

2022 Academic Plan, School Year 2022-23

Nānāikapono Elementary School

2022-2023 Nānāikapono Title I Addendum	2022- 2023 Comprehensive Needs Assessment (CNA)	2022-2023 SCC Assurances	2022-2023 Academic Plan Monitoring Tool
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Developing a collaborative Academic Plan framed by the HDOE Learning Organization is the foundation for a forward focused 3-Year 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 a school how to close the achievement gap; and, 3) applying contextual and community measurements and assessments.

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

HIDOE 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 3-Year 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 3-Year Academic Plan is structured by the HDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).

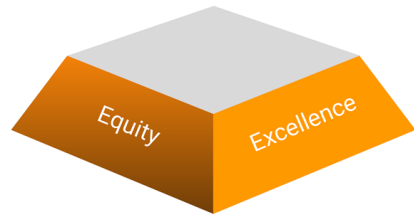


4/12/22

Submitted by Principal Christine Udarbe Date

04/18/2022

Approved by CAS Disa Hauge Date



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

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 CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.

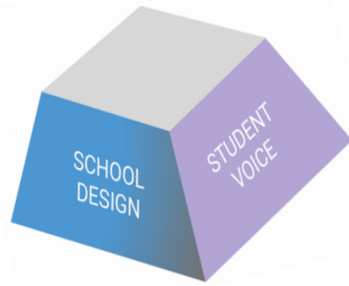
3 year - Data Chart Information:

Our current enrollment is 760 students PK - 6. According to the school year 2020-2021 LDS data, the school enrollment was 763 students from grades PreK to 6th grade. There were 401 students from grades 3 - 6 who tested in the English language Smart Balanced Assessment (SBA). Of the 401 students who tested ELA SBA, 282 students (70 percent) were identified as High Needs (Low SES, IDEA, EL). According to the LDS SBA report, 87 percent were not meeting English language grade level standards. **(SW 1)**

High Needs Students from grade 3-6 401 Students	Student Tested	Total Proficient (Exceeded or Met)		Exceeded Standard		Met Standard		Nearly Met Standard		Not Met Standard	
		#	%	#	%	#	%	#	%	#	%
2020-2021	All Students	55	13.72%	16	4.00%	39	9.73%	84	20.95%	262	65.34%
	Non-High Needs	25	21.00%	12	10.08%	13	10.92%	40	33.61%	54	45.38%
	High Needs	30	10.64%	4	1.42%	26	9.21%	44	15.60%	208	73.76%
	Low SES	32	8.63%	5	1.35%	27	7.28%	45	12.13%	294	79.24%

Theory of Action	Enabling Activity
<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>If we follow our belief statement # 2: <i>We believe in the whole child, whole curriculum approach to educating our students to address their academic, social, emotional, and physical needs</i> and develop and implement an effective whole child (academic, emotional, social, physical) RTI process for all students as well as offer high quality learning experiences across all content areas, including Visual Arts, Music, Hawaiiana/Culture, and PE/Health.</p> <p>We envision that through implementation of a robust RTI process paired with individualized learning plans, all students will be successful.</p> <p>Furthermore, this process will also help students contribute their “<i>authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn</i>” (Promise Plan</p>	<p><i>What Enabling Activities will help reduce the achievement gap?</i></p> <p>With the following measurable outcomes in mind: The following enabling activities are intended to close the achievement gap between our high needs and non-high needs students in meeting the grade level standards in ELA:</p> <ul style="list-style-type: none"> ● Horizontal & Vertical Alignment (Curriculum, Instruction, Assessment) in ELA ● Develop and implement a holistic, school-wide approach (reading, writing, speaking, listening) to ELA instruction ● Provide professional learning regarding a common writing process, Thinking Maps, and assessment for learning Staff will provide family engagement activities (Reading and Writing) through our Nānāikapono ‘Ohana Nights <p>The following enabling activities are intended to close the achievement gap between our high needs and non-high needs students in meeting the grade level standards in Math:</p> <ul style="list-style-type: none"> ● Horizontal & Vertical alignment (Curriculum, Instruction, Assessment) in Math ● Develop and implement a common school-wide process to enhance number sense and problem solving ● Provide professional learning regarding Stepping Stones, GoMath, Thinking Maps, common problem solving process, and assessment for learning. ● Staff will provide family engagement activities (Math) through our Nānāikapono ‘Ohana Nights <p>The following enabling activities are intended to close the achievement gap between our high needs and non-high needs students in meeting the grade level standards in Science:</p> <ul style="list-style-type: none"> ● Horizontal & Vertical Alignment (Curriculum, Instruction, Assessment) in Science PreK-6 ● Implement inclusive practices and/or co-teaching models in every grade level ● Provide professional learning regarding new science curricula and assessment for learning ● Staff will provide family engagement activities (Science) through our Nānāikapono ‘Ohana Nights <p>The following enabling activities are intended to close the achievement gap between our high needs and non-high needs students in meeting the grade level standards across all content areas as well as increase our inclusion rate:</p> <ul style="list-style-type: none"> ● Provide professional learning opportunities regarding effective inclusive practices and co-teaching models ● Provide planning time, support, and mentoring throughout the year <p style="text-align: right;">(SW 3, SW 6)</p>

