





One-Year Academic Plan 2021-2022

Version Protocol:

- V.1 – original in **BLACK**
- V.2 - changes in **RED**/ omitting - strikethrough instead of delete
- V.3- changes in **BLUE**/ omitting - strikethrough instead of delete
- V.4- changes in **GREEN**/ omitting - strikethrough instead of delete
- V.5- changes in **ORANGE**/ omitting - strikethrough instead of delete

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		MAY 18 2021 Date

(SW4)

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"> ● Comprehensive Needs Assessment (Title I Schools) ● WASC Self Study <ul style="list-style-type: none"> ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction ▪ WASC Category C: Standards Based Student Learning: Instruction ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability ▪ WASC Category E: School Culture and Support for Student Personal and Academic Growth 	<ol style="list-style-type: none"> 1. Need: (RTIb) Schoolwide Response to Intervention (Behavior) supports and counselor embedded services that include Social Emotional Curriculum, Positive Behavior Support Intervention, and targeted Professional Development for Adult to Student interactions using a Responsibility Centered Discipline approach. 2. Need: Effective Professional Learning Communities (PLCs) that operate as a data team, and use a systematic approach to addressing students' needs. Using a clear process for RTI-a and teams that meet regularly to review and discuss students' academic and social emotional progress to plan for interventions and supports that are based on data, closely monitored, and frequently reviewed is needed. 3. Need: Instructional Leadership Teams (ILT) that support shared leadership and make key decisions about the school's instructional practices around Literacy, to ensure high quality teaching and learning is occurring schoolwide. Through ongoing cycles of instruction where high yield strategies are implemented by all, and a focus will be placed on differentiated instruction and tier 1 intervention in core academic blocks. 4. Need: Systems & Structures in place that include to provide clear and consistent communication in and between all stakeholders. A school leadership team that meets regularly with an instructional focus to ensure that standards based curriculum and instruction are consistently implemented schoolwide; with common high leverage practices; pacing and mapping for all grade levels in ELA and Math. 5. Need: Support and time for teachers to engage in data teams and planning for student supports while students are afforded enrichment classes that promote a well rounded educational experience for all students. A bell schedule that allows for Articulation to happen within the school day. 6. Need: Improve ELA and Math Scores on SBA and Science Scores on HSA Science. A focus on Literacy will support the school in moving toward improving scores. A focus on writing is also needed to support the Literacy focus. 												
	Addressing Equity: SubGroup Identification												
	<p>In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p> <table border="1"> <thead> <tr> <th>Sub Group</th> <th>Identified Need(s)</th> <th>Enabling Activiti(es)</th> </tr> </thead> <tbody> <tr> <td>Low SES EL Migrant</td> <td>Literacy focused instruction that is differentiated to meet individual needs of students.</td> <td> <ul style="list-style-type: none"> ● Comprehensive system for support to address all needs (academic and social-emotional). ● Differentiation of lessons ● Explicit Instruction </td> </tr> <tr> <td>504/SPED</td> <td>Support for impairments that limit access to learning.</td> <td> <ul style="list-style-type: none"> ● Comprehensive system for support to address all needs (academic and social-emotional). ● RTIa and RTIb ● Differentiation of lessons ● Explicit Instruction </td> </tr> <tr> <td>EL</td> <td>Language rich instruction.</td> <td> <ul style="list-style-type: none"> ● Provide EL students with support and instruction to learn the English language. </td> </tr> </tbody> </table>		Sub Group	Identified Need(s)	Enabling Activiti(es)	Low SES EL Migrant	Literacy focused instruction that is differentiated to meet individual needs of students.	<ul style="list-style-type: none"> ● Comprehensive system for support to address all needs (academic and social-emotional). ● Differentiation of lessons ● Explicit Instruction 	504/SPED	Support for impairments that limit access to learning.	<ul style="list-style-type: none"> ● Comprehensive system for support to address all needs (academic and social-emotional). ● RTIa and RTIb ● Differentiation of lessons ● Explicit Instruction 	EL	Language rich instruction.
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ORGANIZE: Identify your Accountable Leads.	
Name and Title of Accountable Lead	(SW3) Enabling activities this lead is responsible for:
Principal	<ul style="list-style-type: none"> ● Common Core aligned language arts and math programs ● Differentiation & Small Group instruction ● Consistency of Academic Rigor across grade levels ● RTI process ● (RCD) Responsibility Centered Discipline ● Appropriate adult to adult communication & interactions ● Data teams & vertical alignment Gifted and Talented Education
School-Wide Curriculum, RTI and Tutoring Coordinator	<ul style="list-style-type: none"> ● PD and support for new teachers support to implement CC programs & for Teachers using new programs ● ILT process ● Tutors to deliver push in and pull out intervention supports ● Tier 3 interventions/Tutoring Center ● Grade level PLCs and creation of: <ul style="list-style-type: none"> ○ Priority Standards for ELA and Math ○ Curriculum Maps for ELA and Math ○ Pacing Guides for ELA and Math ○ Scoring Rubrics for ELA and Math ○ Schoolwide GLO Rubrics ● Data teams: schoolwide process
Counseling Staff	<ul style="list-style-type: none"> ● Second Step ● Training on the schoolwide comprehensive systems of support (HMTSS) ● Responsibility Centered Discipline practices (RCD) ● RTIb strategies and interventions ● PSAP services ● Individual goals for students considered "chronically absent"
Vice Principal & Student Services Coordinator	<ul style="list-style-type: none"> ● Special education and services as outlined on IEPs. ● 504 plans and accommodations as outlined on 504 plans. ● (Priority) Migrant Ed (MEP) services ● English Language (EL) services ● IEP support and training necessary for SPED teachers
PCNC	<ul style="list-style-type: none"> ● (Home/School Connection): Open House, Kindergarten Transitions, Middle School Transitions ● (Title 1): Monthly Parent Engagement Activities & (Literacy): Parent Engagement to include: Project Appleseed ● (Communication): School Website, Social Media, Thursday Envelope

