Version Protocol:
V. 1 - black
V.2 - changes in RED/ omitting - strikethrough instead of delete
V.3- changes in BLUE/ omitting - strikethrough instead of delete
V.4- changes in GREEN/ omitting - strikethrough instead of delete
V.5- changes in ORANGE/ omitting - strikethrough instead of delete

<table>
<thead>
<tr>
<th>School:</th>
<th>Konawaena Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>81-901 Onouli Rd., Kealakekua HI 96750</td>
</tr>
<tr>
<td>Phone:</td>
<td>(808)323-4555</td>
</tr>
<tr>
<td>Website:</td>
<td><a href="https://www.konawaenael.k12.hi.us/">https://www.konawaenael.k12.hi.us/</a></td>
</tr>
</tbody>
</table>

Approved CAS Signature: APR 14 2023
**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
- EL Self Study Report

| 1. Need: | Continued increase in academic learning outcomes for all students by providing rigorous standards based instruction, utilization of the West Hawaii Complex Area’s Priority Standards in reading and math, and implementing effective tier 1 strategies. |
| 2. Need: | Provide opportunities to engage the “whole child's” executive functioning, decision making, and problem solving. |
| 3. Need: | Implement and enhance effective tier 2 instructional interventions for all students needing extra support and provide inclusion opportunities for IDEA and EL learners. |
| 4. Need: | Increased focus in teaching Social Emotional Learning and building upon current school wide expectations of student behavior with all stakeholders - Students are expected to be safe, responsible, and respectful. Continued implementation of Getting Along Together (GAT) in the Success for All (SFA) curriculum delivery program. |
| 5. Need: | Continue to strengthen communication with all stakeholders. |
| 6. Need: | Offer opportunity for inclusiveness and seek all voices to share beliefs regarding KES's core values and beliefs in order to craft our mission, and vision. We will also create opportunities to enhance the climate and culture for all stakeholders. |
| 7. Need: | Improve attendance to pre-pandemic levels |

**Addressing Equity: SubGroup 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.**

<table>
<thead>
<tr>
<th>Sub Group</th>
<th>Identified Need(s)</th>
<th>Enabling Activity(ies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners (16.3% of our student population)</td>
<td>10% of EL students met the SBA ELA proficiency grades 3-5, 16% of EL students met the SBA Math proficiency grades 3-5</td>
<td>1a, 1b, 1c, 2c,</td>
</tr>
<tr>
<td>IDEA (10.9% of our student population)</td>
<td>0% of IDEA identified students are meeting proficiency on the SBA reading &amp; math.</td>
<td>1a, 1b, 1c, 2c,</td>
</tr>
<tr>
<td>Low SES (43.7% of our student population)</td>
<td>22% of students identified as low SES in grades 3-5 are meeting proficiency on the ELA SBA, 29% of students identified as low SES in</td>
<td>1a, 1b, 1c, 2c,</td>
</tr>
<tr>
<td>Name and Title of Accountable Lead</td>
<td>Enabling activities this lead is responsible for:</td>
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</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1. Principal: Michael McCloskey</td>
<td>1. EES, WASC, PLT and Guiding Coalition, Academic Achievement, Professional Development, Migrant Ed</td>
<td></td>
</tr>
<tr>
<td>2. Vice Principal: Chelsea Qualey</td>
<td>2. SEL, EES, MTSS, Attendance, Migrant Ed, Title 1, Guiding Coalition</td>
<td></td>
</tr>
<tr>
<td>3. SSC: Cheryl Tam</td>
<td>3. HMTSS, Comprehensive Student Supports, Inclusion Support and Coordination (this does not include support of gen-ed teachers)</td>
<td></td>
</tr>
</tbody>
</table>

Migrant 7.3% for SY 22-23 *not a federally identified sub group*
13% proficient in math SBA
13% proficient in ELA SBA
1a, 1b, 1c, 2c
6. English Learner
   Teacher: Janille Casabar
   6. EL Program, WIDA Testing, PLT intervention resource

7. PCNC
   Richelle Tagawa
   7. Parent Community Outreach, Schoolwide Events

8. Restorative Practices Coordinator
   Dawn Christensen-Easton
   8. HMTSS, Schoolwide Tiered Behavioral Support, SEL, RtI

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**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).