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



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

At Nānāikapono, we are leading and learning together. We lead with our individual strengths, respecting what each of us brings to our collective work on school climate, school culture and learning. We believe in shared leadership and shared responsibility as we address the needs of the whole child, both their inner and outer wellness.

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.

As we continue to horizontally align our pacing guides with the Common Core Standards in our core subject areas through our Data Design Instruction Cycle (DDIC), we will begin vertically aligning all of our efforts so we can empower, monitor, innovate, and support teacher and student success.

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

Nānāikapono’s Conditions for Success for School Design and Student Voice will be monitored and measured by our quarterly measuring outcome, grade/GLOS, surveys, learning walkthroughs, pacing guides, professional development, faculty/data teams meetings and teacher/student/parent showcase

SY 2022-23 Measurable Outcomes (SW 1)

What Measurable Outcomes align with your School Design and Student Voice?

Chronic Absenteeism

We will reduce chronic absenteeism from 47% to 18%

3rd Grade Literacy & ELA

Student Success:

100% of teachers & staff will horizontally and vertically align language arts standards and practices to achieve the following desired outcomes:

- PreK–Gr.2: 85% will obtain grade level proficiency by the end of the school year to increase 3rd Grade Literacy from 52% to 77%
- Gr.3–6: Students who demonstrate proficiency on the SBA in ELA will increase from 20% to 40%
- Gr. 1-6: Students who demonstrate proficiency on DIBELS Oral Reading Fluency will increase from the BOY baseline % (TBD) to 80%
- Gr. K: Students who demonstrate proficiency on Nonsense Word Fluency will increase from the BOY baseline % (TBD) to 80%

Staff Success:

100% of faculty and staff (EAs) will receive professional learning regarding a common writing process, Thinking Maps, and assessment for learning.

Math

Student Success:

100% of teachers & staff will horizontally and vertically align math standards and practices to achieve the following desired outcomes:

- PreK–Gr.2: 85% will obtain grade level proficiency by the end of the school year
- Gr.3–6: Students who demonstrate proficiency on the SBA in Math will increase from 8% to 40%

Staff Success:

100% of faculty and staff (EAs) will receive professional learning regarding Stepping Stones, Into Math, Thinking Maps, common problem solving process, and assessment for learning.

Science

Student Success:

100% of teachers & staff will horizontally and vertically align science standards and practices to achieve the following desired outcomes:

- PreK–Gr.2: 85% will obtain grade level proficiency by the end of the school year
- Gr.3–6: Students who demonstrate proficiency on the Bridge SBA in Science will increase from 7% to 60%

Staff Success:

100% of faculty and staff (EAs) will receive professional learning regarding new science curricula and assessment for learning.

Inclusion/Inclusive Practices

Student Success:

The inclusion rate will increase from 42% to 54%

Staff Success:

100% of faculty and staff (EAs) will receive professional learning and support regarding effective inclusive practices and co-teaching models

Positive School Climate

Student Success:

The percent of students and teachers feeling positively about their school will increase from 63% to 90%

Staff Success:

The SQS return rate for students, staff, and parents will increase from 73% to 95%; 73% to 95%; and 6% to 95% respectively.

‘Ohana Engagement

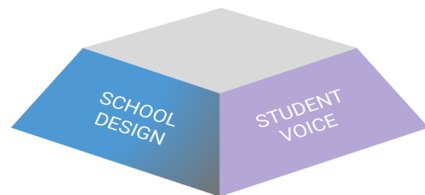
We will increase parent engagement satisfaction from 64% to 90%

Why are you implementing them?