- (Celebrations): Student and Staff Recognition with family engaged support

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>By the end of the 21-22SY, all WES students will be instructed using the Common Core Aligned curriculum.</p> <ul style="list-style-type: none"> ● They will be afforded standards based, differentiated lessons in all classrooms. This will include the (I do, We do, You do) instructional cycle and small group instruction in ELA and Math. ● Students will have the opportunity to Read, Write, and Speak in every day in every class ● Students will receive equitable instruction and assessment across grade levels that include common instructional practices (ie: Learning Goals/Targets, Calendar Math, Vocabulary Routine) ● Students will have the opportunity for "Specials" Classes that will be instructed by Resource Teachers and/or High Quality Paraprofessionals that have specialized skills in the area they teach. (ie: Computer Science, Photography, Art, Writers Workshop). ● Students will be provided with SEL instruction that includes building relationships and conflict management. ● Students will be supported by a comprehensive system of support to address all needs (academic and social-emotional). 	<p>Based on our achievement data and WASC recommendations, differentiation, small group instruction and a focus on literacy is needed to improve student achievement. Students must be able to show proficiency on SBA and WIDA assessments whereby Reading, Writing and Speaking are a focus. With more consistent opportunities in the classroom, this will support students to develop these necessary skills. In order for teachers to review student data, plan for instructional strategies and common formative assessments within the school day, special classes are needed to engage students in enrichment experiences that will support computer science, health & physical education and the arts. Due to the ongoing need to support students in all areas, and the separation from peers and general pandemic conditions, a social-emotional curriculum will be needed to help students transition back to school successfully.</p>

