

# Academic Plan SY 2022-2023

Ka'ala Elementary School  
130 California Ave  
Wahiawa, HI 96786

Submitted by Samuel Bennett	Date
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# Academic Plan, School Year 2022-23

## Ka'ala Elementary School

Developing a collaborative Academic Plan framed by the HDOE 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.

## HDOE 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.

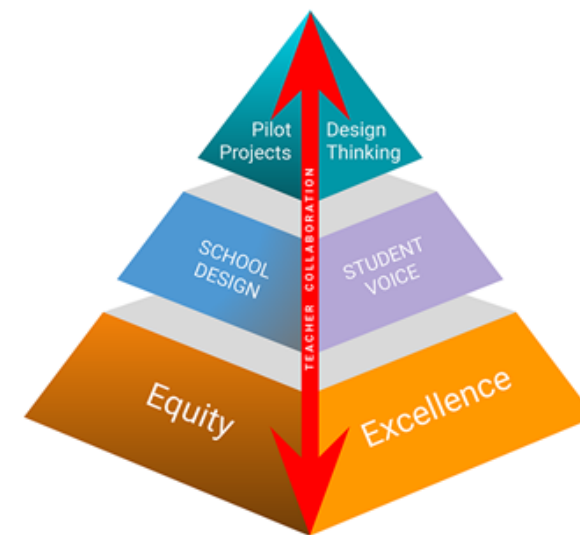
- The Pipeline of Emerging Ideas is linked to the HDOE 2020-30 Strategic Plan (page 5).

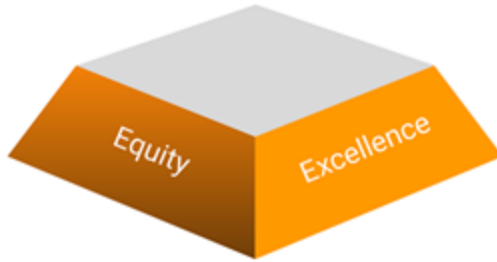
**Innovation in Support of the Core:** New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- 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 HDOE 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 <b>SW1</b>	Theory of Action	Enabling Activity <b>SW 6</b>																									
<p><i>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.</i></p> <p><b>Overall Percentage Proficient Smarter Balanced Assessment</b></p> <p style="text-align: center;"><b>Reading</b></p> <table border="1" data-bbox="137 878 1008 1414"> <thead> <tr> <th>Reading</th> <th>State Average</th> <th>Gr3</th> <th>Gr4</th> <th>Gr5</th> </tr> </thead> <tbody> <tr> <td><b>2017-2018</b></td> <td>52%(3rd) 51%(4th) 56%(5th)</td> <td>56%</td> <td>62%</td> <td>42%</td> </tr> <tr> <td><b>2018-2019</b></td> <td>52% (3rd) 51%(4th) 57%(5th)</td> <td>50%</td> <td>60%</td> <td>51%</td> </tr> <tr> <td><b>2019-2020</b></td> <td colspan="4" style="text-align: center;">* No SBA Data</td> </tr> <tr> <td><b>2020-2021</b></td> <td>42%(3rd) 46%(4th) 50%(5th)</td> <td>25%</td> <td>35%</td> <td>47%</td> </tr> </tbody> </table>	Reading	State Average	Gr3	Gr4	Gr5	<b>2017-2018</b>	52%(3rd) 51%(4th) 56%(5th)	56%	62%	42%	<b>2018-2019</b>	52% (3rd) 51%(4th) 57%(5th)	50%	60%	51%	<b>2019-2020</b>	* No SBA Data				<b>2020-2021</b>	42%(3rd) 46%(4th) 50%(5th)	25%	35%	47%	<p><b>If</b> 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><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <ol style="list-style-type: none"> <li>All students at Ka’ala Elementary School deserve to thrive with options and opportunities. If all students are at grade level, then when promoted to middle school they will be able to access all the opportunities the new school has to offer.</li> <li>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><i>What are your <a href="#">Enabling Activities</a> to improve the achievement gap?</i></p> <p><i>Our School Design is organized around these 5 Priority Areas to support Equity and Excellence:</i></p> <ol style="list-style-type: none"> <li>Improving Student Achievement</li> <li>Special Education Support</li> <li>English Learner Support</li> <li>Multi-Tiered Systems of Success</li> <li>Technology Innovation Practices</li> </ol> <p><b><u>Schoolwide Curriculum and Common Practices</u></b></p> <ul style="list-style-type: none"> <li>Common grade level assessment calendars, pacing guides and curriculum maps</li> <li>Implement school-wide explicit instruction on foundational reading skills for Grades K-2</li> <li>Administer fluency assessments for K-2 students</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>i-Ready 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>
Reading	State Average	Gr3	Gr4	Gr5																							
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**Math**

