Academic Plan, School Year 2023-24

Ka'ala Elementary School

Developing a collaborative Academic Plan framed by the HIDOE 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.

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 HIDOE 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 HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).
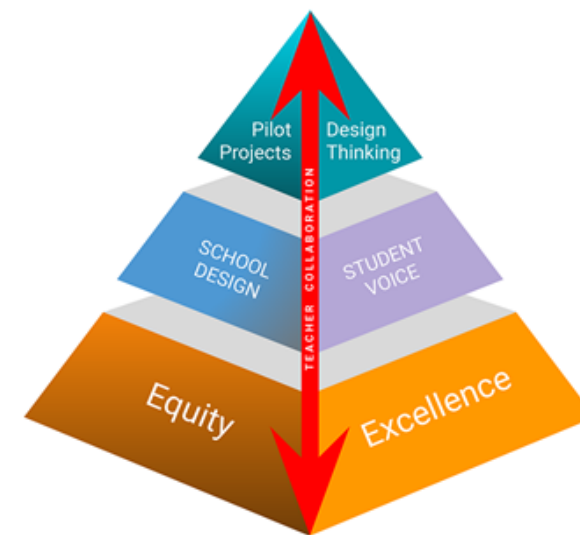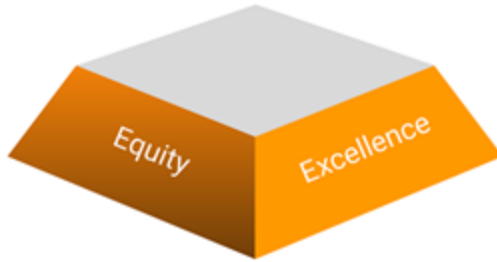
Teaching & Learning Core: Equity and Excellence

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
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.	**If** Ka'ala Elementary School faculty/staff can implement a system of individual student achievement, motivation, goal setting and improvement, **then** student performance and growth will occur. *What is your Theory of Action (if-then) to improve the achievement gap?* 1. 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. 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.	*What are your Enabling Activities to improve the achievement gap?* *Our School Design is organized around these 5 Priority Areas to support Equity and Excellence:* 1. *Improving Student Achievement* 2. *Special Education Support* 3. *English Learner Support* 4. *Multi-Tiered Systems of Success* 5. *Technology Innovation Practices* **Schoolwide Curriculum and Common Practices** ● Common grade level assessment calendars, pacing guides and curriculum maps ● Implement school-wide explicit instruction on foundational reading skills for Grades K-2 ● Administer fluency assessments for K-2 students ● Weekly grade level collaboration meetings, set with agenda and minutes ● Assessment planning, discussion and analysis ● Recursive teaching discussion and data analysis sharing ● i-Ready usage and passed lessons monitoring ● Kids Time to address individual family and learning challenges ● Classroom observations to support student learning ● Intervention blocks to address individual and group learner needs ● Establishing and tracking of individual student targets

Overall Percentage Proficient Smarter Balanced Assessment

Reading

Reading	State Average	Gr3	Gr4	Gr5
2017-2018	52%(3rd) 51%(4th) 56%(5th)	56%	62%	42%
2018-2019	52% (3rd) 51%(4th) 57%(5th)	50%	60%	51%
2019-2020	* No SBA Data			
2020-2021	42%(3rd) 46%(4th) 50%(5th)	25%	35%	47%

| 2021-2022 | 49%(3rd) 52%(4th) 55%(5th) | 43% | 39% | 50% |

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%
2021-2022	51%(3rd) 46%(4th) 42%(5th)	49%	23%	36%

STRIVE HI Index Table

		2017-18	2018-19	2019-20	2020-21	2021-2022
Achievement	ELA	54%	53%	No SBA Testing	37%	45%
	Math	42%	49%	No SBA Testing	24%	36%
	Science	72%	69%	No SBA	*14%	32%

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

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				Testing		
Growth MGP	ELA	64%	39%	No SBA Testing	54%	52%
	Math	35%	41%	No SBA Testing	52%	49%
Readiness	Chronic Absenteeism	11%	11%	11%	27%	67%
Gap	ELA	–	37 Points	No SBA Testing	40 Points	33 Points
	Math	–	31 Points	No SBA Testing	41 Points	23 Points

