

# One-Year Academic Plan 2023-2024

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

<b>School:</b>	Waimea Elementary School	   Approved CAS Signature	
<b>Address:</b>	67-1225 Mamalahoa Hwy Kamuela, Hi 96743		Date
<b>Phone:</b>	(808) 887-7636		
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(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"> <li>● Comprehensive Needs Assessment (Title I Schools)</li> <li>● WASC Self Study                             <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> <li>▪ WASC Category E: School Culture and Support for Student Personal and Academic Growth</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Need: Effective Professional Learning Team (PLTs) 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.</li> <li>3. Need: Instructional Leadership Teams (ILT)/Guiding Coalitions 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.</li> <li>4. Need: Continue to develop systems &amp; 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.</li> <li>5. Need: Continue to support teachers in the data team process while students are afforded enrichment classes that promote a well rounded educational experience. A bell schedule that allows for Articulation to happen within the school day.</li> <li>6. Need: Improve ELA and Math Scores on SBA and Science Scores on HSA Science. A focus on Numeracy and Literacy will support the school in moving toward improving scores. A focus on writing is also needed to support the Literacy focus.</li> </ol>											
	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 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 and numeracy focused instruction that is differentiated to meet individual needs of students.</td> <td> <ul style="list-style-type: none"> <li>● Comprehensive system for support to address all needs (academic and social-emotional).</li> <li>● Differentiation of lessons</li> <li>● Explicit Instruction</li> </ul> </td> </tr> <tr> <td>504/SPED</td> <td>Support for impairments that limit access to learning.</td> <td> <ul style="list-style-type: none"> <li>● Comprehensive system for support to address all needs (academic and social-emotional).</li> <li>● RTIa and RTIb</li> <li>● Differentiation of lessons</li> <li>● Explicit Instruction</li> </ul> </td> </tr> <tr> <td>EL</td> <td>Language rich instruction.</td> <td> <ul style="list-style-type: none"> <li>● Provide EL students with support and instruction to learn the English language.</li> </ul> </td> </tr> </tbody> </table>	Sub Group	Identified Need(s)	Enabling Activiti(es)	Low SES EL Migrant	Literacy and numeracy focused instruction that is differentiated to meet individual needs of students.	<ul style="list-style-type: none"> <li>● Comprehensive system for support to address all needs (academic and social-emotional).</li> <li>● Differentiation of lessons</li> <li>● Explicit Instruction</li> </ul>	504/SPED	Support for impairments that limit access to learning.	<ul style="list-style-type: none"> <li>● Comprehensive system for support to address all needs (academic and social-emotional).</li> <li>● RTIa and RTIb</li> <li>● Differentiation of lessons</li> <li>● Explicit Instruction</li> </ul>	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"> <li>● Common Core aligned language arts and math instructional materials</li> <li>● Differentiation &amp; Small Group instruction</li> <li>● Consistency of Academic Rigor across grade levels</li> <li>● MTSS Framework</li> <li>● (RCD) Responsibility Centered Discipline</li> <li>● Appropriate adult to adult communication &amp; interactions</li> <li>● Professional Learning Teams</li> <li>● Guiding Coalition/Instructional Leadership Team</li> <li>● Professional Development opportunities</li> <li>● New Teacher Mentorship program</li> </ul>
Instructional Coach, MTSS (Academics) and Tutoring Coordinator	<ul style="list-style-type: none"> <li>● PD and support for new teachers support to implement CC programs &amp; for Teachers using new programs</li> <li>● NGSS and Social Studies: scope and sequence and instructional materials</li> <li>● Tier 3 interventions/Tutoring Center</li> <li>● Grade level PLTs and creation of: <ul style="list-style-type: none"> <li>○ Priority Standards for ELA and Math</li> <li>○ Curriculum Maps for ELA and Math</li> <li>○ Pacing Guides for ELA and Math</li> <li>○ Scoring Rubrics for ELA and Math</li> <li>○ Schoolwide GLO Rubrics</li> </ul> </li> </ul>
Counseling Staff	<ul style="list-style-type: none"> <li>● Second Step</li> <li>● Training on the schoolwide comprehensive systems of support (HMTSS)</li> <li>● Responsibility Centered Discipline practices (RCD)</li> <li>● RTIb strategies and interventions</li> <li>● PSAP services</li> <li>● Individual goals for students considered "chronically absent"</li> </ul>
Vice Principal & Student Services Coordinator	<ul style="list-style-type: none"> <li>● Special education and services as outlined on IEPs.</li> <li>● 504 plans and accommodations as outlined on 504 plans.</li> <li>● (Priority) Migrant Ed (MEP) services</li> <li>● English Language (EL) services</li> <li>● IEP support and training necessary for SPED teachers</li> <li>● Open House, Kindergarten Transitions, Middle School Transitions, monthly parent engagement activities</li> <li>● (Communication): School Website, Social Media</li> </ul>
PCNC	<ul style="list-style-type: none"> <li>● (Communication): Thursday Envelope and Monthly Lunch Menu</li> </ul>

**Goal 1: Student Success:** Waimea Elementary is a learning community united in its commitment to ensuring all students learn at high levels and feel a sense of belonging to our school, community, and culture.

