





# SY 2021 - 2022 Academic Plan

Prince Jonah Kūhiō Kalanianaʻole  
Elementary & Intermediate School

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Submitted by David Dinkel	Date
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Approved by Esther Kanehailua	Date
	4.23.21

## One-Year Academic Plan SY 2021-2022

<b>Where are we now?</b> <i>Prioritize school's needs as identified in one or more of the following needs assessments:</i>	
<b>Comprehensive Needs Assessment:</b> <i>List root causes and contributing causes</i>	<b>WASC:</b> <i>List WASC Critical Areas of Follow-up</i>
#1 Decision-making is viewed by some as predetermined and not part of a collaborative process	Continued #1 - Continue progress monitoring by posting learning targets in all classrooms, using common assessments with common rubrics, and holding students accountable for achieving learning targets, state standards, and GLOs. Improve the monitoring of student feedback (peer, self, and teacher) and universal screeners to identify individual student goals towards achieving proficiency.
#2 School needs a coordinated PD plan with opportunities to share best practices, follow up and monitor implementation	Continued #2 - Create clear processes for two-way communication for decisions to include all stakeholders (certificated staff, classified staff, students, parents, and the community). Create a process for greater input on key decisions by stakeholders to ensure genuine collaboration and that secondary and tertiary effects are mitigated in a more efficient manner. This may be partially achieved by enhancing efforts to re-engage parents and the community in the school process.
#3 Minimal evidence of parent partnerships with the school (PTA, SCC, Family Focus/Engagement)	Continued #3 - Address classroom management and student safety concerns by creating a comprehensive school-wide plan focused on positive classroom management techniques, consistent behavioral expectations, and equitable enforcement to ensure compliance with standard student safety practices.
#4 There is no common process in place to use data to inform instruction	Continued #4 - Build a comprehensive schoolwide data monitoring system for individual programs to evaluate each program's success in affecting student achievement while raising rigor and relevance in the classroom.
#5 Autonomy poses a challenge with schoolwide consistency (programs, implementation, articulation, communication)	Additional #1 - The school needs to identify and clearly delineate a Decision Making Process. Whenever making decisions in any group session, the administrative team needs to identify which mode of decision making is being used. The end decisions need to be clearly communicated to all stakeholders following clear, predefined pathways of communication.
	Additional #2 - The school has identified multiple methods of school improvement they are currently implementing. Due to the plethora of initiatives, none of them are being implemented with fidelity. The staff identified the need to narrow the focus to a few key initiatives with deep dives to learn and time to implement and analyze results for effectiveness on learner outcomes.

### Addressing Equity: Sub Group Identification

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All of our targeted student subgroups (Disadvantaged, IDEA, EL, Native Hawaiian, Pacific Islander) continue to perform well below proficiency and growth is minimal. The needs of these subgroups will be addressed in enabling activities which are captured below. Our most recent student performance data indicates the following:

## Performance Data (Smarter Balanced Assessment)

	2015-2016	2016-2017	2017-2018	2018-2019	2019 - 2020
<b>SBA ELA</b>	<b>40%</b>	<b>36%</b>	<b>30%</b>	<b>29.5%</b>	<b>NO DATA</b>
<i>Disadvantaged</i>	35%	30%	24%	23%	
<i>IDEA</i>	20%	25%	4%	0%	
<i>ELL</i>	0%	3%	3%	9.5%	
<i>Native Hawaiian</i>		16%	14%	17.7%	
<i>Pacific Islander</i>		15%	19%	16.6%	
<b>SBA Math</b>	<b>25%</b>	<b>30%</b>	<b>24%</b>	<b>20.3%</b>	<b>NO DATA</b>
Disadvantaged	22%	25%	31%	13%	
IDEA	15%	8%	0%	0%	
ELL	0%	6%	4%	10.4%	
Native Hawaiian		12%	17%	7.94%	
Pacific Islander		8%	8%	12.82%	
<b>SBA ELA Growth (MGP)</b>	<b>44%</b>	<b>48%</b>	<b>42%</b>	<b>48%</b>	<b>NO DATA</b>
Disadvantaged		48			
IDEA		n/a			
ELL		47			
<b>SBA Math Growth (MGP)</b>	<b>27</b>	<b>45</b>	<b>35%</b>	<b>36%</b>	<b>NO DATA</b>