SY 2022 WIDA ACCESS Overall ELP Scores

Proficiency Level (Overall Score)	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Entering (1.0-1.9)	6	1	2	1	0	0
Emerging (2.0-2.9)	2	1	4	2	2	0
Developing (3.0-3.9)	4	2	7	5	2	4
Expanding (4.0-4.9)	0	1	4	5	9	5
Bridging (5.0-5.9)	0	0	0	0	4	7
Reaching (6.0)	0	0	0	0	1	2

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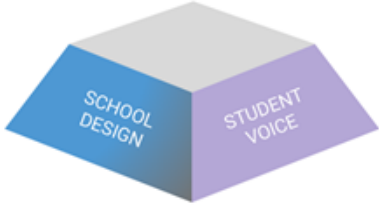
Innovation in Support of the Core: School Design and Student Voice

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 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? • **Chronic Absenteeism** percentage will remain at 11% or lower • Baseline for grade 3-5 **reading achievement** as measured by the Smarter Balanced Assessment is 53% • Baseline for grades 3-5 **math achievement** as measured by the Smarter Balanced Assessment is 49% • Increase the number of **students qualifying for IDEA** scoring proficient or better in Reading and Math according	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* • **Chronic Absenteeism** percentage will remain at 11% or lower • Baseline for grade 3-5 **reading** achievement as measured by the Smarter Balanced Assessment will increase. • Baseline for grades 3-5 **math** achievement as measured by the Smarter Balanced Assessment will increase. • Increase the number of **students qualifying for IDEA** scoring proficient or better in Reading and Math according	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* • **Chronic Absenteeism** percentage will remain at 11% or lower • Baseline for grade 3-5 **reading** achievement as measured by the Smarter Balanced Assessment will increase. • Baseline for grades 3-5 **math** achievement as measured by the Smarter Balanced Assessment will increase. • Increase the number of **students qualifying for IDEA** scoring proficient or better in Reading and Math according to the Smarter Balanced Assessment.

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to the Smarter Balanced Assessment.	to the Smarter Balanced Assessment.	● Increase student early literacy proficiency through the use of **Enhanced Core Reading Instruction (ECRI)**
Why are you implementing them? ● *Our students deserve to thrive with options and opportunities. In order to thrive, our students must be proficient in academic achievement and growth.* ● *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.*	*Why are you implementing them?* ● *Our students deserve to thrive with options and opportunities. In order to thrive, our students must be proficient in academic achievement and growth.* ● *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.*	*Why are you implementing them?* ● *Our students deserve to thrive with options and opportunities. In order to thrive, our students must be proficient in academic achievement and growth.* ● *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.* ● *Understanding the developmental nature of reading development and the clientele we support, focusing upon explicit reading strategies will increase our students' opportunities to THRIVE.*
How will you know that they are causing an improvement? ● *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.* ● *Priority Leads will organize, review, and report status updates.* ● *Data informed decisions will be made and course corrections applied as necessary.*	*How will you know that they are causing an improvement?* ● *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.* ● *Priority Leads will organize, review, and report status updates.* ● *Data informed decisions will be made and course corrections applied as necessary.*	*How will you know that they are causing an improvement?* ● *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.* ● *Priority Leads will organize, review, and report status updates.* ● *Data informed decisions will be made and course corrections applied as necessary.* ● *Through classroom observations and student work evidenced of ECRI implementation and increased student literacy levels will be demonstrated*

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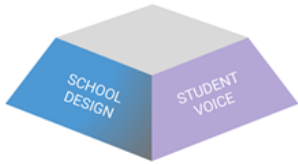
Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2022-23: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
Add beginning of the year measurements here. 1) *ELA- 45% Math- 36%* 2) *Chronic Absenteeism- 11% or lower* 3) Number of IDEA students proficient on the SBA: Reading= 4 Math=3	*Add throughout the year measurements here.* ● i-Ready Diagnostic Assessments scores for ELA and Math. ● SEL Assessment Data ● Weekly KART Priority Area reviews ● Analysis of student work ● Attendance data from Panorama ● ICA/IAB SBA preparation data ● Attendance Committee small group data ● Bi-weekly Special Education Collaboration meetings	*Add end of year goals here.* 1) **ELA- 50% Math- 41%** as measured by ***Smarter Balanced Assessment*** 2) **Chronic Absenteeism**- <10% 3) 100% of **students identified as IDEA** will maintain a compliant Individualized Education Program (IEP) and show academic progress through standardized assessments, standards based work samples, and IEP goal data. 4) 50% or more students will be **reading at grade level proficiency at the end of second grade** as measured by aimsweb plus.