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>By the end of the 21-22SY, all WES teachers will have provided high quality and ongoing Professional Development in:</p> <ul style="list-style-type: none"> ◆ Responsibility Centered Discipline (Larry Thompson) ◆ Appropriate adult to adult communication & interactions ◆ Differentiated Instruction (Complex Resource Teachers and Outside Consultants if available) ◆ Tier 1 Interventions (Complex Resource Teachers and Outside Consultants if available) ◆ Explicit Instruction (Anita Archer) ◆ Classroom Management and Engagement (Grace Dearborn) ◆ Ready Math Curriculum ◆ Wonders & Stepping Stones Curriculum ◆ Circle Keeper Training ◆ Professional Development on Second Step Curriculum (SEL) 	<p>Our WASC report indicated (#5 of the Schoolwide Critical Areas of Follow Up) a need for Training and standards be provided outlining appropriate adult to student and adult to adult verbal interactions (Section E). For this, we are using Larry Thompson as our Trainer for teachers and staff to learn the Responsibility Centered Approach to Discipline and communication with students. The report also indicated (#1 of the Schoolwide Critical Areas of Follow Up) a need to address Differentiation as it was seen to be "sporadic and sometimes relies heavily on packaged curriculum and/or computer software programs" (sections B&C). In addition, (#2 of the Schoolwide Critical Areas of Follow Up) indicated a need for greater teacher involvement with Tier 1 support for students (Sections B & C). We will be seeking complex and outside PD to help address this area of follow up. Classroom management and Explicit Instruction Training has been provided by the complex area this year and has benefited our teachers. Continuing these PD opportunities will help us to continually improve. Teachers have indicated a need for ongoing training and support for Wonders & Stepping stones; as well as new teachers who need a more formalized training to the programs. In addition, we have added Ready Math Curriculum as a pilot and gradual switch for our school-wide Math Curriculum which requires training for teachers new to the program as well as ongoing support for those implementing it. Social-Emotional curriculum has been identified as a need; the circle keeper training and ongoing PD for our Second Step Curriculum will best support our effort to have strong school-wide comprehensive</p>

supports for students in place.

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 21-22	Rationale:
<p>By the end of the 21-22SY, WES will have the following systems of support in place.</p> <ol style="list-style-type: none"> 1. HMTSS: <ol style="list-style-type: none"> a. RTIa Tiered System of support b. RTIb Tiered System of support c. Tutoring Center d. SEL Instruction e. PSAP Program f. Counseling Supports embedded with three school level counselors (K/1, 2/3, 4/5) g. Partnerships for support with the SBBH, School Social Worker, SRO and DOH. → ILT: <ul style="list-style-type: none"> ◆ Standards Based Instruction and Grading Practices ◆ Differentiated instruction ◆ Tier 1 Interventions in core instructional blocks that includes planned small group instruction ◆ Common Literacy instructional practices ◆ Explicit Instruction: Read, Write, Speak everyday in every class ◆ Vertical Articulation embedded in the process ◆ Walkthrough Protocol → Data Teams: <ul style="list-style-type: none"> ◆ Process in place for how data teams operate ◆ Support and scheduling to enable teachers to meet in the school day (ie: Bell Schedule and Resource Teachers and Paraprofessionals to support teachers engagement in data teams) ◆ Analyzing data to inform instruction and support common formative assessments within a grade level ◆ Beginning of the year stipend work days for teachers ◆ Articulation opportunities for working on <ul style="list-style-type: none"> ● priority standards ● mapping ● pacing ● scoring rubrics ● GLO rubrics → Communication & Organization: <ul style="list-style-type: none"> Culture & Community <ul style="list-style-type: none"> ◆ Na Hopena A'o (HA) Framework ◆ Health & Safety ◆ School Wide Practices ◆ Early Childhood Education Student Voice <ul style="list-style-type: none"> ◆ Extracurricular Activities Parent/Family Engagement <ul style="list-style-type: none"> ◆ Project Appleseed ◆ Literacy in the Home 	<p>The staff has identified that systems of ongoing support for students and staff are a need. The successful systems of support identified here will help to bring our school together around the main focus areas needed to improve student achievement and school culture.</p> <p>HMTSS is needed to provide regular data review to address student needs and to have support in place to do so. Multiple supports are needed to address the multitude of needs seen throughout the year in different grade levels beginning in Kindergarten.</p> <p>ILT is the vehicle that will help our school to address standards, instruction, interventions, assessments and articulation opportunities. This will align our school with the complex focus of Literacy and position us to make the most impact on student achievement by the end of sy21-22. The school has also identified the need for a walkthrough protocol to be developed and implemented for internal accountability of all focus areas.</p> <p>Data Teams allow our teachers time for professional articulation that is focused on students data, standards, instruction, delivery and continual reflection on their teaching. It also allows our students to be afforded classes that might otherwise not be offered by the homeroom teacher.</p> <p>School-wide systems of support that have been identified as a need to focus on for improvement include communication, organization, culture & community, health & safety, and extra-curricular opportunities for students. We have a strong desire to increase the opportunities for student voice in order to provide the most relevant academic program to our students. This includes planning for school-wide alignment of social studies and science curriculum and instructional implementation. Our school has also benefited from a privately funded early childhood education program. This year funding is limited and the school will need to prioritize resources to continue to provide high quality early learning opportunities.</p>

