

Kualapu'u Public Conversion PCS




SY22-23 Comprehensive Academic Plan (CAP)

Last Approved Revision: 05/05/2022

Assurances (SW1, SW2, SW3, SW4)

- A. **The school's Academic Plan is based on a Comprehensive Needs Assessment** of the entire school. Multiple forms of data including performance, demographic, process, and perception which included measures that are collected and used in the ESSA Hawaii State Plan. For more details, see the Comprehensive Needs Assessment Data Narrative and the CNA Data Report. (SW1)
- B. **The school's Academic Plan is developed with a variety of stakeholders.** Our planning team included parents, members of the community, and individuals who will implement and monitor the plan such as teachers, school leaders, paraprofessionals, and other school staff determined by the school. Schools with a high school division should include a student on the planning team. Planning team members and their roles are listed below (SW2):
1. Lydia Trinidad, Principal
 2. Loretta Sherwood, Vice Principal
 3. Marie Kalanihua, Curriculum Coordinator/Student Services Coordinator
 4. Leah Nakayama, Kindergarten Teacher
 5. Lauwae Lee, Special Education Teacher
 6. Lokelani Han, Hawaiian Immersion Teacher
 7. Koki Foster, Art Teacher
 8. Kerry Magorien, 6th Grade Teacher
 9. Eileen Carr, 4th Grade Teacher
- C. **The school's Academic Plan and its implementation will be regularly monitored.** The school is responsible for developing and updating an Implementation Plan that aligns to the Academic Plan. (SW3)
- D. **The school's Academic Plan will be revised as necessary based on student needs.** Any revisions made to this plan will be reviewed with the planning team and shared with the Governing Board. All revisions must be reflected in the school budget plans.
- E. **The school's Academic Plan is available to the public while protecting the privacy of students and staff.** This plan is accessible to parents in appropriate languages when practicable. Any private or identifiable information is redacted from the plan prior to posting to your website. (SW4)

By signing below and submitting your plan, you are acknowledging that you understand and agree to the assurances above.

Role	Name	E-Signature	Date
School Leader	Lydia Trinidad		5/5/2022
Governing Board Chair	Pualani Akaka	<div>Verified by pdfFiller  05/06/2022  Signed May 10, 2022</div>	05/06/2022

Overview

- **Student Performance Challenges** (Performance Challenges) describe areas of low student academic achievement that the school is committed to improving. Schools focus on 1-3 challenges.
- **Performance Targets** are goals for improved performance in those challenge areas for the next 3 years.
- **Growth Progress Monitoring (Interim Measures)** describes how your school is monitoring student growth throughout the year.
- **Mission Alignment to Student Success** describes how your school is assessing with quality measures to demonstrate performance toward the school mission.
- **Major Strategies** have been designed to address the performance challenges and achieve performance targets. There may be more than one major strategy used to address a performance challenge or alternatively, a single strategy might address more than one performance challenge.
- **Key Actions** support the implementation of the major strategies and describe the milestones necessary to make the strategy work. By identifying the **various funding sources** for each **key action**, schools can consider how best to leverage multiple funding sources for a single school priority. For the purpose of reviewing this document, the Federal Programs Team (FPT) and the Hawaii Department of Education are only interested in ensuring allowable use and technical compliance for Federal Title Funds. However, FPT may use the plans to identify commonalities across the charter complex area in order to best utilize complex area funding and to partner with other stakeholders to scale resources and opportunities across the state.
- **The Implementation Plan** (separate from this plan) is a more granular document to be used to drive the short term work involved in hitting the key actions. By keeping the implementation a school-facing, flexible document, implementation tasks can be kept current and be modified easily.
- **For schools offering preschool:** While the **Performance Challenges** must be based on the academic performance of K-12th grade students, the strategies and key actions for delivering those strategies can be the same as, or informed by, the strategies in the preschool/early learning grant. By including early learning strategies and funding to support schoolwide strategies, both funding and school improvement focus is aligned and leveraged to have the maximum impact.