Student Outcomes (SY 2023-24)

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)
1.0 Improving Student Achievement	1. Teachers will participate in weekly Kids Time	Weekly	WSF 42101	Who: ● Administration	Weekly	

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SW6 i & ii
 	
A) 100% of teachers will participate in developing and **refining grade level curriculum** (Pacing Guides and Curriculum Maps) **for all content areas.**
 	
WASC Critical Area #2
	(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)**, planning sessions, and faculty meetings** to refine curriculum maps.
	    a. Set a calendar of specific work dates and what will be completed.
	    b. Set review dates as grade level, faculty meeting.
	
	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.
		Quarterly	Title I 18902	When:
				  ● Collaboration Time
				  ● Grade Level Planning Days
				  ● Faculty Meetings
				
				Evidence:
				  ● Updated and reviewed pacing guides and curriculum maps
				  ● Agenda and Minutes
					Quarterly	

B) 100% of students will receive **standards based instruction** using **Ka'ala's Math, Reading, and Writing** Curriculum to ensure all students are receiving **equitable access** to learning.	1. Teachers will be **re-engaged** in Ready Classroom Math Implementation inclusive of instructional routines, math talks, and the use of complementary i-Ready reports and resources such	Quarterly	WSF: 42101
			
			Title I: 18902
				Who:
				  ● Administration
				  ● Curriculum Coordinator
				  ● Grade Level Teachers
				  ● KART Team
					Quarterly
					
					Weekly	

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		Weekly		When:		
Resources: - Ready Classroom Math - Wonders - National Geographic Panorama Reading **ECRI Explicit Instruction** - Ka'ala's Writing Curriculum - Teacher created materials **WASC Critical Area #2**	as: - Diagnostic Results - Math Prerequisite Skills Report - Personalized Instruction Report - Teacher Toolbox - Tools for Instruction 2. Teachers will instruct utilizing their *school developed pacing guides, curriculum maps, and assessment calendar*. 3. Teachers will use *weekly* Kids Time to share instructional strategies and analyze student work, formative and summative assessments to inform instruction that will improve student achievement. 4. Teachers will review **MTSS data** (*attendance, behavior, sense of belonging, coping skills, etc.*) to support the total well-being of students as it connects to academic achievement.			- Collaboration Time Evidence: - Collaboration and Kids Times Minutes and follow up actions - Classroom Observations of instruction - Student work, formative, summative assessments - Teacher Planning Days Agenda and Minutes - Updated and reviewed pacing guides and curriculum maps - Content area Cadres will be established and meet once a month to promote horizontal and vertical articulation		
C) 100% of students will use **iReady diagnostic**	1. **Three times** a year after each diagnostic assessment,	Quarterly	WSF: 42101	Who: Administration	Quarterly	

			Title I: 18902	• Curriculum Coordinator • Ka'ala Academic Review Team	Weekly	
and Personalized Instruction online to reach their **typical growth goals** as measured by the **final i-Ready Diagnostic**. **WASC Critical Area #1** **WASC Critical Area #2**	teachers will **review diagnostic data** to identify typical and stretch growth goals and instructional groupings during **Kids Time.** 2. Teachers will review and monitor **typical and stretch growth progress** after each diagnostic assessment with students and as a grade level team to ensure students are progressing and meeting their goals. 3. Teachers will utilize growth monitoring (progress monitoring) to keep track of students progress between the mid and post diagnostic assessment 4. Teachers will reflect on iReady Diagnostic Data three times a year using the Personalized Kids Time protocol and data tracker to analyze instructional practices and monitor individual students progres 5. **Grade level teams and Ka'ala Academic Review Team (KART)** will review	Weekly		When: • Kids Time • KART Team Meeting • Personalized Kids Time Evidence: • i-Ready Diagnostic Report and Weekly Online Usage Report • Weekly Thrive Newsletter • i-Ready Growing Monitoring Report • Professional Development • Personalized Kids Time protocol		

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	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.				
D) 100% of K-5 students will receive explicit instruction in ELA to improve foundational skills. **WASC Critical Area #3**	1. Utilize daily instructional routines identified in Heggerty and ECRI (K-2) 2. Utilize Bridge the Gap with identified students who need a pre-teach or reteach of foundational skills in small groups (3-5)	Quarterly Weekly	WSF: 42101 Literacy Grant	Who: ● Administration ● Ka'ala Academic Review Team When: ● KART Meeting Time ● Kids Time ● Professional Development Days Evidence: ● Classroom Observations ● Meeting minutes and agendas ● Student work and formative assessments ● ECRI, Heggerty, and Bridge the Gap implementation observations ● Sight words assessments	Quarterly Weekly	

