

One-Year Academic Plan 2021-2022

Version Protocol:


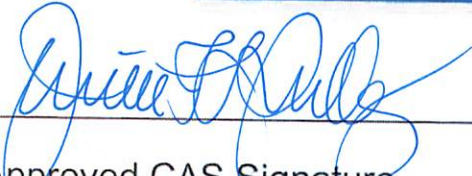
V.1 – original in **BLACK**

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

School:	Honaunau Elementary School	
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Phone:	(808) 328-2727	
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		<div>Approved CAS Signature.</div> <div>MAY 18 2021</div> <div>Date.</div>

<p>Prioritize school’s needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none">● Comprehensive Needs Assessment (Title I Schools)● WASC Self Study<ul style="list-style-type: none">▪ 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	<p>Academic Priorities:</p> <p>1)Academic: Align school wide expectations and instructional practices to improve student achievement.</p> <p>Needs:</p> <ul style="list-style-type: none">● 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 <p>2)Connectedness: Improve collaboration within school wide systems to maximize and support student success.</p> <p>Needs:</p> <ul style="list-style-type: none">● 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. <p>3)Engagement: Implement a positive student support system to increase student achievement and engagement.</p> <p>Needs:</p> <ul style="list-style-type: none">● 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.									
<p>Addressing Equity: Sub Group Identification</p> <p>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.</p> <table><tr><th>Sub Group</th><th>Identified Need(s)</th><th>Enabling Activiti(es)</th></tr><tr><td>English Learners - Newcomers</td><td>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.</td><td>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.</td></tr><tr><td>High Achievers</td><td>Accelerated independent programs/projects</td><td>Provide ELA unit culminating activities, Achieve 3000, Leadership Activities, Project/Problem Based independent study</td></tr></table>		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 ELA unit culminating activities, Achieve 3000, Leadership Activities, Project/Problem Based independent study
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 ELA 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. Paula Alu, 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/ State Assessment Coordinator/Distance Learning	4. STEM, PBL, State Assessments, Technology, Health and Wellness Committee, Next Generation Science Standards, Distance Learning
5. Jan Kaneko, Instructional Support/Literacy/Rtl/Data	5. CSLD Literacy Grant, Rtl Data and Data System, Universal Screener Coordinator (iReady and DIBELS)
6. Gwen Radziwon-Yurong, Instructional Support/ELL	6. Early Childhood Initiatives, CSLD Literacy Grant, Intervention Supports, EL support,
7. Marcel Williams	7. Inclusion Practices,
8. Noreen Kunitomo, Principal	8. 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 sy21-22	Rationale:
<p>Academic Outcomes:</p> <ul style="list-style-type: none"> 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). <p>Connectedness Outcomes:</p> <ul style="list-style-type: none"> Assessment data will be analyzed to provide differentiated instruction to meet student's needs. <p>Engagement Outcomes:</p> <ul style="list-style-type: none"> SEL practices will be established/implemented to provide students with strategies to make good academic and behavior choices. 	<ul style="list-style-type: none"> 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 sy21-22	Rationale:
<p>Academic Outcomes:</p> <ul style="list-style-type: none"> 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 core content to ensure alignment with content standards – including vertical alignment of critical content. <p>Connectedness Outcome:</p> <ul style="list-style-type: none"> 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 protocols <p>Engagement Outcome:</p> <ul style="list-style-type: none"> Active participation in PLC/ILT process 	<ul style="list-style-type: none"> 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.

