

## Ka'ala Elementary School Academic Plan for School Year 2021-22



### Ka'ala Elementary School

Developing a collaborative Academic Plan framed by the HIOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools study organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

### HIOE Learning Organization

**Pipeline of Emerging Ideas:** To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

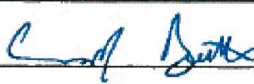

- The Pipeline of Emerging Ideas is linked to the HIOE 2020-30 Strategic Plan (page 5).

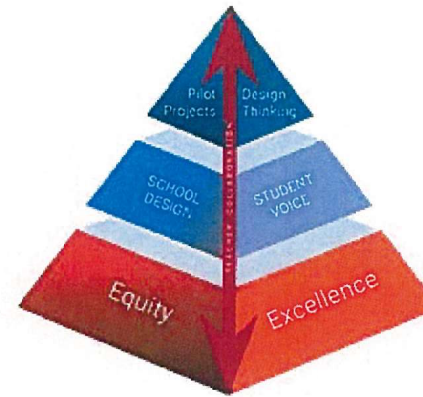
**Innovation in Support of the Core:** New strategies and systems for delivering teaching and learning. High-impact strategies: School Design, Teacher Collaboration, Student Voice.

- The Academic Plan incorporates School Design and Student Voice for Innovation in Support of the Core (pages 3-4).

**Teaching & Learning Core:** Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HIOE Learning Organization, and it is founded on the Teaching & Learning Core (page 2).

Principal (print): Samuel Bennett	
Principal's signature: 	Date: 4/9/21
Complex Area Superintendent (print): Robert Davis	
Complex Area Superintendent's signature: 	Date: 4/27/2021





# ***2021 Academic Plan, School Year 2021-22***

## **Ka'ala Elementary School**

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## **HIDOE Learning Organization**

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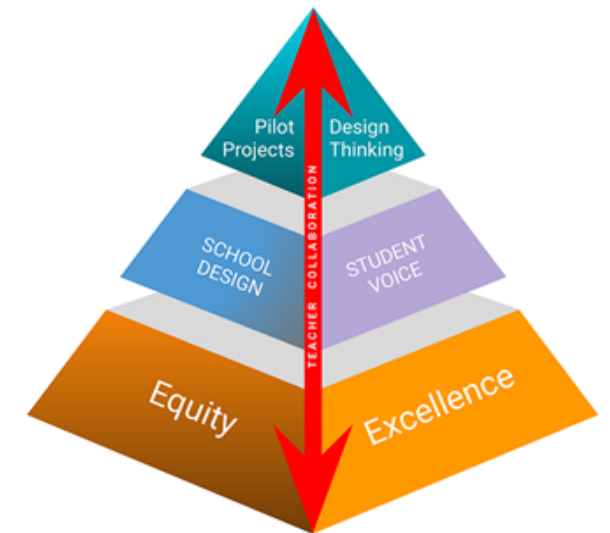
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- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

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- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).





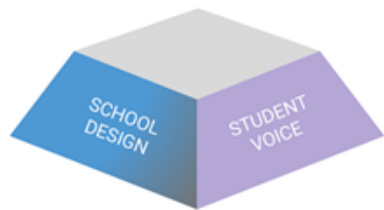
# Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying [enabling activities](#) in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap SW1	Theory of Action	Enabling Activity SW 6																																										
<p>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</p> <p>(Data re: Reading/Math proficiency for:</p> <p><b>Overall Percentage and Number of Students Proficient By Subgroup (Reading)</b></p> <table><tr><th></th><th colspan="2">SY 2016-17</th><th colspan="2">SY 2017-18</th><th colspan="2">SY 2018-19</th></tr><tr><th></th><th>%</th><th># of Students</th><th>%</th><th># of Students</th><th>%</th><th># of Students</th></tr><tr><td>Non-High Needs</td><td>96.67%</td><td>29</td><td>80.85%</td><td>38</td><td>86%</td><td>38</td></tr><tr><td>High Needs</td><td>44.83%</td><td>65</td><td>43.88%</td><td>61</td><td>40.46%</td><td>53</td></tr><tr><td>Disabled (SPED)</td><td>0%</td><td>0</td><td>10%</td><td>3</td><td>18.18%</td><td>4</td></tr><tr><td>Disadvantaged (Free/Reduced)</td><td>43.97%</td><td>62</td><td>45.31%</td><td>58</td><td>41.53%</td><td>49</td></tr></table>		SY 2016-17		SY 2017-18		SY 2018-19			%	# of Students	%	# of Students	%	# of Students	Non-High Needs	96.67%	29	80.85%	38	86%	38	High Needs	44.83%	65	43.88%	61	40.46%	53	Disabled (SPED)	0%	0	10%	3	18.18%	4	Disadvantaged (Free/Reduced)	43.97%	62	45.31%	58	41.53%	49	<p>If Ka’ala Elementary School faculty/staff can implement a system of individual student achievement, motivation, goal setting and improvement, <b>then</b> student performance and growth will occur.</p> <p>What is your Theory of Action (if-then) to improve the achievement gap?</p> <ol style="list-style-type: none"><li>1. All students at Ka’ala Elementary School deserve to thrive with options and opportunities. If all students are at grade level, then when promoting to middle school they will be able to access all the opportunities the new school has to offer.</li><li>2. If teachers are consistent with utilizing assessment calendars, pacing guides and curriculum maps to differentiate instruction and provide support, then students will show academic growth and progress toward their learning targets.</li></ol>	<p>What are your <a href="#">Enabling Activities</a> to improve the achievement gap?</p> <p>Our School Design is organized around these 5 Priority Areas to support Equity and Excellence:</p> <ol style="list-style-type: none"><li>1. Improving Student Achievement</li><li>2. Special Education Support</li><li>3. English Learner Support</li><li>4. Multi-Tiered Systems of Success</li><li>5. Technology Innovation Practices</li></ol> <p><b>Schoolwide Curriculum and Common Practices</b></p> <ul style="list-style-type: none"><li>• Common grade level assessment calendars, pacing guides and curriculum maps</li><li>• Weekly grade level collaboration meetings, set with agenda and minutes</li><li>• Assessment planning, discussion and analysis</li><li>• Recursive teaching discussion and data analysis sharing</li><li>• iReady usage and passed lessons monitoring</li><li>• Kids Time to address individual family and learning challenges</li><li>• Classroom observations to support student learning</li><li>• Intervention blocks to address individual and group learner needs</li><li>• Establishing and tracking of individual student targets</li></ul> <p><b>SEL Implementation:</b></p> <ul style="list-style-type: none"><li>• Implementation of Ka’ala SEL Assessment</li></ul>
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<ul style="list-style-type: none"> <li>Use of Second Step curriculum to address targeted needs</li> </ul> <p><b>Chronic Absenteeism:</b></p> <ul style="list-style-type: none"> <li>Attendance Committee meetings to discuss progress and challenges</li> <li>Schoolwide communication of attendance data and progress</li> <li>Positive reinforcement opportunities to promote attendance</li> <li>Proactive approach to family support and needs</li> </ul>																																																																					

Entering (1.0-1.9)	12	1	2	2	0	2
Emerging (2.0-2.9)	3	3	2	5	1	0
Developing (3.0-3.9)	3	12	12	10	11	3
Expanding (4.0-4.9)	2	1	6	13	7	1
Bridging (5.0-5.9)	0	2	0	1	3	1
<ul style="list-style-type: none"> <li>• SPED</li> </ul> <p>Declining Reading Scores for Ka’ala Elementary School over the last three years.</p> <p>SY 17-18 SY 18-19 SY 19-20</p>						



## Innovation in Support of the Core: School Design and Student Voice

Describe here your complex/school contexts for School Design and Student Voice.