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Disadvantaged		44			
IDEA		n/a			
ELL		n/a			
<b>HSA Science</b>	<b>27%</b>	<b>47%</b>	<b>25%</b>	<b>29%</b>	<b>NO DATA</b>
Disadvantaged	25%	41%	19%	22.58%	
IDEA	25%	3%	0%	16.67%	
ELL	0%	3%	0%	0%	
Native Hawaiian		25%	0%	14.29%	
Pacific Islander		20%	14%	0%	

## Performance Data (WIDA)

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b>WIDA</b>	AMAO 1 - Not met AMAO 2 - Not met 4 students exited	Entering - 13 Emerging - 14 Developing - 17 Expanding - 6 Unknown - 3	Entering - 8 Emerging - 19 Developing - 26 Expanding - 9 Unknown - 0	Entering - 23 Emerging - 21 Developing - 23 Expanding - 11 Unknown - 15	Entering - 10 Emerging - 23 Developing - 33 Expanding - 10 Bridging - 1* *1 student who exited EL program

## Universal Screener Data (STAR)

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b>STAR Reading</b>					
<b>Fall</b>	<b>32%</b>	<b>23%</b>	<b>16%</b>	<b>17%</b>	<b>24%</b>
High Needs		21%		38%	
IDEA		6%		14%	
ELL		5%		25%	

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<b>Winter</b>	<b>24%</b>	<b>32%</b>	<b>24%</b>	<b>21%</b>	<b>26%</b>
High Needs		28%		33%	
IDEA		9%		2%	
ELL		6%		22%	
<b>Spring</b>	<b>33%</b>	<b>37%</b>	<b>32%</b>	<b>32%</b>	<b>25%</b>
High Needs		25%		29%	
IDEA		6%		2%	
ELL		8%		21%	
<b>STAR Math</b>					
<b>Fall</b>	<b>38%</b>	<b>38%</b>	<b>11%</b>	<b>9%</b>	<b>27%</b>
High Needs		18%		48%	
IDEA		3%		11%	
ELL		7%		29%	
<b>Winter</b>	<b>43%</b>	<b>33%</b>	<b>24%</b>	<b>17%</b>	<b>17%</b>
High Needs		28%		47%	
IDEA		18%		11%	
ELL		14%		35%	
<b>Spring</b>	<b>38%</b>	<b>35%</b>	<b>35%</b>	<b>26%</b>	<b>26%</b>
High Needs		26%		40%	
IDEA		16%		0%	
ELL		13%		31%	

## One-Year Academic Plan SY 2021-2022

<b>ORGANIZE: Identify your Academic Review Team Accountable Leads.</b>	
<b>Name and Title of ART Team Accountable Lead</b>	<b>Responsible for implementation of the school's strategies and initiatives</b>
1. Mr. David Dinkel, Principal	Support Team, Leadership
2. Mr. Charles Burns, Vice Principal	Support Team, Leadership
3. Mr. Adam Nakoā Tuifagu, Curriculum/Title I Coordinator	Data Teams, RtI - Academic
4. Mrs. Shirlene Fukumori, Student Services Coordinator	Hawaii Multi-Tiered Systems of Support
5. Ms. Janielle Robello, School Counselor	Social-Emotional Learning
6. Mrs. Lucianne Pukahi-Viernes, EL Coordinator	English Learner Program
7. Leadership Team Members (GLCs/DHs)	Grade Level & Sped Department Responsibilities