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				● Fluency assessments ● Quarterly Kindergarten Assessments		
E) 60% of students will be reading at grade level proficiency at the end of second grade as measured by aimsweb plus. **WASC Critical Area #2**	1. K-2 teachers administering fluency bi-weekly for targeted students and monthly for all other students 2. All teachers, Grades K-5, will Implement a **school-wide 15 minutes read aloud** during the school day	Quarterly Weekly	WSF: 42101 Literacy Grant	Who: ● Administration ● Ka'ala Early Literacy Team When: ● Ka'ala Early Literacy Team Meetings ● Kids Time ● Professional Development Days Evidence: ● Classroom Observations ● Fluency Progress Tracker ● Classroom observation ● aimsweb report	Quarterly Weekly	

F) 100% of students will receive **small group instruction in reading and math** to improve student outcomes as measured by **i-Ready Diagnostics, student work, and Common Formative Assessments.**
 	
WASC Critical Area #2
WASC Critical Area #3
	1. *Teachers will utilize the Formative Instruction process to provide skill gap reduction during dedicated intervention blocks:*
	   ○ *Step 1: Analyze Diagnostic Data*
	   ○ *Step 2: Identify small instructional groups based on areas of need*
	   ○ *Step 3: Utilize i-Ready tools and resources for small group instruction*
	   ○ *Step 4: Implement differentiated instruction during dedicated* **Response to Intervention (RtI) blocks** *to meet the individual needs of students as evidenced on their* **grade level master bell schedule**
	   ○ *Step 5: Review student progress and repeat process*
	
	● Teachers will use **KidsTime to review student work and common formative assessments** to monitor student progress and increase achievement outcomes.
		Quarterly
		
		Weekly
			WSF: 42101
			
			Title I: 18902
				Who:
				  ● Administration
				  ● Ka'ala Academic Review Team
				
				When:
				  ● KART Meeting Time
				  ● Kids Time
				  ● Teaching Planning Days
				  ● Professional Development Days
				
				Evidence:
				  ● Classroom Observations
				  ● Meeting minutes and agendas
				  ● Student work and formative assessments
				  ● Grade Level Master Bell Schedule
					Quarterly
					
					Weekly	

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	• Teachers will participate in **professional development focused on effective small group instruction** in reading and mathematics to implement instructional strategies that will increase achievement towards proficiency.
	   ○ Reading
	   ○ Mathematics					

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)
2.0 Special Education Support (SW 6 - i) **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).** • School's inclusion rate will maintain a LRE inclusion rate of 75% or more.	1. Monthly meetings to coordinate support 2. Every grade level will provide a full inclusion setting. 3. Inclusion settings will incorporate differentiated instruction to give access to grade level curriculum. 4. Monthly SPED collab meetings discuss academic achievement, compliance, professional development, and share resources.	Yearlong	WSF 42101	Who: • Vice Principal • Special Education Department • Classroom Teachers • SSC When: • Quarterly reviews • Annual IEP Meetings • Co-Teaching Team Meetings Evidence:	Quarterly	

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● SY 2022 inclusion rate = 84%.				● Collaboration Agendas and Minutes ● Teacher feedback ● Monthly (data pull) reports compiled by the SSC. ● Annual IEP meetings ● ECSSS Report - Inclusion LRE		

H) Student Individualized Education Programs (IEP's) will support student growth and development by **100% of students will show academic progress** through standardized assessments, standards based work samples, or individualized IEP goal data.	1. Skill Gap Reduction Instructional Plan through grade-level Kids Time.
	   ○ 3 lessons passed
	   ○ 50 minutes weekly for Reading/Math - Time usage for class instructional report.
	   ○ iReady report for ALL SPED students
	
	2. Conduct monthly case studies to support students who are not making academic progress
		Yearlong	WSF: 42101	Who:
				● Vice Principal
				● Special Education Department
				● Classroom Teachers
				● SSC
				
				When:
				● Monthly
				
				Evidence:
				● Student Progress Report
				● PLEP
				● i-Ready Diagnostic Growth Report
				● Collaboration Agendas and Minutes
					Monthly
					
					Quarterly	

I) 100% of **Individualized**	1. **Free Appropriate Public Education Compliance**	Yearlong	SPED PPA 17101	Who: ● Vice Principal	Bi-Weekly	