Ka'ala Elementary students deserve to thrive with options and opportunities. With 85% of our school community qualifying for free/reduced lunch, there are economic hardships which affect school performance and attendance. Also, 25% of our student population are English Learners, causing grade level proficiency in both reading and math more difficult to attain. Ka'ala Elementary School has implemented five different priority areas in order for our students to be successful.

Describe here your current and continuing initiatives that will further advance your 2021-22 School Design and Student Voice.

Ka'ala Elementary School's Priority Areas were implemented in school year 2019-2020 and support our students thriving with options and opportunities:

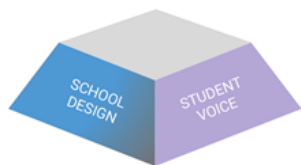
- Improving Student Achievement
- Special Education Support
- English Learner Support
- Multi-Tiered Systems of Success
- Technology Innovation Practices

Describe here your Conditions for Success for School Design and Student Voice

Ka'ala Elementary's School's community, inclusive of all administration, teachers and staff, will provide options and opportunities for students to thrive. This guiding belief is how we organize our School Design and the Infrastructure of support needed to actualize our efforts. Important to us is that students and families feel connected to our school. Therefore, we provide personalized ways to engage or different audiences. We recognize that a multi-modal approach provides us the best means to meet the needs of our community.

SY 2020-21 <a href="#">Measurable Outcomes</a>	SY 2021-22 <a href="#">Measurable Outcomes</a>	SY 2022-23 <a href="#">Measurable Outcomes</a>
<p>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> <li>• <b>Chronic Absenteeism</b> percentage will remain at 11% or lower</li> <li>• Baseline for grade 3-5 <b>reading achievement</b> as measured by the Smarter Balanced Assessment is 53%</li> <li>• Baseline for grades 3-5 <b>math achievement</b> as measured by the Smarter Balanced Assessment is 49%</li> <li>• Increase the number of <b>students qualifying for IDEA</b> scoring proficient or better in Reading and Math according to the Smarter Balanced Assessment.</li> </ul>	<p>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> <li>• <b>Chronic Absenteeism</b> percentage will remain at 11% or lower</li> <li>• Baseline for grade 3-5 <b>reading achievement</b> as measured by the Smarter Balanced Assessment will increase.</li> <li>• Baseline for grades 3-5 <b>math achievement</b> as measured by the Smarter Balanced Assessment will increase.</li> <li>• Increase the number of <b>students qualifying for IDEA</b> scoring proficient or better in Reading and Math according to the Smarter Balanced Assessment.</li> </ul>	<p>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> <li>• <b>Chronic Absenteeism</b> percentage will remain at 11% or lower</li> <li>• Baseline for grade 3-5 <b>reading achievement</b> as measured by the Smarter Balanced Assessment will increase.</li> <li>• Baseline for grades 3-5 <b>math achievement</b> as measured by the Smarter Balanced Assessment will increase.</li> <li>• Increase the number of <b>students qualifying for IDEA</b> scoring proficient or better in Reading and Math according to the Smarter Balanced Assessment.</li> </ul>

<p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> <li>• <i>Our students deserve to thrive with options and opportunities. In order to thrive, our students must be proficient in academic achievement and growth.</i></li> <li>• <i>Attendance is a critical factor in accessing the learning opportunities provided for students; therefore, we are putting a premium on decreasing the number of students chronically absent.</i></li> </ul>	<p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> <li>• <i>Our students deserve to thrive with options and opportunities. In order to thrive, our students must be proficient in academic achievement and growth.</i></li> <li>• <i>Attendance is a critical factor in accessing the learning opportunities provided for students; therefore, we are putting a premium on decreasing the number of students chronically absent.</i></li> </ul>	<p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> <li>• <i>Our students deserve to thrive with options and opportunities. In order to thrive, our students must be proficient in academic achievement and growth.</i></li> <li>• <i>Attendance is a critical factor in accessing the learning opportunities provided for students; therefore, we are putting a premium on decreasing the number of students chronically absent.</i></li> </ul>
<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> <li>• <i>Ka'ala Elementary School will apply a combination of data reviews and collaborative conversations with our staff to analyze the status of our enabling activities quarterly.</i></li> <li>• <i>Priority Leads will organize, review, and report status updates.</i></li> <li>• <i>Data informed decisions will be made and course corrections applied as necessary.</i></li> </ul>	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> <li>• <i>Ka'ala Elementary School will apply a combination of data reviews and collaborative conversations with our staff to analyze the status of our enabling activities quarterly.</i></li> <li>• <i>Priority Leads will organize, review, and report status updates.</i></li> <li>• <i>Data informed decisions will be made and course corrections applied as necessary.</i></li> </ul>	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> <li>• <i>Ka'ala Elementary School will apply a combination of data reviews and collaborative conversations with our staff to analyze the status of our enabling activities quarterly.</i></li> <li>• <i>Priority Leads will organize, review, and report status updates.</i></li> <li>• <i>Data informed decisions will be made and course corrections applied as necessary.</i></li> </ul>



# Innovation in Support of the Core: School Design and Student Voice

**FOCUS ON SY 2021-22:** Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<p>Add beginning of the year measurements here.</p> <p>1) ELA- 53% Math- 49%</p> <p>2) Chronic Absenteeism- 11% or lower</p> <p>3) Number of IDEA students proficient on the SBA: Reading= 4 Math=3</p>	<p>Add throughout the year measurements here.</p> <ul style="list-style-type: none"> <li>i-Ready Diagnostic Assessments scores for ELA and Math.</li> <li>SEL Assessment Data</li> <li>Weekly KART Priority Area reviews</li> <li>Analysis of student work</li> <li>Attendance data from EWS</li> <li>ICA/IAB SBA preparation data</li> <li>Attendance Committee small group data</li> <li>Bi-weekly Special Education Collaboration meetings</li> </ul>	<p>Add end of year goals here.</p> <p>1) ELA- 53% Math- 49%</p> <p>2) Chronic Absenteeism- 11% or lower</p> <p>3) Number of IDEA students proficient on the SBA: Reading= 5 Math= 3</p>

## Student Outcomes (SY 2021-22)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p><b>1.0 Improving Student Achievement</b> <b>SW6 i &amp; ii</b></p> <p>A) 100% of teachers will participate in <b>refining</b></p>	<p>1. Teachers will participate in weekly Kids Time (Principal and KART team meet with grade level teams to review student work, progress and data from 6-step protocol. Kids</p>	<p>Weekly</p> <p>Quarterly</p>	<p>WSF 42101</p> <p>Title I 18902</p>	<p>Who:</p> <ul style="list-style-type: none"> <li>Administration</li> </ul> <p>When:</p> <ul style="list-style-type: none"> <li>Collaboration Time</li> <li>Grade Level Planning Days</li> </ul>	<p>Weekly</p> <p>Quarterly</p>	



