	x	Empowerment					IDEA	
		Innovation				x	Other MEP	

				2. Student Supports/Opportunities: a) Ensure students can build knowledge through content-rich literature b) School will purchase/teachers to implement: ● Reading Wonders/Wonders Works (K-5) ● Ready Common Core Writing ● Ready Math (K-5) ● Achieve3000-Kid Biz ● iReady ELA/Math (K-5) ● RtI Math programs ● Sound Partners ● Thinking Maps - TMLC ● Smarter Balanced Assessment ● Small Group Instruction ● Common Core State Standards ● Technology to support programs/systems ● Mystery Science /Moby Max (K-5) ● Visible Learning ● BFRS / Phonics for Reading ● Count Me In (math practice) ● Read Naturally Live ● Growing Pono Schools/Mind Up ● World of Words literature ● Differentiated Workstations-D Diller ● Reading A-Z ● Computer Science activities - code.org ● Accelerated Learning Theory ● Book Trust c) Teacher to provide captivating activities, incorporating student feedback appropriate to each grade level (with PPT/PTT support)	PA/GRY, ISS PA/GRY, ISS			Achieve3000 monthly Classroom Performance Report Purchase Orders / Observation data through peer observations of classrooms [Title 1 Supplies: $9000] PLC agenda/minutes Action Plan aligned to analysis. Teacher lesson plans Purchase order PLC agenda/minutes PLC/Resource Schedule Action Plan aligned to analysis ILT agenda/minutes and Peer Observation Data Action Plan aligned to analysis

All Students Successfully Empowered and Prepared to be Innovators and Global Citizens				3. Apply elements of Project Based Learning (PBL) to engage students in opportunities to prepare them to make a positive difference in the world. a) All classes show consistent evidence of students engaged in cooperative learning. b) General Learner Outcomes (GLOs) are taught to students and rubrics are used for report cards and for students to understand each of the GLO components. Students to be provided time to reflect and set a goal for improvement. Students to be recognized for efforts on GLO accomplishments. c) Teachers to help students become more responsible - ask questions, construct their own knowledge and gain a deeper understanding. d) All students are provided with opportunities to participate in all content areas including resources like leadership, art, music, garden, drama, and physical education etc. PTT/Sub for coverage. f) Teachers to provide Project-Based Learning opportunities to promote collaboration, communication, teamwork, critical thinking and student independence. h) Implement the use of NGSS in science / integrated lessons. j) Learning Trips/Excursions to expand worldview and provide real life experiences. 4. Continue to implement guided reading (K-2) and Achieve3000 Kid Biz – differentiated program and monitor Lexile growth monthly to adjust instruction/activities appropriately to allow students to be college and career ready 5. Purchase up-to-date computers/technology to enhance student learning opportunities (laptop, camera, iPads for SLT)	Gr3-5 Staff, PLC Leads, NK, Admin PLC Leads JU, Tech			Documentation of activities, student projects, communication with community partners Documentation of Classroom student communication data (example: Active Participation, Thinking Maps in collaboration, PBL group work, etc) PLC agenda/minutes, Teacher lesson plans, Report card. GLO implementation plan for K-2, 3-5 Resource schedule Peer observation to support growth of instructional practices Achieve3000 – KidBiz and Smarty Ants student data, Monthly classroom performance data Purchase Orders [Title 1 Equipment: $8000]