			17131		Quarterly	
Education Plans are completed and meet the standard for a **Free Appropriate Public Education (FAPE).** • Conduct SPED collaboration meetings to discuss and review timelines with care coordinators • PLEP reflect current data and information • Goals and Objectives align to needs from the PLEP • LRE statement reflects the appropriate setting • SPED Collaboration Agendas and Minutes • Monthly Data Reports • IEPs are current in ECSSS • Student progress reports demonstrate student growth	a. Meet timeline b. IEP components completed c. Assessments completed 2. **Sped collaboration** is used to discuss timelines with care coordinators. 3. The PLEP will reflect current data and information 4. Goals and Objectives align to needs from the PLEP 5. LRE statement reflects the appropriate setting 6. **Monthly report** compiled by the SSC is used to determine compliance.			• Special Education Department • Classroom Teachers • SSC When: • Monthly SPED Collaboration Meetings Evidence: • SPED Collaboration Agendas and Minutes • Monthly Data Reports • IEPs are current in ECSSS • Student progress reports demonstrate student growth connected to collected data		

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connected to collected data **WASC Critical Area #2**						

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)
3.0 English Learner Support (SW6) **J)** 100% of **English Learners** 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. **WASC Critical Area #2** **WASC Critical Area #3**	1. Students will be **identified through WIDA ACCESS** screener assessment 2. EL Support Service Plan for ELs with out-of-grade level academic foundational needs 3. Student(s) will be added to **PTTs schedule(s)**: to provide **small group instruction**	At beginning of SY, within 30 days and ongoing (within 14 days of school start date) Monthly ELL PTT meetings; ongoing communication with designated PTT/PPE	WSF: 42101 EL: 42102 Title I: 18902	Who: ● EL Coordinator When: ● KART Team Meeting Evidence: ● Active Infinite Campus EL Report ● Classroom Inclusion Support/Observations ● Support Schedules maintained by EL Coordinator and PPE	Quarterly Ongoing	

K) 100% of English Learners who have an *Imagine Learning* account will **demonstrate growth** as measured by lessons completed and **Imagine Learning Benchmark assessments.**	1. Teachers will **monitor Imagine Learning usage and percentage** of lessons passed weekly to ensure consistent usage, increase student performance and make instructional adjustments to further EL support. 2. **Ka'ala Academic Review Team** will **review data** to ensure student progress using Beginning of the Year, Mid-Year, and End of Year Benchmark Assessments	Weekly Quarterly	Title I: 18902	Who: ● Teachers ● EL Coordinator ● KART Team When: ● Collaboration Time ● EL Staff Meeting ● KART Team Meeting Evidence: ● Imagine Learning Usage reports ● Imagine Learning Usage and Growth (Benchmark) Reports	Weekly Monthly Weekly Quarterly	
L) 100% of English Learners with a prior baseline score will increase their overall **proficiency level score by 1.0** as measured by the *ACCESS* assessment.	1. **EL staff** will work with students and staff to **administer, instruct, review instructional outcomes** to evaluate instructional efficacy ensuring on track outcomes. 2. English Learner Program Coordinator collaborates with teachers to **create and implement Individual Learning Plans for English Learners** with out-of-grade level academic	Annually Annually	WSF: 42101 EL: 42102	Who: ● EL Coordinator ● Administration When: ● EL Staff Meeting ● KART Team Meeting Evidence: ● Meeting Agenda and Minutes ● WIDA ACCESS Report	Annually Annually	

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				● Quarterly Report Cards		
	3. Teachers will **analyze common formative assessment and student work** to assess student learning and progress during **Kids Time** 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. 4. All English Learners will **complete the WIDA ACCESS** during the annual testing window.					

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)
4.0 Multi-Tiered Systems of Success SW6 iii **M)** Chronic absenteeism will **decrease to <10%** by the end of year as measured by Panorama platform.	1. Attendance Cadre Meetings Attended by: Counselors, BHS, Administrators, SSC, Curriculum Coach, Clerks, PCNC, District Social Worker. Bi-monthly meetings to discuss current chronically absent students,	Bi-monthly Quarterly Quarterly	WSF: 42101 Title I: 18902	Who: ● Counselors ● KART Team When: ● KART Team Meeting ● Attendance Team Meetings	Bi-monthly Bi-monthly	