Nānāikapono staff will be implementing our measurable outcomes to align with our [Vision and Mission Statement, Belief Statement and Service Delivery Philosophy](#). Furthermore, If we follow our belief statement # 2: ***We believe in the whole child approach to educating our students to address their academic, social, emotional, and physical needs*** and develop and implement an effective whole child (academic, emotional, social, physical) RTI process for all students then we will be able to develop an individualized learning plan for all of our students to be successful. Furthermore, this process will help our students develop their “*authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn*” (Promise Plan)

How will you know that they are causing an improvement?

The quarterly measurable outcome data will show progress made and inform next steps and actions to deepen practices and enhance student achievement.



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		
<i>Strive HI Data:</i>										<i>End of SY 2022 - 2023 Goals Strive HI Data:</i>		
<i>Student Success Indicator</i>	<i>State Baseline 2019</i>	<i>Nānāikapono 2019</i>	<i>Nānāikapono 2020*</i>	<i>Nānāikapono 2021*</i>	<i>Student Success Indicator</i>	<i>Baseline 2021 Strive HI Data:</i>	<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Student Success Indicator</i>	<i>Nānāikapono Goal 2022-2023</i>	<i>State Goal 2023-2024</i>
<i>Chronic Absenteeism</i>	15%	37%	27%	47%	<i>Chronic Absenteeism (LDS)</i>	47%	32%	61%		<i>Chronic Absenteeism</i>	18%	9%
<i>Language Arts</i>	54%	20%	NA	14%	<i>Language Arts (Report Card data K-6)</i>	14%	20%	28%		<i>Language Arts</i>	40%	73%
<i>3rd Grade Literacy</i>	75%	52%	NA	55%	<i>3rd Grade Literacy (Report Card data Gr 3)</i>	55%	23%	28%		<i>3rd Grade Literacy</i>	77%	86%
<i>Math</i>	43%	19%	NA	8%	<i>Math (Report Card data K-6)</i>	8%	26%	29%		<i>Math</i>	40%	66%
<i>Science</i>	44%	47%	NA	7%	<i>Science (Report Card data K-6)</i>	7%	19%	26%		<i>Science</i>	60%	58%
<i>Inclusion Rate</i>	44%	22%	30%	42%	<i>Inclusion Rate (eCSSS)</i>	42%	45%	46%		<i>Inclusion Rate</i>	54%	53%
<i>EL on Track</i>	38%	46%	45%	37%	<i>EL on Track</i>	37%	TBD	TBD		<i>Positive School Climate</i>	90%	78%
<i>Positive School Climate (2019 Fall Panorama)</i>	74%	63%	3-5: 67% Gr. 6: 64%	3-5: 70% Gr. 6: 66%	<i>Positive School Climate (2021) Fall Panorama</i>	3-5: 70% Gr. 6: 66%	NA	NA		<i>Parent Engagement (SQS)</i>	90%	80%
<i>Parent Engagement (2020 SQS)</i>	74%	64%	79% (19%									

			<i>Neutral)</i>		<i>Parent Engagement (2021 SQS)</i>	79% (19% Neutral)	NA	NA		

Student Outcomes (SY 2022-23)

Measurable Outcome(s)	Enabling Activity (SW 1, SW 3, SW 6)	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity (SW 3)	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p>1. Chronic Absenteeism We will reduce chronic absenteeism from 47% to 18%</p> <p>-</p>	<p>1. Refine our school-wide attendance procedures including incentives.</p> <p>2. Develop and implement an effective whole child (academic, emotional, social, physical) RTI process and support for all students (Tier I, II, and III interventions and gifted and talented programs)</p> <p>3. Provide all students with backpacks and school supplies to support equitable access to the learning</p> <p>4. Develop and offer high quality programs/learning experiences across all content areas, including Visual Arts, Music, Hawaiiana/Culture, PE/Health, and SEL lessons (Choose Love).</p>	Yearlong	WSF Title 1	<p>Daily attendance data Chronic absenteeism letters Quarterly attendance awards data</p> <p>Report card grades/GLOs/Program Specific Success Data Field trips</p>	Quarterly	
<p>2. 3rd Grade Literacy & ELA 100% of teachers & staff will horizontally and vertically align language arts standards and practices to achieve the following desired outcomes:</p> <ul style="list-style-type: none"> PreK–Gr.2: 85% will obtain grade level proficiency by the end of the school year to 	<p>1. Horizontal & Vertical Alignment (Curriculum, Instruction, Assessment) in ELA</p> <p>2. Provide equitable access to technology for all students</p> <p>3. Provide snacks for all students during SBA</p>	Yearlong	WSF Title 1	<p>Pacing Guide Faculty Meeting & Teacher-led PLC (Data Teams) attendance and minutes</p> <p>Universal Screeners Report card grades/GLOs/SBA</p>	Quarterly	