Outcome: By the end of SY 22-23	Rationale:
<p>All WES students will be instructed using the Guaranteed and Viable Curriculum.</p> <ul style="list-style-type: none"> <li>● Students will receive standards based lessons with differentiated lessons as needed. This will include the instructional cycle and small group instruction in ELA and Math.</li> <li>● Students will have the opportunity to Read, Write, and Speak every day in every class.</li> <li>● Students will receive equitable instruction and assessment across grade levels that include common instructional practices (ie: Learning Goals/Targets, Calendar Math, Vocabulary Routine)</li> <li>● 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 (e.g.): Computer Science, Physical Education, Art, Heath).</li> <li>● Students will be provided with SEL instruction that includes building relationships and conflict management.</li> <li>● Students will be supported by a comprehensive system of support to address all needs (academic and social-emotional).</li> </ul>	<p>Based on our achievement data and WASC recommendations, differentiation, small group instruction, and a focus on literacy are needed to improve student achievement. 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 &amp; physical education and the arts.</p>

**Goal 2: Staff Success:** Waimea Elementary 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 22-23	Rationale:
<p>All WES teachers will have provided high quality and ongoing Professional Development in:</p> <ul style="list-style-type: none"> <li>◆ Tier 1 Interventions</li> <li>◆ Explicit Instruction (Anita Archer)</li> <li>◆ Ready Math Curriculum</li> <li>◆ Wonders &amp; Step Up to Writing</li> <li>◆ Differentiated Instruction</li> <li>◆ Responsibility Centered Discipline (Larry Thompson)</li> <li>◆ Classroom Management and Engagement (Grace Dearborn)</li> <li>◆ Science</li> <li>◆ Social Students</li> <li>◆ Professional Learning Community Process (Learning by Doing)</li> </ul>	<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.</p> <p>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&amp;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 &amp; C).</p> <p>Teachers have indicated a need for ongoing training and support for the Reading, math, writing, and science instructional materials. Handing new teachers any curriculum materials (math, reading, etc), regardless of previous experience, without sitting down with them or providing them training, is asking for frustrated and confused teachers. In addition, to the</p>

academic curriculum, there is a need for Social-Emotional curriculum (e.g. Second Step Curriculum) to support our effort to have strong school-wide comprehensive 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 22-23	Rationale:
<p>WES will have the following systems of support in place.</p> <ol style="list-style-type: none"> <li>1. HMTSS:               <ol style="list-style-type: none"> <li>a. RTIa Tiered System of support (Tutoring Center)</li> <li>b. RTIb Tiered System of support</li> <li>c. SEL Instruction</li> <li>d. PSAP Program</li> <li>e. Counseling Supports embedded with three school level counselors (K/1, 2/3, 4/5)</li> <li>f. Partnerships for support with the SBBH, School Social Worker, SRO and DOH.</li> </ol> </li> <li>→ Professional Learning Teams (PLT): Planning               <ul style="list-style-type: none"> <li>◆ Standards Based Instruction and Grading Practices</li> <li>◆ Tier 1 Interventions in core instructional blocks that includes planned small group instruction</li> <li>◆ Common Literacy instructional practices</li> <li>◆ Explicit Instruction: Read, Write, Speak everyday in every class</li> <li>◆ Vertical Articulation embedded in the process</li> <li>◆ Walkthrough Protocol</li> </ul> </li> <li>→ Professional Learning Teams (PLT): TACA/Data Teams               <ul style="list-style-type: none"> <li>◆ Process in place for how data teams operate</li> <li>◆ 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)</li> <li>◆ Analyzing data to inform instruction and support common formative assessments within a grade level</li> <li>◆ Articulation opportunities for working on                   <ul style="list-style-type: none"> <li>● priority standards</li> <li>● mapping</li> <li>● pacing</li> <li>● scoring rubrics</li> <li>● GLO rubrics</li> </ul> </li> </ul> </li> <li>→ Communication &amp; Organization:</li> <li>Culture &amp; Community               <ul style="list-style-type: none"> <li>◆ Na Hopena A'o (HA) Framework</li> <li>◆ Early Childhood Education</li> </ul> </li> <li>Student Voice               <ul style="list-style-type: none"> <li>◆ Exploration</li> <li>◆ Extracurricular Activities</li> <li>◆ Year Book</li> </ul> </li> <li>Parent/Family Engagement               <ul style="list-style-type: none"> <li>◆ Parent Nights</li> <li>◆ Literacy in the Home</li> <li>◆ Website/Social Media /Thursday Envelope</li> </ul> </li> </ol>	<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>Professional Learning 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 &amp; community, health &amp; 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>

