

# Kona Pacific PCS

## SY22-23 Comprehensive Academic Plan (CAP)

Last Approved Revision: 04/05/2022

### 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. Amber Herres - Executive Director
  2. Jen Brant - Student Records Coordinator
  3. Melissa Miller – Receptionist
  4. Julie Horrell- finance
  5. Heather Baraka - Special Education/ ILT
  6. Jaqueline Sabin- Special Education / ILT
  7. Monica Heiser - Class Teacher/ILT
- 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	Amber Herres	Amber Herres	04/05/2022
Governing Board Chair	Zachary Hosler	Zachary Hosler	4/12/2022

# 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

### Plateauing ELA growth

- ELA scores on state level assessments improved 2% between 2019 and 2021 (no data in 2020 due to absence of state testing) from 50% of students who participated in state assessment (3rd-8th grade) meeting Reading standards in 2019 and 52% meeting reading standards in 2021
- Local level data is derived from Iready which is administered quarterly. Iready assessment data shows a 4% increase in students at or above grade level in reading from Fall 2021 benchmark to spring 2022 benchmark from 42% at or above grade level in fall to 48% at or above in spring.
- Local data suggests that although students ELA scores are improving, the percentage of students at or above grade level is lower than we would like to see. Also growth from Fall to spring is evident but we would like to see more growth within the school year.

## Performance Challenge II

### Low math performance

- Math scores on state assessment stayed relatively stable between 2019 and 2021 with a slight(1%) decrease in percentage of students meeting standards in math.
- Local data through Iready this school year shows significant growth in students at or above benchmark from 24% of students testing at or above benchmark for math in Fall of 2021 to 46% of students testing at or above benchmark testing in math in Spring of 2022
- Math Scores on state level assessments decreased one percentage point between 2019 and 2021 (No state data in 2020) from 30% to 29%
- Students meeting math standards on state and local data remain low

## Performance Challenge III

### Middle School Lack of Interest

Kona Pacific has not yet developed its middle school program to the degree that would cause our middle school students to be excited about our program outside of school. We need to pilot new innovative middle school projects for our students, such as a Hawaiian Cultural Practices Program.

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## Identified Root Causes and Contributing Conditions (CNA)

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1. Student success is dependent on teacher specific areas of emphasis (e.g., teaching grammar, spelling, etc. vs. not teaching these subjects, etc.) and methods of instruction (explicit vs. non-explicit instruction, whole class vs. small group, etc.). These two aspects of instruction are beginning to be consistently applied across grades and subjects. To address these two inconsistencies, we need to articulate comprehensive schoolwide academic programs (expectations for main lesson units per grade, standards to be mastered in these main lesson units, main lesson content each day, and main lesson beginning of unit, mid-unit, and end-of-unit assessments), schoolwide literacy, math, and science programs, schoolwide RTI program, , etc.), to make sure areas of emphasis and methods of instruction are consistent. We also need to have a system of accountability of teachers to make sure the agreements on what and how to teach various core subjects / programs are kept, and instruction and emphasis delivered effectively. We need a paid teacher academic coach to help the school director achieve this major transformation of our school's academic programs and system of accountability. (Note: The main lesson part of this root cause was a major need expressed in the 2017-2020 Schoolwide Plan under the heading "Main Lesson Rubric and Assessment tools".) Kona Pacific is improving academic rigor and will continue to foster and develop effective use of formative data for understanding best instructional practices and mastery-based growth. (Note: This was a major need expressed in the 2017-2020 Schoolwide Plan.) This in turn will only be feasible through establishing consistent grade-level and grade-specific support team PLC times embedded in the course of the regular school week. This may require hiring part-time teachers to cover classes so grade level and grade-specific support teams can meet during the school day.

2. Specific areas of math emphasis (of a comprehensive set of math standards across the grades building sequentially on one another) are not clearly articulated or comprehensively taught, and effective methods of instruction fitting for the topic (explicit and non-explicit instruction, small group and whole class, etc.) are not being consistently applied across grades and subjects, and there is no system of accountability to make sure that agreements are kept on what core topics and standards specifically to teach, and how, and in what order. Math curriculum has been purchased to address the needs of standards based math education across the gradespan. More professional development is needed in the effective use of curriculum and math teaching strategies. The addition of targeted explicit instruction of both math and ELA standards in pk-3 along with the addition of a math fluency progress monitoring tool will support improved math scores across all grades. Kona Pacific's lack of an effectively functioning RTI program administering ELA and math interventions and progress monitoring for core academic skills classes in grades 2 to 8 has hindered the progress our struggling students could be making in the acquisition of their academic skills. (Note: This was a major need expressed in the 2017-2020 Schoolwide Plan.) This program needs a paid coordinator to make sure it is adequately implemented and maintained.