Math	State Average	Gr3	Gr4	Gr5
2017-2018	54%(3rd) 47%(4th) 43%(5th)	59%	48%	21%
2018-2019	55%(3rd) 48%(4th) 44%(5th)	54%	52%	40%
2019-2020	* No SBA Data			
2020-2021	40%(3rd) 36%(4th) 32%(5th)	16%	31%	24%

**STRIVE HI Index Table**

		2017-18	2018-19	2019-20	2020-21
<b>Achievement</b>	ELA	54%	53%	No SBA Testing	37%
	Math	42%	49%	No SBA Testing	24%
	Science	72%	69%	No SBA Testing	*14%
<b>Growth MGP</b>	ELA	64%	39%	No SBA Testing	54%
	Math	35%	41%	No SBA Testing	52%
<b>Readiness</b>	Chronic Absenteeism	11%	11%	11%	27%

**SEL Implementation:**

- Implementation of Ka'ala SEL Curriculum and Assessment
- Use of Second Step curriculum to address targeted needs

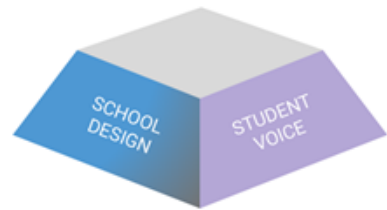
**Chronic Absenteeism:**

- Attendance Committee meetings to discuss progress and challenges
- Schoolwide communication of attendance data and progress
- Positive reinforcement opportunities to promote attendance
- Proactive approach to family support and needs

<b>Gap</b>	ELA	–	37 Points	No SBA Testing	40 Points
	Math	–	31 Points	No SBA Testing	41 Points

**SY 2019-2020 WIDA ACCESS Scores**

<b>Proficiency Level (Overall Score)</b>	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
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



## 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:

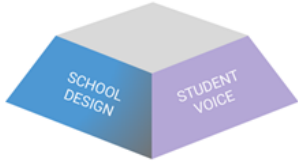
- Improving Student Achievement
- Special Education Support
- English Learner Support
- Multi-Tiered Systems of Success
- Technology Innovation Practices

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 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><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></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><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></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>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></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> <li>• Increase student early literacy proficiency through the use of <b>Enhanced Core Reading Instruction (ECRI)</b></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> <li>• <i>Understanding the developmental nature of reading development and the clientele we support, focusing upon explicit reading strategies will increase our students' opportunities to THRIVE.</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> <li>• <i>Through classroom observations and student work evidenced of ECRI implementation and increased student literacy levels will be demonstrated</i></li> </ul>



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

**FOCUS ON SY 2022-23:** 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) <b>ELA- 53% Math- 49%</b> as measured by <b>Smarter Balanced Assessment</b></p> <p>2) <b>Chronic Absenteeism- &lt;10%</b></p> <p>3) 100% of <b>students identified as IDEA</b> will maintain a compliant Individualized Education Program (IEP) and show academic progress through standardized assessments, standards based work samples, and IEP goal data.</p> <p>4) 50% or more students will be <b>reading at grade level proficiency at the end of second grade</b> as measured by aimsweb plus.</p>