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

- Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome: By the end of SY 2021-2022,	Rationale:
<p><b>Need:</b>  <i>CNA #5</i> Autonomy poses a challenge with schoolwide consistency (programs, implementation, articulation, communication)</p> <p><i>WASC Additional #2</i> - The school has identified multiple methods of school improvement they are currently implementing. Due to the plethora of initiatives, none of them are being implemented with fidelity. The staff identified the need to narrow the focus to a few key initiatives with deep dives to learn and time to implement and analyze results for effectiveness on learner outcomes.</p> <p><b><u>SCHOOLWIDE AGREEMENTS - ACADEMIC</u></b>  <i>WASC Continued #1</i> - Continue progress monitoring by posting learning targets in all classrooms, using common assessments with common rubrics, and holding students accountable for achieving learning targets, state standards, and GLOs. Improve the monitoring of student feedback (peer, self, and teacher) and universal screeners to identify individual student goals towards achieving proficiency.</p> <p><i>WASC Continued #4</i> - Build a comprehensive schoolwide data monitoring system for individual programs to evaluate each program’s success in affecting student achievement while raising rigor and relevance in the classroom.</p> <p><b><u>SCHOOLWIDE AGREEMENTS - BEHAVIOR</u></b>  <i>WASC Continued #3</i> - Address classroom management and student safety</p>	<p><b><u>SCHOOLWIDE AGREEMENTS - ACADEMIC</u></b>            Over the past three school years, Kalaniana‘ole School has not seen increased scores on standardized measures of academic proficiency (SBA, HSA, STAR). In order to address this lack of progress, the faculty feels the need to have schoolwide agreements with regard to instructional practices and expectations.</p> <p>For example, teachers suggested a print environment where all teachers post the learning targets and success criteria in the same place. Another suggestion from the WASC committee was to have common assessments and rubrics. We hope that these common practices among teachers in all grade levels will lead to the academic achievement we have not seen.</p> <p><b><u>SCHOOLWIDE AGREEMENTS - BEHAVIOR</u></b>            Kalaniana‘ole School has a Positive Behavior Interventions &amp; Supports (PBIS) in place and Second Step has been adopted as the Social-Emotional Learning (SEL) curriculum schoolwide. However implementation has not always been consistent schoolwide. Teachers indicated that the enforcement of rules can sometimes be challenging. The time it takes to address a rule may interfere with instructional time and therefore some teachers feel they need to “choose their battles.” The referral process was also brought up as being somewhat cumbersome--again, the concern is that it is time consuming and may take away from instructional time. This leads students to become frustrated when school rules are enforced by some teachers and not others, as this creates confusion.</p>

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concerns by creating a comprehensive school-wide plan focused on positive classroom management techniques, consistent behavioral expectations, and equitable enforcement to ensure compliance with standard student safety practices.

**SMART GOAL #1.1:** By 2021-2022, KEIS will establish schoolwide agreements and expectations on academic instruction to address the needs of all students and resulting in the following academic proficiency measures:

- *62% of students will be proficient in ELA (SBA)*
- *54% of students will be proficient in math (SBA)*
- *64% of students will be at proficient in science (NGSS)*
- *80% of 3rd & 8th graders reading at grade level*

**SMART GOAL #1.2:** By 2021-2022, KEIS will establish schoolwide agreements and expectations on positive behavior interventions and social-emotional learning (SEL) implementation resulting in a 90% of student participation rate in 3 of 4 quarterly PBIS incentives and 90% positive SQS responses in regards to safety and well-being.



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Planning				Funding	Interim Measures of Progress	
Desired Outcome	Enabling Activities <i>(Indicate quarter(s) of implementation in next column)</i>	Quarter Implementing	Indicate: •Schoolwide Component(s) •Promise Plan Theme •CNA Root Cause •WASC Critical Area(s)	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p><i>(1.1) By 2022, KEIS will establish schoolwide agreements and expectations on academic instruction to address the needs of all students and resulting in the following academic proficiency measures:</i></p> <ul style="list-style-type: none"> <li>• <i>62% of students will be proficient in ELA (SBA)</i></li> <li>• <i>54% of students will be proficient in math (SBA)</i></li> <li>• <i>64% of students will be at proficient in science (NGSS)</i></li> <li>• <i>80% of 3rd &amp; 8th graders</i></li> </ul>	<p><b>EA1.1</b></p> <p>1. Develop a schoolwide process to analyze and target student achievement data and provide tiered supports with respect to resources, strategies, and logistics.</p> <p>A. Continue to provide curricular materials and supplemental programs aligned to standards-based instruction (CCSS, NGSS, HCSSS, HCPSIII, etc.)</p> <p>B. Establish common practices regarding language and presentation of learning targets</p> <p>C. Utilize Data Team process to prioritize student needs</p> <p>D. Determine priorities and agreements for supplemental resources/programs</p> <p>E. Provide classroom support personnel (PPE, PPT, EA) to assist students with targeted needs</p> <p>F. Develop standardized data tracking to encourage and</p>	Q1-Q4	<p>WASC Continued Critical Area #1</p> <p>WASC Continued Critical Area #4</p> <p>WASC Additional Critical Area #2</p> <p>CNA Root Cause #5</p>	<p><b>Admin Curriculum Coordinator Leadership</b></p>	<p>X WSF</p> <p>X Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p><u>STAR Assessment</u></p> <p>Q1 - Reading 32% - Math 30%</p> <p>Q2 - Reading 47% - Math 42%</p> <p>Q3 - Reading 62% - Math 54%</p> <p><u>NGSS - Gr. 5 &amp; 8</u></p> <p>Round 1 target: 47%</p> <p>Round 2 target: 62%</p> <p>Monthly Learning Target Self-Reflections</p> <p>Agenda and Sign-Ins for articulation sessions</p> <p>Student data tracking system (possibly portfolios)</p>

