



One-Year Academic Plan 2020-2021

Version Protocol:

V. 1- black

V.2- changes in RED/ omitting - strikethrough instead of delete

V.3- changes in BLUE/ omitting - strikethrough instead of delete

V.4- changes in GREEN/ omitting - strikethrough instead of delete

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Janette Snelling
Approved by HKKK CAS

6/2/2020

Date

School:	Kahakai Elementary School	
Address:	76-147 Royal Poinciana Drive Kailua-Kona, Hawaii 96740	
Phone:	808-313-6200	
Website:	Kahakai.me	

Where are we now?

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

- Comprehensive Needs Assessment (Title I Schools)
- WASC Self Study
 - WASC Category B: Standards Based Student Learning: Curriculum, instruction
 - WASC Category C: Standards Based Student Learning: Instruction
 - WASC Category D: Standards Based Student Learning: Assessment and Accountability
- International Baccalaureate (IB) Authorization
- Other

Need:

1. Strengthen Tier 1 core instruction in both reading and math (offer PD and resources).

Continue on going PD in Reading Wonders, Step Up to Writing, Visible Learning, Stepping Stones, writing, and others to strengthen Tier 1 Rtl strategies

Need:

2. Differentiate instruction to meet the learning needs of all students (PTT/PPT support).

Need:

3. Meet the needs of:

- EL students
- Students with special needs
- Socio economic disadvantaged student
- Gifted and Talented

WASC Critical Areas for follow up (Self Study Spring 2017):

1. The school desires more time for staff to collaborate on the effectiveness of AcFin impact on student learning.
2. The staff would like to improve student proficiency rate in science assessments and SBA writing.
3. The school will continue to develop an ELL plan for 17-18 for the focus on all teachers using ELL/GLAD strategies.
4. The school would like to dig deeper into the data team process to determine the effectiveness of the current PIPs.
5. The staff plans to continue to focus on student expectations for behavior to ensure a safe learning environment.
6. The aggregated student achievement data has not been examined to help determine the academic needs of students within subgroups. The school is interested in setting data targets for subgroups so that these students are on track to meet state SBA targets within 3 years.

	Addressing Equity: Sub Group Identification		
	In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.		
	Sub Group	Identified Need(s)	Enabling Activit(ies)
	EL students	Push in program focusing on language development and reading	Teachers conduct small group instruction using intervention strategies and programs, and the addition of a certified ELL instructor to conduct small group instruction
	Special Education students	SDI and 1:1 intervention	Special Education teachers work closely together with general education teachers in inclusion classes. Resource Class to meet the needs of students and address IEP requirements
	Socio economic disadvantaged students	Differentiated instruction	Differentiate instruction to meet the learning needs of all students. Strengthen Tier 1 core instruction in reading and writing.

ORGANIZE: Identify your Accountable Leads.	
Name and Title of Accountable Lead	Enabling activities this lead is responsible for:
1, James Denight	1. Principal, GLCs, ILT lead, EES, PD, MTSS, Parent/Community

2. Janet Silberman	2. VP, Rtl, Title I, Title III, Discipline K-1
3. Nia Lovell.	3. VP; ILT member, GLC member, SBBH, Attendance, SBA Testing Coordinator, Discipline 2-3
4. Jessica Dahlke	4. VP; ILT member, GLC member, SEL, Homeless, Discipline 4-5
5. Patty Simpson	5. Kindergarten GLC, ILT, PLC, Data Teams
6. Dustin Platter	6. Grade 1 GLC, ILT, PLC, Data Teams
7. Erin Deskin	7. Grade 2 GLC, ILT, PLC, Data Teams
8. Nicole DeLatorre	8. Grade 3 GLC, ILT, PLC, Data Teams
9. Bree Wee	9. Grade 4 GLC, ILT, PLC, Data Teams
10. Barbra Kaimulua Bates	10. Grade 5 GLC, ILT, PLC, Data Teams
11. Patty Mason	11. SPED DH, ILT, PLC, Data Teams
12. Bill Chen	12. Resource DH, ILT, PLC, Data Teams

