



# One-Year Academic Plan 2022-2023

## Version Protocol:

V.1 – original in BLACK

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

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

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

V.5- changes in ORANGE/ omitting - strikethrough instead of delete

School:	Ke Kula 'o 'Ehunuikaimalino	The logo for Ke Kula 'o 'Ehunuikaimalino features a stylized black silhouette of the state of Hawaii. Inside the silhouette is a white eagle with its wings spread. Above the eagle, the text "Ke Kula 'o" is written in a bold, black, sans-serif font. Below the eagle, the text "'Ehunuikaimalino" is written in a bold, black, sans-serif font.
Address:	81-1041 Konawaena School Road Kealahou, HI 96750	
Phone:	(808) 313-3131	
Website:	<a href="http://ehunui.org">ehunui.org</a>	

A handwritten signature in blue ink, reading "J. P. Shilling", is written over the website information in the table.

Where are we now?													
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>• <a href="#">Comprehensive Needs Assessment (Title I Schools)</a></li> <li>• <a href="#">WASC Self Study</a> <ul style="list-style-type: none"> <li>▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction</li> <li>▪ WASC Category C: Standards Based Student Learning: Instruction</li> <li>▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> </ul> </li> <li>• International Baccalaureate (IB) Authorization</li> <li>• Other</li> </ul>	<p>(Academic) Need - Increase student proficiency in HLA, ELA and math</p> <p>2. (MTSS) Need - Develop and implement a multi-tiered system of support to address academic and behavioral (social/emotional) needs for all students.</p> <p>3. (School Community) Need - increase parent involvement in school wide functions and events, classroom/program events, and volunteering.</p> <p>4. (NHA) Need - increase student sense of belonging and classroom engagement.</p>												
	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.												
	<table border="1"> <thead> <tr> <th>Sub Group</th><th>Identified Need(s)</th><th>Enabling Activiti(es)</th></tr> </thead> <tbody> <tr> <td>Disadvantaged Socio-Economic Status (SES) / Title I</td><td>60.78% of our students qualify for free &amp; reduced lunch and make up the SES sub group. 'Ehunuikaimalino has been designated as a CEP school for its SES status for three years, making the entire school a part of the Disadvantaged group. HLA proficiency</td><td>Increase HLA, ELA, math HĀ - Explore PBL learning to increase pathway projects efficiencies.</td></tr> <tr> <td>Disabled (IDEA and 504)</td><td>2.75 % of our students are identified as IDEA and 504 inclusive.</td><td>Supporting SpEd teacher with additional professional support within the classroom.</td></tr> <tr> <td>Late Entry Hawaiian Language Learners (LEHLL)</td><td>Students who enter 'Ehunuikaimalino from non-kaiapuni schools in grades 2-9 are identified as "late entry" if This sub group</td><td>Transition Center <ul style="list-style-type: none"> <li>● 'Ōlelo classes for student as well as families</li> </ul> </td></tr> </tbody> </table>		Sub Group	Identified Need(s)	Enabling Activiti(es)	Disadvantaged Socio-Economic Status (SES) / Title I	60.78% of our students qualify for free & reduced lunch and make up the SES sub group. 'Ehunuikaimalino has been designated as a CEP school for its SES status for three years, making the entire school a part of the Disadvantaged group. HLA proficiency	Increase HLA, ELA, math HĀ - Explore PBL learning to increase pathway projects efficiencies.	Disabled (IDEA and 504)	2.75 % of our students are identified as IDEA and 504 inclusive.	Supporting SpEd teacher with additional professional support within the classroom.	Late Entry Hawaiian Language Learners (LEHLL)	Students who enter 'Ehunuikaimalino from non-kaiapuni schools in grades 2-9 are identified as "late entry" if This sub group
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		<p>requires immediate interventions to accelerate their language acquisition.</p> <p>Based on CNA 2018-19 data, 42% of students are not proficient in Hawaiian oral language (they scored below an Intermediate High level on the Hawaiian oral assessment based on ACTFL). <a href="#">Need to update this statement with current data from CNA</a></p>	<ul style="list-style-type: none"> <li>Provide information on additional resources offered outside of school (Community Organizations)</li> </ul>
	<p>Secondary students (Gr 6-12)</p> <p><b>**Note: SY 19-20 Grade 7-12 = 65 students and SY 20-21= 56 students. For K-6 SY 19-20 = 179 vs SY 20-21 = 193.** SY 21-22 = 32 students</b></p>	<p>'Ehunuikaimalino student attrition rate in grades 6-12 continues to be high at 51.8% between SY 19-20 to SY 20-21. Class enrollment for SY 21-22 was at 88 students. Class enrollment during SY 21-22 in grades K-5 was approximately 174. Beginning at grade 7, students transfer to other non-kaiapuni schools and enrollment decreases by half. The transfer data shows that students are seeking more course and student activity offerings, larger class settings for increased social engagement (e.g. prom, sports, clubs)</p>	<p>Explore PBL learning to increase pathway proficiencies and workforce development all students moving towards College and Career readiness.</p> <p>Reinstate Aupuni Haumāna (student government) to advocate for students regarding activity offerings and social engagement.</p>