<table>
<thead>
<tr>
<th>Outcome: By the end of SY 23-24</th>
<th>Rationale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students will:</td>
<td>In today’s rapidly changing and increasingly complex world, students need to develop self-directed learning skills to support their future college and career readiness. By developing these skills, students will be better equipped to navigate the challenges and opportunities that arise in their personal and professional lives. The West Hawaii Priority Standards serve as a roadmap for students to enhance their problem-solving, decision-making, and critical thinking skills. Our guaranteed, viable curriculum provides a reliable delivery system to ensure that students have access to high-quality education opportunities that prepare them for success in the future.</td>
</tr>
<tr>
<td>● Develop self-directed learning skills in order to support future college and career ready skills.</td>
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<tr>
<td>● Follow the roadmap set by West Hawaii Priority Standards using our guaranteed, viable curriculum as the delivery system to enhance problem solving, decision making and critical thinking skills so that they can engage fully in high quality education opportunities.</td>
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<tr>
<td>● Develop the academic and social skills necessary to</td>
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</table>
transition from grade level to grade level and on to middle school.

- Have an opportunity to participate in an inclusive educational environment unless otherwise noted in individualized educational programming.
- Receive the appropriate academic, behavioral, social, and emotional supports and interventions based on need/data.
- Continue to learn strategies to calm their minds, focus their attention, and become more aware of themselves, others, and their environment. Utilize strategies that support conflict resolution and working together.
- Be provided an opportunity to participate in Hawaiian Education, Stem, Art, and Movement through our partnership with Aloha MAP.
- Have appropriate support to perpetuate English language acquisition.

Transitional from grade level to grade level and on to middle school can be challenging for students. Therefore, it is essential that they develop the academic and social skills necessary to make a smooth transition. Because all students do not develop at the same time, it is important to have systems in place to identify areas that need support. By providing a supportive learning environment, we can help students to feel confident and competent as they move through their academic journey. Additionally, an inclusive educational environment is critical to ensuring that all students have equal opportunities to learn and succeed. Individualized educational programming may be necessary in some cases, but the default should always be inclusivity.

To support student success, it is important to provide appropriate academic, behavioral, social, and emotional support and interventions based on need/data. By utilizing data-driven decision-making, we can identify areas where students require additional support and interventions. In order to perpetuate student ownership, it will be necessary to collaboratively create school-wide behavioral expectations, utilizing the PBIS framework with student input. Furthermore, by learning strategies to calm their minds, focus their attention, and become more aware of themselves, others, and their environment, students can improve their ability to learn and succeed.

Engaging in Hawaiian Education, Stem, Art, and Movement through our partnership with Aloha MAP provides students with opportunities to explore different areas of interest and develop new skills. Additionally, providing appropriate support to perpetuate English language acquisition is critical to ensuring that all students have access to high-quality education opportunities. In conclusion, by focusing on developing self-directed learning skills, following the West Hawaii Priority Standards, providing a
supportive and inclusive learning environment, offering appropriate supports and interventions based on need/data, and engaging in a variety of educational opportunities, students can acquire the academic and social skills necessary to succeed in their academic journey and beyond.