<ul style="list-style-type: none"> • PLCs to monitor the implementation of GAT and other SEL practices and provide supports as needed. 	<ul style="list-style-type: none"> • An investment in SEL and supporting staff to provide a supportive environment has a greater long-term impact on a child's academics and success in life.
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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 sy21-22	Rationale:
<p>Academic Outcomes:</p> <ul style="list-style-type: none"> • The existing system of student support (Tier 1 interventions) will be implemented with fidelity. <p>Connectedness Outcomes:</p> <ul style="list-style-type: none"> • Vertical articulation system will be in place for sharing of 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 • Establish a Home-School Connection Committee to help students and families in need especially with translation services. <p>Engagement Outcomes:</p> <ul style="list-style-type: none"> • Establish a committee and schedule quarterly meetings to review GAT – Getting Along Together and other SEL data. 	<ul style="list-style-type: none"> • A Rtl 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					Funding Source(s)		How will you measure this enabling activity?	
Desired Outcome	Promise		1. Enabling Activity (CCSS/ILT/RTI)	Lead(s)				
All Students will have access to an effective, engaging teacher who will ensure equitable access to quality learning for all	x	Hawai'i	St 1. Continue to implement the Common Core shifts in ELA/Literacy, Math, NGSS shifts in Science and HCPSS shifts in Social Studies. a) Use instructional materials to implement ELA Common Core shifts (Success for All/Reading Wonders, Ready Common Core Writing and supplemental resources including high quality literature) with the use of PPT/PPEs for small group instruction b) Use instructional materials to implement Math Common Core shifts (Ready Math, and supplemental resources) with the use of PPT/PPEs 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, Reading Recovery, ReadWell, 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.) XtraMath & Achieve3000 to inform/support 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. h) Seek additional venues to provide supports during intersessions and summer (ELO)	Coach	x	WSF	[PTTs: \$20,584 & PPT: \$10,292] [ELO PTT] [PPT/PPE] iReady and DIBELS Universal Screener, schoolwide assessments/CFAs and SBA Interim Assessment will show use of learning targets and success criteria on a consistent basis. 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			Coach and JK, RtI Coordinator			IDEA
		Innovation			GRY/JK/PA, ISS	x		Other MEP
CNA pgs 32-33 FRF Line #12/#13 Title 1 Addendum Crosswalk SW #1				JU, Tech Coordinator				
				GRY/JK, ISS				

<p>CNA pgs 32-33 FRF Line #15 - 18 WASC Critical Area for Follow up #2 Title 1 Addendum Crosswalk SW #6</p>			<p>2. Student Supports/Opportunities: a) Ensure students can build knowledge through content-rich literature b) School will purchase/teachers to implement:</p> <ul style="list-style-type: none"> • Success for All (K-5) • Reading Wonders/Wonders Works • Ready Common Core Writing • Ready Math (K-5) • Achieve3000-Kid Biz • iReady ELA/Math (K-5) • Rtl Math programs • Sound Partners • Thinking Maps - TMLC • Smarter Balanced Assessment • Small Group Instruction • Differentiated Workstations-D Diller • Explicit