

Ka 'Umeke Kā'eo

Comprehensive Academic Plan (CAP)

Last Revised: 07/17/20



A. Assurances

- 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. Planning team members and their roles are listed below (SW2):
1. Nohea Nahale-a, Po'okumu
 2. Louisa Lee, Director of Operations & Title I Coordinator
 3. Pomai Brandt, Data Coordinator
 4. Puakailima Naipo, Parent & Board member
 5. Kaaka Swain, Teacher*

*Teachers participated in data review, and school improvement discussions in their weekly grade-band meetings. This work has been on-going for a number of years. Prior to COVID discussions were focused in improving math, Papakū Makawalu, and Hawaiian Language (Acquisition and Arts).

- 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. (SW3)
- 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 | Nohea Nahale-a |  | 7/20/20 |
| Governing Board Chair | Puakailima Naipo |  | 7/20/20 |

B. 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.
- **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, 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.

C. Plan Snapshot

Performance Challenge I

Low Math Proficiency

Math proficiency has been consistently low across all grade levels, for the last three years, with no more than 16% of students at proficiency in any given grade level at Ka ‘Umeke. The achievement gap between students at Ka ‘Umeke and the rest of the state was 29% in 2018.

Performance Challenge II

Decreased Papakū Makawalu Kilo Proficiency

Papakū Makawalu Kilo proficiency has drastically decreased across all grade levels, for the last three years, with no more than 14 percent of students at proficiency in any given grade level at Ka ‘Umeke in SY 17-18. That is a 74% decrease in proficiency from SY 16-17 to SY 17-18.

Performance Challenge III

Hawaiian Language Arts Proficiency

Hawaiian language arts proficiency has decreased by 23% from SY 16-17 to SY 19-20. The average percent at or above grade level for HLA Comprehension has steadily decreased over the last 3 years (SY 16-17 47%, SY 17-18 44%, SY 18-19 33%) SY 19-20 36%.

Identified Root Causes and Contributing Conditions (CNA)

| Math | Papakū Makawalu | Language Arts |
|--|--|--|
| <ul style="list-style-type: none"> • Different styles of math being taught we adopted Singapore math a number of years ago but there was no teaching fidelity to Singapore math teaching strategies. • No vertical alignment between the grade levels and teachers are unclear about what is taught/expected from grade level grade level in math. • Although we began developing specific math learning strategies this work is not complete. • Our primary data point for baseline data, EOY data, and progress monitoring is NWEA, which only occurs 2-3x a school year. • We need additional and regular progress | <ul style="list-style-type: none"> • Instruction is inconsistent, we previously had a Papakū Makawalu resource teacher that supported kumu to develop and deliver Papakū Makawalu instruction in all grade levels. • Vague and or unclear learning expectations across all grade levels (it is a new methodology so we are still working these out). • Assessment processes are still being developed and revised. • Funding restraints have forced us to cut staff dedicated to Papakū Makawalu, although this is not a priority area for state assessments its is a part of our mission. | <ul style="list-style-type: none"> • Data is not being collected consistently because assessments are inadequate (admin and scoring/analyzing) and thus data collection is inconsistent. This includes both school level and state level data. • We still need to build a HLA curriculum that would allow us to group students based on ability and do consistent progress monitoring. While such programs exist for ELA they do not for HLA. • There is not enough HLA reading material. • Older haumāna need to learn the mechanics of HLA and need access to differentiated programs to improve ‘ōlelo Hawai‘i. |

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| <p>monitoring assessments and data so that we can identify where students are struggling and use this information to inform instruction.</p> <ul style="list-style-type: none"> • We have not involved ‘ohana in student learning and provided training around our math learning expectations and strategies (Singapore math). • We don’t have a school wide communication process for kumu to regularly meet with keiki and their ‘ohana about student progress in math. • Leadership has not developed or provided clear math learning goals or targets • Coaching has not been focused on math instruction | <ul style="list-style-type: none"> • Resources for Papakū Makawalu are limited both people and curriculum | <ul style="list-style-type: none"> • ‘Ohana need additional supports from the school around ‘ōlelo Hawai‘i so that they have the tools they need to support their own keiki with Hawaiian language acquisition as well as their academic work. • Leadership has not developed clear ‘ōlelo Hawai‘i learning goals • Accountability to instructional strategies through teacher coaching is inconsistent |
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**Performance Target
SY 2022-2023**

45% of students in grades 3-8 will be at grade level proficiency on KAE0 Math (SBAC) assessment.