**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.

<table>
<thead>
<tr>
<th>Outcome: By the end of SY 22-23</th>
<th>Rationale:</th>
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</thead>
<tbody>
<tr>
<td>All staff will:</td>
<td>Konawaena Elementary School is committed to providing an excellent educational experience for its students by offering a comprehensive curriculum that focuses on academic rigor and social-emotional learning. Ensuring that every student has a caring, prepared teacher begins with attracting, hiring, and assigning teachers in a timely manner to fulfill educational programs at school. The West Hawaii Complex Area has identified priority standards for reading and mathematics. By providing opportunities for students to engage in rigorous standards-based instruction, teachers can ensure that their students have the knowledge and skills they need to succeed academically. Rigorous instruction involves challenging students to think critically and problem-solve, which helps them to develop higher-order thinking skills that will be valuable in their future academic and professional pursuits. To ensure consistency in instruction, Konawaena Elementary School has adopted curricular delivery systems in reading (Success for All), mathematics (Eureka Squared), and writing (Write from the Beginning and Beyond). These programs have</td>
</tr>
<tr>
<td>• Provide opportunities for students to engage in rigorous standards based instruction, focusing West Hawaii Complex Area priority standards for reading and mathematics</td>
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<tr>
<td>• Fully implement our curricular delivery systems in reading (Success for All), mathematics (Eureka Squared), and writing (Write from the Beginning and Beyond).</td>
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<tr>
<td>• Intentionally focus on students’ social emotional learning and support our children’s unique needs.</td>
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<tr>
<td>• Participate in professional development opportunities to enhance pedagogical skills to impact student academic and behavioral outcomes.</td>
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<tr>
<td>• Collaborate within grade level PLTs to set SMART Goals, create CFA’s, share best practices, analyze student work, and plan instruction to meet students identified needs.</td>
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</tbody>
</table>
- Develop teacher leadership skills through practices such as PLT and Guiding Coalition processes to impact student outcomes.
- Collaborate with Instructional Specialists and The McCarley Group to promote professional growth.
- Utilize Konawaena Elementary School's counseling and restorative practice services to help support remediation of student challenges.

been chosen because they are evidence-based, have a proven track record of success, and align with the school's academic objectives. By fully implementing these curricular delivery systems, teachers can ensure that their instruction is aligned with the school's priorities and that all students have access to high-quality, research-based instruction. Konawaena Elementary School recognizes that social-emotional learning is critical to student success. By intentionally focusing on students’ social-emotional learning and supporting their unique needs, teachers can create a positive and inclusive learning environment that fosters students' academic and personal growth. Social-emotional learning helps students to develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, all of which are essential for success in school and beyond. Professional development opportunities are crucial for enhancing pedagogical skills and improving student outcomes. By participating in these opportunities, teachers can learn new strategies and techniques for instruction, gain knowledge about the latest research in their field, and network with other educators to share best practices. Professional development opportunities can also help teachers to stay up-to-date with the latest technological advances and tools for instruction, which can be especially valuable in today's rapidly changing educational landscape. Collaboration is key to achieving academic success, and Konawaena Elementary School recognizes this by encouraging teachers to collaborate within grade level Professional Learning Teams (PLTs). By setting SMART goals, creating CFA's, sharing best practices, analyzing student work, and planning instruction to meet students' identified needs, teachers can work together to improve student outcomes. Collaborating within PLTs can also help to foster a culture of continuous improvement and create a
Konawaena Elementary School recognizes the importance of teacher leadership in achieving its academic objectives. By developing teacher leadership skills through practices such as PLT and Guiding Coalition processes, teachers can become agents of change and positively impact student outcomes. Teacher leaders can help to build a culture of continuous improvement, facilitate collaboration, and promote innovation and creativity in instruction.

Collaborating with our instructional specialists and external organizations such as The McCarley Group can be valuable for enhancing professional growth and improving student outcomes. Instructional specialists can provide expertise in areas such as literacy, mathematics, and writing, while external organizations can offer training and resources that align with the school's academic objectives. By collaborating with these stakeholders, teachers can gain new insights and perspectives, enhance their instructional practices, and ultimately improve student outcomes.

**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).

<table>
<thead>
<tr>
<th>Outcome: By the end of SY 22-23</th>
<th>Rationale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Improve communication within our faculty and staff, with parents and community</td>
<td>Effective communication and collaboration among stakeholders is a critical element in promoting a positive school climate and culture. Therefore, it is imperative to promote communication channels that enable effective dialogue between faculty, staff, parents, and the community. By doing so, we can ensure that everyone's voice is heard and that we are working collaboratively towards a common goal. To achieve this, we will establish</td>
</tr>
<tr>
<td>● Grow together - 2022-23 was the first year for our admin team, leadership team, instructional specialists, EL coordinator, and every GLC. We will develop and build capacity in our roles as leaders.</td>
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<tr>
<td>● We will be inclusive and seek all voices to share beliefs</td>
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</table>

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KES recognizes the importance of involving all stakeholders in crafting our school's mission and vision. By seeking all voices, we can create a shared sense of purpose, build consensus around core values, and promote buy-in from all stakeholders. This will enable us to establish a culture of inclusivity, where everyone feels valued and heard.