<p><b>grade level curriculum</b> (Pacing Guides and Curriculum Maps) in <b>ELA and Math</b> to provide core instruction.</p>	<p>Time also includes Special Ed, EL, at this time the team analyzes MTSS supports for individual students), <b>planning sessions, and faculty meetings</b> to refine curriculum maps.</p> <ol style="list-style-type: none"> <li>Set a calendar of specific work dates and what will be completed.</li> <li>Set review dates as grade level, faculty meeting.</li> </ol> <p>2. Grade level curriculum maps will be refined and updated weekly, monthly, and quarterly to ensure alignment and quality of instruction is occurring in every classroom.</p>			<ul style="list-style-type: none"> <li>Faculty Meetings</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>Updated and reviewed pacing guides and curriculum maps</li> <li>Agenda and Minutes</li> </ul>		
<p><b>B)</b> 100% of teachers will begin developing <b>grade level curriculum</b> (Pacing Guides and Curriculum Maps) in <b>Science and Social Studies</b>.</p>	<ol style="list-style-type: none"> <li>Teachers will participate in weekly Kids Time, planning sessions, and faculty meetings to develop grade level curriculum and support systems for students and teachers.</li> <li>Grade levels will continue to build understanding and align resources to science and social studies</li> </ol>	<p>Weekly Quarterly</p>	<p>WSF: 42101  Title I: 18902</p>	<p>Who:</p> <ul style="list-style-type: none"> <li>Administration</li> </ul> <p>When:</p> <ul style="list-style-type: none"> <li>Collaboration Time</li> <li>Grade Level Planning Days</li> <li>Faculty Meetings</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>Grade Level pacing guides and</li> </ul>	<p>Weekly Quarterly</p>	

	standards to improve student outcomes.			curriculum maps (Science and Social Studies) <ul style="list-style-type: none"> <li>Agenda and Minutes</li> </ul>		
<b>C)</b> 100% of teachers will participate in weekly structured Kids Time to review i-Ready data, analyze student work, share instructional strategies, and plan for upcoming lessons.	<ol style="list-style-type: none"> <li>Teachers will review <b>i-Ready Data</b> to determine areas of need and monitor student progress               <ol style="list-style-type: none"> <li>Diagnostic Results</li> <li>Instructional Report</li> <li>Online Instruction Usage</li> <li>Lessons Passed</li> </ol> </li> <li><b>Teachers</b> will use weekly Kids Time to share instructional strategies and assessments for upcoming units in math, reading, and writing.</li> <li><b>Teachers</b> will <b>analyze curriculum assessments</b> during weekly collaboration time to <b>calibrate instruction</b> and <b>pacing</b> in math, reading, and writing.</li> </ol>	Weekly Monthly Quarterly	WSF: 42101  Title I: 18902	Who: <ul style="list-style-type: none"> <li>Administration</li> <li>KART Team</li> </ul> When: <ul style="list-style-type: none"> <li>Collaboration Time</li> <li>KART Team Meeting</li> </ul> Evidence: <ul style="list-style-type: none"> <li>Meeting agenda and minutes</li> <li>Classroom Observations</li> <li>i-Ready reports</li> <li>Student work and formative assessments</li> </ul>	Weekly Monthly Quarterly	
<b>D)</b> 100% of students will receive <b>standards based instruction</b> using <b>Ka'ala's Math and Reading Curriculum</b> to ensure all students are	<ol style="list-style-type: none"> <li>Teachers will instruct utilizing their <b><i>school developed pacing guides, curriculum maps, and assessment calendar.</i></b></li> </ol>	Quarterly	WSF: 42101  Title I: 18902	Who: <ul style="list-style-type: none"> <li>Administration</li> <li>Grade Level Teachers</li> <li>KART Team</li> </ul>	Quarterly Weekly	

<p>receiving <b>equitable access</b> to learning.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• Ready Classroom Math</li> <li>• Wonders</li> <li>• National Geographic Panorama Reading</li> <li>• Sonday Essentials</li> <li>• Teacher made resources</li> </ul>	<ol style="list-style-type: none"> <li>Teachers will use <b>weekly</b> Kids Time to share instructional strategies and analyze student work to inform instruction that will improve student achievement.</li> <li>Teachers will review <b>MTSS data</b> (<i>attendance, behavior, sense of belonging, coping skills, etc.</i>) to support the total well-being of students as it connects to academic achievement.</li> <li>Establish a Ready Classroom Math team composed of grade level teachers to build internal capacity in supporting teachers on Ready Classroom Implementation.</li> <li>Teachers will be <b>re-engaged</b> in Ready Classroom Math Implementation inclusive of instructional routines, math talks, and the use of complementary i-Ready reports and resources such as: <ul style="list-style-type: none"> <li>• Diagnostic Results</li> </ul> </li> </ol>	Weekly		<p>When:</p> <ul style="list-style-type: none"> <li>• Collaboration Time</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• Collaboration and Kids Times Minutes and follow up actions</li> <li>• Classroom Observations of instruction</li> <li>• Student work, formative, summative assessments</li> <li>• Teacher Planning Days Agenda and Minutes</li> <li>• Updated and reviewed pacing guides and curriculum maps</li> </ul>		
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<p><b>G) 100% of students will receive <b>small group instruction in reading and math</b> to improve student outcomes as measured by <b>i-Ready Diagnostics, student work, and Common Formative Assessments</b>.</b></p>	<p>1. <i>Teachers will utilize the Formative Instruction process to provide skill gap reduction.</i></p> <ul style="list-style-type: none"> <li>○ <i>Step 1: Analyze Diagnostic Data</i></li> <li>○ <i>Step 2: Identify small instructional groups based on areas of need</i></li> <li>○ <i>Step 3: Utilize i-Ready tools and resources for small group instruction</i></li> <li>○ <i>Step 4: Implement differentiated instruction during dedicated <b>Response to Intervention (Rtl) blocks</b> to meet the individual needs of students as evidenced on their <b>grade level master bell schedule</b></i></li> <li>○ <i>Step 5: Review student progress and repeat process</i></li> </ul> <p>2. Teachers will use <b>KidsTime to review student work and common formative assessments</b> to monitor student progress and</p>	<p>Quarterly</p> <p>Weekly</p>	<p>WSF: 42101</p> <p>Title I: 18902</p>	<p>Who:</p> <ul style="list-style-type: none"> <li>● Administration</li> <li>● Ka’ala Academic Review Team</li> </ul> <p>When:</p> <ul style="list-style-type: none"> <li>● KART Meeting Time</li> <li>● Kids Time</li> <li>● Teaching Planning Days</li> <li>● Professional Development Days</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>● Classroom Observations</li> <li>● Meeting minutes and agendas</li> <li>● Student work and formative assessments</li> <li>● Grade Level Master Bell Schedule</li> </ul>	<p>Quarterly</p> <p>Weekly</p>	
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	<p>increase achievement outcomes.</p> <p>3. Teachers will participate in <b>professional development focused on effective small group instruction</b> in reading and mathematics to implement instructional strategies that will increase achievement towards proficiency.</p> <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Mathematics</li> </ul>					
<p><b>H) 50% of students will be reading at grade level proficiency at the end of second grade as measured by the Spring i-Ready Diagnostic assessment.</b></p>	<p>1. Ka’ala’s Early Literacy Team will determine common curriculum instruction resources, instructional research-based practices, and common formative and summative assessments for grades K, 1, and 2.</p> <p>2. Grades K-2 teachers will implement Enhanced Core Reading Instruction (ECRI) curriculum for reading foundational skills instruction.</p> <p>3. Teachers will focus on a targeted strategy for explicit instruction.</p>	<p>Quarterly</p> <p>Weekly</p>		<p>Who:</p> <ul style="list-style-type: none"> <li>● Administration</li> <li>● Ka’ala Early Literacy Team</li> </ul> <p>When:</p> <ul style="list-style-type: none"> <li>● Ka’ala Early Literacy Team Meetings</li> <li>● Kids Time</li> <li>● Professional Development Days</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>● Classroom Observations</li> <li>● Meeting minutes and agendas</li> </ul>	<p>Quarterly</p> <p>Weekly</p>	