## Student Outcomes (SY 2022-23)

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>1.0 Improving Student Achievement</b>	1. Teachers will participate in weekly Kids Time	Weekly	WSF 42101	Who: <ul style="list-style-type: none"> <li>• Administration</li> </ul>	Weekly	



<p style="text-align: center; color: magenta;">SW6 i &amp; ii</p> <p><b>A)</b> 100% of teachers will participate in developing and <b>refining grade level curriculum</b> (Pacing Guides and Curriculum Maps) <b>for all content areas.</b></p> <p style="color: green;"><b>WASC Critical Area #2</b> <b>WASC Critical Area #4</b></p>	<p>(Principal and KART team meet with grade level teams to review student work, progress and data from 6-step protocol. Kids 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>a. Set a calendar of specific work dates and what will be completed.</li> <li>b. 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>	<p>Quarterly</p>	<p>Title I 18902</p>	<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>● Updated and reviewed pacing guides and curriculum maps</li> <li>● Agenda and Minutes</li> </ul>	<p>Quarterly</p>	
<p><b>B)</b> 100% of students will receive <b>standards based instruction</b> using <b>Ka’ala’s Math, Reading, and Writing Curriculum</b> to ensure all students are receiving <b>equitable access</b> to learning.</p>	<ol style="list-style-type: none"> <li>1. Teachers will instruct utilizing their <b><i>school developed pacing guides, curriculum maps, and assessment calendar.</i></b></li> <li>2. Teachers will use <b><i>weekly</i></b></li> </ol>	<p>Quarterly</p>	<p>WSF: 42101</p> <p>Title I: 18902</p>	<p>Who:</p> <ul style="list-style-type: none"> <li>● Administration</li> <li>● Grade Level Teachers</li> <li>● KART Team</li> </ul> <p>When:</p>	<p>Quarterly</p> <p>Weekly</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>• <b>ECRI Explicit Instruction</b></li> <li>• Ka’ala’s Writing Curriculum</li> <li>• Teacher created materials</li> </ul> <p><b>WASC Critical Area #2</b></p>	<p>Kids Time to share instructional strategies and analyze student work, formative and summative assessments to inform instruction that will improve student achievement.</p> <p>3. 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.</p> <p>4. 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:</p> <ul style="list-style-type: none"> <li>• Diagnostic Results</li> <li>• Math Prerequisite Skills Report</li> <li>• Personalized Instruction Report</li> <li>• Teacher Toolbox</li> <li>• Tools for Instruction</li> </ul>	<p>Weekly</p>		<p>• Collaboration Time</p> <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>		
<p><b>C) 100% of students will use iReady diagnostic and Personalized</b></p>	<p>1. <b>Three times</b> a year after each diagnostic assessment,</p>	<p>Quarterly</p>	<p>WSF: 42101</p>	<p>Who:</p> <ul style="list-style-type: none"> <li>• Administration</li> </ul>	<p>Quarterly Weekly</p>	