3. Kona Pacific has made significant strides in improving academic rigor in grades 3-8. K-3 are developing academic rigor due in part to lack of effective use of formative data for understanding best instructional practices and mastery-based growth. Kona Pacific has established consistent grade-level and grade-specific support team PLC times embedded in the course of the regular school week which have begun to address some of the needs. Clear and consistent use of progress monitoring tools and standards based curriculum across the grades will help to support our gains in math proficiency

4. Kona Pacific now has a functioning RTI system that focuses primarily on reading intervention and instruction. More time is needed for instructional coaching with standards based instruction across math, science and social studies. Additionally a systemic progress monitoring tool for math and ELA in grades k-8 is not firmly established.

## **Three Year Performance Cycle (STRIVE HI)**

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**Performance Target  
SY 2022-2023**

56% proficiency on end-of-year  
SBA state assessment for ELA.

**SY 2021-2022**

54% proficiency on end-of-year  
SBA state assessment for ELA.

**SY 2020-2021**

52% proficiency on end-of-year  
SBA state assessment for ELA.

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**Performance Target  
SY 2022-2023**

42% proficiency on end-of-year  
SBA state assessment for Math.

**SY 2021-2022**

38% proficiency on end-of-year  
SBA state assessment for Math.

**SY 2020-2021**

34% proficiency on end-of-year  
SBA state assessment for Math.

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**Performance Target  
SY 2022-2023**

**SY 2021-2022**

**SY 2020-2021**

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## **Growth Progress Monitoring (Interim Measures)**

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

We use Iready Diagnostic as well as Rola and Words their Way to assess Reading. We are also using AIMSweb to measure Math Fluency.

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**Quarter 1  
Growth Targets  
ELA/Math/Other**

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**Quarter 2  
Growth Targets  
ELA/Math/Other**

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**Quarter 3/4  
Growth Targets  
ELA/Math/Other**

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**35% or more students will be at or above grade level in reading and math**

**45% or more students will be at or above grade level in reading and math**

**55% or more students will be at or above grade level in reading and math**

## Mission Alignment to Student Success

### School Mission Statement

The mission of Kona Pacific Public Charter School is to educate the whole child, in order to cultivate in young people the skills, knowledge, and values they need to reach their highest potential.

Our vision is a world in which each person fulfills their unique potential in service to the community.

**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)*

We educate our students using rigorous standards based instruction combined with Waldorf inspired curriculum, Hawaiian Culture and Agriculture practices. We strive in everything we do with our students to support them in realizing their highest potential at each stage of their educational and life journeys.

We teach our students through multiple modalities a vibrant palette of skills including numeracy, literacy, effective communication, public speaking, arts, crafts, gardening, health / physical fitness, and mindfulness practices.

### Quality Measures

We measure this through a combination of state standardized assessment, local progress monitoring data, and standards based grading, assessments, and reports for all students across all grades

We measure the quality of our progress towards this aspect of our practice through our observation of our students' attainment of the

skills we teach them. This may include yearly portfolio reviews and presentations that demonstrate the skills taught during the year and service projects engaging our students with the community.

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

We teach our students an incredibly rich multiyear system of knowledge that embraces in an age-appropriate presentation many of the treasures of the universal ideas in history, social studies, and science.

We measure the quality of our progress towards this aspect of our practice through our observation of our students' attainment of a robust knowledge base that allows them to appreciate the deep legacy of humanity and learn new ideas in the context of all they've already understood about world knowledge. This is also measured in end of year review of main lesson books and standard mastery as well as hours each grade engages in this cross curricular learning main lesson block

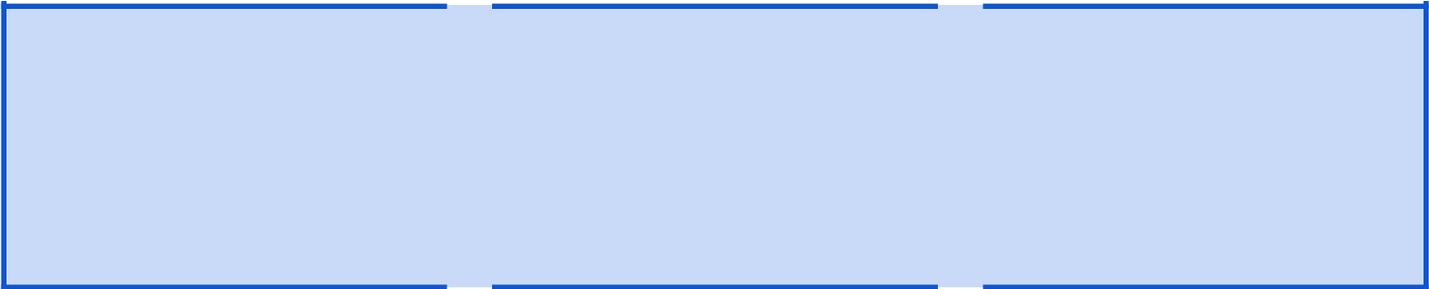
**We prioritize social emotional learning with students engaging in practice in emotional regulation, coping skills, and social skills in small and whole group settings**