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:
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<p>All students will be empowered through relevant, rigorous learning opportunities, and a quality standards-based education that incorporates student voices. They will apply their learning through life experiences, practice creative problem solving, and see themselves as part of a community effort to solve complex questions and challenges that impact our islands and the world.</p> <p>When transitioning to the sixth grade all students will demonstrate General Learner Outcomes aligned with Class Dojo and have the knowledge to set and achieve their goals.</p> <p>We will provide a learning environment that is safe, caring, and supportive of high quality learning. We will have programs and partnerships with families, community organizations, and government agencies that support students' well-being, and a culture where school attendance is valued.</p>	<p>Students become motivated and engaged when learning is relevant and builds on their strengths. Students' voice and curiosity are nurtured, which prepares them to exercise positive choices for their learning, future, and contributions to family and community.</p> <p>Students will Be Responsible, Be Respectful, and Be Safe.</p> <p>The staff will continue to review the vertical alignment of standards to ensure coverage of necessary student instructional needs.</p> <p>We will prepare students for the future by ensuring they have the skills and knowledge necessary to navigate in an unknown and complex world.</p> <p>Students need social emotional learning supports to access curriculum and programs in physically and emotionally safe environments.</p> <p>New teachers will be more fully integrated into Targeted Learning Walks to include participating in the observation.</p>
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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:
<p>We will use professional development resources to support student success: relevant lesson, social-emotional learning, language development, instructional strategies to address all learners, and quality classroom assessments. This is especially true for students that need diverse instructional methods, including special education students and English Learners.</p> <p>Professional development will be aimed at developing caring educators</p>	<p>We will use professional development resources to support student success: relevant lesson, social-emotional learning, language development, instructional strategies to address all learners, and quality classroom assessments. This is especially true for students that need diverse instructional methods, including special education students and English Learners.</p> <p>Professional development will be aimed at developing caring educators</p>

<p>who provide a consistent learning experience of quality instruction that will enable students to progress toward becoming ready for career, college, and community.</p> <p>We will provide support for new employees through effective mentoring and guidance programs.</p>	<p>who provide a consistent learning experience of quality instruction that will enable students to progress toward becoming ready for career, college, and community.</p> <p>We will provide support for new employees through effective mentoring and guidance programs.</p>
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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 sy20-21	Rationale:
<p>In fostering a culture of innovation, the school will partner with families and communities to engage relationships, resources, and expertise to support student success strategies.</p> <p>The school will continue to focus on strengthening a culture of continuous school improvement, and promoting understanding and engagement of stakeholders through improved communication.</p>	<p>In our continuing efforts to create an exemplary learning environment, we are dedicated to collaborative decision-making, financial transparency and authentic learning and assessment.</p> <p>We will also continue to have a high regard for, and trust in the professionalism of our administrators, teachers, staff, and community members.</p> <p>We can also “see the need to redefine success and develop a broader definition of student and school success.”</p>
<p>Objective 1: Foster innovation and scaling of effective instructional operational practices to meet and exceed our educational goals.</p> <p>Objective 2: Secure adequate resources to support school and community-based plans for student success.</p> <p>Objective 3: Increase efficiency and transparency of instruction and operational supports to promote student learning and help schools while stewarding public school resources.</p> <p>Objective 1: Foster innovation and scaling of effective instructional operational practices to meet and exceed our educational goals.</p> <p>Objective 2: Secure adequate resources to support school and</p>	

community-based plans for student success. Objective 3: Increase efficiency and transparency of instruction and operational supports to promote student learning and help schools while stewarding public school resources.	
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5 Promises	
HAWAII	<p>Students will be educated within a public school system that is grounded in HĀ, powers a multilingual society, and honors Hawaiʻi's local and global contribution.</p> <p>MARKERS: Nā Hopena A'o; languages; culture; context; place-based; safety & total well-being</p> <p>State Proposed Indicators:</p> <ul style="list-style-type: none"> - 2A. Increase School-Community partnerships for ʻāina-based stewardship in alignment with the Hawaiʻi Green Initiative indicator. BOE 6710 - 4D. Increase access to HĀ assessment of the learning environment <p>Complex Area Foci:</p> <ul style="list-style-type: none"> - <i>Developing Community Partnerships/H</i> - <i>Hōkūpa'a</i>
EQUITY	<p>Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically.</p> <p>MARKERS: Access; personalization; community; closing achievement gaps; quality</p> <p>State Proposed Indicators: (to increase)</p> <ul style="list-style-type: none"> - 1A. honors diploma - 1B. attainment of Seal of Biliteracy - 1C. equitable access to education - 1D/1E. access to postsecondary credits and qualifying marks on assessments