◆ Website/Social Media /Thursday Envelope	
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Planning				Funding Source(s)	How will you measure this enabling activity?				
Desired Outcome	Promise	Enabling Activity #1	Lead(s)						
A well developed HMTSS system will be in place to support all students.	X	Hawai'i	S	100% of Students will be provided with SEL instruction that includes building relationships and conflict management.		X	WSF	<ul style="list-style-type: none"> ● School-wide social-emotional survey ● Tripod Survey ● Second Step Assessments ● Chapter 19 behavior data 	
	X	Equity		100% of Students will be supported by a comprehensive system for support to address all needs (academic and social-emotional).		Title I			
	X	School Design		100% of Students identified for needing tier 3 interventions will receive appropriate interventions and progress monitoring.		Title II			
	X	Empowerment				IDEA			
	X	Innovation				X Other			
	X	Hawai'i	S	100% of School Staff will receive Responsibility Centered Discipline (Larry Thompson) PD		X	WSF		<ul style="list-style-type: none"> ● PD Agenda and Sign-In sheets
	X	Equity		100% of School Staff will receive training on appropriate adult to adult communication & interactions		X	Title I \$13,000.00		

	X	School Design		100% of Counselors will receive Circle Keeper Training and a plan for gradually training all teachers will be developed.		Title II		
	X	Empowerment			100% of Counselors, Administrators and Teachers will receive Professional Development on the Second Step Curriculum.			IDEA
	X	Innovation				X		Other
CNA Crosswalk pg.# 1,9,11,15 FRF Line # 17, 18, 20 WASC Critical Area for Follow up # 5 Title 1 Addendum Crosswalk SW #6	X	Hawai'i	S	HMTSS: → RTIa Tiered System of support → RTIb Tiered System of support → Tutoring Center → SEL Instruction → PSAP Program → Counseling Supports embedded with three school level counselors (K/1, 2/3, 4/5) → Partnerships for support with the SBBH, School Social Worker, SRO and DOH.		X	WSF	<ul style="list-style-type: none"> ● School Wide RTI Plan ● Tutoring Data for Grade 1 Reading Intervention Program (baseline and exit) ● PSAP Data (baseline and exit) ● Counseling Logs ● Peer Review Meeting Minutes
	X	Equity				X	Title I \$64,24.00	
	X	School Design					Title II	
	X	Empowerment					IDEA	
	X	Innovation				X	Other	
Planning						Funding Source(s)	How will you measure this enabling activity?	
Desired Outcome	Promise		Enabling Activity #2		Lead(s)			
All students will have equitable standards based instruction that includes appropriate differentiation, small group and explicit instruction in reading and math.		Hawai'i	S	100% of students will receive Common Core State Standards instruction using identified school-wide curriculum ie: Wonders, Stepping Stones and Ready Math.		X	WSF	<ul style="list-style-type: none"> ● iReady diagnostic results for Reading and Math (Grades K-2) ● SBA results for Reading and Math (gr. 3-5) ● ALT HSA for students with special needs who are designated per their IEP to take the ALT.
	X	Equity		100% of students will receive differentiated instruction; explicit instruction; and small group instruction as appropriate to address their needs.		X	Title I \$10,000.00	
	X	School Design					Title II	