ORGANIZE: Identify your Accountable Leads.	
Name and Title of Accountable Lead	Enabling activities this lead is responsible for:
1. Principal	Aupuni Haumāna, Literacy Program, MTSS, College & Career Readiness, Parent & Community Engagement
2. Vice Principal	Literacy Program, MTSS, College & Career Readiness, Parent & Community Engagement
3. Counselor	MTSS, College & Career Readiness, Parent & Community Engagement
4. SSC/Counselor	MTSS, College & Career Readiness, Parent & Community Engagement
5. Curriculum Coordinator	Literacy Program, MTSS
6. Leadership Team	Literacy Program. College & Career Readiness

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 SY 21-22	Rationale:
<p>Academic Outcomes: Increase academic achievement in the following core content areas via: high quality instruction, curriculum, assessments, and support systems.</p> <ul style="list-style-type: none"> <li>• Increase HLA proficiency</li> <li>• Increase Math proficiency</li> <li>• Increase ELA proficiency</li> </ul>	<p>Students' scores reveal a clear need for instructional and curricular improvements that will allow them to be successful in college and/or career avenues</p> <p><u>iReady Math (Grades 5-12)</u> At the middle of the 20-21 school year, 76.5% of students tested scored at risk for tier 3 interventions (Well below) in Math.</p> <p><u>SBA Math Proficiency (Grade 11 only)</u></p> <p>SY 16-17 16.92% SY 17-18 11.11% SY 18-19 0.00% SY 20-21 9.09%</p> <p><u>iReady ELA Reading (Grades 5-12)</u> At the middle of the year, 76.2% of students tested scored at risk for tier 3 interventions in ELA.</p> <p><u>SBA ELA Proficiency (Grade 11 Only)</u></p> <p>SY 16-17 35.38% SY 17-18 33.33% SY 18-19 11.11% SY 20-21 33.33%</p> <p><u>Achieve3000 ELA Reading (Grades 5-12)</u> At the end of the 20-21 school year, Lexile scores from Achieve3000 reflect an average reading score of 757 for students in grades 6-12th.</p> <p><u>He Lawai'a HLA Reading Comprehension Assessment (Grades K-12)</u></p>