<p>increase 3rd Grade Literacy from 52% to 77%</p> <ul style="list-style-type: none"> • Gr.3–6: Students who demonstrate proficiency on the SBA in ELA will increase from 20% to 40% • Gr. 1-6: Students who demonstrate proficiency on DIBELS Oral Reading Fluency will increase from the BOY baseline % (TBD) to 80% • Gr. K: Students who demonstrate proficiency on Nonsense Word Fluency will increase from the BOY baseline % (TBD) to 80% 	<p>4. Develop and implement a holistic, school-wide approach (reading, writing, speaking, listening) to ELA instruction: 6+1 Traits of Writing.</p>	<p>Yearlong</p>	<p>WSF Title 1</p>	<p>Pacing Guide Faculty Meeting & Teacher-led PLC (Data Teams) attendance and minutes</p> <p>Universal Screeners Report card grades/GLOs SBA Interim and Summative Assessment</p> <p>DIBELS NWF</p>	<p>Quarterly</p>	
<p>3. Math 100% of teachers & staff will horizontally and vertically align math standards and practices to achieve the following desired outcomes:</p> <ul style="list-style-type: none"> • PreK–Gr.2: 85% will obtain grade level proficiency by the end of the school year • Gr.3–6: Students who demonstrate proficiency on the SBA in Math will increase from 8% to 40% 	<p>1. Horizontal & Vertical alignment (Curriculum, Instruction, Assessment) in Math</p> <p>2. Provide equitable access to technology for all students</p> <p>3. Provide snacks for all students during SBA</p>	<p>Yearlong</p>	<p>WSF Title 1</p>	<p>Pacing Guide Faculty Meeting & Teacher-led PLC (Data Teams) attendance and minutes SBA Interim and Summative Assessment</p> <p>Universal Screeners Report card grades/GLOs</p>	<p>Quarterly</p>	
	<p>4. Develop and implement a common school-wide process to enhance number sense and problem solving.</p>	<p>Yearlong</p>	<p>WSF Title 1</p>	<p>Pacing Guide Faculty Meeting & Teacher-led PLC (Data Teams) attendance and minutes</p> <p>Universal Screeners Report card grades/GLOs SBA Interim and Summative Assessment</p>	<p>Quarterly</p>	

4. Science 100% of teachers & staff will horizontally and vertically align science standards and practices to achieve the following desired outcomes: <ul style="list-style-type: none"> • PreK–Gr.2: 85% will obtain grade level proficiency by the end of the school year • Gr.3–6: Students who demonstrate proficiency on the Bridge SBA in Science will increase from 7% to 60% 	1. Horizontal & Vertical Alignment (Curriculum, Instruction, Assessment) in Science PreK-6	Yearlong	WSF Title 1	Report card grades/GLOs SBA Interim and Summative Assessment Pacing guide PLC (Data teams) attendance and minutes	Quarterly	
	2. Implement identified science curricula 3. Provide equitable access to technology for all students 4. Provide snacks for all students during SBA	Yearlong	WSF Title 1	Report card grades/GLOs SBA Interim and Summative Assessment Pacing guide PLC (Data teams) attendance and minutes	Quarterly	
5. Positive School Climate The percent of students and teachers feeling positively about their school will increase from 63% to 90%	1. Engage all faculty, staff, and students in relationship building activities	Yearlong	WSF Title 1	Internal survey data Tripod Data Activity attendance Wednesday meeting agenda and sign-in sheets Quarterly assemblies	Quarterly	
	2. Develop and implement an effective communication process for all school community members	Yearlong	WSF Title 1	Internal survey data Communication process plan monitored by ILT	Quarterly	