All students will have access to an effective teacher who will ensure equitable access to quality learning for all Ensure that each student's learning is personalized, informed by high-quality data, and advances them toward readiness for success in career, college and community.	x	Hawai`i	Staff Success	1) Purchase & provide PD opportunities for schoolwide alignment through: ● Literacy Instruction ● Thinking Maps ● Building Foundational Reading ● PBL Practices ● Explicit Instruction /Active Participation ● Visible Learning ● Ready Math 2. Continue to implement the Data Team process of sharing ideas and best practices to develop and improve instruction and increase student achievement. a) Continue Data Team collaboration and planning time (PLC) while students are with Resource Teachers/PTTs. Provide sub coverage as needed for additional meetings. b) Improve Data Team process to plan for effective Tier 1 interventions instruction. c) Review all student, grade level and whole-school data regularly to provide support for all students. d) Monitor student growth and differentiation/interventions. e) Pursue PD to support effective instructional practices (ex: Explicit Instruction, core and supplemental programs, Thinking Maps, PBL, Small Group, Ready Tools for Instruction, Visible Learning). 3 Teachers will collaborate in PLCs to develop engaging activities to support small group instruction and centers. PTT/sub coverage as needed. 4. Plan for use of Next Generation Science Standards 5. Pursue PD to continue implementation of NGSS, PBL. C3 Framework for Social Studies Stds.	PA/GRY, ISS NK, Admin PA/GRY, ISS PLC Leads, NK, Admin PA/GRY, ISS PLC Leads,	x	WSF	*[Title 1 PD: $7000] *[Title 1 Stipend: $5498] *[Title 1 Subs: $7773 *[Title 1 PCNC: $10,271] PLC/ILT/Faculty meeting agenda/minutes Action Plan aligned to analysis RtI Data Sheet reflecting screening administered 3x/year RtI Guide (VB) aligned to analysis PLC agenda/minutes discussion about student needs – PIDS process *Purchase Orders, Contracts for Professional Development and PPT/PTT schedule of supports. *Sub coverage and teacher schedules SRT – Student Review Team notes on discussion of student status, RtI Data sheets WIDA Access Data Assessment Schedule, teacher/PPT/PTT/EA schedule PLC agenda/minutes Peer observation to support growth of instructional practices
	x	Equity				x	Title I	
		School Design					Title II	
	x	Empowerment					IDEA	
		Innovation					Other	

Realign professional development resources to support student success				6. Gather information about the Gifted & Talented program, and establish enrichment supports for students who qualify. 7. Pursue PD on curriculum, instruction, assessments, and best practices: ● RtI: ELA, Math and Behavioral Interventions ● Core ELA and Math ● Effective instructional practices (ex: technology integration, differentiation) ● Effective analysis of ● Thinking Maps - TMLC ● Building Foundational Reading Skills (BFRS) ● PBL Practices ● iReady ● PBIS - Restorative Practices ● Social Skills Curriculum (Growing Pono Schools/Mind Up) ● NGSS / Mystery Science ● Google Training/Class Dojo ● Explicit Instruction/Active Participation (Frequent Responses/Feedback) ● Visible Learning ● Small Group instruction/differentiated workstations (Debbie Diller) Quality Literacy instructional practices across content areas including SFA/Read Well 8. Pursue PD opportunities for teachers, educational assistants, PPTs/PTTs/PPEs: ● provide successful inclusion practices for all students. ● provide PPT/PPEs support/collaboration time with teachers to review best practices, interventions, strategies and school-wide protocols. ● support teachers towards becoming TESOL qualified candidates.	PA/GRY, ISS PLC Leads, PA/GRY, ISS PLC Leads, NK, Admin			PD agenda/minutes, lesson plans, curriculum maps SRT/GLC/CC Notes *Purchase orders and contracts for Professional Development Documentation of sub coverage PLC/ILT agenda & minutes, PLC/ILT agenda/minutes, Documentation of mentors assigned to new teachers, teacher/admin meeting notes supporting teachers Action plan aligned to analysis – targeting need(s)