Plan Snapshot

Performance Challenge I

Students are not meeting proficiency in English Language Arts & Hawaiian language Arts

Performance Challenge II

Students are not meeting proficiency in Math Common Core Standards

Performance Challenge III

Student Safety -- Student safety for physical and emotional safety data shows that our school is in the at risk category among schools nationally.

Identified Root Causes and Contributing Conditions (CNA)

Root Cause Analysis —Updated April 2022

- Learning loss opportunities especially in current grades 1, 2, 3, 4
- Teachers new to school - need curriculum and instructional support
- Challenges with recruiting enough qualified staff -- teachers, tutors, EAs, recess supervisors
- Curriculum leadership support to teachers - lack for full time curriculum coordinators
- School routine was not maintained during the pandemic causing SEL and behavioral challenges
- Many students are not learning SEL skills outside of school, this needs to be addressed in school more

For years our state reading assessment scores have declined since the introduction of the CCSS, Hawaiian Standards and the SBAC and KA'EO assessments. This has prompted us to engage in review of our curricula and instructional practices. In the last 4 years, we have reviewed and selected new reading/writing programs and invested much time and resources into literacy PD. We have seen some gains in ELA/HLA in the last few years, however the pandemic has created new challenges and disparities in student reading skills. Additional focus is needed for continued growth and proficiency.

Math is a relative strength and we have focused on reading/ELA for the last four years. There is a need to continue to refocus on math while not losing the momentum we have gained in reading. Our next step is to continue professional development for differentiation, high quality math instructional practices with a focus on conceptual understanding and instructional practices. (The percentage at the end of 3 years is aligned with our Charter Contract.)

School Safety has become an area for growth for us. Many students are lacking the social and emotional skills that are required to be safe in school, access the curriculum, and be emotionally available to learn on a regular basis. The pandemic created a greater need with school routines being interrupted causing more social emotional and behavioral challenges.

We continue to struggle with hiring enough qualified staff. This challenge is felt at the classroom and campus level. This poses a challenge for day to day operations and long term system and process growth.

Student Supports

- Lack of parent capacity to help at home, access to technology, students lack devices at home.
- Lack of/not enough high quality instructional resources to support students with Tier 1, Tier 2 and Tier 3 needs - specifically hiring and retaining teachers and tutors to secure consistent additional support for high needs students
- Students do not feel safe at school -- many students experience social emotional and behavioral

challenges that impacts students readiness to learn and and classroom instruction

Teacher Supports

- Lack of/Not enough planning time to specifically plan for the breadth of learning needs.
- Lack of/Not enough PD to support teachers with new early literacy practices
- Insufficient training in F&F program used for HLA reading comprehension
- Lack of expertise in classroom management, behavior support and trauma informed strategies for high needs students and high needs classrooms
- Not enough training on trauma associated with poverty, COVID may present different traumas that require training
- Unlicensed teachers/ teachers new to teaching in a school with high student needs requires different skills and additional training
- Lack of sufficient support for curriculum and instruction through Full Time Curriculum Coordinator for HLIP and English Program
- The number of students that require SEL and behavior supports is overwhelming many classrooms and teacher's ability to have classroom environments that are supportive to student learning for all learners.

Data Collection and Analysis

- Staff attention to instruction and learning is competing with health and safety concerns, SEL concerns
- Need more data to determine specific SEL needs for students and school

Curriculum

- Still a need to align literacy curriculum shifts between PreK-2 (SFA to RW)
- Reading and Writing programs in English K-6 have a more holistic/constructivist approach to reading/writing. There is a need to make intentional vertically-articulated alignments in instruction to grade level expectations/standards.
- Prioritizing deeper understanding in diagnosing reading needs/skills and then integrating the various tools and curriculum to meet students needs
- Reading has taken precedence over math for the last 3 years as an instructional focus due to lower scores in reading
- Singapore Math needs to be embedded in conceptual understanding into the EDM curriculum approach
- Changes in state HLA assessment creates curriculum instability over the years
- Lack of reading material in Hawaiian Language, especially upper grade reading
- Lack of translated materials
- Insufficient/Incomplete curriculum development for HLA
- Assessment, curriculum, and instruction across the HLIP program is in progress to being aligned