	<b><u>Acadience Math Universal Screener (Grades K-4)</u></b>
<p><b><u>MTSS Outcomes:</u></b></p> <p>Increase classroom engagement by using highly effective teaching practices, such as but not limited to LISC and providing feedback.</p>	<p>According to current student survey data, our students answered the classroom engagement questions with a low percent positive. This has been consistent in the past two years.</p> <p>68% students in grades 3-5 50% students in grades 6-12</p> <p>As we enter our third year of PD on Visible Learning (teacher clarity). We will focus on two teaching practices that develop students as “assessment capable”: Learning Intentions and Success Criteria (LISC). Based on research by John Hattie, the effect size of “assessment capable” learners is 1.33. When students are assessment capable, they are actively engaging in their learning, able to explain their next steps and how to get there and how their work meets the criteria.</p>
<p><b><u>School Community Outcomes:</u></b></p> <p>Increase parent involvement in school wide functions and events, classroom/program events, and volunteering.</p>	<p>According to the FAFKE, “‘Ohana is an essential part of education and it is with this understanding that kula kaiapuni approaches the administration and operation of Kaiapuni schools in this manner.”</p> <p>Continuing to create opportunities for parents/‘ohana to engage in learning with their child will build the support of our students to increase their academic and social-emotional growth. Parent/‘ohana events that are hands-on, ‘āina based, culturally relevant and ‘ohana connected will deepen and widen the application of language development. Together, ‘ohana are learning to speak the target language and increase proficiency which will lend itself to student success.</p>
<p><b><u>Nā Hopena A’o Outcomes:</u></b></p> <p>Increase students' “sense of belonging”- students feel valued as members of our school.</p>	<p>According to current student survey data, our students answered the sense of belonging questions with a low percent positive:</p> <p>67% students in grades 3-5 59% students in grades 6-12</p>

<p><b>Create</b> a transition center for incoming students/families who are non-Hawaiian speaking to build support especially in obtaining language skills.</p> <p>As a Kaiapuni school, developing their cultural beliefs, values, and interests will be the driving force for their aspirations as they become positive community contributors as adults in their communities.</p>	<p>The lowest scored survey questions were how students felt others <i>understood</i> who they are and how <i>respected</i> they felt at school.</p> <p>In relation to the Nā Hopena A‘o framework, “a sense of belonging is demonstrated through an understanding of lineage and place and a connection to past, present, and future. Students are able to interact respectfully for the betterment of self and others.”</p> <p>A focus on sense of belonging will be supported with our PD on Visible Learning (teacher clarity) as one of the four areas to impact through teacher practices: Learning Dispositions, Assessment Capable, Learning Processes and Feedback.</p> <p>Empowering students with their voices will allow them to build self-confidence, explore their sense of self as well as strengthen their sense of belonging within their community.</p> <p>The learning environment for students is an important base for learning. Student perceptions toward their learning environment will determine the success of the curriculum and instruction.</p> <p>A transition center will provide newly incoming students and their parents a venue to connect with resources to assist with language acquisition and gaining a sense of belonging.</p> <p>Providing students with the space to share the beliefs and values is the vehicle that will connect them to their community. It will help them develop a sense of belonging that will turn into a sense of responsibility and a need to do well on behalf of their culture and community.</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 SY 21-22	Rationale:
<p><b><u>Academic Outcomes:</u></b></p> <p>Continue to provide ongoing training and support in</p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Standards</li> <li>• Data collection and analysis</li> <li>• School-based assessments</li> </ul>	<p>When teachers are provided with relevant professional development which define clear outcomes and a system of monitoring the implementation of the PD, the impact of the PD on student learning as well as teacher effectiveness will improve. More importantly, the result will be reflected in improved academic growth for students.</p>
<p><b><u>MTSS Outcomes:</u></b></p> <p>Develop and implement a multi-tiered system of support to address academic and behavioral (social/emotional) needs for all students.</p> <p>As part of this system, implement a 6-week CORE system to closely monitor student progress of students academic or behavioral goals.</p>	<p>80% of students' academic needs should be met through classroom instruction (Tier 1). Therefore, it is very important for teachers to understand what standards mean, the core curriculum, assessment and ongoing data collection, and powerful tier 1 instructional practices to be successful in their practice. They should also learn how to differentiate (Tier 2 RTI) within their classroom when students are not responding to Tier 1 classroom instruction.</p> <p>Using a team approach, the CORE monitoring system will determine next steps of intervention which can more clearly and accurately assess whether there may be a recommendation of further evaluation when scaffolded interventions and monitoring shows little to no gain.</p>
<p><b><u>School Community Outcomes:</u></b></p> <p>Staff will feel safe, supported ,and trusted, and they will identify a sense of belonging in the school community. They will be provided with access to professional development that will lead to opportunities that will positively impact the school's culture and</p>	<p>Research supports that teachers and staff require a sense of belonging, trusting relationships, and a sense of efficacy (both self and collective) to transform their relationships with students, and therefore, improving student achievement. Based on this research, we believe that a sense of belonging, trusting</p>