<p><b>Instruction online</b> to reach their <b>typical growth goals</b> as measured by the <b>final i-Ready Diagnostic</b>.</p> <p><b>WASC Critical Area #1</b> <b>WASC Critical Area #2</b></p>	<p>teachers will <b>review diagnostic data</b> to identify typical growth goals and instructional groupings during <b>Kids Time</b>.</p> <p>2. Teachers will review and monitor <b>typical growth progress</b> after each diagnostic assessment with students and as a grade level team to ensure students are progressing and meeting their goals.</p> <p>3. <b>Grade level teams and Ka’ala Academic Review Team (KART)</b> will review personalized instruction data weekly to monitor student usage of 45 minutes and 3 lessons passed/week/subject area to ensure students are improving and on track to meet proficiency or beyond.</p>	<p>Weekly</p>	<p>Title I: 18902</p>	<ul style="list-style-type: none"> <li>● Ka’ala Academic Review Team</li> </ul> <p>When:</p> <ul style="list-style-type: none"> <li>● Kids Time</li> <li>● KART Team Meeting</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>● i-Ready Diagnostic Report and Weekly Online Usage Report</li> <li>● Weekly Thrive Newsletter</li> <li>● i-Ready Growing Monitoring Report</li> </ul>		
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<p><b>D) 100% of K-2 students will receive explicit instruction in ELA to improve foundational skills.</b></p> <p><b>WASC Critical Area #3</b></p>	<ol style="list-style-type: none"> <li>Utilize daily instructional routines identified in ECRI Look-Fors</li> <li>Identify students who need a pre-teach or reteach of skills in small groups</li> </ol>	<p>Quarterly</p> <p>Weekly</p>	<p>WSF: 42101</p> <p>Literacy Grant</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>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>ECRI observation implementation sheet</li> <li>Sight words assessments</li> <li>Fluency assessments</li> <li>Quarterly Kindergarten Assessments</li> </ul>	<p>Quarterly</p> <p>Weekly</p>	
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	<ul style="list-style-type: none"> <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 (RtI) 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> <ul style="list-style-type: none"> <li>● Teachers will use <b>KidsTime to review student work and common formative assessments</b> to monitor student progress and increase achievement outcomes.</li> <li>● 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. <ul style="list-style-type: none"> <li>○ Reading</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <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>		
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	<ul style="list-style-type: none"> <li>○ Mathematics</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> <b>(SW 6 - i)</b></p> <p><b>G) 100 % of 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 maintain a LRE inclusion rate of 75% or more.</li> <li>● SY 2022 inclusion rate = 87%.</li> </ul> <p><b>WASC Critical Area #5</b></p>	<ol style="list-style-type: none"> <li>1. Monthly meetings to coordinate support</li> <li>2. Every grade level will provide a full inclusion setting.</li> <li>3. Inclusion settings will incorporate differentiated instruction to give access to grade level curriculum.</li> <li>4. Provide quarterly co-teaching planning time.</li> <li>5. Co-planning and Co-teaching will occur.</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>● Teacher feedback</li> <li>● Quarterly reports compiled by the SSC.</li> <li>● Annual IEP meetings</li> <li>● ECSSS Report - Inclusion LRE</li> </ul>	Quarterly	

<p><b>H) 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.</b></p> <p><b>WASC Critical Area #5</b></p>	<ol style="list-style-type: none"> <li>1. Skill Gap Reduction Instructional Plan through grade-level Kids Time. <ul style="list-style-type: none"> <li>○ 3 lessons passed</li> <li>○ 50 minutes weekly for Reading/Math - Time usage for class instructional report.</li> <li>○ iReady report for ALL SPED students</li> </ul> </li> <li>2. Conduct monthly case studies to support students who are not making academic progress</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>● Monthly</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>● Student Progress Report</li> <li>● PLEP</li> <li>● i-Ready Diagnostic Growth Report</li> </ul>	<p>Monthly</p> <p>Quarterly</p>	
<p><b>I) 100% of Individualized Education Plans are completed and meet the standard for a Free Appropriate Public Education (FAPE).</b></p> <ul style="list-style-type: none"> <li>● Conduct SPED collaboration meetings to discuss and review timelines with care coordinators</li> <li>● PLEP reflect current data and</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Free Appropriate Public Education Compliance</b> <ol style="list-style-type: none"> <li>a. Meet timeline</li> <li>b. IEP components completed</li> <li>c. Assessments completed</li> </ol> </li> <li>2. <b>Sped collaboration</b> is used to discuss timelines with care coordinators.</li> <li>3. The PLEP will reflect current data and information</li> <li>4. Goals and Objectives align</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> <ul style="list-style-type: none"> <li>● SPED Collaboration</li> </ul>	<p>Bi-Weekly</p> <p>Quarterly</p>	