	<ul style="list-style-type: none"> - 2B. staff engagement - 2C. after school programming - 2D reduce student health risks - 2E. internships and teacher externships - 3A. enrollment in Pre-K <p>Complex Area Foci:</p> <ul style="list-style-type: none"> - SPED - ELL - Induction & Mentoring - Literacy - Math - Instructional Leadership Teams
SCHOOL DESIGN	<p>Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai'i.</p> <p>MARKERS: Core values; curriculum; infrastructure; magnets; college & career; partners</p> <p>State Proposed Indicators: (to increase)</p> <ul style="list-style-type: none"> - 4A. Implement 10-year Facilities plan - 4B. Implement School Safety and Culture Plan - 4C. 80% clean energy use by 2030 <p>Complex Area Foci:</p> <ul style="list-style-type: none"> - MTSS/Whole Child - Project or Place Based Learning
EMPOWERMENT	<p>Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn.</p> <p>MARKERS: Engagement; civic & policy voice; educational leadership; discovery; choice</p> <p>Complex Area Foci:</p>

	<ul style="list-style-type: none"> - <i>Student leadership/voice initiatives/Student Government/Enrichment</i> - <i>Robotics/STEM</i> - <i>Staff Engagement</i>
INNOVATION	<p>Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals.</p> <p>MARKERS: Applied learning; design thinking; project-based learning; creativity</p> <ul style="list-style-type: none"> - <i>3B. Increase Career Pathway access</i> - <i>3C. Grow student internships for diploma credit</i> - <i>3D. Grown externships to scale real world relevance in curriculum</i> <p>Complex Area Foci:</p> <ul style="list-style-type: none"> - <i>Technology for learning/ Computer Science</i> - <i>CTE/Internships/Academies</i> - <i>Digital Citizenship</i>

Planning					Funding Source(s)		How will you measure this enabling activity?	
Desired Outcome	Promise		Enabling Activity	Lead(s)				
All Students demonstrate they are on a path towards success in college, career, and citizenship		Hawaiʻi	C	Reading/ELA: All students are exposed to content rich literature through Achieve3000 KidBiz, Wonders core curriculum, library and classroom book collections, Scholastic News. 1. Teachers implement differentiated instruction in the core ELA Reading Wonders curriculum. To provide Tier 2 interventions to struggling readers	GLC's		WSF X	<ul style="list-style-type: none">● Observations from walkthroughs; data collected during Targeted Learning● Students' work samples, word walls, data trackers, Close Reading● CFA data from Data Teams weekly feedback
		Equity X				x	Title I \$46,548 supplies; \$215,582 teachers	
		School Design X					Title II	

	Empowerment		<p>teachers use Wonderworks, Read Live, Rewards, Phonics for Reading. Tier 3 reading programs used are Reading Mastery and Corrective Reading.</p> <ol style="list-style-type: none"> Continue with ILT powerful instructional practices addressing effect size and impact on student achievement. Teachers increase their instructional skills in the writing process to include collaborative learning and cross grade level collaboration. Teachers will continue to develop their GLAD strategies to help students reach grade level proficiency. EL students' progress is monitored by an EL certified instructor. All EL students have daily access to Imagine Learning lessons. EL teacher provides daily instruction for NEP students and consultation to teachers regarding EL instructional strategies. Provide teacher, or trained PTT in a pull-out program using research-based programs for Tier 3 reading in grades 3-5. General Ed. and SPED inclusion teachers provide three 30 minutes sessions to students at high risk of not meeting benchmark goals. Continue to implement school-wide AVID plan. Continue to implement GLAD strategies in all classrooms. Implement ILT school-wide powerful instructional strategies rituals and routines and best practices and ensure 		IDEA	<ul style="list-style-type: none"> Scores from STAR interim and benchmark testing and DIBELS benchmark and progress monitoring Reading Mastery and Corrective Reading assessment data Sharing out by grade levels As a result of teachers implementing agreed upon powerful instructional practices and core ELA and Math programs with fidelity, DIBELS benchmark CORE composite scores will show an increase of 5% from fall to winter and winter to Spring. STAR grade level average scaled scores will increase by 30 points from fall to winter and winter to spring. 3 cycles/ Pre/Post assessments and rubrics/GLAD and ILT
	Innovation				Other	