	<p>4. Teachers will utilize the “<i>I Do, We Do, and You Do</i>” Strategy in designing their lessons to ensure all students have enough teacher guided and independent practice.</p> <p>5. Teachers will assess and monitor student progress on reading foundational skills as measured by:</p> <ul style="list-style-type: none"> <li>○ ECRI’s progress monitoring tool.</li> <li>○ i-Ready Diagnostic Results</li> <li>○ Personalized Instruction reports</li> </ul>			<ul style="list-style-type: none"> <li>● Student work and formative assessments</li> <li>● i-Ready Diagnostic Results</li> </ul>		
Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p><b>2.0 Special Education Support</b></p> <p>I) Special Education personnel will participate and collaborate in planning, applying, and reviewing strategies that <b>demonstrate a collaborative effort</b> to promote Ka’ala</p>	<p>SW 6 - i</p> <p>1. Conduct <b>collaboration meetings with the Special Education Department every other week</b> to support special education teachers by providing targeted professional development.</p> <ul style="list-style-type: none"> <li>● 2 x a month VP and Sped DH will meet with</li> </ul>	Yearlong	SPED PPA 17101 17131	<p>Who:</p> <ul style="list-style-type: none"> <li>● Vice Principal</li> <li>● Special Education DH</li> </ul> <p>When:</p> <ul style="list-style-type: none"> <li>● Collaboration Time every other week</li> <li>● Ka’ala Academic Review Team Meeting</li> </ul>	Monthly	



<p>Elementary's Thrive message and outcomes.</p>	<p>SSC and Special Education Department</p> <ul style="list-style-type: none"> <li>● VP and Sped DH will collaborate on the <b>agenda</b></li> <li>● A <b>Google folder will be how minutes</b> will be used to document discussions and actions.</li> <li>● Prior to the end of each meeting, the team will <b>review follow up actions</b> to occur from then until the next meeting.</li> </ul> <p>2. Allocate <b>vertical (between different grade levels) articulation</b> time during SPED collaboration for special education teachers to transition students with IEPs to their next grade level.</p> <ul style="list-style-type: none"> <li>● Two collab periods in May used for transition meetings. Guiding questions will be provided to teachers used to gather information.</li> <li>● The first meeting consists of: Grade K &amp; 1, Grade 2 &amp; 3, Grade 4 &amp; 5. FSC teachers will be assigned a</li> </ul>			<p>Evidence:</p> <ul style="list-style-type: none"> <li>● Meeting Agenda and Minutes</li> <li>● Classroom Observation</li> </ul>		
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	<p>grade level based on caseload.</p> <ul style="list-style-type: none"> <li>The second meeting consists of PreK &amp; K, 1 &amp; 2, 3 &amp; 4</li> </ul>					
<p><b>J) Student Individualized Education Programs (IEP's) will support student growth and development, helping students to move towards a least restrictive environment (LRE).</b></p> <ul style="list-style-type: none"> <li>School's inclusion rate will increase from 42.9% to the goal in the State Strategic Plan of 51% in SY 2020.</li> </ul>	<ol style="list-style-type: none"> <li>LRE: <b>Kindergarten to 2nd grade</b> will move to a <b>full inclusion</b> model. <b>Grades 3-5 students</b> will be determined <b>on an individual case basis</b>.</li> <li>LRE: Discussion will take place in <b>annual IEP team meetings to determine placement</b>. Final class placement to be confirmed at transition meeting.</li> <li><b>Monthly reviews</b> will be conducted to <b>coordinate personnel support</b> to meet the needs of students in the LRE.</li> <li><b>Co-Teaching teams will be provided time to plan and review</b> programming to support student success in the LRE.</li> <li><b>Student data, teacher feedback, and administrator observation</b> will help to inform decisions</li> </ol>	Yearlong	WSF 42101	<p>Who:</p> <ul style="list-style-type: none"> <li>Vice Principal</li> <li>Special Education Department</li> <li>Classroom Teachers</li> <li>SSC</li> </ul> <p>When:</p> <ul style="list-style-type: none"> <li>Quarterly reviews</li> <li>Annual IEP Meetings</li> <li>Co-Teaching Team Meetings</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>Collaboration Agendas and Minutes</li> <li>Vertical Articulation Minutes</li> <li>Teacher feedback</li> <li>Quarterly reports compiled by the SSC.</li> </ul>	Quarterly	

	<p>to support student success in the LRE.</p> <p>6. <b>Transition data</b> will be reviewed quarterly <b>by the SSC to support transitions and communicated with IEP team members:</b></p> <ul style="list-style-type: none"> <li>• School to school</li> <li>• Grade level to grade level</li> <li>• Appropriate LRE continuum</li> </ul>					
<p><b>K)</b> Student Individualized Education Programs (IEP's) will support student growth and development by <b>100% of students will show academic progress</b> through standardized assessments, standards based work samples, or individualized IEP goal data.</p>	<p>1. Special Education <b>achievement data</b> will be reviewed <b>monthly</b> and shared with the faculty, while maintaining FERPA, to acknowledge student growth to grade level proficiency. A record will be maintained to track how students are making progress towards meeting or exceeding grade level proficiency.</p> <p>2. Conduct <b>monthly case reviews</b> to support students who are showing lack of progress in their IEP goals and objectives. Additional <b>modifications and strategies</b> will be</p>	Yearlong	WSF: 42101	<p>Who:</p> <ul style="list-style-type: none"> <li>• Vice Principal</li> <li>• Special Education Department</li> <li>• Classroom Teachers</li> <li>• SSC</li> </ul> <p>When:</p> <ul style="list-style-type: none"> <li>• Monthly</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• SPED Collaboration Agendas and Minutes</li> <li>• Vertical Articulation Minutes</li> <li>• i-Ready Diagnostic Growth Reports</li> </ul>	<p>Monthly</p> <p>Quarterly</p>	

	<p>considered to increase student success in a timely manner.</p> <ol style="list-style-type: none"> <li>On time compliant IEP</li> <li>Student work samples</li> <li>Student Assessment Data</li> <li>Student Attendance</li> <li>Student's Quarterly Progress Report</li> <li>Present Level of Educational Performance</li> <li>Utilize i-Ready resources aligned to students' needs based on their diagnostic data</li> </ol>			<ul style="list-style-type: none"> <li>Student work samples</li> <li>Student progress reports</li> <li>PLEP</li> </ul>		
<p><b>L) 100% of Individualized Education Plans</b> are completed and meet the standard of quality for <b>Free Appropriate Public Education (FAPE).</b></p>	<ol style="list-style-type: none"> <li><b>Free Appropriate Public Education Compliance</b> <ol style="list-style-type: none"> <li>Meet timeline</li> <li>IEP components completed</li> <li>Assessments completed</li> </ol> </li> <li><b>Sped collaboration</b> is used to discuss timelines with care coordinators.</li> </ol>	Yearlong	SPED PPA 17101 17131	<p>Who:</p> <ul style="list-style-type: none"> <li>Vice Principal</li> <li>Special Education Department</li> <li>Classroom Teachers</li> <li>SSC</li> </ul> <p>When:</p> <ul style="list-style-type: none"> <li>Every other week SPED Collaboration Meetings</li> </ul> <p>Evidence:</p>	Bi-Weekly  Quarterly	

	3. <b>Monthly report</b> compiled by the SSC is used to determine compliance.			<ul style="list-style-type: none"> <li>• SPED Collaboration Agendas and Minutes</li> <li>• Monthly Data Reports</li> </ul>		
<b>M)</b> 100% of Teachers will participate in <b>professional development (PD)</b> designed to: (1) increase learner engagement and (2) more effectively address diverse learner needs	1. <b>Direct instruction and co-teaching techniques</b> to promote strategies which effectively support students.  2. As follow-up, <b>teachers and educational assistants will engage in applying co-teaching models that focus upon increasing collaborative approaches that increase student success outcomes.</b>	Fall        Semester	WSF: 42101 SPED PPA 17131	Who <ul style="list-style-type: none"> <li>• Vice Principal</li> <li>• Special Education Department</li> <li>• Classroom Teachers</li> <li>• KART Team</li> </ul> When <ul style="list-style-type: none"> <li>• KART Team Meetings</li> <li>• Faculty Meetings</li> <li>• Kids Time</li> </ul> Evidence <ul style="list-style-type: none"> <li>• Teacher sharing and feedback</li> <li>• Meeting Agendas and Minutes</li> <li>• Classroom Observations</li> <li>• Student work samples</li> </ul>	Monthly	
<b>Measurable Outcome(s)</b>	<b>Enabling Activity</b>	<b>Duration</b> Fall, Spring, Yearlong	<b>Source of Funds</b> Program ID	<b>School Monitoring Activity</b>	<b>Frequency</b> Quarter, Semester, Annual	<b>Complex Monitoring Activity</b> (to be completed by CAS)