Three Year Performance Cycle (STRIVE HI)

**Performance Target
SY 2022-2023**

**48% of students will be
proficient in the state
assessments of ELA/HLA.**

SY 2021-2022

**44% of students will be
proficient in the state
assessments of ELA/HLA.**

SY 2020-2021

**40% of students will be
proficient in the state
assessments of ELA/HLA.**

**Performance Target
SY 2022-2023**

**56% of students will be
proficient in the state math
assessment.**

SY 2021-2022

**48% of students will be
proficient in the state math
assessment.**

SY 2020-2021

**40% of students will be
proficient in the state math
assessment.**

**Performance Target
SY 2022-2023**

**40% of students will be
proficient on the state science
assessment* (*5th grade only
as of 19-20 SY)**

SY 2021-2022

**34% of students will be
proficient on the state science
assessment* (*5th grade only
as of 19-20 SY)**

SY 2020-2021

**28% of students will be
proficient on the state science
assessment* (*5th grade only
as of 19-20 SY)**

Growth Progress Monitoring (Interim Measures)

Which diagnostic tools (Adaptive/Local specific) or Universal screener are you using?

Achieve3000 Lexile
Benchmark Assessment System (BAS)
DIBELs early literacy assessments
NWEA Math/Science Assessments
SBA Interim Assessments
He Lawai'a
Hawaiian DIBELS Assessments

Quarter 1 Growth Targets ELA/Math/Other

40% of students will be proficient on Achieve3000/He Lawai'a.

48% of students will be proficient on NWEA Math.

35% of students will be proficient on NWEA science.

Quarter 2 Growth Targets ELA/Math/Other

45% of students will be proficient on Achieve3000/He Lawai'a/SBA ELA Interim.

52% of students will be proficient on SBA Math Interim Assessment.

Improve School Safety Measure on Panorama by ____

Quarter 3/4 Growth Targets ELA/Math/Other

48% of students will be proficient in the state assessments of ELA/HLA.

56% of students will be proficient in the state math assessment.

40% of students will be proficient on the state science assessment* (*5th grade only as of 19-20 SY)

Mission Alignment to Student Success

School Mission Statement

**Nurturing our Children to Thrive in an
Ever Changing World**

E ola nā pua i ke ao huli au

“To build a strong foundation for lifelong learning so with proper nurturing our keiki will be able to discover and grow, develop skills and confidence, and, like the ‘uala, withstand adversity and thrive in an ever-changing world.”

Vision--In Spring 2014, the vision was refined into a two vision framework to acknowledge our dual and parallel commitment to the English and Hawaiian language programs and framework .

English Speaking Program	Hawaiian Language Immersion Program
<p>Students from Kualapu'u School students will:</p> <ul style="list-style-type: none">• Exhibit the rigorous outcomes expected by the Common Core Standards in a learning environment,• Be instructed by curricula that is researched and outcomes based, and• Learn in a safe and positive learning environment that promotes the Hawaiian and all other cultural values needed to thrive in an ever changing world.	<p>Students from Kula Kaiapuni o Kualapu'u will</p> <ul style="list-style-type: none">• Become proficient in the Hawaiian language through instructional practices that are culturally appropriate, researched, and outcomes based,• Exhibit the rigorous outcomes expected by the Common Core,• Learn in a safe and positive learning environment embedded in Hawaiian cultural values, protocols, and language.

What are your school student success outcomes and how is your school assessing with quality measures to demonstrate performance toward the mission ?

Student Success Outcomes

Universal Learning Outcomes (aligned to Vision & Mission)

Our students will be strong, like the 'uala and be equipped with a firm foundation in literacy and math and SEL skills, and be able to thrive even through adversity.

All students have had instruction in peaceful problem solving.

Number of students needing Tier 2/3 supports

All students have access to a computer

All students have access to field trips to learn cultural and place based learning.

All students have access to Ike Hawaii lessons and the opportunity to participate in May Day.