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<p><i>reading at grade level</i></p>	<p>promote student progress (portfolios, program usage, STAR scores, meetings)</p> <p>G. Designate time and resources for vertical and inclusion articulation</p> <p>H. Outline system for students in middle school who are in danger of failing (focus on 8th grade)</p>					
<p><i>(1.2) By 2022, KEIS will establish schoolwide agreements and expectations on positive behavior interventions and social-emotional learning (SEL) implementation resulting in a 90% of student participation rate in 3 of 4 quarterly PBIS incentives and 90% positive SQS responses in regards to safety and well-being.</i></p>	<p><b>EA1.2</b> Implement Multi-Tiered Systems of Support (MTSS) initiatives to target positive behavior interventions and social-emotional learning (SEL)</p> <p>A. Continue to implement our Cougar PBIS system to reinforce expected school-wide behaviors, Cougar Qualities/PRIDE and attendance</p> <p>B. Continue to implement Second Step</p> <p style="padding-left: 20px;">a. Determine alignment with Cougar Qualities</p> <p style="padding-left: 20px;">b. Determine supplements to address all Cougar Qualities</p> <p>C. Expand learning opportunities to support student connection and engagement in our community and school:</p> <p style="padding-left: 20px;">a. Field Trips (2x/year)</p> <p style="padding-left: 20px;">b. Student Body</p>	<p>Q1-Q4</p>	<p>WASC Continued Critical Area #3</p> <p>CNA Root Cause #5</p>	<p><b>SCC School Counselor Leadership</b></p>	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Quarterly list of students participating in PBIS incentives</p> <p>Second Step Lesson Reflection Log and forms</p> <p>List of Literature/books that align with Cougar Qualities/PRIDE</p> <p>Student reflections/evaluation of expanded learning opportunities</p>

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	Government c. Junior Police Officers d. Schoolwide Service Project e. 4-H					
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**Goal 2: Staff Success.** Kalanianaʻole has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of SY 2021-2022,	Rationale:
<p>Need:</p> <p><b><u>PD PLAN</u></b></p> <p>CNA #2 - School needs a coordinated PD plan with opportunities to share best practices, follow up and monitor implementation.</p> <p>CNA #4 There is no common process in place to use data to inform instruction</p> <p><b><u>DECISION-MAKING PROCESS</u></b></p> <p>CNA #1 Decision-making is viewed by some as predetermined and not part of a collaborative process</p> <p>WASC Additional #1 - The school needs to identify and clearly delineate a Decision Making Process. Whenever making decisions in any group session, the administrative team needs to identify which mode of decision making is being used. The end decisions need to be clearly communicated to all stakeholders following clear, predefined pathways of communication.</p> <p><b><u>SMART GOAL #2.1:</u></b> By 2022, there will be professional development opportunities for all teachers and staff that are based on student needs and teacher input. This will result in the increase of positive responses in the Satisfaction domain of the School Quality Survey from a baseline of 63% to 85%</p> <p><b><u>SMART GOAL #2.2:</u></b> By 2022, a decision-making matrix will be established and shared to 100% of teachers.</p>	<p><b><u>PD PLAN</u></b></p> <p>All teachers need training and professional development to build and improve inclusive practices for effective instruction to meet the needs of all students. This includes general education and special education teachers who work with students as well as non-classroom teachers who support the school, teachers, and students with school initiatives.</p> <p>Some specific areas of need that have been mentioned include:</p> <ul style="list-style-type: none"> <li>● Inclusive practices</li> <li>● Data team process and analysis</li> <li>● Assessment strategies</li> </ul> <p><b><u>DECISION-MAKING PROCESS</u></b></p> <p>Feedback from both the CNA and WASC Mid-Cycle visit points to a desire among teachers to have a clearer understanding of which decisions they have input on and which decisions are made at the classroom or administrative levels.</p> <p>By developing a decision-making matrix to delineate and distinguish among different decisions, we believe we will be able to reduce confusion and increase the focus on school priorities that can be impacted at the school and classroom levels.</p>