SY 2021-2022

35% of students in grades 3-8 will be at grade level proficiency on KAE0 Math (SBAC) assessment.

**Performance Target
SY 2022-2023**

There will be 20% growth from Spring 2021-Spring 2023 in the total number of students in grades 3, 5, and 9 who meet proficiency in Kilo on the Papakū Makawalu Competency Assessment

SY 2021-2022

There will be 10% growth from Spring 2021-Spring 2022 in the total number of students in grades 3, 5, and 9 who meet proficiency in Kilo on the Papakū Makawalu Competency Assessment.

**Performance Target
SY 2022-2023**

50% of students in grades 4-8 who are below grade level in HLA comprehension on the KEAU assessment will see a 15% improvement in their individual comprehension scores.

SY 2021-2022

50% of students in grades 3-7 who are below grade level in HLA comprehension on the KEAU assessment will see a 10% improvement in their individual comprehension scores.

SY 2020-2021

25% of students in grades 3-8 will be at grade level proficiency on KAE0 Math (SBAC) assessment.
(will need to revise if testing is not administered)

SY 2020-2021

100% of students in grades 3, 5, and 9 will participate in the Papakū Makawalu Competency Assessment in the Spring of 2021.

SY 2020-2021

50% of students in grades 2-6 who are below grade level in HLA comprehension on the KEAU assessment will see a 5% improvement in their individual comprehension scores.

Major Improvement Strategies to Address Root Causes & Performance Challenges

- 1. Curriculum Alignment-** Align curriculum so that there is a clear understanding between grade levels about what expectations are and what students are being instructed to build seamless transitions between grades levels and continuity in learning.
- 2. Data Based Instruction-**Data collection specifically for progress monitoring tools beyond bi-annual assessments (NWEA, KEAU, and Papakū Makawalu Competency Assessment) for implementation of a multi-tiered system of support which includes interventions, social and emotional counselling support, early identification of learning challenges (SPED), and communication and engagement with 'ohana.
- 3. Coaching-** Continue to build teacher expertise and practice in Ka 'Umeke's instructional cycle and related strategies creating systems for ongoing monitoring and coaching. Provided relevant instructional and content area professional development.

D. Academic Plan (sw6)

I. Major Improvement Strategy 1: Curriculum and Instructional Alignment

Description: Administration and Teachers will continue to work on developing an aligned curriculum in Hawaiian language arts, math, and Papakū Makawalu. Teachers will ensure that curriculum is spiraled between the grade levels, and that student expectations and instruction at each grade level reflect this alignment.

SY 2020-2021: Key Action Steps, Necessary Resources, Funding Sources

| Key Actions | Funding Source (indicate all that apply) | |
|--|---|--|
| A. Grade band review of past grade band alignment work, identification of gap areas in Hawaiian language, math, and Papakū Makawalu. | <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 checked="" type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input checked="" type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning |
| B. In and Out exercise to identify five to ten specific skills that each student in each grade level should enter a grade level with and exit a grade level with- specific focus on math, and Papakū Makawalu. | <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 type="checkbox"/> Per Pupil/ Gen Funds <input checked="" type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning |
| C. Develop pacing guides for Math and Papakū Makawalu to include assessments, data collection methods, and timeline. | <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 checked="" type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning |
| D. (quarterly) Grade band meetings to discuss curriculum and instructional challenges and to modify curriculum and pacing guides. | <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 type="checkbox"/> Per Pupil/ Gen Funds <input checked="" type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning |
| E. Admin and Teachers identify ways to communicate learning expectations and goals to ‘ohana and to engage them in student learning. | <input checked="" 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 | <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning |

II. Major Improvement Strategy 2: Data Based Instruction

Description: Collect student learning and perception data to inform instruction on a more regular basis to ensure students are receiving the intervention and supports they need in a timely manner, and to be successful.