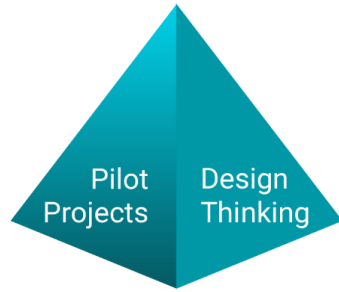
Staff Outcomes (SY 2021-22)

Measurable Outcome(s)	Enabling Activity: (SW 1, SW 3, SW 6)	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
1. Inclusion/Inclusive Practices The inclusion rate will increase from 42% to 54%	1. Implement inclusive practices and/or co-teaching models in every grade level	Yearlong	WSF Title 1	Learning walk data collected bi-monthly by administrators, coaches, and ILT members.	Quarterly	

<p>100% of faculty and staff (EAs) will receive professional learning and support regarding effective inclusive practices and co-teaching models</p>	<p>2. Provide professional learning opportunities regarding effective inclusive practices and co-teaching models</p>	<p>Yearlong</p>	<p>WSF Title 1</p>	<p>Professional learning team time, agenda and minutes PC/Waiver days, agenda and sign-in sheets</p>	<p>Quarterly</p>	
	<p>3. Provide planning time, support, and mentoring throughout the year</p>	<p>Yearlong</p>	<p>WSF Title 1</p>	<p>Data team/planning time agenda and minutes</p>	<p>Quarterly</p>	
<p>2. 3rd Grade Literacy and ELA</p> <p>100% of faculty and staff (EAs) will receive professional learning regarding a common writing process, Thinking Maps, and assessment for learning.</p>	<p>1. Provide professional learning regarding a common writing process, Wonders, Thinking Maps, 6 + 1 Traits of Writing, DIBELS assessments, technological programs, and assessment for learning. Possible professional development sessions include: reading and writing interventions and reading strategies.</p> <p>2. Provide follow up sessions to support teachers with implementation.</p>	<p>Yearlong</p>	<p>WSF Title 1</p>	<p>Professional learning team time, agenda and minutes PC/Waiver days, agenda and sign-in sheets</p>	<p>Quarterly</p>	
<p>3. Math</p> <p>100% of faculty and staff (EAs) will receive professional learning regarding Stepping Stones, Into Math, Thinking Maps, common problem solving process, and assessment for learning.</p>	<p>1. Provide professional learning regarding Stepping Stones, Into Math, Thinking Maps, common problem solving process, technological programs, and assessment for learning.</p> <p>2. Provide follow up sessions to support teachers with implementation.</p>	<p>Yearlong</p>	<p>WSF Title 1</p>	<p>Professional learning team time, agenda and minutes PC/Waiver days, agenda and sign-in sheets</p>	<p>Quarterly</p>	
<p>4. Science</p> <p>100% of faculty and staff (EAs) will receive professional learning</p>	<p>1. Provide professional learning regarding new science curricula and assessment for learning.</p> <p>2. Provide follow up sessions to</p>	<p>Yearlong</p>	<p>WSF Title 1</p>	<p>Professional learning team time, agenda and minutes PC/Waiver days, agenda and sign-in sheets</p>	<p>Quarterly</p>	

regarding new science curricula and assessment for learning.	support teachers with implementation.					
<p>5. Positive School Climate</p> <p>The percent of students and teachers feeling positively about their school will increase from 63% to 90%</p> <p>The SQS return rate for students, staff, and parents will increase from 73% to 95%; 73% to 95%; and 6% to 95% respectively.</p>	<ol style="list-style-type: none"> 1. Provide professional learning regarding building effective relationships via Adaptive Schools: Thinking Collaboratively and establishing Norms of Collaboration 2. Provide follow up sessions to support teachers with implementation. 3. Quarterly Wellness Wednesdays 4. Quarterly Ho'olaule'a 5. Develop and implement an effective way of obtaining whole school community input. 	Yearlong	WSF Title 1	Internal survey data SQS Data	Quarterly	