Strengthen the teachers, principal and educational leader development pipeline to support shared and effective leadership at all levels.				9. Provide opportunities to build leadership capacity: ● Instructional Leadership Team (ILT) ● Professional Learning Community (PLC) ● Mentor Leader (I&M) ● Certificate Institute for School Leaders (CISL) ● Teacher Leadership Academy (TLA) ● Coaches Academy	PA/GRY, ISS PLC Leads, NK, Admin			*PD agenda/minutes, Documentation of sign-in, peer observation schedule and follow up sessions with teachers.
				10. Pursue PD opportunities for new staff: ● Induction & Mentoring ● In-Staff Mentoring/Coaching ● Implementation of SPED Protocols/Processes etc ● Understanding Schoolwide Agreements ● General School Protocols/Processes ● PCNC Home Connection ● Classified Trainings ● PPT/PTT/PPE Academic Supports ● EES	PA/GRY, ISS PLC Leads, NK, Admin			*Documentation of mentor/mentee schedule, SPED protocols, PCNC Parent/Community engagement activities, Schoolwide agreements, etc.. shared at Orientation
				11. PD to increase the understanding of Tier 1 classroom inclusive practices to support IDEA/504 students.	SSC, PA/GRY, ISS PLC Leads, NK, Admin			*PD agenda/minutes Sign-in Sheet, Peer Observation schedule and notes

		Hawai`i	Systems of Support	1. Apply elements of Response to Interventions (RtI) to meet individual student needs in academics (RtI-Academic) a) Continue to implement a Universal Screener for reading/math 3 times/year for grades K-5. b) Utilize a variety of assessments – DIBELS, iReady, Wonders/Ready Math, c) Utilize data team processes to regularly identify and plan for student support. d) Review Primary and Secondary RtI supports and services to ensure that needs of targeted students are addressed appropriately (Tutoring before, during and after school e) Pursue PD related to ELA – iReady, Read Well & Math Interventions – Math Navigator, as well as PD on LDS data base / eCSSS database 2. Implementation of data team process for all classroom teachers to facilitate conversations. ● Development and refinement of rubrics and common formative assessments. ● Development on improving teaching and learning through the use of analyzing CFAs ● Identifying strategies/interventions to address student needs. ● Provide differentiated instructional supports for struggling learners and enrichment activities for high achievers. ● Documentation of Tier 1 supports to complete PIP referral. (Sub coverage to provide support)	PA/GRY, ISS JK RtI/Data JU, Tech SSC, LB, Counselor	x	WSF	PD agenda/minutes [Title 1 PPT/PPT: $38,925/$10,271] [Title 1 Supplies: $9000] [Title 1 PD $9000] [Title 1 Contract $$7000] [Title 1 PTT/PPT: $38,925/$10,271] [Title 1 Subs: $7773] PLC/ILT agenda/minutes, Action plan aligned to analysis – targeting need(s)
		Equity				x	Title I	
		School Design					Title III	
Provide comprehensive (tiered) supports to address the needs of all students CNA Crosswalk #5, 14, 15, 28, 29, 31 FRF Line #12, 14, 15, 16, 17, 18 WASC Critical Area for Follow up #2, #3 Title 1 Addendum Crosswalk SW #1, #6	x	Empowerment					IDEA	
		Innovation					Other	

Planning									
Desired Outcome	Promise			2. Enabling Activity (SEL/MTSS)	Lead(s)	Funding Source(s)		How will you measure this enabling activity?
Provide comprehensive (tiered) supports to address the needs of all students	x	Hawai`i	Student Success	6. Apply the elements of the Comprehensive Student Support System (CSSS) to meet the needs of each and every student. Continue to fund additional personnel to support class/student needs with targeted small group instruction, and interventions. 7. Apply elements of Effective Transition services, Programs and Supports: a) Establish Bulldog Primary Support (BPS) group to provide early intervention and transition support and to sponsor an annual Kinder Kamp/Summer Transition Program for incoming Kinders. b) Continue to monitor student progress with interventions, adjust instruction, meet with students and participate in the peer review to support students in need. Student Review Team (SRT) to meet and assist teachers as needed. c) Participate in career day, college/career visitations and Middle School transition / orientation. d) Teachers to provide opportunities for students to utilize computers/technology to enhance instruction, eg. remote learning opportunities e) Teachers to provide opportunities for students to utilize multiple platforms (Google Classroom, Google Meets, WebEx, Pear Deck. Whiteboard feature, Class Dojo) f) Teacher to provide academic/behavior support videos for students in need (i.e. ELs, RtI students)	Counselor and JK, RtI/Data Coordinator PA/GRY, ISS NK, Admin LB Counselor EY, EOEL /JC, Kinder SSC, / NK, Admin JU, Tech	x	WSF	[Title 1 PPT: $38,925] [MEP PPT/PPE] PLC Data Team / ILT agenda/minutes reflecting discussion. RtI Guide (VB) aligned to analysis PPT/PTT and EA schedules reflecting classroom supports Orientation session with PPT/PTT on roles, responsibilities and information about Behavior RtI Agenda/minutes from Transition meetings, transition plans, communication logs Documentation of activities, sign-in sheets, schedule of supports SRT minutes of student progress Action plan aligned to analysis Purchase order, permission forms, documentation of follow up activities Lesson Plans Videos on Matrix
	x	Equity				x	Title I		
		School Design				x	Title III		
	x	Empowerment					IDEA		
		Innovation				x	Other MEP		
						x	SAF		