KES will establish a social committee aimed at promoting relationships both professionally and personally. Through this, we can foster a sense of community and belonging, thereby promoting a positive school climate and culture. We will also establish other opportunities, such as team-building activities, mentoring programs, and recognition programs, aimed at enhancing staff morale and motivation.

Seeking professional development for co-teaching expectations and creating sustainable teams of general education and special education teachers in each grade level is an intense area of focus for KES. Through the Professional Learning Team (PLT) process, we will improve collective teacher efficacy through consultant and instructional specialist support to develop common formative assessments that foster collaboration.

Our HMTSS program will continue to support the Response to Intervention (RTI) process to ensure that students get the support they need to make progress, at all three tiers.
that they need to make progress. We will establish a data-driven approach to identify and support struggling learners, using evidence-based strategies and interventions. We recognize the importance of building strong partnerships with parents and the community. Through our Parent Community Networking Center (PCNC), Parent-Teacher Association (PTA), and volunteer community outreach, we will foster community engagement, promote transparency, and build trust. By doing so, we can create a supportive learning environment that fosters student success.

In conclusion, effective communication, inclusivity, growth, creating opportunities, evaluation and progress, improving the HMTSS process, and building parent and community partnerships are critical components for promoting a positive school climate and culture. By investing in these initiatives, we can create a supportive learning environment that fosters student success, promotes teacher development, and builds strong partnerships with parents and the community.
## 5 Promises

### HAWAI‘I

Students will be educated within a public school system that is grounded in HĀ, powers a multilingual society, and honors Hawai‘i’s local and global contribution.

**MARKERS:** Nā Hopana A‘o: languages; culture; context; place-based; safety & total well-being

**State Proposed Indicators:**
- 2A. Increase School-Community partnerships for ‘āna-based stewardship in alignment with the Hawai‘i Green Initiative indicator. BOE 6710
- 4D. Increase access to HĀ assessment of the learning environment

**Complex Area Foci:**
- Developing Community Partnerships/H
- Hōkipa‘a

### EQUITY

Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically.

**MARKERS:** Access; personalization; community; closing achievement gaps; quality

**State Proposed Indicators:**
- 1A. Honor diploma attainment
- 1B. Attainment of Seal of Biliteracy
- 1C. Equitable access to education
- 1D/1E. Access to postsecondary credits and qualifying marks on assessments
- 2B. Staff engagement
- 2C. After school programming
- 2D. Reduce student health risks
- 2E. Internships and teacher externships
- 3A. Enrollment in Pre-K

**Complex Area Foci:**
- SPED
- ELL
- Induction & Mentoring
- Literacy
- Math
- Instructional Leadership Teams

### SCHOOL DESIGN

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.

**MARKERS:** Core values; curriculum; infrastructure; magnets; college & career; partners

**State Proposed Indicators:**
- 4A. Implement 10-year Facilities plan
- 4B. Implement School Safety and Culture Plan
- 4C. 80% clean energy use by 2030

**Complex Area Foci:**
- MTS/Whole Child
- Project or Place Based Learning

### EMPOWERMENT

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.

**MARKERS:** Engagement; civic & policy voice; educational leadership; discovery; choice

**Complex Area Foci:**
- Student leadership/voice initiatives/Student Government/Enrichment
- Robotics/STEM
- Staff Engagement

### INNOVATION

Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals.