climate.	relationships, and a deepened sense of efficacy are required to improve Ke Kula 'o 'Ehunuikaimalino School's culture and climate.
<p><b><u>Na Hopena A'o Outcomes:</u></b></p> <p>Provide all teachers with structured time to the analyze academic data from their students in grade-level and/or content area teams (Kaiaa'o Pō'aiapuni A'o) for:</p> <ul style="list-style-type: none"> <li>• Instructional decision making</li> <li>• Collaboration and learning</li> <li>• Involvement in updating the school's CNA</li> </ul> <p>Through a positive school culture and climate, the staff will be able to design an equitable space within the school community that promotes a diverse culture, interests, beliefs, and aspirations through a school design.</p>	<p>At Ke Kula 'o 'Ehunuikaimalino school climate and culture has been found to be among the top influences in affecting improved student achievement. Teachers' work environment, peer relationships, and feelings of inclusion and respect are important aspects of a positive school climate. Furthermore, relationships between students and teachers are a foundational component of school culture and climate. Strengthening relationships must be a vital priority in the upcoming school year.</p>

**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 SY 20-21	Rationale:
<p><b><u>Academic Outcomes:</u></b></p> <p>Develop and Implement a multi-tiered system of support to meet the academic and behavioral needs of all students, including language needs of HLL (late enrolled) students.</p> <p>All teachers will have time and a given structure to guide collaboration and professional development efforts.</p> <p>Professional Learning Communities (PLCs) will be a school improvement process that includes structured collaboration and the effective use of data/evidence of learning to improve teaching</p>	<p>When teachers are provided with a structure, support and guidance along with designated time to collaborate, there is greater success in implementation of effective practices.</p>

and leadership, resulting in improvement of student learning and accelerate achievement levels for all students.	
Core Curriculum Math - Purchase current program, support for translations, provide training K-6	To support and maintain the kaiapuni program, students need access to core content curriculum in 'ōlelo Hawai'i.
<b><u>MTSS Outcomes:</u></b> <b>Teachers will receive training in MTSS and Cycle of Professional learning resulting in improving Tier 1 instruction</b>	A RTI/MTSS Tier system will provide students with the support needed for academic and social/emotional success.
<b><u>School Community Outcomes:</u></b> <b>The school will continue to focus on strengthening a culture of continuous school improvement.</b>  <b>Establishing strong community partnerships that support all students in preparing for college and career readiness.</b>  Create opportunities for parental volunteer/involvement at the school. Quarterly engagement/enrichment programs with the school and community.	We will need to build a high regard for, and trust in the professionalism of our administrator, teachers, staff, and community members.  Additional resources will allow for more opportunities for students to flourish and become college and career ready.  We also need to create an exemplary learning environment and be dedicated to collaborative decision-making, financial transparency and authentic learning and assessment.
<b><u>Na Hopena A'o Outcomes:</u></b>  Targeted professional development, community-partnership development, and relationship building opportunities, with the intention of enhancing the Nā Hopena A'o framework, and a positive school culture and climate.	<b><u>Nā Hopena A'o Rationale</u></b>  ● We believe that a sense of belonging, trusting relationships, and a deepened sense of efficacy are required to improve Ke Kula 'o 'Ehunuikaimalino School's culture and climate. By improving this climate and culture, we will be able to more effectively meet the needs of our students.  ● By implementing a school design centered around Nā