		Empowerment		100% of students will have access to tiered interventions beginning in the classroom with Tier 1 in the core academic block.		X	IDEA	
		Innovation					Other	
		Hawai'i	S	100% of Teachers will plan for and provide differentiated instruction that includes small group instruction in Reading, Writing and Math.		X	WSF	<ul style="list-style-type: none"> ● ILT cycle form and cycle data ● Data team minutes ● PD Agenda and Sign-In sheets ● Articulation minutes
	X	Equity		100% of teachers will receive PD on Tier 1 interventions and instructional strategies and differentiation/differentiated instruction strategies		X	Title I \$264,48.00	
	X	School Design		100% of teachers will participate in vertical articulation to identify common literacy instructional practices.			Title II	
		Empowerment				X	IDEA	
		Innovation					Other	
CNA Crosswalk pg.#1, 15 FRF Line #17,18,20 WASC Critical Area for Follow up #1,2,3,4 Title 1 Addendum Crosswalk SW #1		Hawai'i	S	ILT: A data driven Instructional Leadership Team that identifies instructional needs and supports teachers with Tier 1 instructional support that results in student achievement. <ul style="list-style-type: none"> → Standards Based Instruction and Grading Practices → Differentiated instruction → Tier 1 Interventions in core instructional blocks that includes planned small group instruction → Common Literacy instructional practices → Explicit Instruction: Read, Write, Speak everyday in every class → Vertical Articulation embedded in the process → Walkthrough Protocol 		X	WSF	<ul style="list-style-type: none"> ● Curriculum mapping and Pacing Guides ● Common Formative Assessments ● Lesson Plans ● Student work samples ● ILT cycle data/walkthrough data
	X	Equity				X	Title I \$10,000.00	
	X	School Design					Title II	
		Empowerment				X	IDEA	
		Innovation					Other	
Planning								How will you measure this enabling

Desired Outcome	Promise		Enabling Activity #3		Lead(s)	Funding Source(s)		activity?
<p>A well developed system for teachers to engage in data teams during the school day will be in place while students are afforded high quality enrichment classes; as well as additional opportunities for teachers to engage in articulation to plan for improving student achievement.</p>		Hawai'i	S	<p>100% of students will have the opportunity to engage in enrichment classes (ie: Photography, Computer Science, Physical Fitness Fun, etc.) while teachers articulate in data teams.</p>		X	WSF	<ul style="list-style-type: none"> ● Report card: CS, Health and PE, Fine Arts ● Enrichment class lesson plans ● Scope and Sequence for enrichment courses
	X	Equity				X	Title I \$130,091.00	
	X	School Design					Title II	
	X	Empowerment					IDEA	
		Innovation				X	Other	
		Hawai'i	S	<p>100% of teachers will be trained on the schoolwide data team process.</p>		X	WSF	<ul style="list-style-type: none"> ● PD Agenda and Sign-In sheets ● Data Team Minutes/Forms
	X	Equity		<p>100% of teachers will participate in the data team process to inform their instruction by analyzing data, creating common formative assessments and planning for high yield instructional practices to improve student achievement with their grade level.</p>			Title I	
	X	School Design				Title II		
	X	Empowerment				IDEA		
		Innovation		X		Other		
<p>CNA Crosswalk pg.#1,15,18</p>		Hawai'i	S	<p>Data Teams: → Process in place for how data teams operate → Support and scheduling to enable teachers to meet in the</p>		X	WSF	<ul style="list-style-type: none"> ● School-Wide Data Team Process ● Data Team Schedule/ Bell Schedule

FRF Line #13,16 WASC Critical Area for Follow up #2,3,4 Title 1 Addendum Crosswalk SW #1	Equity		school day (ie: Bell Schedule and Resource Teachers and Paraprofessionals to support teachers engagement in data teams) → Analyzing data to inform instruction and support common formative assessments within a grade level → Beginning of the year stipend work days for teachers → Articulation opportunities for working on <ul style="list-style-type: none"> ◆ priority standards ◆ mapping ◆ pacing ◆ scoring rubrics ◆ GLO rubrics 	X	Title I \$6448.00	<ul style="list-style-type: none"> ● Data Team Minutes/Forms ● Stipend Contracts ● Articulation Day Agendas and Outcomes 		
	School Design				Title II			
	Empowerment				IDEA			
	Innovation			X	Other			
Planning					Funding Source(s)	How will you measure this enabling activity?		
Desired Outcome	Promise	Enabling Activity #4		Lead(s)				
A system will be in place to ensure all stakeholders have input on our school-wide programming and our school is a place known for excellent education, the aloha spirit and everyone feels accepted and empowered to reach their full potential.	X	Hawai'i	S		X	WSF	<ul style="list-style-type: none"> ● Student/Parent Handbook(online) ● School Activities Calendar ● Student Government Calendar ● Family Engagement Calendar ● Parent Surveys ● Family Engagement Event Evaluations 	
	X	Equity			100% of students will have opportunities for Student Voice at school, to include planning for extracurricular activities.			Title I
	X	School Design			100% of students in 4th and 5th grade will have the opportunity to run for student government.			Title II
	X	Empowerment			100% of students and their families will have opportunities for Family Engagement to build a foundation of literacy in the home.	X		IDEA
	X	Innovation						Other
	X	Hawai'i	S	100% of teachers will be trained in the Na Hopena A'o (HA) Framework. 100% of staff will have opportunities for input on Health & Safety at school.		X	WSF	<ul style="list-style-type: none"> ● PD Agenda and Sign-In sheets ● Meeting Agendas & Minutes
X	Equity					Title I		