<ul style="list-style-type: none"> <li>• information</li> <li>• Goals and Objectives align to needs from the PLEP</li> <li>• LRE statement reflects the appropriate setting</li> <li>• SPED Collaboration Agendas and Minutes</li> <li>• Monthly Data Reports</li> <li>• IEPs are current in ECSSS</li> <li>• Student progress reports demonstrate student growth connected to collected data</li> </ul> <p><b>WASC Critical Area #5</b></p>	<p>to needs from the PLEP</p> <p>5. LRE statement reflects the appropriate setting</p> <p>6. <b>Monthly report</b> compiled by the SSC is used to determine compliance.</p>			<p>Agendas and Minutes</p> <ul style="list-style-type: none"> <li>• Monthly Data Reports</li> <li>• IEPs are current in ECSSS</li> <li>• Student progress reports demonstrate student growth connected to collected data</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>3.0 English Learner Support (SW6)</b></p>	<p>1. Students will be <b>identified through WIDA ACCESS</b></p>	<p>At beginning of SY, within</p>		<p>Who:</p> <ul style="list-style-type: none"> <li>• EL Coordinator</li> </ul>		

<p><b>J) 100% of English Learners</b> will be identified and receive support appropriate for their levels of need. An EL Support Service Plan may be used for identified ELs with out-of-grade level academic foundational needs.</p> <p><b>WASC Critical Area #5</b></p>	<p>screeener assessment</p> <ol style="list-style-type: none"> <li>EL Support Service Plan for ELs with out-of-grade level academic foundational needs</li> <li>Student(s) will be added to <b>PTTs schedule(s)</b>: to provide <b>small group instruction</b></li> </ol>	<p>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>When:</p> <ul style="list-style-type: none"> <li>KART Team Meeting</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>Active Infinite Campus EL Report</li> <li>Classroom Inclusion Support/Observations</li> <li>Support Schedules maintained by EL Coordinator and PPE</li> </ul>	<p>Quarterly</p> <p>Ongoing</p>	
<p><b>K) 100% of English Learners</b> who have an <b>Imagine Learning</b> account will <b>demonstrate growth</b> as measured by lessons completed and <b>Imagine Learning Benchmark assessments</b>.</p> <p><b>WASC Critical Area #5</b></p>	<ol style="list-style-type: none"> <li>Teachers will <b>monitor Imagine Learning 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 using Beginning of the Year, Mid-Year, and End of Year Benchmark</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> </ul>	<p>Weekly</p> <p>Monthly</p> <p>Weekly</p> <p>Quarterly</p>	



	<p>to students' needs based on their diagnostic data.</p> <p>4. All English Learners will <b>complete the WIDA ACCESS</b> during the annual testing window.</p>					
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>4.0 Multi-Tiered Systems of Success</b> <b>SW6 iii</b></p> <p><b>M)</b> Chronic absenteeism will <b>decrease to &lt;10%</b> by the end of year as measured by the Early Warning System (EWS).</p> <p>SY21-22 chronic absenteeism rate= 63%</p> <p><b>WASC Critical Area #5</b></p>	<ol style="list-style-type: none"> <li>Attendance Team Meetings Attended by: Counselors, BHS, Administrators, SSC, Curriculum Coach, Clerks will hold bi-monthly meetings to discuss current chronically absent students, perfect attendance students and updates on positive reinforcements</li> <li>Individual Attendance Plans for Chronically Absent Students developed and implemented by counselors</li> <li>Utilize <b>Kids Time</b> to discuss and support students and families with attendance</li> </ol>	<p>Bi-monthly</p> <p>Quarterly</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>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> <ul style="list-style-type: none"> <li>Early Warning System Attendance Data</li> <li>Attendance data from Infinite Campus</li> <li>Meeting Agenda and Minutes</li> </ul>	<p>Bi-monthly</p> <p>Bi-monthly</p> <p>Collect data yearly on number of students who met the challenge</p> <p>Data to be collected and analyzed by the Attendance Team.</p> <p>Quarterly analyze by Attendance Team</p>	