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Planning				Funding	Interim Measures of Progress	
Desired Outcome	Enabling Activities <i>(Indicate quarter(s) of implementation in next column)</i>	Quarter Implementing	Indicate: •Schoolwide Component(s) •Promise Plan Theme •CNA Root Cause •WASC Critical Area(s)	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
(2.1) By 2022, there will be professional development opportunities for all teachers and staff that are based on student needs and teacher input. This will result in the increase of positive responses in the Satisfaction domain of the School Quality Survey from a baseline of 63% to 85%.	<p><b>EA2.1</b> Make decisions about PD based on data</p> <ul style="list-style-type: none"> <li>A. Look at need areas based on student achievement</li> <li>B. Survey faculty and staff (classroom teachers, resource teachers, EAs, casual hires, etc) asking what they feel they need and how often they need it</li> <li>C. Plan for PD that is differentiated to meet the needs of faculty &amp; staff. PD can be provided in various forms (i.e. workshop, peers, other schools, etc.)</li> <li>D. Increasing focus, training, and mentoring within the current data team process               <ul style="list-style-type: none"> <li>a. Move beyond the data to improving instruction and RtI practices</li> <li>b. Evaluate our current RtI process</li> </ul> </li> </ul>	Q1-Q4	CNA Root Cause #2 CNA Root Cause #4	<b>Admin Leadership</b>	X WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Surveys showing feedback and input regarding desired PD  PD session agenda and sign-in  PD calendar/checklist

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<p>(2.2) By 2022, a decision-making matrix will be established and shared to 100% of teachers.</p>	<p><b><u>EA2.2</u></b></p> <ul style="list-style-type: none"> <li>● Develop decision-making matrix during SY 21-22 Leadership Summit.             <ul style="list-style-type: none"> <li>○ Share with faculty on Admin Opening Day.</li> <li>○ Review quarterly during Leadership meetings</li> </ul> </li> </ul>	<p>Q1</p>	<p>CNA Root Cause #1</p> <p>WASC Additional #1</p>	<p><b>Admin Leadership</b></p>		<p>Decision-making matrix document</p> <p>Leadership Agenda/Minutes showing quarterly review of matrix</p>
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**Goal 3: Successful Systems of Support.** The system and culture of Kalanianaʻole School works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of SY 2021-2022,	Rationale:
<p>Need:</p> <p><b><u>COMMUNICATION</u></b>            WASC Continued #2 - Create clear processes for two-way communication for decisions to include all stakeholders (certificated staff, classified staff, students, parents, and the community). Create a process for greater input on key decisions by stakeholders to ensure genuine collaboration and that secondary and tertiary effects are mitigated in a more efficient manner. This may be partially achieved by enhancing efforts to re-engage parents and the community in the school process.</p> <p><b><u>FAMILY ENGAGEMENT</u></b>            CNA #3 Minimal evidence of parent partnerships with the school (PTA, SCC, Family Focus/Engagement)</p> <p><b><u>SMART GOAL #3.1:</u></b> By 2022, KEIS will determine a process for two-way communication and decision-making that is shared with all stakeholders.</p> <p><b><u>SMART GOAL #3.2:</u></b> By 2022, family engagement will improve through initiatives (i.e. contact with school, events, classroom activities, etc.) that support student achievement evidenced by communication logs, meetings (SCC, PTO, community partners), agendas and sign-ins.</p>	<p><b><u>COMMUNICATION</u></b>            Kalanianaʻole School utilizes a variety of venues for communication. With Distance Learning, teachers have also established methods of communication that vary. There may not be a lack of communication opportunities, the numerous methods may confuse recipients and make communication appear sporadic. Further, communication has mainly been one-way, coming from the school. There has been limited opportunities to solicit input from stakeholders and offer a collaborative process for school decisions.</p> <p><b><u>FAMILY ENGAGEMENT</u></b>            During the 2020 - 2021 school year, the Kalaniaʻole School Support Team began work with the Hawaiʻi Statewide Family Engagement Center. Their work centers on the Dual-Capacity Building Framework developed by Dr. Karen Mapp. Within this framework, she has identified 5 key factors of strong family-school partnerships:</p> <p><b><u>Linked to learning</u></b>– initiatives must be aligned with school and district achievement goals and connect parents to the teaching and learning goals for the students.</p> <p><b><u>Relational</u></b>– a major focus of the initiative is on building respectful and trusting relationships between families and district, school and program staff.</p> <p><b><u>Developmental</u></b>– the initiatives focus not only on providing a service but also on building the intellectual, social, and human capital of stakeholders engaged in the program.</p> <p><b><u>Collective/Collaborative</u></b>– learning is conducted in group versus individual settings and focused on building strong networks and learning communities.</p> <p><b><u>Interactive</u></b>– participants are given opportunities to test out, practice, and apply new skills.</p>