Instruction • Common Core State Standards • Technology to support programs/systems • Mystery Science (K-5)/Amplify (3-5) • Visible Learning • BFRS / Phonics for Reading • EPIC Books • Read Naturally Live • Positive Action/Ripple Effect • World of Words literature • Reading A-Z • Computer Science activities - code.org • Accelerated Learning Theory • Book Trust (K-3) • Teachers Pay Teachers – Socials Studies Units <p>c) Teacher to provide captivating activities, incorporating student feedback appropriate to each grade level (with PPT/PPE support)</p>	<p>PA/GRY, ISS</p> <p>PLC/ILT Leads NK, Admin</p> <p>PLC/ILT Leads, NK, Admin</p>			<p>Achieve3000 monthly Classroom Performance Report</p> <p>Purchase Orders / Observation data through peer observations of classrooms</p> <p>[Title 1 Supplies: \$9000]</p> <p>PLC agenda/minutes Action Plan aligned to analysis. Teacher lesson plans</p> <p>Purchase order</p> <p>PLC agenda/minutes PLC/Resource Schedule Action Plan aligned to analysis</p> <p>ILT agenda/minutes and Peer Observation Data Action Plan aligned to analysis</p>
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<p>All students will have access to an effective teacher who will ensure equitable access to quality learning for all</p> <p>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.</p> <p>CNA pgs 32-33 FRF Line #15, 16, 17, 18 WASC Critical Area for Follow up #2 Title 1 Addendum Crosswalk SW#6</p>								[Title 1 Equipment: \$8000]
	x	Hawai'i	St	<p>1) Purchase & provide PD opportunities for schoolwide alignment through:</p> <ul style="list-style-type: none"> Literacy Instruction Ready Math Thinking Maps Building Foundational Reading PBL Practices Explicit Instruction /Active Participation Visible Learning Mystery Science/Amplify Science <p>2. Continue to implement the Data Team process of sharing ideas and best practices to develop and improve instruction and increase student achievement.</p> <p>a) Continue Data Team collaboration and planning time (PLC) while students are with Resource Teachers/PTTs. Provide sub coverage as needed for additional meetings.</p> <p>b) Improve Data Team process to plan for effective Tier 1 interventions instruction.</p> <p>c) Review all student, grade level and whole-school data regularly to provide support for all students.</p> <p>d) Monitor student growth and differentiation/interventions.</p> <p>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).</p> <p>3 Teachers will collaborate in PLCs to develop engaging activities, support small group</p>	JK/GRY, ISS NK, Admin	x	WSF	<p>*[Title 1 PD: \$13,036] *[Title 1 Stipend: \$5702] *[Title 1 Subs: \$5860] *[Title 1 PCNC: \$10,292]</p> <p>PLC/ILT/Faculty meeting agenda/minutes Action Plan aligned to analysis</p> <p>RtI Data Sheet reflecting screening administered 3x/year</p> <p>RtI Guide (VB) aligned to analysis</p> <p>PLC agenda/minutes discussion about student needs – PIDS process</p> <p>*Purchase Orders, Contracts for Professional Development and PPT/PTT schedule of supports.</p> <p>*Sub coverage and teacher schedules</p> <p>SRT – Student Review Team notes on discussion of student status, RtI Data sheets</p> <p>WIDA Access Data</p> <p>Assessment Schedule, teacher/PPT/PTT/EA schedule</p> <p>PLC agenda/minutes</p>
	x	Equity				x	Title I	
		School Design					Title II	
	x	Empowerment					IDEA	
		Innovation					Other	
					PLC Leads, NK, Admin			
					PLC Leads			