	Hopena A'o, we are committed to deepening these values throughout our school community, and aiming to ensure that all school systems of support are holding us accountable.
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#1: Literacy Program					Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity	Lead(s)			
Literacy Program  CNA Crosswalk Page 14, 15, 21, 31, 32, 35 Title 1 FRF # 17 & 18 WASC Critical Area for Follow up # 2, 3 ,4, 5 Title 1 Addendum Crosswalk SW # 1& 6		Hawai'i X	Student Success  A comprehensive Literacy Program addressing 4 Components  Component 1: CONTENT OF INSTRUCTION <ul style="list-style-type: none"><li>• age appropriate, vocabulary, language structure, fluency, and reading comprehension in all content areas in 'Ōlelo Hawai'i and English when appropriate.</li><li>• age appropriate, explicit instruction in writing, opportunities for children to write with clear purpose and with critical thinking towards topic and purpose in all content areas in 'Ōlelo Hawai'i and English when appropriate.</li><li>• opportunities for children to use language with peers and adults in order to develop language skills and vocabulary in all content areas in 'Ōlelo and English when appropriate.</li></ul> links literacy to academic standards to be able to navigate, understand and write about complex print and digital	Principal Vice Principal ILT Team Curriculum Coordinator All Teachers	x	WSF	Increase each grade level base line of HLA Beginning Reading Skills by 10%.  Increase each grade level of He Lawai'a Reading Assessment by 10%. Increase each grade level of Loiloi 'Ōlelo Waha Assessment by 10%. iReady Diagnostic for ELA and Math BME (3 times a year) to show an increase of an end of year grade level increase of 10%. Fidelity of implementation for LISC, to include a Hawaiian language goal(s) included in daily lessons (i.e. oral/expressive, written, pilina 'ōlelo, etc.) Progression of learning will be evidenced of reading, writing, speaking and listening, each day in a journal Student success measure will include self reflection of instruction, intellectual growth and development with dual languages through a written 'ōlelo goal at the end of a unit of study This measure will be evidenced through a written reflective piece designed by kumu - calibration will be forward of collaboration of kumu  Tier 1 - All students in a classroom setting with primary kumu will receive instruction that is standards-based .
		Equity X				Title I	
		School Design X				Title II	
		Empowerment X				IDEA	
		Innovation				Other	

			<p>content in all content areas in 'Ōlelo Hawai'i and English when appropriate.</p> <p>Component 2: QUALITY OF INSTRUCTION</p> <ul style="list-style-type: none"> <li>• age appropriate, explicit instruction, frequent practice in reading, writing and mathematics literacy</li> <li>• differentiated instruction, including individual and small group instruction and discussion</li> <li>• frequent practice of reading, writing and math strategies</li> </ul> <p>strategies to enhance students' motivation, and engagement in self-directed learning</p>			<p>Tier 1 - All students receive differentiated standards-based instruction delivered by the primary kumu in a small group setting with peers.</p> <p>Tier 1 - Differentiation will include Individualized instruction to enhance the students' learning goals.</p> <p>Translation of iReady K-5 Math from English to 'Ōlelo</p>
	Hawai'i	Staff Success	<p>Component 3: RESOURCES/MATERIALS TO SUPPORT INSTRUCTION</p> <ul style="list-style-type: none"> <li>• makes available and uses diverse, high-quality print materials that reflect the reading and development levels, and interests of children</li> <li>• incorporates Universal Design for Learning UDL (equity) practices</li> <li>• continued implementation of KPA (PLC) process: <ul style="list-style-type: none"> <li>o structured</li> </ul> </li> </ul>	Principal ILT Team All Teachers	WSF	<p>Purchase, translate and implement a standards-based math curriculum for grades M-5, 6-8</p> <p>Learning Walks - All teachers participate in observations and being observed. Will also include participation of other Kaiapuni Schools.</p> <p>Teacher pre, post and follow up survey to support self-assessment and needs for additional support</p> <p>Capture student use of sentences stems in all content areas.</p> <p>ILT Learning Walks</p> <ul style="list-style-type: none"> <li>• Baseline first quarter and determine next steps</li> <li>• 2nd, 3rd, and 4th quarter walks to</li> </ul>
	Equity X				Title I 77374	
	School Design X				Title II	
	Empowerment X				IDEA	
	Innovation				Other	