					GRY, ISS / LB, Counselor			
Provide consistent/cohesive schoolwide implementation of instruction. Provide comprehensive (tiered) supports to address the needs of all students	x	Hawai`i	Staff Success	12. Continue to implement the Data Team process of sharing ideas and best practices to develop and improve instruction and increase student achievement. a) Continue Data Team collaboration and planning time (PLC) while students are with Resource Teachers/PTTs. Provide sub coverage as needed for additional meetings. b) Improve Data Team process to plan for effective Tier 1 interventions instruction. c) Review all student, grade level and whole-school data regularly to provide support for all students. d) Monitor student growth and differentiation/interventions. e) Pursue PD to support effective instructional practices (ex: Explicit Instruction, core and supplemental programs, Thinking Maps, PBL, Small Group, Ready Tools for Instruction, Visible Learning) 13. Align Honaunau's Multi Level RtI Prevention System with HMTSS (Hawaii Multi-Tiered System Support) Framework, RtI-B intervention strategies, progress monitoring, assessment, and processes 14. Provide PD for RtI-B related to behavioral interventions, proactive teaching strategies, behavioral support programs etc. 15. Pursue PD opportunities to support implementation of the programs/policies - Social Emotional Learning, Bulldog Primary Support, Na Hopena A'o -HA.	PA.GRY, ISS PLC Leads, JK, RtI/Data PA/GRY, ISS JK, RtI/Data LB, Counselor NK, Admin LB, Counselor	x	WSF	[Tile 1 PTT" $38,925] [Title 1 Contract:$7000] [Title 1 Travel: $8000] [Title 1 PD: $9000] PLC Data Team / ILT agenda/minutes reflecting discussion. RtI Guide (VB) aligned to analysis PPT/PTT and EA schedules reflecting classroom supports SRT notes reflecting the review process Completed Multi Level RtI Prevention System Pyramid to include RtI Behavior updates Agenda/minutes
	x	Equity				x	Title I	
	x	School Design				x	Title III	
	x	Empowerment					IDEA	
		Innovation					Other	