**We measure this with the amount of students engaging in explicit SEL activities in the general education class and the hours per week the students are accessing explicit SEL through push in and pull out services**

**We strive for all of our students to exceed rigorous academic learning goals and master grade level standards**

**This is measured through standards based learning reports and assessment of standard mastery across all grades.**

# Major Improvement Strategies to Address Root Causes & Performance Challenges



## Academic Plan

**Major Improvement Strategy 1:** Curriculum Mapping and academic Standards based planning and implementation.

**Description:** Create a school culture of academic thoroughness, rigor, and excellence in which academic programs, standards, goals, assessments, and accountability form a complete system that teachers know, enjoy, and can effectively achieve.

### SY 2021-2022: Key Action Steps, Necessary Resources, Funding Sources

Key Actions (SW6)	Funding Source (indicate all that apply)	
<p>A. Study and articulate major topics of each schoolwide academic program across all grades, and the sequencing of these topics.</p> <p>1. Waldorf Main Lesson blocks / units across the grades (Note: the academic subjects of science, social studies / history, etc. are embedded in these ML units across the grades; broad ELA and math topics are introduced in Main Lesson, but often specific standards are mastered in academic focus periods)</p>	<p>X Title I- General 18902</p> <p><input type="checkbox"/> Title I- Fam Eng 18935</p> <p><input type="checkbox"/> Title II- Non HQ 20696</p> <p><input type="checkbox"/> Title II- PD 20697</p> <p><input type="checkbox"/> CSI- 18927</p> <p><input type="checkbox"/> Kamehameha Schools</p> <p><input type="checkbox"/> Other grant</p> <p>X Per Pupil/ Gen Funds</p> <p><input type="checkbox"/> No Funding Needed</p> <p><input type="checkbox"/> Early Learning</p>	

<p>outside of Main Lesson).</p> <p>2. Schoolwide Literacy program core topics (phonemic awareness, phonics, phonological awareness, spelling and vocabulary, writing, grammar, deepening levels of comprehension across genres, etc., and the many core ELA standards these broad literacy topics encompass).</p> <p>3. Schoolwide Math program core topics (number sense and numeration, geometry and spatial sense, four operations, measurement and fractions, patterning and algebra, data management and probability, business math, etc. , and the many core math standards these broad numeracy topics encompass).</p>	
<p>Articulate the Waldorf, Common Core, and other relevant standards that are expected to be taught in each major ML block / unit and ELA and Math topic across the grades, and, when appropriate, the level of mastery—introduction, practice, or automaticity—intended at each level.</p>	<p>X Title I- General 18902</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I- Fam Eng 18935</li> <li><input type="checkbox"/> Title II- Non HQ 20696</li> <li><input type="checkbox"/> Title II- PD 20697</li> <li><input type="checkbox"/> CSI- 18927</li> </ul> <p><input type="checkbox"/> Kamehameha Schools</p> <p><input type="checkbox"/> Other grant X Per Pupil/ Gen Funds</p> <p><input type="checkbox"/> No Funding Needed</p> <p><input type="checkbox"/> Early Learning</p>
<p>C. Articulate expectations for how each topic should be taught.</p> <p>1. Explicit content of the typical two-hour Main Lesson period.</p> <p>2. Benchmark standards that should be explicitly taught until mastered by our students.</p>	<p>X Title I- General 18902</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I- Fam Eng 18935</li> <li><input type="checkbox"/> Title II- Non HQ 20696</li> <li><input type="checkbox"/> Title II- PD 20697</li> <li><input type="checkbox"/> CSI- 18927</li> </ul> <p><input type="checkbox"/> Kamehameha Schools</p> <p><input type="checkbox"/> Other grant X Per Pupil/ Gen Funds</p> <p><input type="checkbox"/> No Funding Needed</p> <p><input type="checkbox"/> Early Learning</p>
<p>D. Create appropriate assessments for measuring mastery goals for each topic and benchmark standard.</p> <p>1. Main Lesson block beginning of unit, mid unit, and end-of-unit assessments.</p> <p>2. Benchmark standards beginning of segment,</p>	<p>X Title I- General 18902</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I- Fam Eng 18935</li> <li><input type="checkbox"/> Title II- Non HQ 20696</li> <li><input type="checkbox"/> Title II- PD</li> </ul> <p><input type="checkbox"/> Kamehameha Schools</p> <p><input type="checkbox"/> Other grant X Per Pupil/ Gen Funds</p> <p><input type="checkbox"/> No Funding Needed</p>