**MARKERS:** Applied learning; design thinking; project-based learning; creativity

**Complex Area Foci:**
- 3B. Increase Career Pathway access
- 3C. Grow student internships for diploma credit
- 3D. Grow externships to scale real world relevance in curriculum

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<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>Promise</th>
<th>Enabling Activity</th>
<th>Funding Source(s)</th>
<th>How will you measure this enabling activity?</th>
</tr>
</thead>
</table>
| By the end of SY 23-24, 75% of students will display grade level proficiency for iReady Reading and Math. | Hawaiʻi | 1a. Implement high impact literacy strategies to improve Core Instructional Areas of Reading, Math, and Writing.  
   • Students will be engaged in high impact strategies in reading, writing, and math.  
   • Student understanding & Use of Learning Targets and Success Criteria (teacher clarity)  
   • Use of CFAs and Rubrics to promote improvement in West Hawaii Complex Area Literacy and Math Standards  
   • Student engagement with Tier 1 & 2 instruction  
   • Student participation in tutoring based on need and determined through data (Heads Up Form/MTSS process).  
   ○ The primary focus of tutoring is developing and supporting literacy. Mathematics tutoring is a collaboration between Migrant Education and HMTSS indicators.  
   • Students identified as English Learners or in need of IDEA participation in inclusion  
   • Participation in small group instruction  
   • Students will participate in enrichment opportunities (STEM, Art, Dance/Movement, Hawaiian Culture, Physical Education etc.) provided by Aloha MAP | x WSF | IReady Assessments three times a year  
   Dibels assessments two or three times a year  
   Regular Fluency Assessments  
   Curriculum Assessments  
   IEP Goals Progress  
   Monitoring/IDEA students  
   WIDA Annual Assessment  
   Common Formative Assessments (CFAs)  
   Thinking Maps  
   Aloha MAP schedule  
   HMTSS Meetings  
   Tutor Schedules |
| | Equity | | x Title I | |
| | School Design | | x Title II | |
| | Empowerment | | x SPPA | |
| | Innovation | | x Other Migrant Ed. | |
| | Hawaiʻi | 1b. Provide supports to ensure teacher efficacy and ability to apply effective instructional strategies  
   • professional development  
   • training on curriculum areas of focus through the PLT process and creation of CFAs - teacher clarity - learning targets and success criteria  
   • Intentional scheduling for teacher collaboration (i.e. McCarley and Instructional) | x WSF | CFA. SMART goals, and rubrics are generated in grade level PLTs  
   Staff meeting agendas  
   PLT meeting schedule/notes  
   PC Day agenda  
   Classroom observations  
   McCarley and Instructional |
| | Equity | | x Title I | |
| | School Design | | x Title II | |

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PLTs, grade level, **inclusion team planning**
- Work collaboratively to analyze student data (CFAs, iReady, Unit Assessments, Panorama, etc.) and use the data to inform instruction.
- With established Instructional Specialists, look at development of collective teacher efficacy through discussion of learning success based on CFA data.
- Implement most effective tier one practices in the classroom
  - Curriculum (SFA, Eureka, Writing from Beginning and Beyond)
  - Standards (District, Hawaii, NGSS)
  - School created Tier 1 Powerful Instructional Practices.
- Continue to improve inclusion/resource models based on student needs for EL and SPED student
- Support teachers through coaching opportunities by the instructional specialists and the McCarley Group.
- Purchasing and providing training for a new writing curriculum (WFBB) and institution of Thinking Maps.

<table>
<thead>
<tr>
<th>Empowerment</th>
<th>SPPA</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work collaboratively to analyze student data (CFAs, iReady, Unit Assessments, Panorama, etc.) and use the data to inform instruction.</td>
<td>Specialist meeting notes.</td>
<td>Title III</td>
</tr>
<tr>
<td>PLTs, grade level, <strong>inclusion team planning</strong></td>
<td></td>
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<tr>
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<td>Support teachers through coaching opportunities by the instructional specialists and the McCarley Group.</td>
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<td>Purchasing and providing training for a new writing curriculum (WFBB) and institution of Thinking Maps.</td>
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</tbody>
</table>