CNA Pg# for Root Causes Pg. #20-22				school Master Calendar is updated and accurate. 9. Continue to maintain small class size in Kindergarten to provide high quality early literacy instruction in and language development. This has required 7 Kindergarten teachers for the past two years.			
		Hawaiʻi	C A U S E S	1. Increase on site PD opportunities, utilizing staff meeting time to discuss curriculum strategies and best practices. Schedule cross grade level articulation meetings regularly throughout the year 2. Continue to provide opportunities for teachers to schedule peer observations and ILT Learning Walks throughout the year.		WSF x	● Observations from walkthroughs conducted by administrators ● Data collected during Targeted Learning Walks: student work samples, word walls, data trackers, use of PIP. ● Data from data teams weekly feedback.
	x	Equity				Title I	
	x	School Design				Title II	
		Empowerment				IDEA	
		Innovation				Other	
		Hawaiʻi	C A U S E S	1. Utilized computers, iPads and Chrome Books to enhance instruction in Wonders and Stepping Stones as well as to accommodate multiple formative and summative assessment requirements. 2. School will continue to offer Extended Learning Opportunities (ELO) classes, to include activities before, after school and during breaks 3. Continue to provide substitute teachers to cover classroom teachers to do peer observations, Learning Walks, ILT collaboration meetings.		WSF x	● Usage of all tech equipment in classrooms and mobile labs ● Improvement in keyboarding skills ● Scores from STAR interim and benchmark testing
		Equity				Title I	
	x	School Design				Title II	
		Empowerment				IDEA	
	Innovation				Other		

FRF Line #10				4. Usage of all tech equipment in classrooms and mobile labs 5. Improvement in keyboarding skills 6. Scores from STAR interim and benchmark testing will be used for data driven decisions 7. Implementing a K-12 Literacy Framework and utilizing ILT proces				
WASC Critical Area for Follow up #1-6								
Title I Addendum SW#6								
Planning						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome		Promise		Enabling Activity				
Student will increase math academic skills for all students		Hawaiʻi	Cult. Pr.	Math: 1. Teachers implement and differentiate instruction in the core math curriculum, Stepping Stones. 2. Math Academic Coach provides ongoing training and teacher consultation, lesson modeling, mentoring, supplementary resources and data analysis. Provides math oversight of the math RtI program 3. Continue with math fact fluency strategies, K-5. Science: 4. The school will explore a K-5 standards-based science curriculum to support higher proficiency rates in the state science assessment.	GLC's	x	WSF	<ul style="list-style-type: none">● Observations from walkthroughs● Data collected from student work, word walls, data trackers, use of PIP● Data from Data Teams● Scores from STAR● As a result of teachers implementing agreed upon powerful instructional practices and Math programs with fidelity, STAR grade level average scaled scores will increase by 30 points from fall to winter and winter to spring
		Equity					Title I	
	x	School Design					Title II	
		Empowerment					IDEA	
		Innovation					Other	