				collaboration <ul style="list-style-type: none"><li>the effective use of data or evidence of learning to improve teaching and leadership</li></ul> improvement of student learning and accelerated achievement levels for all students				monitor growth Teacher pre/post assessment for understanding of math practices KPA (PLC) meeting notes including examination of student work gathered during instruction Provide substitute teachers so that teachers are able to attend PDs (\$9050)
		Hawai'i	Systems of Support	Component 4: DATA TO SUPPORT INSTRUCTION <ul style="list-style-type: none"><li>age appropriate, reliable screening assessments, diagnostic assessments, formative assessments and summative assessments to inform instruction, monitor progress and identify needs</li><li>core professional development to provide continuous support for teaching and learning</li><li>teachers collaborate in planning, instruction and assessment on child's progress. Provide time , tools and resources for teachers. Money needed to continue collaboration where time and resources are limited.</li></ul>	Principal ILT Team All Teachers		WSF X	HLA grade level benchmark assessments for foundational skills in grades M-3 Common formative assessments of reading comprehension skills at all levels KPA (PLC) teams use pre/post assessments to track student progress (i.e. writing piece) Independent data measure of academic for core subject areas District support to provide core PD for kumu Translation of iReady K-5 Math from English to 'Olelo
		Equity X					Title I X	
		School Design X					Title II	
CNA Crosswalk Page 21, 35 WASC Critical Area for Follow up #1, 2, 3 Title 1 Addendum Crosswalk SW # 1 & 6		Empowerment X					IDEA	
		Innovation					Other	
#2: MTSS							Funding Source(s)	How will you measure this enabling activity?
Desired Outcome	Promise	Enabling Activity			Lead(s)			

MTSS CNA Crosswalk Page 33, 34, WASC Critical Area for Follow up #1, 2, 3 Title 1 Addendum Crosswalk SW # 6		Hawai'i X	Student Success	Develop and implement a multitiered system of support (MTSS) to meet the academic and behavioral needs of all students.	Principal Counselor SSC Curriculum Coord Teacher Rtl Teacher		WSF X	Data collection based on 6 week cycles that will track students learning and behavior growth Progress monitoring data for students at tier 1, 2 and 3
		Equity X					Title I	
		School Design X					Title II	
		Empowerment X					IDEA	
		Innovation					Other	
		Hawai'i X	Staff Success	Implement a 6-week CORE system to closely monitor student progress of students academic or behavioral goals. Provide ongoing training and support in data collection and analysis, MTSS, SEL	Principal Counselor SSC Curriculum Coord Teacher Rtl Teacher		WSF	Schedule/calendar, agenda, student data/notes for the 6-week CORE system Agenda and sign-in sheets for all PD Teacher pre/post assessment for understanding of MTSS
		Equity X					Title I	
		School Design X					Title II	
		Empowerment X					IDEA	
		Innovation					Other	
	Hawai'i X	Systems of Support	Develop and implement a multitiered system of support (MTSS) to meet the academic and behavioral needs of all students.	Principal Counselor SSC Curriculum Coord Teacher Rtl Teacher		WSF	Program is created, implemented, and functioning by end of SY 2021-22 School wide perception data on effectiveness of MTSS, including CORE system MTSS flowchart	
	Equity X					Title I X		
	School Design X					Title II		
	Empowerment X					IDEA		
	Innovation					Other		
CNA Crosswalk, pg 31 WASC Critical Area for Follow up # Title 1 Addendum Crosswalk SW # 6								
#3: College/ Career Readiness						Funding Source(s)	How will you measure this enabling activity?	