		Hawai'1	Systems of Support	3. Apply the elements of Response to Intervention (RtI) to meet individual student needs in behavior. (RtI-Behavior) a) Establish a Positive Behavior Intervention & Support system that will assist students in need. b) Continue to implement evidence based Social Emotional Learning (SEL) curriculum – Social Skills curriculums -Growing Pono Schools/Mind Up. (The use of PPT/PTTs to provide support) c) Analyze and select a behavioral universal screener 4. Establish a Primary School Adjustment Project (PSAP) to provide early intervention and transition support. 5.Pursue opportunities to improve instructional/school practices and build leadership capacity. a) Continue with vertical articulation system (PLC) for sharing strategies and practices. b) Review PBIS framework, Explore/implement and monitor the system (Roots of Empathy, Growing Pono Schools/Mind Up, Restorative Practices program/strategies schoolwide c) Establish a positive behavior support system to foster and monitor student motivation, d) Provide Teacher Orientation and Mentoring – create buddy partners, review school handbook, establish a check-in schedule e) Calibrate sessions/routines and improve the process towards systematizing and increased effectiveness: PLC, ILT, SRT, ART, GLC/CC, SPED, Data Review Teams, Classified meetings, Safety Committee, SCC f) Refine the existing system of student support (RtI) with fidelity	PA/GRY, ISS JK RtI/Data JU, Tech SSC, LB, Counselor LB, Counselor	x	WSF	PD agenda/minutes [Title 1 Supplies: $9000] [Title 1 PD $9000] [Title 1 Contract $7000] [Title 1 Subs: $7773] Documentation of PSAP schedule, activities, sign-in sheet PLC/ILT agenda/minutes Data Team notes Documentation of participation - collaboration sessions, work on PBIS framework, instructional/school practices Action plan aligned to analysis Documentation: Meeting notes
	x	Equity				x	Title I	
	x	School Design					Title II	
Provide comprehensive (tiered) supports to address the needs of all students CNA Crosswalk #5, 14, 15, 28, 29, 31 FRF Line #15,16,18, 19, 20 WASC Critical Area for Follow up #1, 2, 4, 5 Title 1 Addendum Crosswalk SW #3, #6	x	Empowerment					IDEA	
		Innovation					Other	

Planning										
Desired Outcome	Promise			4. Enabling Activity (PFE)	Lead(s)	Funding Source(s)		How will you measure this enabling activity?
All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities. Cultivate a community and school culture where attendance is valued, encouraged and supported. Students are confident and have a positive attitude.	X	Hawai`i	Student Success	8. Identify and provide enrichment opportunities for students during and/or after school. (i.e. curricular and extracurricular activities) 9. Continue to promote safe, healthy and supportive practices: ● Health/hygiene education ● Fresh, Fruits and Vegetables (FFVP) program ● Field days ● After School Snacks (ASP), ● Cultural activities/ festivals, extra-curricular ● Project Based Learning (PBL) opportunities ● Student Leadership Team opportunities ● SEL eg. Lunch Bunch, Restorative Practices ● Advisory / Circle Time (check in) 10. Increase student attendance a) Establish activities/accountable talk to increase awareness of the importance of attendance. b) Continue to improve/update the School Matrix – Google and School Handbook with attendance information. c) Continue to recognize students with perfect attendance certificates and classes with incentives. Also to highlight students in the Bulldog Bulletin. d) PCNC/Counselor to assist with home school connections that support students and families–to determine supports and parent involvement activities needed/desired by our families.	NK, Admin NK, Admin LB, Counselor NK, Admin LB, Counselor NK, Admin LB, Counselor HG, PCNC, LB, Counselor	x	WSF	Documentation of participation, partnerships, and contracts [Title 1 PCNC: $10,271] [Title 1 18935 $1035] PLC agenda/minutes Documentation of handbook, bulletin, activities, home school connections, sign-in sheets Pictures of students, Bulletin, Class Dojo, Parent Communication Sheet
	X	Equity				x	Title I		
	X	School Design					Title II		
	X	Empowerment					IDEA		
	x	Innovation				x	Other SAF, Outside Agency		