<p><b>3.0 English Learner Support SW 6</b></p> <p><b>N)</b> 100% of <b>English Learners</b> will be identified and receive support appropriate to their levels of need.</p>	<ol style="list-style-type: none"> <li>Students will be <b>identified through WIDA ACCESS</b> screener assessment</li> <li>PTTs, PPEs, and/or PPTs will <b>provide small group or individual instruction</b> and support for our English learners to help close achievement gaps.</li> <li>Student(s) will be added to <b>PTTs schedule(s)</b>: meeting with PTT(s) to discuss learner(s') school history, language background, and needs</li> </ol>	<p>At beginning of SY, within 30 days and ongoing (within 14 days of school start date)</p> <p>Monthly ELL PTT meetings; ongoing communication with designated PTT/PPE</p>	<p>WSF: 42101 EL: 42102 Title I: 18902</p>	<p>Who:</p> <ul style="list-style-type: none"> <li>EL Coordinator</li> </ul> <p>When:</p> <ul style="list-style-type: none"> <li>KART Team Meeting</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>ecsss system--state and district</li> <li>Active EL Report</li> <li>Classroom Observations</li> <li>PTT Schedules</li> </ul>	<p>Quarterly</p> <p>Ongoing</p>	
<p><b>O)</b> 100% of <b>English Learners</b> receiving <b>pull out</b> services will have an <b>EL Support Service Plan</b>.</p>	<ol style="list-style-type: none"> <li>English Learner Coordinator and team will <b>develop and implement Support Service Plans</b> for each pull out student.</li> <li>Assess progress on targeted foundational literacy skills documented on pull out support plans.</li> </ol>	<p>ongoing</p> <p>monthly</p>	<p>WSF: 42101 EL: 42102 Title I: 18902</p>	<p>Who:</p> <ul style="list-style-type: none"> <li>EL Coordinator</li> </ul> <p>When:</p> <ul style="list-style-type: none"> <li>KART Team Meeting</li> <li>EL Staff Meeting</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>EL Staff Meeting Agenda and Minutes</li> <li>Support Service Plans</li> </ul>	<p>Weekly</p> <p>Monthly</p> <p>Quarterly</p>	

<p><b>P)</b> 100% of English Learners who have an <b><i>Imagine Learning</i></b> account will <b>demonstrate growth</b> as measured by lessons completed and <b>Imagine Learning Benchmark assessments</b>.</p>	<ol style="list-style-type: none"> <li>Teachers will <b>monitor <i>Imagine Learning</i> usage and percentage</b> of lessons passed weekly to ensure consistent usage, increase student performance and make instructional adjustments to further EL support.</li> <li><b>Ka’ala Academic Review Team</b> will <b>review data</b> to ensure student progress.</li> </ol>	<p>Weekly</p> <p>Quarterly</p>	<p>Title I: 18902</p>	<p>Who:</p> <ul style="list-style-type: none"> <li>Teachers</li> <li>EL Coordinator</li> <li>KART Team</li> </ul> <p>When:</p> <ul style="list-style-type: none"> <li>Collaboration Time</li> <li>EL Staff Meeting</li> <li>KART Team Meeting</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>Imagine Learning Usage reports</li> <li>Meeting agenda and minutes</li> </ul>	<p>Weekly</p> <p>Monthly</p> <p>Weekly</p> <p>Quarterly</p>	
<p><b>Q)</b> 100% of English Learners with a prior baseline score will <b>increase their overall proficiency level score by 1.0</b> as measured by the <b><i>ACCESS</i></b> assessment.</p>	<ol style="list-style-type: none"> <li>EL Coordinator and EL PTT(s) will <b>complete required <i>ACCESS</i> trainings and certifications</b></li> <li><b>EL staff</b> will work with students and staff to <b>administer, instruct, review instructional outcomes</b> to evaluate instructional efficacy ensuring on track outcomes.</li> <li>English Learner Program Coordinator collaborates with teachers to <b>create and</b></li> </ol>	<p>Annually</p> <p>Annually</p>	<p>WSF: 42101 EL: 42102</p>	<p>Who:</p> <ul style="list-style-type: none"> <li>EL Coordinator</li> <li>Administration</li> </ul> <p>When:</p> <ul style="list-style-type: none"> <li>EL Staff Meeting</li> <li>KART Team Meeting</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>Meeting Agenda and Minutes</li> <li>WIDA ACCESS Report</li> <li>Quarterly Report Cards</li> </ul>	<p>Annually</p> <p>Annually</p>	

	<p><b>implement Individual Learning Plans for targeted English Learners</b> to address identified missing academic foundational skills needed to access grade level content.</p> <p>4. Teachers will <b>analyze common formative assessment and student work</b> to assess student learning and progress during <b>Kids Time</b> to identify areas of need and progress made in those identified areas. Utilize i-Ready resources aligned to students' needs based on their diagnostic data.</p> <p>5. All English Learners will <b>complete the WIDA ACCESS</b> during the annual testing window.</p>					
<p><b>R)</b> 100% of Teachers will participate in <b>professional development (PD)</b> designed to: (1) increase learner engagement and (2) more effectively</p>	<p>1. <b>Total Participation Techniques (TPT) and Sheltered Instruction PD</b> to promote strategies which effectively support non to limited English proficient students.</p>	Fall	WSF: 42101 Title I: 18902	<p>Who</p> <ul style="list-style-type: none"> <li>English Learner Coordinator</li> <li>Teachers</li> <li>KART Team</li> </ul> <p>When</p>	Monthly	



address the language needs of ELs	2. As follow-up, <b>teachers identify one TPT</b> they commit to use within a designated period of time (e.g., “next two weeks”), and then <b>share in small groups at future faculty meetings</b> ‘how it went’--choose another TPT activity/strategy, etc, etc.			<ul style="list-style-type: none"> <li>• KART Team Meetings</li> <li>• Faculty Meetings</li> <li>• Collaboration Time</li> </ul> <p>Evidence</p> <ul style="list-style-type: none"> <li>• Teacher sharing and feedback</li> <li>• Meeting Agendas and Minutes</li> <li>• Classroom Observations</li> <li>• Student work samples</li> </ul>		
Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<b>4.0 Multi-Tiered Systems of Success</b> <b>SW6 iii</b>  <b>S)</b> Chronic absenteeism will <b>decrease to &lt;10%</b> by the end of year as measured by Early Warning System (EWS).	1. Attendance Team Meetings Attended by: Counselors, BHS, Administrators, SSC, Curriculum Coach, Clerks  2. Utilize <b>Ka’ala’s Attendance Success Plan</b> to document and provide interventions that are timely and coordinated.  3. Coordinate <b>Challenge 5 program</b> to <b>increase</b>	Bi-monthly  Quarterly  Quarterly  Weekly	WSF: 42101 Title I: 18902	<p>Who:</p> <ul style="list-style-type: none"> <li>• Counselors</li> <li>• KART Team</li> </ul> <p>When:</p> <ul style="list-style-type: none"> <li>• KART Team Meeting</li> <li>• Attendance Team Meetings</li> </ul> <p>Evidence:</p>	Bi-monthly  Bi-monthly  Collect data yearly on number of students who met the challenge	