Increase in reading/writing stamina and literacy engagement.

High engagement in parent conferences and student support team process.

Increasing community and parent relationship building opportunities and communication.

Learning outcomes aligned to your school values, competencies and student graduate profile

Exhibit the rigorous outcomes expected by the Hawaiian/Common Core Standards in a learning environment (in English or Hawaiian Language)

Classroom and schoolwide measures

Be instructed by curricula that is researched and outcomes based

FOSS, UoS, EDM, F&F

Learn in a safe and positive learning environment that promotes the Hawaiian and other cultural values needed to thrive in an ever changing world.

Panorama data, SEL skills data, KS Keiki and Ohana Survey

Major Improvement Strategies to Address Root Causes & Performance Challenges

We will achieve our goals by

1) Tier 1 Curriculum

Using the prescribed Tier 1 curricula with consistency and fidelity. Our Tier 1 programs have been selected because they fit the needs of our students. Using these regularly and with rigor will be required to achieve the desired results. There is a need to make intentional vertically-articulated alignments in instruction to grade level expectations/standards.

2) Tier 1 School-Level PD

Tier 1 School-Level PD: Ongoing PD and support is required to use our programs to meet the needs of our school and our students. Consistent opportunities to look at student work, review data and make adjustments will be key to addressing specific student needs. Many students are making significant growth, there is a need to study successful instructional practices and scale this throughout the school. Additionally, our programs, especially in literacy, are rich and complex. PD is required to unwrap and unpack the components of the programs, understand student need, and how to intersect these two with high quality results. Many teachers in Hawaiian Immersion need initial training in the Foundations and Framework curriculum. Curriculum development and alignment is needed in the HLIP K-6 for reading, writing, and science.

3) Tier 2 PD and curriculum

Tier 2 PD and curriculum - many of our students are not meeting grade level benchmarks. Consistent attention to this and intentional PD in instruction that includes high-quality differentiation to address the needs of all learners is key to school and student success.

4) Social Emotional and Behavioral Supports

We will be collecting and reviewing SEL data and aligning and expanding school supports - staffing, curriculum, professional development, classroom supports -- to address the social emotional and behavioral challenges that many children are experiencing and its impact on academic outcomes and classroom instruction.

Academic Plan

I. Major Improvement Strategy 1: Tier 1 Curriculum

Description: Using the prescribed Tier 1 curricula with consistency and fidelity. Our Tier 1 programs have been selected because they fit the needs of our students. Using these regularly and with rigor will be required to achieve the desired results. There is a need to make intentional vertically-articulated alignments in instruction to grade level expectations/standards.

SY 2022-2023: Key Action Steps, Necessary Resources, Funding Sources

Key Actions (SW6)	Funding Source (indicate all that apply)	
A. Study, plan, scope and sequence and implement reading/writing curricula units, bends, and lessons	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
B. Review and align formative assessments, program assessments, quarterly assessments, and high stakes assessment	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
C. Vertically align grade level curriculum, assessments, and student work (For both ELA and HLA program) to grade level standards.	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning

II. Major Improvement Strategy 2: Tier 1 School-Level PD

Description:

Tier 1 School-Level PD: Ongoing PD and support is required to use our programs to meet the needs of our school and our students. Consistent opportunities to look at student work, review data and make adjustments will be key to addressing specific student needs. Additionally, our programs, especially in literacy, are rich and complex. PD is required to unwrap and unpack the components of the programs, understand student need, and how to intersect these two with high quality results. Many teachers in Hawaiian Immersion need initial training in the Foundations and Framework curriculum.

SY 2022-2023: Key Action Steps, Necessary Resources, Funding Sources

Key Actions (SW6)	Funding Source (indicate all that apply)	
A. In House Curriculum Coordinators/coaches/Use of Consultants for specific literacy skills	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
B. PLC - Implement Structured and guided PLC discussions among teachers to look at student work, study and plan curriculum,	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
C. Peer Observations, ILT informal & formal walk-throughs; School Visits via ILT, Lab classroom model	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
D. Data Team Process /model and discussion format to meet with individual teachers quarterly to discuss (whole class and individual) student needs.	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
E. Students will receive high quality curricula and access to materials, and support technology. (Instruction and curricula—math, ELA, science, and writing, library material	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
F. Teachers will receive professional development for core curriculum. Ongoing PD and support	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant

is required to use our programs to meet the needs of our school and our students.