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	<p>Dr. Mapp, through her research, has identified that increased family engagement in schools is strongly associated with:</p> <ul style="list-style-type: none"><li>● Faster rates of literacy</li><li>● Increased rates of going on to secondary education among youth</li><li>● Increased attendance rates among students</li><li>● Decreased rates of school dropout among youth</li></ul> <p>By making family engagement a focus of ours, we hope to see the positive outcomes described in Dr. Mapp's research.</p>
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Planning				Funding	Interim Measures of Progress	
Desired Outcome	Enabling Activities <i>(Indicate quarter(s) of implementation in next column)</i>	Quarter Implementing	Indicate: •Schoolwide Component(s) •Promise Plan Theme •CNA Root Cause •WASC Critical Area(s)	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
(3.1) By 2022, KEIS will determine a process for two-way communication and decision-making that is shared with all stakeholders.	<p><b><u>EA3.1</u></b> Agree upon foundation for schoolwide communication expectations and build on that with clear expectations for faculty and students</p> <p>A. Survey families, community regarding preferred methods of communication</p> <p>B. Designate a schoolwide parent contact tool (Class Dojo, Remind, Synervoice)</p> <p>C. Consider community needs when planning activities such as intramurals, showcase, performances, family dinners, field days, teachers vs students</p> <p>D. Clarify and update programs and point of contact list</p>	Q1	WASC continued Critical Area #2	<b>Support Team Leadership</b>	<p>X WSF</p> <p>X Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Communication logs/postings showing use of designated schoolwide contact tool</p> <p>Surveys/Feedback forms</p> <p>Point of Contact List</p>

# One-Year Academic Plan SY 2021-2022

<p>(3.2) By 2022, family engagement will improve through initiatives (i.e. contact with school, events, classroom activities, etc.) that support student achievement evidenced by communication logs, meetings (SCC, PTO, community partners), agendas and sign-ins.</p>	<p><b><u>EA3.2</u></b>            Continue to increase and improve family engagement and connection to student achievement by</p> <ul style="list-style-type: none"> <li>A. Providing resources for teacher-initiated events that involve families and address grade-level/class specific academic topics (1x/sem)</li> <li>B. Continue with school wide events: Meet &amp; Greet/Open House, Trunk ‘o Treat, Holiday Dinner, Ho’ike, Showcase, and EL Events (2x/yr)</li> <li>C. Developing and strengthening partnerships with community organizations and resources               <ul style="list-style-type: none"> <li>a. PTO/SCC</li> <li>b. School Foundation</li> <li>c. Food Corps &amp; Ulu Co-Op</li> <li>d. Blue Zones</li> <li>e. Food Basket</li> <li>f. HCC</li> </ul> </li> </ul>	<p>Q1-Q4</p>	<p>CNA Root cause #3</p>	<p><b>Support Team            EL Coordinator            Leadership</b></p>	<p>X WSF            X Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p>	<p>RSVPs, Agendas/Programs and Sign-Ins for event</p> <p>Evidence of academic elements incorporated into events (i.e. products, presentations/slides, feedback forms, etc.)</p>
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