Realign professional development resources to support student success			<p>instruction and centers. PTT/sub coverage as needed.</p> <p>4. Plan for use of Next Generation Science Standards</p> <p>5. Pursue PD to continue implementation of NGSS, PBL. C3 Framework for Social Studies standards.</p> <p>6. Gather information about the Gifted & Talented program, and establish enrichment supports for students who qualify.</p> <p>7. Pursue PD on curriculum, instruction, assessments, and best practices:</p> <ul style="list-style-type: none"> ● RtI: ELA, Math and Behavioral Interventions ● Core ELA and Math ● Effective instructional practices (ex: technology integration, differentiation) ● Thinking Maps - TMLC ● Building Foundational Reading Skills (BFRS) ● PBL Practices ● iReady ● PBIS - Restorative Practices ● Social Skills Curriculum (SFA-GAT, Ripples Effect/Positive Action) ● NGSS / Mystery Science/Amplified Science ● Google Training/Class Dojo ● Explicit Instruction/Active Participation (Frequent Responses/Feedback) ● Visible Learning ● Small Group instruction/differentiated workstations (Debbie Diller) <p>8. Pursue PD opportunities for teachers, educational assistants, PPTs/PTTs/PPEs:</p> <ul style="list-style-type: none"> ● provide successful inclusion practices for all students. 	<p>PA, Counselor</p> <p>PLC/ILT Leads NK, Admin</p> <p>MW, SPED NK, Admin</p>		<p>Peer observation to support growth of instructional practices</p> <p>PD agenda/minutes, lesson plans, curriculum maps</p> <p>SRT/GLC/CC Notes</p> <p>*Purchase orders and contracts for Professional Development Documentation of sub coverage</p> <p>PLC/ILT agenda & minutes,</p> <p>PLC/ILT agenda/minutes, Documentation of mentors assigned to new teachers, teacher/admin meeting notes supporting teachers</p> <p>Action plan aligned to analysis – targeting need(s)</p> <p>*PD agenda/minutes, Documentation of sign-in, peer observation schedule and follow up sessions with teachers.</p>
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<p>Strengthen the teachers, principal and educational leader development pipeline to support shared and effective leadership at all levels.</p> <p>CNA pgs 32-33 FRF Line #15, 16, 17, 18 WASC Critical Area for Follow up #2 Title 1 Addendum Crosswalk SW #6</p>			<ul style="list-style-type: none"> 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. <p>9. Provide opportunities to build leadership capacity:</p> <ul style="list-style-type: none"> Instructional Leadership Team (ILT) Professional Learning Community (PLC) Mentor Leader (I&M) Certificate Institute for School Leaders (CISL) Teacher Leadership Academy (TLA) Coaches Academy <p>10. Pursue PD opportunities for new staff:</p> <ul style="list-style-type: none"> 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 <p>11. PD to increase the understanding of Tier 1 classroom inclusive practices to support IDEA/504 students.</p> <p>12. PD: Use of technology - navigating the internet, basic program operations, online platforms,</p>	<p>PLC/ILT Leads NK, Admin</p> <p>PLC/ILT Leads NK, Admin</p> <p>MW, SPED NK, Admin</p> <p>JU, Tech</p>			<p>*Documentation of mentor/mentee schedule, SPED protocols, PCNC Parent/Community engagement activities, Schoolwide agreements, etc.. shared at Orientation</p> <p>*PD agenda/minutes Sign-in Sheet, Peer Observation schedule and notes</p> <p>Agenda / Minutes</p> <p>Agenda / Minutes</p> <p>Information posted on the Matrix</p>
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		Hawai'i	Sy	<p>1. Continue to apply elements of Response to Interventions (RtI) to meet individual student needs in academics (RtI-Academic)</p> <p>a) Continue to implement a Universal Screener for reading/math 3 times/year for grades K-5.</p> <p>b) Utilize a variety of assessments – DIBELS, iReady, SFA/Ready Math, Reading Recovery</p> <p>c) Revisit structures and solidify data team processes to regularly identify and plan for student support.</p> <p>d) Continue to review Primary and Secondary RtI supports and services to ensure that needs of targeted students are addressed appropriately (Re-implement before, and after school tutorial)</p> <p>e) Engage in ongoing PD related to ELA –SFA/ iReady, Read Well & Math Interventions – Math Navigator, as well as PD on LDS data base / eCSSS database</p> <p>2. Review and solidify data team process for all classroom teachers to facilitate conversations.</p> <ul style="list-style-type: none"> ● Development and refinement of rubrics and common formative assessments. ● Identifying strategies/interventions to address student needs. ● Provide differentiated instructional supports for struggling learners and enrichment activities for high achievers. ● Review and reinforce documentation process of Tier 1 supports to complete PIP referral ● Documentation of Tier 1 supports to complete PIP referral. (Sub coverage to provide support) <p>3. Develop a system of practice that builds collaborative cultures – vertically & horizontally, deepens student learning and ensures accountability while keeping in alignment with the schools vision/mission.</p> <p>4. Implement a comprehensive literacy plan through the CSSD Grant</p>	PA/GRY, ISS JK RtI/Data JU, Tech SSC,	x	WSF	<p>PD agenda/minutes</p> <p>[Title 1[PTTs: \$20,584 & PPT: \$10,292]</p> <p>[Title 1 Supplies: \$13,036]</p> <p>[Title 1 Contract \$23,000]</p> <p>[Title 1 PTT/PPT: \$20,584 /\$10,292]</p> <p>[Title 1 Subs: \$5860]</p> <p>PLC/ILT agenda/minutes,</p> <p>Action plan aligned to analysis – targeting need(s)</p> <p>PLC/ILT/GLC agenda/minutes,</p> <p>PLC/ILT/GLC agenda/minutes,</p>
		Equity				x	Title I	
		School Design					Title III	
	x	Empowerment					IDEA	
		Innovation			ILT Lead, SPED/SSC	x	Other Grant	
<p>Provide comprehensive (tiered) supports to address the needs of all students</p> <p>CNA pgs 32-33</p> <p>FRF Line #15,16,18</p> <p>WASC Critical Area for Follow up #2</p> <p>Title 1 Addendum</p> <p>Crosswalk SW #6</p>					PLC/ILT Leads, GLCs NK Admin			
					PLC/ILT Leads, GLCs			