	4. Positive reinforcement using <b>Mule Bucks</b> to provide incentives and rewards to <b>classes and individual students</b> with perfect attendance.			<ul style="list-style-type: none"> <li>• Ka’ala’s Attendance Tracker developed by counselors</li> </ul>		
<p><b>N)</b> 100% of students will receive <b>Social Emotional Learning Instruction weekly</b> throughout the school year to <b>increase social emotional awareness</b> and build a school community where everyone Thrives (ready to learn).</p> <p><b>WASC Critical Area #3</b> <b>WASC Critical Area #5</b></p>	<ol style="list-style-type: none"> <li>1. Utilize Social Emotional Learning (<i>Second Step</i>) Curriculum Map to instruct and assess</li> <li>2. Teachers &amp; counselors implement a Social Emotional Learning curriculum with all grade levels</li> <li>3. Counselors will utilize data from Panorama to supplement lessons to meet the needs of students</li> </ol>	<p>Weekly</p> <p>Quarterly</p> <p>Quarterly</p>	<p>WSF: 42101 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>• Student work, Teacher Observations, Formative Assessments</li> <li>• Social Emotional Learning Assessment Data</li> <li>• Observation 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><b>O) 100% of students</b> 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> <p><b>WASC Critical Area #5</b></p>	<ol style="list-style-type: none"> <li>Teachers will use the <b>referral process</b> to communicate students’ needs and concerns with Ka’ala counselors.</li> <li><b>Student Referral Process</b> documents a response to student need and informs the teacher of intervention strategies.</li> <li><b>Kids Time</b> is utilized to <b>discuss student concerns</b> by grade level. 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.</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>● 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>● Referral Data</li> <li>● Daily Observations</li> </ul>	<p>Weekly</p> <p>Weekly</p> <p>Monthly</p> <p>As needed</p>	
<p><b>Measurable Outcome(s)</b></p>	<p><b>Enabling Activity</b></p>	<p><b>Duration</b> Fall, Spring, Yearlong</p>	<p><b>Source of Funds</b> Program ID</p>	<p><b>School Monitoring Activity</b></p>	<p><b>Frequency</b> Quarter, Semester, Annual</p>	<p><b>Complex Monitoring Activity</b> (to be completed by CAS)</p>

<p><b>5.0 Technology Innovation Practices (SW6)</b></p> <p><b>P)</b> 100% of Grade 4 and 5 students will receive <b>Digital Citizenship</b> lessons and score <b>85% or higher</b> as measured by the <b>Digital Citizenship assessment</b>.</p> <p><b>WASC Critical Area #2</b> <b>WASC Critical Area #4</b> <b>WASC Critical Area #5</b></p>	<ol style="list-style-type: none"> <li><b>Digital Citizenship</b> (Cyber Safety Project) instruction using technology scope and sequence</li> <li>Students apply digital citizenship in their day to day technology use</li> </ol>	<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>Technology Coordinator</li> <li>Technology Cadre</li> <li>KART Team</li> </ul> <p>When:</p> <ul style="list-style-type: none"> <li>KART Meeting</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>Digital Citizenship lessons</li> <li>Classroom observations</li> <li>Teacher feedback</li> <li>Digital Citizenship assessment</li> <li>Student Reflections</li> </ul>	<p>Weekly</p> <p>Quarterly</p>	
<p><b>Q) Z-Space</b>, a learning tool utilizing Augmented and Virtual Reality, will be initiated with Grades 3-5 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>WASC Critical Area #2</b> <b>WASC Critical Area #3</b></p>	<ol style="list-style-type: none"> <li>Integrate Z-Space lessons in current curriculum</li> <li>Technology Coordinator co-teaches ZSpace lessons with classroom teachers to provide augmented learning experience</li> </ol> <p><b>WASC Critical Area #2</b> <b>WASC Critical Area #3</b></p>	<p>Weekly</p> <p>Monthly</p>	<p>WSF: 42101</p> <p>Title I: 18902</p>	<p>Who:</p> <ul style="list-style-type: none"> <li>Technology Coordinator</li> <li>KART Team</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>Z-Space ambassador checklist</li> <li>Lesson Plans</li> </ul>	<p>Weekly</p> <p>Monthly</p>	