<p>mid-segment, and end-of-segment assessments.</p>	<p>20697      <input type="checkbox"/> Early Learning  <input type="checkbox"/> CSI- 18927</p>
<p>Provide all necessary training to achieve the goal of establishing a Schoolwide System of Detailed Academic Programs.</p>	<p>X Title I- General 18902      <input type="checkbox"/> Kamehameha Schools  <input type="checkbox"/> Title I- Fam Eng 18935      <input type="checkbox"/> Other grant  <input type="checkbox"/> Title II- Non HQ 20696      X 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</p>
<p>Title I Coordinator coordinates Title I Program described in our CNA, CAP and Detailed Implementation Plan 2020-2023, overseeing programs and progress measurement of steps to meet our school wide goals for 2020-2023, including Establishing a School-wide System of Detailed Academic Programs, an effective Kona Pacific PLC, an effective Kona Pacific RTI program, and an innovative middle school program.</p>	<p>X Title I- General 18902      <input type="checkbox"/> Kamehameha Schools  <input type="checkbox"/> Title I- Fam Eng 18935      <input type="checkbox"/> Other grant  <input type="checkbox"/> Title II- Non HQ 20696      X 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</p>

## Major Improvement Strategy 2: professional Learning Communities

**Description:** :Maintain consistent grade-level and grade-specific support team PLC times embedded in the course of the regular school week to develop a schoolwide culture of academic rigor by cultivating effective use of formative data for understanding best instructional practices and mastery-based growth.

Teachers will effectively collect and use data to inform educational practices

### SY 2021-2022: Key Action Steps, Necessary Resources, Funding Sources

Key Actions (SW6)	Funding Source (indicate all that apply)	
A. Continue an Instructional Leadership Team, including Executive Director, Teacher Support Coordinator, RTI Coaches, Student Services	<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 type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
B. Purchase necessary ELA and math curriculum and professional Development to support student standard mastery	<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 type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
C. Schedule classes during the week so grade-level and grade-specific support teams can meet during the school day at least once a week to collaborate as part of our PLC.	<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 type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
D. Instructional Leadership Team helps establish and maintain a fully functioning Kona Pacific PLC, including facilitating PD and helping with data analyzing / interpreting.  Instructional Leadership Team working with PLCs will identify benchmark standards and skills, develop common rubrics and assessments, and establish consistent data analysis protocols.	<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 type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
To address middle school interest, Kona Pacific will develop more electives, clubs, and high interest	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng	<input type="checkbox"/> Kamehameha Schools <input checked="" type="checkbox"/> Other grant

project based learning including a Hawaiian cultural specialty course	<input type="checkbox"/> 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
To address the social and emotional needs of students returning from the Pandemic, Kona Pacific will develop a behavior support program	<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 checked="" type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning

### Major Improvement Strategy 3: Response to Intervention and Standards based instruction

**Description: Maintain an effectively-functioning RTI program administering ELA and math interventions and progress monitoring for core academic skills classes in grades 2 to 8. Establish a program for K-2**

#### SY 2021-2022: Key Action Steps, Necessary Resources, Funding Sources

Key Actions (SW6)	Funding Source (indicate all that apply)	
RTI Coaches and or instructional coaches to coordinate the RTI program. RTI Coaches assure that the RTI program is adequately implemented and maintained, oversee scheduling and delivery of appropriate and effective interventions and in-class supports for students, oversees progress monitoring to measure student growth, and analyzes and utilizes results to inform instruction and supplemental services.	<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
Purchase yearly subscription to iReady assessment tool.	<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
Purchase ELA and math workbooks, readers and other classroom books, supplies and supplemental materials (games, teaching tools	<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"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed

<p>such math manipulatives, etc.) to support the implementation and delivery of a robust RTI program.</p>	<input type="checkbox"/> CSI- 18927 <input type="checkbox"/> Early Learning
<p>Additional RTI support staff / EAs provide small group instruction as a part of the RTI program.</p>	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Other grant <input type="checkbox"/> Title II- Non HQ 20696                      X 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
<p>In the event of extended school closure due to COVID-19, provide the technology (digital and physical) to the staff and, to the degree acceptable, families, to enable the RTI program to function effectively.</p>	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Other grant <input type="checkbox"/> Title II- Non HQ 20696                      X 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