					NK Admin			
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Planning					Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		2. Enabling Activity (SEL/MTSS)	Lead(s)			
Provide comprehensive (tiered) supports to address the needs of all students	x	Hawai'i	St 6. Apply the elements of the Comprehensive Student Support System (CSSS) to meet the needs of each and every student. <ul style="list-style-type: none">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) Continue to provide opportunities for students to utilize computers/technology to enhance instruction, eg. remote learning opportunities e) Continue to provide opportunities for students to utilize multiple platforms (Google Classroom,	Counselor and JK, RtI/Data Coordinator	x	WSF	[Title 1 PTT: \$20,584] [MEP PPT/PPE]
	x	Equity		PA/GRY, ISS	x	Title I	PLC Data Team / ILT agenda/minutes reflecting discussion.
		School Design		NK, Admin PA Counselor	x	Title III	PPT/PPE and EA schedules reflecting classroom supports
	x	Empowerment				IDEA	SRT notes Orientation session with PPT/PPE on roles, responsibilities and information about Behavior RtI
		Innovation			PA/GRY, ISS SSC NK, Admin	x	Other MEP, Grants
				JU, Tech			

CNA pgs 32-33 FRF Line #15,16,18 Title 1 Addendum Crosswalk SW #1/3/6 Provide consistent/cohesive school-wide implementation				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)	JK/GRY, ISS PA, Counselor			Purchase order, permission forms, documentation of follow up activities Lesson Plans Videos on Matrix
	x	Hawai'i	St	13. 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 practices/interventions. 14 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 15. Provide PD for RtI-B related to behavioral interventions, proactive teaching strategies, behavioral support programs etc. 16. Pursue PD opportunities to support implementation of the programs/policies - Social Emotional Learning, GAT, Trauma 101, Resilience, Restorative Practices, Na Hopena A'o -HA, and to review HMTSS with staff	PA.GRY, ISS PLC Leads, JK, RtI/Data	x	WSF	[Tile 1 PTT's \$20,584] [Title 1 Contract: \$23,000] [Title1 Substitutes: \$5860]
	x	Equity				x	Title I	PLC Data Team / ILT agenda/minutes reflecting discussion. RtI Guide (VB) aligned to analysis
	x	School Design				x	Title III	PPE/PTT and EA schedules reflecting classroom supports
	x	Empowerment					IDEA	SRT notes reflecting the review process
		Innovation				x	Other	Completed Multi Level RtI Prevention System Pyramid to include RtI Behavior updates
					PA/GRY, ISS JK, RtI/Data PA, Counselor NK, Admin PA, Counselor			Agenda/minutes

CNA pgs 32-33
FRF Line #18

WASC Critical Area for Follow up #4 Title 1 Addendum Crosswalk SW #6								
		Hawai'i	Sy	4. 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 equip all students with skills and strategies – GAT- Getting Along Together (SFA) b) Implement evidence based Social Emotional Learning (SEL) curriculum – Social Skills curriculums –Positive Action/Ripple Effects. (The use of PPT/PTTs to provide support) c) Analyze and select a behavioral universal screener 5. Create a support system/protocols for early intervention and transition support for Kinders. 6. 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 c) Establish a positive behavior support system to foster and monitor student motivation, d) Provide Teacher Orientation and Mentoring – create partners, set up accounts, navigate the Matrix, 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,	PA/GRY, ISS JK RtI/Data JU, Tech SSC, PA, Counselor	x	WSF	PD agenda/minutes [Title 1 PPT/PPT: \$20,584/\$10,292] [Title 1 Supplies: \$13,036] [Title 1 Sub: \$5860] [Title 1 Contract 23,000]
	x	Equity				x	Title I	
	x	School Design					Title II	
x	Empowerment					IDEA		
	Innovation					EY, Kinder NK, Admin		Other
				PA, Counselor SRT, NK, Admin				

CNA pgs 32-33 FRF Line #15,16,18 Title 1 Addendum Crosswalk SW #6			Data Review Teams, Classified meetings, Safety Committee, SCC f) Refine the existing system of student support (Rtl) with fidelity				Documentation of participation - collaboration sessions, work on PBIS framework, instructional/school practices Documentation: Meeting notes, schedules
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Planning					Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		4. Enabling Activity (PFE)	Lead(s)			
All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.	X	Hawai'i	<div>Stu</div> <div>de</div> <p>8. Identify and provide enrichment opportunities for students before, during and/or after school. (i.e. curricular and extracurricular activities)</p> <p>9. Continue to promote safe, healthy and supportive practices:</p> <ul style="list-style-type: none"> • Health/hygiene education • Fresh, Fruits and Vegetables (FFVP) program • Field days • After School Snacks (ASP), • Cultural activities/ festivals, extra-curricular • Project/Place Based Learning (PBL) opportunities • Student Leadership Team opportunities • SEL eg. Lunch Bunch, • Revisit Restorative Practices / Circle Time to establish guidelines for classroom check-ins <p>10. Increase student attendance</p> <p>a) Establish activities/accountable talk to increase awareness of the importance of attendance.</p> <p>b) Continue to improve/update the School Matrix – Google and School Handbook with attendance information.</p> <p>c) Continue to recognize students with perfect attendance certificates and classes with</p>	NK, Admin	x	WSF	<p>Documentation of participation, partnerships, and contracts</p> <p>[Title 1 PCNC: \$10,292] [Title 1 18935 \$1003]</p>
	X	Equity		NK, Admin LB, Counselor	x	Title I	
	X	School Design				Title II	
	X	Empowerment				IDEA	
	X	Innovation		NK, Admin PLC Leads, PA, Counselor	x	Other Grant	
<p>Cultivate a community and school culture where attendance is valued, encouraged and supported.</p> <p>Students are confident and have a positive attitude</p>				NK, Admin PA, Counselor			<p>PLC agenda/minutes</p> <p>Documentation of handbook, bulletin, activities, home school connections, sign-in sheets</p> <p>Pictures of students, Bulletin, Class Dojo,</p>