		Hawaiʻi	Cultural Competency	<div>1. All year 1 and year 2 “new to the profession” teachers are matched with an instructional mentor, and receive ongoing professional growth and developments to increase math instructional skills</div> <div>2. Administrators encourage and support veteran teachers who have demonstrated successful teaching and leadership practices to pursue opportunities to become fully trained instructional mentors</div>			WSF x	<div>● Current roster of beginning teachers and assigned mentors.</div> <div>● Mentors keep documentation of meetings and coaching sessions.</div>
		Equity					Title I	
	x	School Design					Title II	
		Empowerment					IDEA	
	x	Innovation					Other	
<div>CNA Pg# for Root Causes Pg #20-22</div> <div>FRF Line #NA</div> <div>WASC Critical Area for Follow up #1-6</div> <div>Title I Addendum SW#6</div>		Hawaiʻi	Cultural Competency	Utilize the complex math framework to ensure that students progress through the K-12 continuum with the requisite skills appropriate to each grade level.			WSF x	Data Teams Assessment scores
		Equity					Title I	
	x	School Design					Title II	
		Empowerment					IDEA	
		Innovation					Other	
Planning						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise	Enabling Activity			Lead(s)			

To increase parental and community involvement and partnerships		Hawaiʻi	T E C H N O L O G Y	<ol style="list-style-type: none"> 1. In an effort to communicate more effectively with parents, teachers utilize the Remind app, Class Dojo, an electronic message board, and other technology tools. 2. The school is increasing efforts to communicate with non-English speaking parents by providing translated correspondences and conferences. 3. Continue to explore the possibility of additional outreach translators to assist in parental and faculty student instruction and community program participation. 4. PBIS team will continue to provide incentives and assemblies to reinforce appropriate behavior. 5. Counselor meets with targeted students and does observations, interventions, teacher consultations, student support team meetings (SFT, Peer Review, quarterly intervention team) 	PCNC	x	WSF	<ul style="list-style-type: none"> ● Use of Robo call, Remind app., monthly newsletter; Kahakai News, Student Daily Planners, Kahakai website ● Use of translators
		Equity				x	Title I \$3,022 PFE	
		School Design					Title II	
	x	Empowerment					IDEA	
		Innovation					Other	
		Hawaiʻi	C O M M U N I T Y	<ol style="list-style-type: none"> 1. School will provide a yearly refresher of the Special Education referral process. 2. School will provide orientation of school practices and procedures to new teachers at regular intervals throughout the year. 			WSF	PD Calendar & Agenda
		Equity					Title I	
		School Design					Title II	
	x	Empowerment					IDEA	
		Innovation					Other	

		Hawaiʻi		Design and implement a comprehensive MTSS plan to address achievement, socio-emotional learning, and student behavior The school has a PBIS plan (HA). which provides a well- defined program of positive behavioral supports and behavioral interventions 1. PBIS team will review student expectations for behavior with staff throughout the year to ensure a safe learning environment. 2. PBIS team will continue to provide incentives and assemblies to reinforce appropriate behavior. 3. Counselor meets with targeted students and does observations, interventions, teacher consultations, student support team meetings (SFT, Peer Review, quarterly intervention team) 4. Counselor will implement K-5 bullying prevention and conflict resolution lessons. Upper grades will receive career/college readiness lessons. 5. Counselor will coordinate transition meetings and information transfer on high needs students to middle school.			WSF x	<ul style="list-style-type: none">As a result of implementing a MTSS plan, PBIS plan and counseling services, 100% of at risk students for behavior will be identified and will receive intervention.BIMAS (used to measure progress of any student receiving counseling services)ASCA (American School Counselors Association)Data from counseling and court procedures
	x	Equity					Title I	
		School Design					Title II	
CNA Pg# for Root Causes Pg #14, 20-22 FRF Line #22 WASC Critical Area for Follow up #1-6 Title I Addendum SW#5, #6, #7		Empowerment					IDEA	
		Innovation					Other	
Planning						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity		Lead(s)			
To increase academic		Hawaiʻi		Assessments:	GLC’s	x	WSF	<ul style="list-style-type: none">Schedule for assessment dates for STAR and DIBELS
		Equity					Title I	