Measurable Outcome(s)	Enabling Activity: (SW 2, SW 4, SW 7)	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>1. 'Ohana Engagement</p> <p>We will increase parent engagement satisfaction from 64% to 90%</p>	<p>1. Provide 'ohana learning experiences regarding how to support their child with curricula such as Wonders and Stepping Stones/Into Math.</p> <p>2. Provide 'ohana learning experiences regarding accessing technology that supports student learning throughout and beyond the school day such as Clever, iReady, Galileo, Dibels, and assessment tools, etc.</p> <p>3. Provide 'ohana holistic (academic, social, emotional) engagement activities across content areas such as Reading, Writing, Math, Science, Social Studies and Choose Aloha.</p> <p>4. Promote the establishment of PTSO and related activities.</p> <p>5. Provide 'ohana learning experiences and access to available health and wellness support (Counselor, APRN, Social Worker) to assist with at-home challenges, health and wellness, medical and mental health resources, Kahua 'O Mali'o (Place of Comfort).</p>	<p>Yearlong</p>		<p>Parent Evaluation Internal Survey Data SQS Data</p> <p>Event Attendance data</p> <p>Agendas/Minutes</p>	<p>Quarterly</p>	



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	Conditions for Success
<p><i>Please describe your school’s ideas around innovation and pilot projects.</i></p> <p>The 2030 Promise Plan shares that the idea around <i>Innovation</i> refers to “<i>an important shift in mindset toward trying new ideas, replacing ineffective practices, and driving toward better solutions. In a work and learning environment that embraces innovation, our schools, complex areas and state offices are open to learning new ways to elevate our collective work, push our capacity, and improve student learning.</i>” (p.18).</p> <p>At Nānāikapono, we were recently challenged by a real-world problem, “covid-19 pandemic” that impeded our traditional practice of teaching and learning with our students. As we met virtually as a staff on April 2, we were asked the following questions:</p> <ul style="list-style-type: none"> ○ What are some best practices you are learning that could help others? ○ What are some exciting things you are doing with students? ○ How are YOU doing during all this? <p>Our discussions led to some of these findings:</p> <ul style="list-style-type: none"> ○ Some of our students do not have internet connection or lack of technology ○ Some of our families phone number is wrong or disconnected ○ Some of our families and staff have different understanding or expertise in technology literacy, and remote learning <p>Overall, we all felt that human connection and maintaining relationships is key to teaching and learning but we are challenged by staying connected virtually in these challenging times. Nānāikapono staff would like to build a better connection with parents and students virtually so we reach everyone in our</p>	<p><i>Please describe your Conditions for Success:</i></p> <p>The International Society for Technology in Education (ISTE) is a home to a passionate community of global educators who believe in the power of technology to transform teaching and learning, accelerate innovation and solve tough problems in education.</p> <p>ISTE inspires the creation of solutions and connections that improve opportunities for all learners by delivering: practical guidance, evidence-based professional learning, virtual networks, thought-provoking events and the ISTE Standards. ISTE Standards are a framework for innovation in education. These standards help educators and education leaders worldwide to prepare learners to thrive in work and life.</p> <p>As a school, our conditions of success is creating a framework of teaching and learning around technology with the possibility of using ISTE standards as a guideline.</p> <p>Here some of ways we will capture our success:</p> <ul style="list-style-type: none"> ● Surveys with staff, parents, students and community ● Professional Development among all stakeholders ● Create a plan on how we communicate with all stakeholders virtually ● Staff Showcase some of their work that <ul style="list-style-type: none"> ○ continually improves their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. ○ design authentic, learner-driven activities and environments that recognize and accommodate learner variability. ○ inspire students to positively contribute to and responsibly participate in the digital world

community academically, physically, socially and emotionally.

Essential Question: How do Nānāikapono staff connect virtually *and in person* with our families to ensure that our students are continuing to achieve success academically, physically, socially and emotionally?

With this essential question, we would like to address the following ideas

- 1) Equity around technology and wifi access
- 2) Having an understanding of level of technology literacy we need to develop among our students, families and staff
 - a) Provide workshops for families to share classroom online tools (perhaps grade level specific)
 - b) Provide incentives for attending (ie. Make and Take for curriculum nights)
- 3) Schoolwide discussion on the ways we communicate with our families virtually and in person
 - a) Schoolwide online communication platform (ie. Seesaw, Remind, etc)
- 4) Creating a system of collaboration, implementing and sharing different ideas, lessons or programs among the different grade levels
 - a) Provide PD opportunities for teachers (ie. ISTE Conference, NSTA, NCTM)

- Student/Families Showcase some of their work that
 - leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences
 - critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
 - communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.