		Hawai`i	Staff Success	16..Counselor to continue to support teachers with the Social Skills curriculum by conducting classroom lessons and facilitating PD sessions. 8. Provide PD for eCSSS for teacher usage 9. Increase School Attendance: a) Conduct an annual orientation for staff to review the attendance policy, guidelines, and processes. b) Pursue PD to support staff with the school data systems –Infinite Campus. c) Pursue PD to support staff with system protocols / technology.	LB, Counselor NK, Admin JU, Tech	x	WSF	Documentation of handbook, bulletin, activities, home school connections, sign-in sheets PD Agenda/minutes
	x	Equity				x	Title I	
	x	School Design					Title II	
		Empowerment					IDEA	
		Innovation					Other	
		Hawai`i	Systems of Support	6. Apply the elements of the MTSS: Multi Tiers System of Supports. a) Continue to use parent input to determine the types of supports and parent involvement activities needed/desired by our families. b) Provide parent involvement activities that support students and families by establishing a home school connection (Parent Conferences, School Website with links to classroom pages, Coffee Hour, Parent Workshops etc., Class Dojo) c) Continue to provide a comprehensive school counseling and guidance program which supports academic, social emotional and career development. (Classroom guidance lessons, individual and group counseling, conflict resolution 7. Pursue opportunities to improve instruction and school practices. a) Establish School Home Connection Committee (Counselor, PCNC, Translator, SSC,Admin) to review/coordinate/participate in the following: ● PCNC Manual ● Parent/Community Coffee Hour	SSC, LB, Counselor, PA/GRY, ISS PLC Leads, NK, Admin SSC, LB, Counselor PA/GRY, ISS PLC Leads, NK, Admin PCNC		WSF	[Title 1 PCNC: $10, 271] [Title 1 18935 $1035] Documentation of supports, activities, feedback/survey responses, sign-in sheet, website posting, flyers Counselor schedule, PD agenda/minutes Action Plan aligned to analysis Documentation of supportive practices, activities, sign-in sheets Documentation of participation/agenda and minutes - Wellness Committee, SLT, Blue Zones &, EOEL Action plan aligned to analysis
	x	Equity				x	Title I	
		School Design					Title II	
Partner with families and communities to engage relationships, and expertise to support student success.		Empowerment					IDEA	
		Innovation				x	Other Agency, SAF,	

				● Computer Training ● Parent/Child activities… movie, STEaM, themed events, wellness, Count Me In, Read-to-Me (Literacy Night) workshops,Career Day, May Day, Field Day ● Friday Presentations ● Attendance ● Health & Nutrition ● PACT: Parent and Child Together activities ● Update/Improve/Change School Website to accommodate El families. b) Continue to establish Partnerships within the community (See CNA Business Partnerships/Donors section) c) Revise a bell schedule that allows for teacher articulation, supports and enrichment opportunities for all subgroups especially the EL Newcomers. d) Develop a system of support to encourage students to make good choices e) Refine and implement the attendance system to increase the attendance /decrease chronic absenteeism percentage. f) Create venues for families to connect with the school to develop confidence both in our students and parents especially in regards to the sense of belonging. g) Expose students/staff to innovative ideas - Fundamentals of Elementary Computer Science, Makerspace, PBL. 8. Pursue opportunities to foster instructional and operational supports. a) Revisit and Continue to implement WASC recommendations. Adjust as needed. b) Use a variety of data – CNA, Survey, Academic - Behavior screeners, WIDA Access data to support student learning.	SSC, LB, Counselor PA/GRY, ISS PLC Leads, NK, Admin PCNC			Pictures from events, bell schedule, attendance reports, screenshot of Website

Continue to improve communication to promote understanding and engagement of stakeholders. Incorporate students in the process. CNA Crosswalk #5, 9, 14, 15, 28, 29, 31 FRF Line #21/22 WASC Critical Area for Follow up #1, 3, 4, 5, 6 Title 1 Addendum Crosswalk SW #4/7				c) Promote cohesiveness by creating a common focus/direction – improving school practices to benefit our youth. 9. Pursue opportunities to foster instructional and operational practices. Strengthen Communication with all stakeholders regarding school improvement efforts - ● bulletin, newsletters, ● Class Dojo, Webex/Google Meets ● website ● progress reports ● attendance ● marquee ● community venues ● school connect system ● Electronic communication (text, email, phone apps) Note: Written protocol clearly stating staff, support staff, admin expectations ● social media options ● Home visits ● Personalized phone calls ● Article in Newspaper ● Supports for EL families ● Newcomers Toolkit	SSC, LB, Counselor, PA/GRY, ISS PLC Leads, NK, Admin, PCNC			Documentation of participation in the school improvement process, and communication activity with all stakeholders