	<p><b>attendance awareness</b> to our school and community</p> <p>4. Utilize weekly <b>attendance board, by grade levels</b> as a form of communication on attendance progress. Goal is to heighten the importance of daily attendance.</p> <p>5. Positive reinforcement using <b>Mule Bucks</b> to provide incentives and rewards to <b>classes and individual students</b> with perfect attendance.</p>			<ul style="list-style-type: none"> <li>• Early Warning System Attendance Data</li> <li>• Attendance data for Attendance Success Plan</li> <li>• Meeting Agenda and Minutes</li> </ul>	<p>Data to be collected and analyzed by the Attendance Team.</p> <p>Quarterly analyze by Attendance Team</p>	
<p><b>T)</b> 100% of students will receive <b>Social Emotional Learning</b> and <b>80%</b> of the students assessed on <b>the Panorama Assessment</b>. <b>quarterly</b> will show proficiency.</p>	<p>1. 100% of teachers and counselors will plan for and teach Social Emotional Learning. Resources to include <b>Second Step Lessons, DARE, GLO's, and academic resource topics</b>.</p> <p>2. Panorama Assessment will be given twice a year to assess and monitor the following:</p> <ol style="list-style-type: none"> <li>a) Sense of Belonging</li> <li>b) Emotional Regulation</li> <li>c) Self-Efficacy</li> </ol>	<p>Weekly</p> <p>Quarterly</p> <p>Quarterly</p>	<p>WSF: 42101</p> <p>Title I: 18902</p>	<p>Who:</p> <ul style="list-style-type: none"> <li>• Counselors</li> <li>• Ka'ala Advisory Team</li> <li>• MTSS Team</li> </ul> <p>When:</p> <ul style="list-style-type: none"> <li>• Ka'ala Advisory Team Meetings</li> <li>• MTSS Team Meetings</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• Meeting Agendas and Minutes</li> <li>• Observations and Monitoring reports</li> </ul>	<p>Weekly</p> <p>Quarterly</p> <p>At the end of each assessment, data will be looked at to adjust or maintain instruction.</p>	

	<p>3. Ka’ala Advisory Team will <b>review Social Emotional Learning Assessment data quarterly</b> to inform next steps.</p> <p>4. A <b>Ka’ala Elementary SEL ad-hoc committee</b> will be formed inclusive of a cross-section of school personnel to infuse SEL lessons to foster real-life application and a connection to integrated learning that is reinforced through daily practices</p> <ol style="list-style-type: none"> <li>Form Committee by August 2020</li> <li>Create an Assessment Calendar</li> <li>Pacing Guide <ol style="list-style-type: none"> <li>Scope and sequence</li> <li>Important vocabulary</li> <li>Key strategies</li> <li>Major learning themes</li> </ol> </li> <li>Quarterly assembly to promote MTSS and Thrive message</li> </ol>	Prior to School Year 2020-2021		<ul style="list-style-type: none"> <li>● Panorama Data</li> <li>● Student and Teacher Interview</li> <li>● Testimonials</li> <li>● Assessment Data</li> </ul>	Prior to school year 2020-2021	
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	5. Ka'ala Elementary SEL ad-hoc committee will utilize a Google Form to track incidents and referrals quarterly to measure the impact of SEL lessons provided.					
U) 100% of students identified through the counselor <b>referral program will be seen by our Ka'ala counselor</b> to help regulate their social-emotional well-being as measured by referrals and classroom observations.	<p>1. Teachers will use the <b>referral process</b> to communicate students' needs and concerns with Ka'ala counselors.</p> <p>2. <b>Kids Time</b> is utilized to <b>discuss student concerns</b> by grade level. 100% of the collaboration team (teachers, counselors and administrators) will participate in the Kid Time process. Students will be identified as having academic, behavioral, and/or attendance needs. The collaboration team will then provide next steps to address the needs of the student. The team will then follow-up on the next steps to assess progress.</p> <p>3. <b>Student Referral Process</b> documents a response to student need and informs the teacher of intervention</p>	<p>Weekly</p> <p>Monthly</p> <p>Quarterly</p>	<p>WSF: 42101</p> <p>Title I: 18902</p>	<p>Who:</p> <ul style="list-style-type: none"> <li>● Counselors</li> <li>● MTSS Team</li> <li>● KART Team</li> <li>● Ka'ala Advisory Team</li> </ul> <p>When:</p> <ul style="list-style-type: none"> <li>● MTSS Team Meeting</li> <li>● Kids Time</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>● Meeting Agenda and Minutes</li> <li>● Counseling Referral Process Documents</li> <li>● Classroom Observations</li> </ul>	<p>Weekly</p> <p>Weekly</p> <p>Monthly</p> <p>As needed</p>	

	strategies.					
Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<b>5.0 Technology Innovation Practices</b> <b>SW6</b>  <b>V) 100% of Grade 5 students will receive Digital Citizenship lessons and score 85% or higher as measured by the Digital Citizenship assessment.</b>	<ol style="list-style-type: none"> <li><b>Digital Citizenship lessons and assessments</b> will be implemented every Wednesday to ensure students have the skillset to navigate the digital world.               <ol style="list-style-type: none"> <li>Quarter 1 - <b>Share with Care</b></li> <li>Quarter 2 - <b>Don't Fall for Fake/Secure Your Secrets</b></li> <li>Quarter 3 - <b>It's Cool to Be Kind</b></li> <li>Quarter 4 - <b>When in Doubt, Talk it Out</b></li> </ol> </li> <li>Technology coordinator will collect, review, and monitor assessment information on digital citizenship lessons from students and complete summary report for the staff</li> </ol>	Weekly  Quarterly	WSF: 42101 Title I: 18902	Who: <ul style="list-style-type: none"> <li>Technology Coordinator</li> <li>Technology Cadre</li> <li>KART Team</li> </ul> When: <ul style="list-style-type: none"> <li>KART Meeting</li> </ul> Evidence: <ul style="list-style-type: none"> <li>Summative and Formative Assessments</li> <li>Classroom Observations</li> <li>Teacher feedback</li> </ul>	Weekly  Quarterly	
<b>W) Z-Space</b> , a learning tool utilizing Augmented and Virtual Reality, will be initiated with a <b>Grade 2 &amp;</b>	<ol style="list-style-type: none"> <li><b>Phase 1-</b> August to October: Choose zSpace <b>"ambassadors"</b> and train them using the "zSpace</li> </ol>	Weekly  Monthly	WSF: 42101 Title I: 18902	Who: <ul style="list-style-type: none"> <li>Technology Coordinator</li> <li>KART Team</li> </ul>	Weekly  Monthly	