	X	School Design		100% of teachers will have opportunities for input into schoolwide practices.			Title II	
	X	Empowerment		100% of staff will be made aware of Early Childhood programs on campus and how they affect school readiness and long term student achievement.	X	IDEA		
	X	Innovation		X	Other			
CNA Crosswalk pg.#1, 11 FRF Line # 20 WASC Critical Area for Follow up #5 Title 1 Addendum Crosswalk SW #2, 7	X	Hawai'i	S	Communication & Organization: → Culture & Community ◆ Na Hopena A'o (HA) Framework ◆ Health & Safety ◆ School Wide Practices ◆ Early Childhood Education → Student Voice ◆ Extracurricular Activities → Parent/Family Engagement ◆ Project Appleseed ◆ Literacy in the Home ◆ Website/Social Media /Thursday Envelope		X	WSF	<ul style="list-style-type: none"> ● PD Agenda and Sign-In sheets ● Meeting Agendas & Minutes ● SQS Survey ● School-based culture survey ● Student/Parent Handbook(online) ● Teacher/Staff Handbook (online) ● School Activities Calendar ● Student Government Calendar ● Family Engagement Calendar
	X	Equity			X	Title I \$2000		
	X	School Design				Title II		
	X	Empowerment			X	IDEA		
	X	Innovation			X	Other		

Planning				Funding Source(s)	How will you measure this enabling activity?	
Desired Outcome	Promise	Enabling Activity #5	Lead(s)			
Students will have access to 1:1 devices to develop necessary computer science skills and become ethical digital citizens that will help them reach their academic goals.	Hawai'i	S	100% of students in Kindergarten through Grade 5 will have instruction on Computer Science.		<ul style="list-style-type: none"> ● Report Card: CS grade ● TRUG form ● Digital Citizenship lesson plan ● Flyer fo and Sign in for Online safety presentation 	
	Equity		100% of students will have access to 1:1 Technology at school.	X		Title I \$11,000.00
	School Design		100% of students will receive instruction on digital citizenship and the responsible use guidelines for using technology and internet at school.	X		Title II
			100% of families will be oriented to the responsible use guidelines			

		Empowerment		and how to keep their students safe online.			IDEA	
		Innovation				X	Other	
		Hawai'i	S	<p>100% of teachers will be oriented to the new Computer Science Standards.</p> <p>100% of teachers will receive ongoing support and technical assistance for using school-wide technology and programs.</p> <p>100% of teachers will be trained on how to submit a service now tech request ticket for school based tech assistance request.</p>		X	WSF	<ul style="list-style-type: none"> ● PD Agenda and Sign-In sheets ● Service Now Tech Requests
		Equity					Title I	
		School Design					Title II	
		Empowerment					IDEA	
	Innovation	X				Other		
<p>CNA Crosswalk pg. # 4, 11, 18</p> <p>FRF Line #20</p> <p>WASC Critical Area for Follow up # 3</p> <p>Title 1 Addendum</p> <p>Crosswalk SW #2</p>		Hawai'i				S	<p>Technology & Computer Science Education:</p> <ul style="list-style-type: none"> ◆ CS Teacher for K-5 ◆ 1:1 Technology for Students ◆ DPUST for technology assistance, management and troubleshooting ◆ Opportunities for students identified as Gifted & Talented to engage in enrichment opportunities that support success in the global community 	
	X	Equity		Title I				
	X	School Design		Title II				
		Empowerment		IDEA				
	X	Innovation	X	Other				