Desired Outcome	Promise		Enabling Activity	Lead(s)			
College/Career Readiness CNA Crosswalk Page 34, FRF Line # 17 WASC Critical Area for Follow up #1, 2, 3, 5 Title 1 Addendum Crosswalk SW # 7		Hawai'i X	<b>Student Success</b>  Provide supports/opportunities for students to develop personal skills for college and career readiness at all age levels  Create opportunities for a variety of student internships for Juniors and Seniors  Incorporate trade skills in to the current CTE courses (CTE)  Explore choice plans (in favor of those who do not want to go to college) instead of or alongside college plans	Principal Vice Principal Counselor CTE Coordinator ILT Team All Teachers	x	WSF	Learning dispositions inventory
		Equity X			x	Title I \$3952	Student planner use for organization/planning/communication
		School Design X				Title II	Aupuni Haumāna (student government) agendas, minutes, activity calendar
		Empowerment X				IDEA	Survey graduates on preparedness for college/work
		Innovation X			x	Other	RISEC Evaluation process
							Track and collect data on students who are provided internships
							Transportation for Career Fairs
		Hawai'i X	<b>Staff Success</b>  Professional Development with CTE State Coordinator on new Pathways now available  Align Core Curriculum to CTE Pathways	Principal Vice Principal Counselor CTE Coordinator All Teachers		WSF	Professional Development registration forms and attendance sheets
		Equity X				Title I	Attendance at Career Fairs (Virtual and In-person) with students
		School Design X				Title II	
		Empowerment X				IDEA	
		Innovation				Other	



	x	Hawaiʻi	Systems of Support	Need to create a system to track data on our students’ post secondary status (5 years- did they graduate a program, advance in a career, etc)	Principal Vice Principal Counselor CTE Coordinator		WSF	Data collection and tracking of students for 5 years through their post-secondary or career choices.
	x	Equity					Title I	
	x	School Design					Title II	
CNA Crosswalk pg WASC Critical Area for Follow up #2, 3, 5 Title 1 Addendum Crosswalk SW #7	x	Empowerment					IDEA	
	x	Innovation					Other	
#4: Parent/ Community Engagement						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity		Lead(s)			
Parent/ Community Engagement CNA Crosswalk Page 34, FRF Line # 17 WASC Critical Area for Follow up # Title 1 Addendum Crosswalk SW # 7		Hawaiʻi X	Student Success	ʻŌlelo Hawaiʻi classes for ‘ohana  Events/opportunities for ‘ohana to volunteer, participate/engage in learning with their child Maintain school to home communication	Principal Vice Principal PCNC Counselor SSC	x	WSF	Registration/roster for ‘Ōlelo courses and a refundable deposit once parents complete the course. Funds collected will be used to support continuation of the ‘Oleolo program for families. Attendance, Sign-in logs and survey data for all community / family engagement events Photo/video records of events Maintained school website
		Equity X				x	Title I \$4951	
		School Design X					Title II	
		Empowerment X					IDEA	
		Innovation					Other	

		Hawai'i X	Staff Success	Events/Professional Development with Staff on the importance of Community Engagement and relationship building with families	Principal Vice Principal PCNC Counselor SSC		WSF	Attendance logs and survey data for all events/Professional Development held
		Equity X					Title I	
		School Design X					Title II	
		Empowerment X					IDEA	
		Innovation					Other	
CNA Crosswalk pg 35 FRF Line # 17 WASC Critical Area for Follow up #  Title 1 Addendum Crosswalk SW # 7		Hawai'i X	Systems of Support	Transition Center for incoming students/families who are non-Hawaiian speaking to build support especially in obtaining language skills.	Principal Vice Principal PCNC Counselor SSC		WSF	Registration of families enrolled in the Transition Center and any event / courses offered to families to help build language skills.  Hiring of Parent Community Networking Coordinator (PCNC)  Survey data measuring effectiveness and reach of transition center
		Equity X				x	Title I \$18488	
		School Design X					Title II	
		Empowerment X					IDEA	
		Innovation X					Other	