achievement in literacy for all students	x	School Design	Instruction	<p>6. Administer universal screener (STAR and DIBELS) 3 times a year for benchmark testing.</p> <p>7. Disaggregated student achievement data will be examined to help determine the academic needs of students within these subgroups. School will set data goals for subgroup achievements to meet SBA targets within 3 years.</p> <p>8. Data Teams utilize data driven problem solving process to diagnose and plan for intervention for identified students and to determine the effectiveness of the current Powerful Instructional Practices.</p> <p>9. Engage students in the learning process via student self-assessment, goal setting, and student self-reflections, tracking and sharing their learning.</p> <p>10. Data Teams develop and administer common formative assessments in reading and math. CFA results are used to set grade level SMART goals and agreed upon instructional strategies are implemented</p> <p>11. Engage students in the learning process via student self-assessment, goal setting, and student self-reflections, tracking and sharing their learning.</p> <p>12. Data Teams develop and administer common formative assessments in reading and math. CFA results are used to set grade level SMART goals and agreed upon instructional strategies are implemented</p>			Title II	<p>included in the Master Calendar</p> <ul style="list-style-type: none"> ● STAR and DIBELS progress monitoring conducted and results monitored ● Data collected from teachers including student work samples, word walls, data trackers, use of PIP ● Data from Data Teams weekly meetings ● Progress for Tier 2 are identified
		Empowerment					IDEA	
		Innovation					Other	

		Hawaiʻi	C	1. School will provide a yearly refresher of the school discipline plan and referral process. 2. School will provide orientation of school practices and procedures to new teachers at regular intervals throughout the year.			WSF	Staff meeting agenda/minutes
		Equity					Title I	
		School Design					Title II	
		Empowerment					IDEA	
		Innovation					Other	
		Hawaiʻi	C	Continue to build relationships with target populations			WSF	Data Teams Assessment scores
		Equity x					Title I	
		School Design					Title II	
		Empowerment					IDEA	
		Innovation					Other	
CNA Pg# for Root Causes Pg #20-22 FRF Line #NA WASC Critical Area for Follow up #1-6 Title I Addendum SW#6								
Planning						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity		Lead(s)			
To increase student academic skills in reading and math		Hawaiʻi		1. Provide instruction and support that enable students to access free and appropriate education in the least restrictive environment. 2. Continue with SPED inclusion classes with both SPED and general education		x	WSF	As a result of SPED, RtI, ELL, Migrant and GT support in place, student data from DIBELS benchmark CORE composite scores will show an increase of 5% from fall to winter and winter
	x	Equity					Title I	
	x	School Design					Title II	
		Empowerment				x	IDEA	

		Innovation	Cultural	<p>teachers providing instruction and support to students.</p> <p>RtI:</p> <p>3. Implement RtI to provide additional instructional support for at-risk students to include the Migrant and ELL populations.</p> <p>4. Continue with RtI reading and math blocks. Teachers will work with targeted students in small groups while support is also provided by part-time teachers</p>			Other	to spring. STAR grade level average scaled scores will increase by 30 points from fall to winter and winter to spring
		Hawaiʻi		Professional Development			WSF x	PD Calendar & Agenda
		Equity					Title I	
	x	School Design					Title II	
		Empowerment					IDEA	
		Innovation					Other	
		Hawaiʻi	Professional Development	1. Continue to employ a community liaison to work with families of disadvantaged students.			WSF x	
	x	Equity					Title I	
	x	School Design					Title II x	
		Empowerment					IDEA	
CNA Pg# for Root Causes Pg #5, 14, 20-								

22		Innovation					Other	
FRF Line #NA								
WASC Critical Area for Follow up #1-6								
Title I Addendum SW#6								

Planning					Funding Source(s)		How will you measure this enabling activity?	
Desired Outcome	Promise	Enabling Activity		Lead(s)				
To increase student attendance		Hawaiian	Cultural	1. Increase school attendance by implementation of a weekly rewards program during our WOW Wednesday assemblies, and clarifying school attendance policies and processes to families. 2. Conduct home visits by school and community liaisons to address attendance issues. 3. Students learning experiences are enriched by participating in PE, library, garden, art, Hawaiian studies and music classes		x	WSF	School Attendance Data
		Equity					Title I	
	x	School Design					Title II	
		Empowerment					IDEA	
		Innovation					Other	
		Hawaiian		1. Expand the school garden program to incorporate community and parent involvement			WSF x	
		Equity					Title I	
	x	School Design					Title II	
		Empowerment					IDEA	