Planning				Funding Source(s)		How will you measure this enabling activity?	
Desired Outcome	Promise		Enabling Activity #1	Lead(s)			
Through implementation of a Multi-Tiered System of Support (MTSS) framework (Behavior), WES will increase students' <ol style="list-style-type: none"> <li>1. Self-Management</li> <li>2. Sense of Belonging</li> <li>3. Social Awareness</li> <li>4. Grit</li> <li>5. Growth Mindset</li> <li>6. Emotional Regulation</li> <li>7. Self-Efficacy</li> </ol>	X	Hawai'i	<b>Student Success</b> Provided with SEL instruction that includes building relationships and conflict management (Tier 1). Implement a universal screening (Panorama) tool to identify students who need supplemental intensive SEL support/intervention. Provide whole group counseling sessions, push-in classroom instruction (Tier 1), group sessions (Tier 2), and individual group sessions (Tier 3). Develop opportunities and structures to promote student voice and input in school design, programs, and activities	Admin Teachers Counselors SBBH	X	WSF	<ul style="list-style-type: none"> <li>• Increase number of students feeling safe on campus to 80%</li> <li>• Increase the number of students feeling a sense of belonging from 80%</li> <li>• Class D and C referrals will decrease as measured by the counselor referral form</li> <li>• 4th and 5th grade student government - student voice</li> </ul>
	X	Equity				Title I	
	X	School Design				Title II	
	X	Empowerment				IDEA	
	X	Innovation				Other CLSD	
	X	Hawai'i	<b>Staff Success</b> Provide Responsibility Centered Discipline PD to teachers and support staff as needed. Provide Na Hopena A'o training to all staff, students, and community. Provide training on the MTSS framework.		X	WSF	<ul style="list-style-type: none"> <li>• 100% of teachers are trained in the MTSS by end of SY 23-24</li> </ul>
	X	Equity			X	Title I \$13,000.00	
	X	School Design				Title II	
	X	Empowerment				IDEA	
	X	Innovation			X	Other CLSD	

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	<b>Systems of Support</b>	Design and implement a comprehensive HMTSS plan to address achievement, social-emotional learning, and student behavior.: → RTIb Tiered System of support → SEL Instruction (Second Step) → 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.  Community Engagement: Promote effective internal and external communication systems and help build positive relationships between the school, community, and families.  Communication & Organization: → Culture & Community ◆ Na Hopena A'o (HA) Framework → Parent/Family Engagement ◆ Literacy in the Home Website/Social Media /Thursday Envelope		X	WSF	<ul style="list-style-type: none"> <li>Peer Review meeting agenda and notes</li> <li>PD Agenda and Sign-In sheets</li> <li>Meeting Agendas &amp; Minutes</li> <li>SQS Survey</li> <li>Student/Parent Handbook(online)</li> <li>Teacher/Staff Handbook (online)</li> <li>School Activities Calendar</li> <li>Student Government Calendar</li> <li>Family Engagement Calendar - parent participation</li> </ul>
	X	Equity				X	Title I \$6424.00	
	X	School Design					Title II	
	X	Empowerment					IDEA	
	X	Innovation				X	Other CLSD	

Planning				Funding Source(s)	How will you measure this enabling activity?		
Desired Outcome	Promise	Enabling Activity #2	Lead(s)				
Students will have equitable standards based instruction that promotes academic growth (Guaranteed and Viable Curriculum)		<b>Student Success</b>  Implement a Multi-Tiered System of Support (MTSS) framework (Academics): → Implement tiered interventions beginning in the classroom with Tier 1 in the core academic block.  → Implement differentiated instruction; explicit instruction; and small group instruction as appropriate to address their needs (Tier 2).  → Implement specific intervention(s) to support struggling students in reading and math (Tier 3).  Implement rigorous, relevant, and standards driven curriculum (through the use of Guaranteed and Viable Curriculum)  Implement high impact literacy and numeracy		X	WSF	<ul style="list-style-type: none"> <li>iReady diagnostic results for Reading and Math (Grades K-5)</li> <li>SBA results for Reading and Math (gr. 3-5)</li> <li>DIBELS for Reading</li> <li>Improve EL student reading and math scores as identified in iReady, WIDA, and/or SBA)</li> <li>Improve migrant student reading and math scores as identified in iReady</li> </ul>	
	X		Equity		X		Title I \$10,000.00
	X		School Design				Title II
			Empowerment		X		IDEA
			Innovation				Other CLSD