				<ul style="list-style-type: none"> <li>• Z-Space student work sample</li> </ul>		
<p><b>R)</b> 100% of students will have <b>access to various technology</b> equipment 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> <p><b>WASC Critical Area #2</b>  <b>WASC Critical Area #3</b>  <b>WASC Critical Area #4</b></p>	<ol style="list-style-type: none"> <li>1. <b>Ka’ala Tech Graduate</b> scope and sequence by grade levels</li> <li>2. Students engage in technology activities identified in the Technology Plan</li> <li>3. 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.</li> </ol>	<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>• Technology Coordinator</li> <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>• Student work sample</li> <li>• Digital Citizenship Parent Night</li> </ul>	<p>Monthly</p> <p>Quarterly</p>	
<p><b>S)</b> Gifted and Talented students will receive <b>Digital Storytelling</b> instruction to support them in becoming college and career ready.</p> <p><b>WASC Critical Area #2</b>  <b>WASC Critical Area #3</b></p>	<ol style="list-style-type: none"> <li>1. Digital Storytelling class will meet twice a week on Tuesdays and Thursdays</li> <li>2. Screening and testing needs to be done to identify students</li> <li>3. Class will challenge students to share stories using digital tools</li> <li>4. Students will receive real-world experience in</li> </ol>	<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>• Technology Coordinator</li> <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>• Quarterly projects <ul style="list-style-type: none"> <li>○ 1st quarter - podcast</li> </ul> </li> </ul>	<p>Monthly</p> <p>Quarterly</p>	



	creating public service announcements, broadcasts and podcasts for the school community.			<ul style="list-style-type: none"> <li>○ 2nd quarter - news broadcast</li> <li>○ 3rd quarter - video for Olelo Youth Xchange Contest</li> <li>○ 4th quarter - music video</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>Family Involvement (SW 7)</b></p> <p><b>Z)</b> An array of activities will be conducted to <i>inform, engage, empower, and collaborate</i> with Ka’ala families. Doing so is intended to promote a sense of belonging and strengthen the efficacy between home and school.</p>	<ol style="list-style-type: none"> <li>1. <b>Two Parent Community Networking Coordinators (PCNC)</b> will be hired to coordinate family involvement activities</li> <li>2. Grade level teams will plan and conduct parent involvement activities <b>quarterly</b> to support learning involving <b>curricular topics</b>.</li> <li>3. <b>Monthly communication</b> will be provided by the <b>principal to families</b> and to solicit feedback from families about school initiatives <ol style="list-style-type: none"> <li>a. website</li> <li>b. newsletters</li> </ol> </li> </ol>	<p>Monthly</p> <p>Quarterly</p> <p>Monthly</p>	<p>WSF: 42101</p> <p>Title I: 18902</p>	<p>Who:</p> <ul style="list-style-type: none"> <li>● Parent Community Networking Coordinators</li> <li>● Administration</li> <li>● Grade Level Teams</li> </ul> <p>When:</p> <ul style="list-style-type: none"> <li>● Monthly meetings</li> <li>● KART Team Meetings</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>● Meeting Agendas and Minutes</li> <li>● Videos, photos, and feedback from parent involvement activities</li> </ul>	<p>Monthly</p> <p>Quarterly</p>	

	<ul style="list-style-type: none"> <li>c. assemblies</li> <li>d. school hosted meetings</li> <li>e. School Community Council (SCC)</li> </ul> <p>4. Establish a Students Activities Coordinator to organize and plan school-wide activities for:</p> <ul style="list-style-type: none"> <li>• Students</li> <li>• Staff</li> <li>• Families and Communities</li> </ul>					
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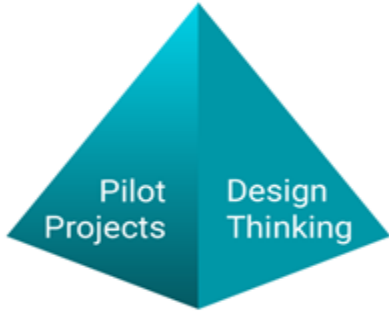
**Staff Outcomes (SY 2021-22)**