SY 2020-2021: Key Action Steps, Necessary Resources, Funding Sources

| Key Actions | Funding Source (indicate all that apply) | |
|--|---|---|
| <p>A. Review most recent individual and grade level student learning data sets in grade bands focused on math, Hawaiian language arts, and Papakū Makawalu and develop analyze and discuss intervention strategies and goals for each student.</p> <p>B. Review -what data do we have? -what does the data say? -what data are we missing? (Review CNA).</p> | <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 type="checkbox"/> Per Pupil/ Gen Funds <input checked="" type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning |
| <p>C. Admin and Data Coordinator revise data collection expectations, processes, and protocols and share with teachers to build appropriate student support systems.</p> | <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 checked="" 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 |
| <p>D. Identify what assessments we have and use for proficiency and progress monitoring purposes- determine if these are sufficient and determine what tools we still need to collect additional data to inform instruction.</p> | <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 checked="" type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning |
| <p>E. Administer Fall , Winter, and Spring NWEA Math and language arts, administer KEAU Fall, Winter, Spring, and Papakū Makawalu Competency Assessment in the Spring.</p> | <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 |
| <p>F. Trainings for teachers on how to collect, analyze, and review data.</p> | <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 checked="" type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning |

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| <p>G. Identify progress monitoring tools in math (unit and chapter tests) and Papakū Makawalu (data sheets, kilo sheets) and discuss results as grade band set goals for when re-teaching needs to occur.</p> | <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 checked="" 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 |
| <p>H. Develop interventions for math, Hawaiian language as needed based on student expectations.</p> | <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 checked="" 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 |

Major Improvement Strategy 3: Teacher Coaching and Professional Development

Description: Administration will continue to work with teachers via coaching to assist in the implementation of Ka ‘Umeke’s instructional model/cycle, to provide relevant PD, and to support planning and preparation of student learning materials.

SY 2020-2021: Key Action Steps, Necessary Resources, Funding Sources

| Key Actions | Funding Source (indicate all that apply) | |
|---|--|---|
| <p>A. Admin articulates clear academic student learning goals for the 20-21 year including quarterly coaching schedules, coaching checklist, and expectations for planning and prep</p> | <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 type="checkbox"/> Per Pupil/ Gen Funds <input checked="" type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning |
| <p>B. Administration visits each kumu classroom 2x per month for coaching, all coaching to be followed up with a feedback session.</p> | <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 type="checkbox"/> Per Pupil/ Gen Funds <input checked="" type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning |
| <p>C. Administration participates in grade band meetings no less than two times per month per grand band.</p> | <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 type="checkbox"/> Per Pupil/ Gen Funds <input checked="" type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning |
| <p>D. Administration surveys teachers on professional development needs and identifies, plans, and provides related PD.</p> | <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 checked="" 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 |

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| <p>E. Administration checks all assignments being posted online via LMS system to ensure it aligns with Ka ‘Umeke’s instructional model: clearly communicated learning target, teacher instruction, independent practice, bell-work or exit ticket.</p> | <ul style="list-style-type: none"> <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 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning |
| <p>F. Administration seeks mentors/Professional Development for leadership role, also builds capacity within staff to support with coaching work (identify teachers who could be coaches)</p> | <ul style="list-style-type: none"> <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 | <ul style="list-style-type: none"> <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 |

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) | |
|---|--|--|--|
| <p>Provide students with access to counsellor to support with emotional and social health</p> | <p>Not explicitly noted in the CNA (not sure where this would fit) but this is an issue at our school especially amongst middle and high school students and we know it affects their learning dramatically.</p> | <ul style="list-style-type: none"> <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 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed |
| <p>Continue with ELA intervention program for students in grades 4-11</p> | <p>ELA scores have been consistently improving and our students are making gains. This is credited to clear intervention strategies and tools like read naturally and Fountas and Pinnell. To continue towards our goal for all grade 8 students to be at grade level in ELA we must continue this work.</p> | <ul style="list-style-type: none"> <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 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Kamehameha Schools <input checked="" type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed |
| <p>Provide support to students and ‘ohana who will be engaged in online learning</p> | <p>Hawaiian language reading comprehension has been decreasing over the last three years we need to find</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I- General 18902 <input checked="" type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed |

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| | <p>ways to engage ‘ohana in ‘ōlelo Hawai‘i, and literacy. Also with COVID-19 if we move to an online program we will need to provide our students with additional support.</p> | <ul style="list-style-type: none">❑ Title II- PD 20697❑ CSI- 18927 | |
|--|--|---|--|