CNA pgs 32-33 FRF Line #22 WASC Critical Area for Follow-up #2 Title 1 Addendum Crosswalk SW #7				incentives. Also to highlight students in the Bulldog Bulletin. d) PCNC/Counselor to assist with home school connections that support students and families– identify supports, provide parent involvement activities that are needed/desired by our families.	HG, PCNC, PA, Counselor			Parent Communication Sheet
		Hawai'i	Sta ff	17.Counselor to continue to support teachers with the SEL curriculum/PBIS Framework by conducting classroom lessons and facilitating PD sessions. 18. Provide PD – eCSSS/LDS for teacher usage 19. 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.	PA, 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 \$1003	
	x	School Design					Title II	
		Empowerment					IDEA	
		Innovation				x	Other Grant	
CNA pgs 32-33 FRF Line#21/22 Title 1 Addendum Crosswalk SW #6/#7		Hawai'i	Sy st	7. 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)	PA, Counselor, JK/GRY, ISS PLC Leads NK, Admin		WSF	[Title 1 PCNC: \$10, 292] [Title 1 18935 \$1003] Documentation of supports, activities, feedback/survey responses, sign-in sheet, website posting, flyers Counselor schedule, PD agenda/minutes
	x	Equity				x	Title I	
		School Design					Title II	
Partner with families and	x	Empowerment					IDEA	

communities to engage relationships, and expertise to support student success.		Innovation	<p>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</p> <p>8. Pursue opportunities to improve instruction and school practices.</p> <p>a) Establish School Home Connection Committee (Counselor, PCNC, Translator, SSC, Admin) to review/coordinate/participate in the following:</p> <ul style="list-style-type: none"> • PCNC Manual • Parent/Community Coffee Hour • 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. <p>b) Continue to establish Partnerships within the community (See CNA Business Partnerships/Donors section)</p> <p>c) Revise a bell schedule that allows for teacher articulation, supports and enrichment opportunities for all subgroups especially the EL Newcomers.</p> <p>d) Develop a system of support to encourage students to make good choices</p>	PA, Counselor, JK/GRY, ISS PLC Leads NK, Admin PCNC	x	Other Grant	<p>Action Plan aligned to analysis Documentation of supportive practices, activities, sign-in sheets</p> <p>Documentation of participation/agenda and minutes - Wellness Committee, SLT, Blue Zones &, EOEL</p> <p>Action plan aligned to analysis</p> <p>Pictures from events, bell schedule, attendance reports, screenshot of Website</p>
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CNA pgs 32-33
FRF Line #21/22
WASC Critical Area

<p>forFollow up #4 Title 1 Addendum Crosswalk SW #7</p> <p>Continue to improve communication to promote understanding and engagement of stakeholders. Incorporate students in the process.</p> <p>CNA pgs 32-33 FRF Line #21/22 WASC Critical Area for</p>			<p>e) Refine and implement the attendance system to increase the attendance /decrease chronic absenteeism percentage.</p> <p>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.</p> <p>g) Expose students/staff to innovative ideas - Fundamentals of Elementary Computer Science, Makerspace, PBL.</p> <p>9. Pursue opportunities to foster instructional and operational supports.</p> <p>a) Revisit and Continue to implement WASC recommendations. Adjust as needed.</p> <p>b) Use a variety of data – CNA, Survey, Academic - Behavior screeners, WIDA Access data to support student learning.</p> <p>c) Promote cohesiveness by creating a common focus/direction – improving school practices to benefit our youth.</p> <p>10. Pursue opportunities to foster instructional and operational practices.</p> <p>Strengthen Communication with all stakeholders regarding school improvement efforts -</p> <ul style="list-style-type: none"> bulletin, newsletters, Class Dojo, Webex/Google Meets website progress reports attendance marquee community venues school connect system Electronic communication (text, email, phone apps) <p>Note: Written protocol clearly stating staff, support staff, admin expectations</p>	<p>PA, Counselor, JK/GRY, ISS PLC Leads NK, Admin</p>		<p>Documentation of participation in the school improvement process, and communication activity with all stakeholders</p>
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Follow up #5 Title 1 Addendum Crosswalk SW #4/7				<ul style="list-style-type: none">● social media options● Home visits● Personalized phone calls● Article in Newspaper● Supports for EL families● Newcomers Toolkit				
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