**Hawaiʻi**

1c. Grade level PLTs will use data to inform their instruction and to have conversations about instruction. Plan for learning targets and success criteria.
- The Guiding Coalition will collaboratively support the development of Grade level PLTs by providing guidance for next steps in student achievement.
  - **Create schoolwide tier one powerful instructional practices to be used in all classrooms to support the learning of students.**
  - **Refine** our current HMTSS system for identifying and offering supports for students below grade level in Reading and Math, as well as providing support in social/emotional and behavior needs using our counselor and restorative practices coordinator

**Equity**

Implement the West Hawaii Literacy and Mathematics standards to support a sustained and coherent process to

**School Design**

CNA Crosswalk #1, #2, #3, #4, and #6
FRF Line #13, #18, and #42
WASC Critical Area for Follow up WASC Critical Areas #1, #2, #5, #6 and #7 #9, #13, #14

**Empowerment**

**Innovation**

**Title I**

Action Plans by Grade levels

**Title II**

Grade level SMART Goals & CFA’s

**SPPA**

Guiding Coalition Meeting Notes

**Other**

RTI/MTSS data

1:1 Student Computer/iPad inventory

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<thead>
<tr>
<th>Desired Outcome</th>
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<th>Enabling Activity</th>
<th>Funding Source(s)</th>
<th>How will you measure this enabling activity?</th>
</tr>
</thead>
</table>
| All students exhibit a sense of belonging and feel safe at KES as measured by the Panorama Survey. | Hawai‘i  

- Increase Sense of Safety from 54% to 64%  
- Increase Sense of | 2a  

- Schoolwide positive behavioral intervention & support (PBIS) program - Caught you doing good  
- Engagement with General Learner Outcomes (GLOs) within and outside of the classroom.  
  - Streamline expectations and recognition  
- Student Voice - Student focus groups and student representation on our School Community Council (SCC)  
- Create more leadership opportunities for students (i.e.) Morning Messages  
- Providing specialized accommodations and resources for all exceptional students.  
- Fully inclusive classrooms in all cases except when individual need dictates otherwise  
- Students will participate in enrichment opportunities (STEM, Art, Dance/Movement, Hawaiian Culture, |  

WSF  

- Title I  
- Title II  

SPPA  

- Other  

Student behavior incidents report  
Panorama SEL Survey  
Quarterly GLO Awards  
Surveying students  
Purchase Orders  
Aloha MAP schedule  

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<table>
<thead>
<tr>
<th>Belonging from 67% to 77%</th>
<th>2b.</th>
<th>2c.</th>
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<tbody>
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<td>Hawai’i</td>
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</table>

2b. Teachers will teach Getting Along Together/Cooperative Learning strategies/Class Council
- Teachers/staff actively recognize appropriate behaviors and respond to challenging behavior in a constructive manner.
- Utilization of counselor support and restorative practice coordinator for emotional and behavioral support
- Schoolwide Behavioral Expectations are created collaboratively and applied consistently throughout the school.
- Teachers provide opportunities for Student Voice in the classroom.
- Teachers will work collaboratively to develop partnerships between upper and lower grade classrooms to promote inclusiveness in our school community. (In-house Reading Buddies)
- Professional Development (Trauma Informed Care, GAT, Behavior Management, Panorama, Project Based Learning, Art, ClimbHI, etc.)

<table>
<thead>
<tr>
<th>2c.</th>
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<td>Other</td>
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</table>

WSF
- Classroom observations
- Faculty discussions
- Caught You Doing Good for Positive Behavior recognition
- Behavioral Referrals for negative behaviors
- PD Agendas
- Staff Meeting Notes

CNA Crosswalk #1, #2, #4, #5, #6, and #7 FRF Line
WASC Follow up for Critical Areas #3, #4, and #10.
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Konawaena Elementary School chronic absenteeism will decrease by 15% (from 38% to 23%).

### 3a
- Teachers will discuss with students the importance of attending school.
- Students will be provided tiered supports to increase attendance.
- Students will participate in attendance support programs.

<table>
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<tr>
<th>Hawai‘i</th>
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<th>Title I</th>
<th>Title II</th>
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### 3b
- Teachers will talk to students and parents/guardians about the importance of being in school.
- Teachers will keep accurate attendance records, including attendance letters (10+ unexcused, 15+ excused, etc.).
- School Counselor and/or Restorative Practices Coordinator will create and implement attendance support program.