<p><b>Grade 3</b> class to expose students to this technology with the goal of <b>enhancing learning through innovation and creation within the software and expanding z-space</b> across grade levels and to other schools.</p>	<p><b>Ambassador Checklist”</b></p> <ol style="list-style-type: none"> <li>2. <b>Phase 2-</b> October to February: <b>Develop lessons</b> that connect to grade level and <b>co-teach these lessons</b> with the classroom teacher.</li> <li>3. <b>Phase 3-</b> February to May: Share the implementation process with other Ka’ala classes with ambassadors leading the way through classroom demonstrations.</li> <li>4. <b>Phase 4-</b> June to July: Share implementation process with classes beyond Ka’ala through Ka’ala zSpace videos and ambassador demonstrations.</li> <li>5. Conduct Z-Space Camp over the summer with multiple sessions geared for Z-Space ambassadors and groups of students.</li> <li>6. Partner with classroom teacher(s) to integrate Z-Space in class and a part of the core curriculum.</li> </ol>			<ul style="list-style-type: none"> <li>● Administration</li> </ul> <p>When:</p> <ul style="list-style-type: none"> <li>● KART Team Meeting</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>● zSpace Ambassador checklist progress</li> <li>● Classroom Observations</li> <li>● Lesson plan completion and implementation</li> </ul>		
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<p><b>X)</b> 100% of technology requests will be <b>addressed in a timely manner</b> to ensure that students and staff can appropriately utilize technology tools to support learning as measured by technology requests log.</p>	<ol style="list-style-type: none"> <li>Staff will utilize the <b>Tech Request Form</b> when requesting assistance.</li> <li>Each week, Technology Coordinator and Tech PPT will review the request to determine trends and priorities.               <ol style="list-style-type: none"> <li>What is needed now?</li> <li>What can be staggered to complete?</li> <li>What professional development is needed?</li> <li>What is the feedback loop to ensure that successful actions were completed?</li> </ol> </li> <li><b>Create Tech care, safety, and usage videos</b> to build capacity and inspire a culture of innovation and collaboration that allows the time and space to explore and experiment with digital tools for students, teachers, and staff.</li> </ol>	<p>Weekly</p> <p>Monthly</p> <p>Quarterly</p>	<p>WSF: 42101 Title I: 18902</p>	<p>Who:</p> <ul style="list-style-type: none"> <li>Technology Coordinator</li> <li>Technology Cadre</li> <li>Administration</li> </ul> <p>When:</p> <ul style="list-style-type: none"> <li>KART Team Meeting</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>Technology request logs</li> <li>Classroom Observations</li> <li>Teacher feedback</li> </ul>	<p>Weekly</p> <p>Monthly</p> <p>Quarterly</p>	
<p><b>Y)</b> 100% of students will have <b>access to various technology</b> equipment</p>	<ol style="list-style-type: none"> <li>Purchase of technology equipment and software</li> </ol>	<p>Weekly</p> <p>Monthly</p>	<p>WSF: 42101 Title I: 18902</p>	<p>Who:</p> <ul style="list-style-type: none"> <li>Technology Coordinator</li> </ul>	<p>Monthly</p> <p>Quarterly</p>	

and experiences to <b>enhance learning</b> as well as develop and apply skills of a <b>21st century learner</b> to support them in becoming college and career ready.	<p>2. A <b>technology plan</b> inclusive of activities, outcomes, and budget will be <b>created, shared, and reviewed quarterly</b> to increase input and connection to the school's focus areas.</p> <p>Collaborate with classroom teachers to design Technology Experiences by grade levels. These experiences will help students develop into a Ka'ala Tech Graduate by the end of 5th grade.</p> <p>3. A system will be created to <b>showcase evidence of application by students and staff integrating the technology learning</b> invested. e.g. videos, digital portfolio, google, etc.</p>	Quarterly		<ul style="list-style-type: none"> <li>Technology Cadre</li> <li>KART Team</li> </ul> <p>When:</p> <ul style="list-style-type: none"> <li>KART Team Meeting</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>Technology Plan</li> <li>Classroom Observations</li> <li>Meeting Agenda and Minutes</li> </ul>		
Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<b>Family Involvement</b> SW 7	1. <b>Two Parent Community Networking Coordinators (PCNC)</b> will be hired to	Monthly	WSF: 42101	Who:	Monthly	





**Staff Outcomes (SY 2021-22)**

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
A) Create a <b>Ka’ala Elementary Early Literacy Cadre</b> and <b>Action Plan</b> to guide <b>Pre-K-2</b> literacy efforts.	<ol style="list-style-type: none"> <li>Develop <b>Early Literacy cadre membership</b> to include pre-school, regular education, special education, EL, and administration.               <ol style="list-style-type: none"> <li>Tier 1 Enhancement Strategy</li> <li>Classroom Libraries</li> <li>Stipend Days for Early Literacy Cadre</li> </ol> </li> <li>Identify <b>common resources, strategies, and assessments</b> to be obtained and utilized to increase the number of students reading at grade level by the end of the school year.</li> <li>Provide <b>monthly collaboration time</b> for the cadre to meet, plan, and follow-up with action plan steps.</li> <li>Establish a <b>timeline for specific actions and</b></li> </ol>	Monthly	WSF: 42101 Title I: 18902	Who: <ul style="list-style-type: none"> <li>Administration</li> <li>Ka’ala Early Literacy Cadre</li> </ul> When: <ul style="list-style-type: none"> <li>Early Literacy Cadre Meeting</li> <li>KART Team Meeting</li> </ul> Evidence: <ul style="list-style-type: none"> <li>Meeting Agenda and Minutes</li> <li>Timelines and Action Plans</li> </ul>	Monthly  Quarterly	

	<b>review processes</b> to ensure successful implementation of Pre-K to Grade 2 literacy efforts.					
<b>B) Establish Content Area Cadres</b> that develop <b>school-wide curriculum plans</b> that are aligned both within grade levels and in between grade levels as a school	<ol style="list-style-type: none"> <li>Administration provides time for staff to <b>organize representation for content areas</b> prioritized by the school.</li> <li>Identify <b>content area leaders</b> to work with the Curriculum Coordinator to <b>outline focus areas for the school</b> and to represent Ka’ala Elementary at professional development opportunities. <ol style="list-style-type: none"> <li>Attend</li> <li>Plan</li> <li>Present</li> </ol> </li> </ol>	Monthly  Quarterly	WSF: 42101 Title I: 18902	Who: <ul style="list-style-type: none"> <li>Administration</li> <li>Content Area Lead</li> <li>Content Area Teams</li> </ul> When: <ul style="list-style-type: none"> <li>Content Area Meetings</li> <li>KART Team Meetings</li> </ul> Evidence: <ul style="list-style-type: none"> <li>Meeting Agenda and Minutes</li> <li>Timelines and Action Plans</li> </ul>	Monthly  Quarterly	
<b>C) 100%</b> of teachers will participate in <b>weekly structured Kids Time</b> to review i-Ready data, analyze student work, share instructional strategies, and plan for upcoming lessons.	<ol style="list-style-type: none"> <li>Teachers will review <b>i-Ready Data</b> to determine areas of need and monitor student progress <ol style="list-style-type: none"> <li>Diagnostic Results</li> <li>Instructional Report</li> <li>Online Instruction Usage</li> <li>Lessons Passed</li> </ol> </li> </ol>	Weekly Monthly  Quarterly	WSF: 42101 Title I: 18902	Who: <ul style="list-style-type: none"> <li>Administration</li> <li>KART Team</li> </ul> When: <ul style="list-style-type: none"> <li>Kids Time</li> <li>KART Team Meeting</li> </ul> Evidence:	Weekly Monthly  Quarterly	

	<p>2. <b>Teachers</b> will use weekly collaboration time to share instructional strategies and assessments for upcoming units in math, reading, and writing.</p> <p>3. <b>Teachers</b> will <b>analyze curriculum assessments</b> during weekly collaboration time to <b>calibrate instruction</b> and pacing in math, reading, and writing.</p>			<ul style="list-style-type: none"> <li>• Meeting agenda and minutes</li> <li>• Classroom Observations</li> <li>• i-Ready reports</li> <li>• Student work and formative assessments</li> </ul>		
<p><b>D)</b> Special Education personnel will participate and collaborate in planning, applying, and reviewing strategies that <b>demonstrate a collaborative effort</b> to promote Ka’ala Elementary’s Thrive message and outcomes.</p>	<p>1. Conduct a <b>collaboration meeting with the Special Education Department every other week</b> to support special education teachers by providing targeted professional development.</p> <ul style="list-style-type: none"> <li>• 2 x a month VP and Sped DH will meet with SSC and Special Education Department</li> <li>• VP and Sped DH will collaborate on the <b>agenda</b></li> <li>• A <b>Google folder will be how minutes</b> will be used to document discussions and actions.</li> <li>• Prior to the end of each meeting, the team will</li> </ul>	Yearlong	WSF: 42101 Title I: 18902	<p>Who:</p> <ul style="list-style-type: none"> <li>• Vice Principal</li> <li>• Special Education DH</li> </ul> <p>When:</p> <ul style="list-style-type: none"> <li>• Collaboration Time every other week</li> <li>• Ka’ala Academic Review Team Meeting</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• Meeting Agenda and Minutes</li> <li>• Classroom Observation</li> </ul>	Monthly	