- ☐ Title II- Non HQ 20696
- ☐ Title II- PD 20697
- ☐ CSI- 18927

- ☐ Per Pupil/ Gen Funds
- ☐ No Funding Needed
- ☐ Early Learning

III. Major Improvement Strategy 3: Tier 2 Curriculum & Teacher Supports

Description: Tier 2 PD and curriculum - many of our students are not meeting grade level benchmarks. Consistent attention to this and intentional PD in instruction that includes high-quality differentiation to address the needs of all learners is key to school and student success.

SY 2022-2023: Key Action Steps, Necessary Resources, Funding Sources

Key Actions (SW6)	Funding Source (indicate all that apply)	
1. Use computer based and live tutoring instruction to build students frequency of reading instruction, feedback to students, and tracking of achievement.	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input checked="" type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
2. Use RTI model and discussion format to meet with individual teachers quarterly to discuss and plan for (whole class and individual) student needs.	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
3. Use highly qualified and highly trained tutors, educational assistants	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input checked="" type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
4. Teachers will receive intentional professional development to help with providing necessary supports for Tier 2 instruction.	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input checked="" type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input checked="" type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning

IV. Major Improvement Strategy 4: Social Emotional and Behavioral Supports

Description: We will be collecting and reviewing SEL data and aligning and expanding school supports - staffing, curriculum, professional development, classroom supports -- to address the social emotional and behavioral challenges that many children are experiencing and it's impact on academic outcomes and classroom instruction.

SY 2022-2023: Key Action Steps, Necessary Resources, Funding Sources

Key Actions (SW6)	Funding Source (indicate all that apply)
5. Collection, analysis and planning based on SEL and behavior data.	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Title I- Fam Eng 18935 <input checked="" type="checkbox"/> Other grant <input type="checkbox"/> Title II- Non HQ 20696 <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> No Funding Needed <input type="checkbox"/> CSI- 18927 <input type="checkbox"/> Early Learning
6. Use RTI model and discussion format to meet with individual teachers and counselors/support staff quarterly to discuss and plan for (whole class and individual) student SEL and behavioral needs.	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Title I- Fam Eng 18935 <input checked="" type="checkbox"/> Other grant <input type="checkbox"/> Title II- Non HQ 20696 <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> No Funding Needed <input type="checkbox"/> CSI- 18927 <input type="checkbox"/> Early Learning
7. High quality professional development training in SEL and behavior supports for classroom and school level, including Ike Hawaii curriculum, values and content.	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Title I- Fam Eng 18935 <input checked="" type="checkbox"/> Other grant <input type="checkbox"/> Title II- Non HQ 20696 <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> No Funding Needed <input type="checkbox"/> CSI- 18927 <input type="checkbox"/> Early Learning

V. Other Improvement Efforts

These improvement efforts may not be directly related to your MAJOR improvement strategies but still require attention and funding. Use this section to describe those efforts and how they are aligned to a need identified through the CNA process.

Key Action Steps & Resources	Rationale Based on Needs Assessment	Funding Source (indicate all that apply)
Parents will receive consistent communication—social media, email, mail, and flyers so families will know the events, activities, progress, and attendance of their children. (SW7)	<p>Parent communication is a priority to maintain our parent satisfaction and to consistently communicate participation in our school events, so parents know what is going on with their children, and children will have academic success.</p> <p>The students continue to need support from parents. Having consistent communication and messages home—social media, email, mail, and flyers, have been helpful in helping parents stay supportive of their children.</p>	<div> <input type="checkbox"/> Title I- General 18902 <input checked="" type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927 </div> <div> <input type="checkbox"/> Kamehameha Schools <input checked="" type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed </div>
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