			<p>strategies to improve reading, writing, listening, speaking, thinking, math, and science.</p> <p>Implement exploration classes (e.g: Art, Computer Science, Physical Fitness Fun, etc.) while teachers articulate in data teams.</p> <p>Implement a universal screening to identify students who need supplemental and intensive academic support</p>				
	Hawai'i	<b>Staff Success</b>	<p>Provide PD opportunities on Tier 1 interventions and instructional strategies and differentiation/ differentiated instruction strategies</p> <p>Provide opportunities for teachers to participate in vertical articulation.</p> <p>Provide PLT/Data Team time during the school day for teachers to collaborate and implement high impact strategies, rigorous, relevance, standard driven curriculum and data teams</p> <p>Provide PD opportunities to ensure all teachers understand the NGSS and can implement activities/lessons that support the concepts in NGSS.</p> <p>Provide information and/or PD opportunities to support all teachers with meeting the EL requirements.</p> <p>Provide professional development on the PLT process and Data Teams to teachers and support staff</p> <p>Provide professional development on the Guaranteed and Viable Curriculum</p>		X	WSF	<ul style="list-style-type: none"> <li>● ILT cycle form and cycle data</li> <li>● Data team minutes</li> <li>● PD Agenda and Sign-In sheets</li> <li>● Articulation minutes</li> <li>● 100% of teachers will be trained on the schoolwide data team process.</li> <li>● Pacing Guides</li> <li>● # of teachers meeting the state EL requirements</li> </ul>
X	Equity				X	Title I \$26448.00	
X	School Design					Title II	
	Empowerment				X	IDEA	
	Innovation					Other CLSD	



CNA Crosswalk pg.#1, 11, 15, 18 FRF Line #13, 16,17,18,20 WASC Critical Area for Follow up #1,2,3,4,5 Title 1 Addendum Crosswalk SW #1, 2, 7		Hawai'i	Systems of Support	Establish a clear, consistent multi-tiered system of support  Guiding Coalition/ILT: A data driven Instructional Leadership Team that identifies instructional needs and supports teachers with Tier 1 instructional support that results in student achievement. → 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: → 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"> <li>◆ priority standards</li> <li>◆ mapping</li> <li>◆ pacing</li> <li>◆ common scoring rubrics</li> <li>◆ GLO rubrics</li> </ul>		X	WSF	<ul style="list-style-type: none"> <li>● Decrease the achievement gap by 5 points for ELA (58% non-high needs compared to 30% high needs) and 5% points for math 43% non-high needs and 18% high needs)</li> <li>● Curriculum mapping and Pacing Guides</li> <li>● Common Formative Assessments</li> <li>● Lesson Plans</li> <li>● Student work samples</li> </ul>
	X	Equity				X	Title I \$10,000.00	
	X	School Design					Title II	
		Empowerment				X	IDEA	
		Innovation					Other CLSD	

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	Student Success	100% of students in Kindergarten through Grade 5 will have instruction on Computer Science and digital citizenship.  100% of students will have access to 1:1 Technology at school.		X	WSF	<ul style="list-style-type: none"> <li>• Report Card: CS grade</li> <li>• TRUG form</li> <li>• Digital Citizenship lesson plan</li> </ul>
		Equity				X	Title I \$11,000.00	
		School Design					Title II	
		Empowerment					IDEA	
		Innovation				X	Other CLSD	
		Hawai'i	Staff Success	100% of teachers will receive ongoing support and technical assistance for using school-wide technology and programs.  100% of teachers will have the technology tools necessary to support student learning.		X	WSF	<ul style="list-style-type: none"> <li>• PD Agenda and Sign-In sheets</li> <li>• Service Now Tech Requests</li> </ul>
		Equity					Title I	
		School Design					Title II	
		Empowerment					IDEA	
		Innovation				X	Other CLSD	
CNA Crosswalk pg.# 4, 11, 18 FRF Line #20 WASC Critical Area for Follow up # 3 Title 1 Addendum Crosswalk SW #2		Hawai'i	Systems of Support	Technology & Computer Science Education: <ul style="list-style-type: none"> <li>◆ CS Teacher for K-5</li> <li>◆ 1:1 Technology for Students</li> <li>◆ Opportunities for students identified as Gifted &amp; Talented to engage in enrichment opportunities</li> </ul>		X	WSF	<ul style="list-style-type: none"> <li>• Scope &amp; Sequence for K-5 Computer Science</li> <li>• Technology assignment forms</li> </ul>
	X	Equity					Title I	
	X	School Design					Title II	
		Empowerment					IDEA	
	X	Innovation				X	Other CLSD	