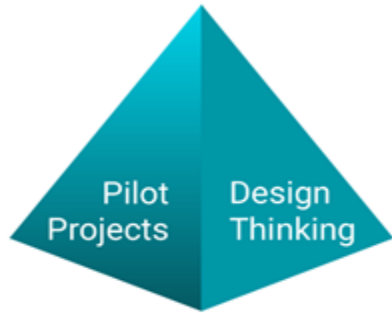
	<p><b>review follow up actions</b> to occur from then until the next meeting.</p> <p>2. Allocate <b>vertical (between different grade levels) articulation</b> time during SPED collaboration for special education teachers to transition students with IEPs to their next grade level.</p> <ul style="list-style-type: none"> <li>• Two collab periods in May used for transition meetings. Guiding questions will be provided to teachers used to gather information.</li> <li>• The first meeting consists of: Grade K &amp; 1, Grade 2 &amp; 3, Grade 4 &amp; 5. FSC teachers will be assigned a grade level based on caseload.</li> <li>• The second meeting consists of PreK &amp; K, 1 &amp; 2, 3 &amp; 4</li> </ul>					
<b>E) 100% of Teachers will participate in professional development (PD)</b>	1. <b>Direct instruction and co-teaching techniques</b> to promote strategies which effectively support students.	Fall	WSF: 42101 Title I: 18902	Who <ul style="list-style-type: none"> <li>• Vice Principal</li> <li>• Special Education Department</li> </ul>	Monthly	

designed to: (1) increase learner engagement and (2) more effectively address diverse learner needs	<p>2. As follow-up, <b>teachers and educational assistants will engage in applying co-teaching models that focus upon increasing collaborative approaches that increase student success outcomes.</b></p> <p>3. Participation at state and national conferences and training to extend professional exposure and to gain specific training that can enhance the school's capacity and expertise.</p>	Semester		<ul style="list-style-type: none"> <li>Classroom Teachers</li> <li>KART Team</li> </ul> <p>When</p> <ul style="list-style-type: none"> <li>KART Team Meetings</li> <li>Faculty Meetings</li> <li>Collaboration Time</li> </ul> <p>Evidence</p> <ul style="list-style-type: none"> <li>Teacher sharing and feedback</li> <li>Meeting Agendas and Minutes</li> <li>Classroom Observations</li> <li>Student work samples</li> </ul>		
<b>F)</b> 100% of Teachers will participate in <b>professional development (PD)</b> designed to: (1) increase learner engagement and (2) more effectively address the language needs of ELs	<p>1. <b>Total Participation Techniques (TPT) and Sheltered Instruction PD</b> to promote strategies which effectively support non to limited English proficient students.</p> <p>2. As follow-up, <b>teachers identify one TPT</b> they commit to use within a designated period of time (e.g., "next two weeks"), and then <b>share in small groups at future faculty</b></p>	Fall	WSF: 42101 Title I: 18902	<p>Who</p> <ul style="list-style-type: none"> <li>English Learner Coordinator</li> <li>Teachers</li> <li>KART Team</li> </ul> <p>When</p> <ul style="list-style-type: none"> <li>KART Team Meetings</li> <li>Faculty Meetings</li> <li>Collaboration Time</li> </ul> <p>Evidence</p> <ul style="list-style-type: none"> <li>Teacher sharing and feedback</li> </ul>	Monthly	

	<b>meetings</b> ‘how it went’--choose another TPT activity/strategy, etc, etc.			<ul style="list-style-type: none"> <li>● Meeting Agendas and Minutes</li> <li>● Classroom Observations</li> <li>● Student work samples</li> </ul>		
<b>G)</b> 100% of technology requests will be <b>addressed in a timely manner</b> to ensure that students and staff can appropriately utilize technology tools to support learning as measured by technology requests log.	<ol style="list-style-type: none"> <li>1. Staff will utilize the <b>Tech Request Form</b> when requesting assistance.</li> <li>2. Each week, Technology Coordinator and Tech PPT will review the request to determine trends and priorities. <ol style="list-style-type: none"> <li>a. What is needed now?</li> <li>b. What can be staggered to complete?</li> <li>c. What professional development is needed?</li> <li>d. What is the feedback loop to ensure that successful actions were completed?</li> </ol> </li> <li>3. <b>Create Tech care, safety, and usage videos</b> to build capacity and inspire a culture of innovation and collaboration that allows the time and space to explore and experiment with digital</li> </ol>	Weekly  Monthly  Quarterly	WSF: 42101 Title I: 18902	Who: <ul style="list-style-type: none"> <li>● Technology Coordinator</li> <li>● Technology Cadre</li> <li>● Administration</li> </ul> When: <ul style="list-style-type: none"> <li>● KART Team Meeting</li> </ul> Evidence: <ul style="list-style-type: none"> <li>● Technology request logs</li> <li>● Classroom Observations</li> <li>● Teacher feedback</li> </ul>	Weekly  Monthly  Quarterly	

	tools for students, teachers, and staff.					
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## Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school’s collective work, expand capacity to improve, and continuously advance student learning.

The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects <b>SW 6</b>	Conditions for Success
<p><i>Please describe your school’s ideas around innovation and pilot projects.</i></p> <ol style="list-style-type: none"> <li>1) <b><u>ZSpace Implementation:</u></b> The students of Ka’ala Elementary School deserve to thrive with options and opportunities. The ZSpace initiative, funded by district resources, provides the students of Ka’ala Elementary School access to Augmented Reality/Virtual Reality (AR/VR) learning experiences through the use of both laptop and desktop programs. Enhancing grade level curriculum, ZSpace provides 3D experiences which both motivate and encourage students to participate hands-on. Leadership opportunities arise as Ka’ala Elementary School students are ambassadors of the ZSpace program; they will train to teach others about the ZSpace experience at our school.</li> <li>2) <b><u>Read to Me Parent Engagement:</u></b> School year 2019-20 was the inaugural Read to Me parent series, where parents participated in seven 2.5 hour sessions in order to learn the strategies of read-aloud. Through their sessions, the parents are provided books, reading strategies, and community resources to promote reading to their children. For example, one session was spent at the Wahiawa Library, where parents were given a guided tour and explanation of the different library offerings. As a culminating activity, each parent participant read a book aloud to their child’s class.</li> </ol>	<p><i>Please describe your conditions for Success:</i></p> <ol style="list-style-type: none"> <li>1) <b><u>ZSpace Implementation:</u></b> A successful ZSpace implementation at Ka’ala Elementary School would be an effective integration of the AR/VR programming with grade level curriculum. The program would be used to enhance student interest and inclusion. Another condition of success would be a comprehensive ambassador program, where student leaders would be able to address communication and sharing of the ZSpace Program at Ka’ala Elementary School.</li> <li>2) <b><u>Read to Me Parent Engagement:</u></b> Successful implementation of the Read to Me parent component would be increased parent participation in literacy activities at Ka’ala Elementary School. School parent events would include read-aloud sessions, supported by Read to Me graduates encouraging the read-aloud strategies to the school community. Opportunities for read-aloud volunteers will become available, where our Read to Me graduates could read books to participating classrooms.</li> </ol>