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)
<p><b>A) 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</p> <p><b>WASC Critical Area #4</b></p>	<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</li> </ol>	<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>• Administration</li> <li>• Content Area Lead</li> <li>• Content Area Teams</li> </ul> <p>When:</p> <ul style="list-style-type: none"> <li>• Content Area Meetings</li> <li>• KART Team Meetings</li> </ul>	<p>Monthly</p> <p>Quarterly</p>	

	<p>professional development opportunities.</p> <ol style="list-style-type: none"> <li>a. Attend</li> <li>b. Plan</li> <li>c. Present</li> </ol> <p>3. Conduct <b>Content Area meetings</b> to ensure <b>vertical and horizontal alignment.</b></p>			<p>Evidence:</p> <ul style="list-style-type: none"> <li>● Meeting Agenda and Minutes</li> <li>● Timelines and Action Plans</li> <li>● Updated and Revised Curriculum Maps across Content Areas</li> </ul>		
<p><b>B)</b> 100% 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.</p> <p><b>WASC Critical Area #1</b>  <b>WASC Critical Area #2</b>  <b>WASC Critical Area #3</b>  <b>WASC Critical Area #5</b></p>	<ol style="list-style-type: none"> <li>1. Teachers will review <b>i-Ready Data</b> to determine areas of need and monitor student progress <ol style="list-style-type: none"> <li>a. Diagnostic Results</li> <li>b. Instructional Report</li> <li>c. Online Instruction Usage</li> <li>d. Lessons Passed</li> </ol> </li> <li>2. <b>Teachers</b> will use weekly collaboration time to share instructional strategies and assessments for upcoming units in math, reading, and writing.</li> <li>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.</li> </ol>	<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>● Administration</li> <li>● KART Team</li> </ul> <p>When:</p> <ul style="list-style-type: none"> <li>● Kids Time</li> <li>● KART Team Meeting</li> </ul> <p>Evidence:</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>Weekly</p> <p>Monthly</p> <p>Quarterly</p>	

<p><b>C)</b> 100% of Teachers will participate in <b>professional development (PD)</b> designed to:</p> <ol style="list-style-type: none"> <li>1) increase learner engagement</li> <li>2) more effectively address diverse learner needs inclusive of English Learners.</li> </ol> <p><b>WASC Critical Area #5</b></p>	<ol style="list-style-type: none"> <li>1. <b>Direct instruction and co-teaching techniques</b> to promote strategies which effectively support students.</li> <li>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></li> <li>3. Participation <b>at state and national conferences</b> and training to extend professional exposure and to gain specific training that can enhance the school's capacity and expertise.</li> </ol>	<p>Fall</p> <p>Semester</p>	<p>WSF: 42101 Title I: 18902</p>	<p>Who</p> <ul style="list-style-type: none"> <li>● Vice Principal</li> <li>● Special Education Department</li> <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> <li>● PD Calendar</li> </ul>	<p>Monthly</p>	
<p><b>D)</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</p>	<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</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>	<p>Weekly</p> <p>Monthly</p> <p>Quarterly</p>	

<p>measured by technology requests log.</p> <p><b>WASC Critical Area #5</b></p>	<p>determine trends and priorities.</p> <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> <p>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 tools for students, teachers, and staff.</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>		
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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><b>ZSpace Implementation:</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><b>Flexible Learning Spaces:</b> Gleaning from what we have learned through the COVID-19 pandemic, it is important that Ka’ala Elementary explores flexible learning spaces. This may include: outdoor learning areas and flexible furniture that allows for creative and effective use of space. Moreover, we want to capitalize on providing our students outdoor areas to conduct inquiry, tranquility, and recreational activities.</li> </ol>	<p><i>Please describe your conditions for Success:</i></p> <ol style="list-style-type: none"> <li><b>ZSpace Implementation:</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><b>Flexible Learning Space:</b> Acquisition of flexible furniture and upgrades to our existing infrastructure will allow for effective and creative usage of our learning environment.</li> </ol>











# Ka'ala - 211\_2022-23\_AcademicPlan

Final Audit Report

2022-04-14

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