<table>
<thead>
<tr>
<th>Hawai‘i</th>
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</table>

### 3c
- Classroom teachers first and then the HMTSS team intervene (attendance letters, parent/guardian communication, social worker intervention, etc.)
  - Enhance the current attendance program (i.e., incentives for being in school, groups, etc.) with students with attendance issues
  - Promote in the media the importance of attendance on the importance of daily attendance.
  - Include Keiki Health Nurse in education of families and offer school based treatment of students.

<table>
<thead>
<tr>
<th>Hawai‘i</th>
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### Planning

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<tr>
<th>Desired Outcome</th>
<th>Promise</th>
<th>Enabling Activity</th>
<th>Funding Source(s)</th>
<th>How will you measure this enabling activity?</th>
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<tbody>
<tr>
<td>Sustain and enhance parent and community</td>
<td>Hawai‘i</td>
<td>Opportunities for students to participate in school activities such as: Meet n Greet, EL Nights</td>
<td>WSF</td>
<td>Event Schedule/Agenda/Sign in sheets Surveys</td>
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<td>Equity</td>
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**Notes:**
- WSF: Whole School Focus
- Title I: Title I
- Title II: Title II
- SPPA: State Performance Performance Assessment
- Other: Other
- CNA: Crosswalk #1, #2, #5, and #6
- FRF Line: #18
- WASC Critical Area: #8
<table>
<thead>
<tr>
<th>Partnerships as measured by participation at school events/activities, PTA, and SCC.</th>
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<tbody>
<tr>
<td><strong>School Design</strong></td>
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<tr>
<td><strong>Empowerment</strong></td>
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<tr>
<td><strong>Innovation</strong></td>
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<td><strong>Hawai‘i</strong></td>
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<td><strong>Equity</strong></td>
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<td><strong>WSF</strong></td>
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</table>

- MEP Nights
- Career Day/Fair (West Hawaii District)
- Winter Craft Night
- Movie Night
- Aloha Map
- May Day
- Trunk or Treat
- Turkey Trot
- Terry the Turkey
- HeluHelu Quiz Bowl
- GEMS
- MultiCultural Night
- Meet n Greet
- Book Blast
- Artists in School
- 6th Grade Middle School Transition
- Reading Buddies
- **Literacy Night**
- **Health and Wellness Night**

**Teachers will participate in selected school activities to support students.**
- Meet n Greet
- EL Nights
- MEP Nights
- Career Day/Fair (West Hawaii District)
- Winter Craft Night
- Movie Night
- Aloha Map
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<tr>
<th>Title I</th>
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<td>Teacher participation</td>
<td>Event Schedule/Agenda/Sign in sheets Surveys</td>
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Work collaboratively with Konawaena Elementary partnerships:

**Events:**
- Meet n Greet
- EL Nights
- MEP Nights
- Career Day/Fair (West Hawaii District)
- Winter Craft Night
- Movie Night
- Aloha Map
- May Day
- Trunk or Treat
- Turkey Trot
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- HeluHelu Quiz Bowl
- GEMS
- MultiCultural Night
- Meet n Greet
- Book Blast
- Artists in School
- 6th Grade Middle School Transition
- Reading Buddies
- Literacy Night
- Health and Wellness Night

**Community Partnerships:**
- Lions Club
- Rotary Club
- La’i Opua
- Keiki Health Nurse
- Aloha MAP
- Greenwell Farms
- Parks and Recreation
- Credit Union
- Kona Early Intervention
- Community Preschools
- Kamaaina Kids
- LifeWater Church
- Latter Day Saints Church
- Dru Kanuha
- Blue Zone
- Leo Club
- Student Teachers
<table>
<thead>
<tr>
<th>ClimbHI</th>
<th>Ma‘ona Community Garden</th>
<th>NED</th>
<th>Blue Ocean Mariculture</th>
<th>Department of Water</th>
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