SY21-22 chronic absenteeism rate= 63% **WASC Critical Area #3**	perfect attendance students and updates on positive reinforcements. 2. Individual Attendance Plans for Chronically Absent Students developed and implemented by attendance cadre (including referral to Attendance Review Council or Early Education Intervention Program). 3. Utilize **Kids Time** to discuss and support students and families with attendance 4. Positive reinforcement using **Mule Bucks** to provide incentives and rewards to **classes and individual students** with perfect attendance.	Weekly		Evidence: ● Early Warning System Attendance Data ● Attendance data from Infinite Campus ● Meeting Agenda and Minutes ● Kaʻala's Attendance Tracker developed by counselors	Collect data yearly on number of students who met the challenge Data to be collected and analyzed by the Attendance Team. Quarterly analyze by Attendance Team
N) 100% of students will receive **Social Emotional Learning Instruction weekly** throughout the school year to **increase social emotional awareness** and build a school community where	1. Utilize Social Emotional Learning *(Second Step)* Curriculum Map to instruct and assess 2. Teachers & counselors implement a Social Emotional Learning	Weekly Quarterly Quarterly	WSF: 42101 Title I: 18902	Who: ● Counselors ● Kaʻala Advisory Team ● MTSS Team When: ● Kaʻala Advisory Team Meetings	Weekly Quarterly At the end of each assessment,

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everyone Thrives (ready to learn). **WASC Critical Area #3**	curriculum with all grade levels 3. Counselors will utilize data from Panorama to supplement lessons to meet the needs of students 4. Students identified through Panorama will receive targeted supports in areas of need.			● MTSS Team Meetings Evidence: ● Student work, Teacher Observations, Formative Assessments ● Social Emotional Learning Assessment Data ● Observation and Monitoring Reports	data will be looked at to adjust or maintain instruction.	
O) 100% of students identified through the counselor **referral program will be seen by our Kaʻala counselor** to help regulate their social-emotional well-being as measured by referrals and classroom observations.	1. Teachers will use the **referral process** to communicate students' needs and concerns with Kaʻala counselors. 2. **Student Referral Process** documents a response to student need and informs the teacher of intervention strategies. 3. **Kids Time** is utilized to **discuss student concerns** by grade level. Students will be identified as having	Weekly Monthly Quarterly	WSF: 42101 Title I: 18902	Who: ● Counselors ● MTSS Team ● KART Team ● Kaʻala Advisory Team When: ● MTSS Team Meeting ● Kids Time Evidence: ● Meeting Agenda and Minutes	Weekly Weekly Monthly As needed	

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	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.			- Counseling Referral Process Documents - Referral Data - Daily Observations		
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)
5.0 Technology Innovation Practices (SW6) **P)** 100% of Grade 4 and 5 students will receive **Digital Citizenship** lessons and score **85% or higher** as measured by the **Digital Citizenship assessment.** **WASC Critical Area #1** **WASC Critical Area #3**	1. Digital Citizenship instruction using technology scope and sequence 2. Students apply digital citizenship in their day-to-day technology use	Weekly Quarterly	WSF: 42101 Title I: 18902	Who: - Technology Coordinator - Technology Cadre - KART Team When: - KART Meeting Evidence: - Digital Citizenship lessons - Classroom observations - Teacher feedback - Digital Citizenship assessment - Student Reflections	Weekly Quarterly	

Q) **Z-Space**, a learning tool utilizing Augmented and Virtual Reality, will be initiated with 100% of Grades 3-5 students to expose students to this technology with the goal of **enhancing learning through innovation and creation within the software and expanding z-space** across grade levels and to other schools. **WASC Critical Area #1** **WASC Critical Area #3**	1. Integrate Z-Space lessons in current curriculum 2. Technology Coordinator co-teaches ZSpace lessons with classroom teachers to provide augmented learning experience	Weekly Monthly	WSF: 42101 Title I: 18902	Who: ● Technology Coordinator ● KART Team ● Administration When: ● KART Team Meeting Evidence: ● Z-Space ambassador checklist ● Lesson Plans ● Z-Space student work sample	Weekly Monthly	
R) 100% of students will have **access to various technology** equipment to **enhance learning** as well as develop and apply skills of a **21st century learner** to support them in becoming college and career ready. **WASC Critical Area #1**	1. Students engage in technology activities identified in the Technology Plan 2. Collaborate with classroom teachers to design Technology Experiences by grade levels.	Weekly Monthly Quarterly	WSF: 42101 Title I: 18902	Who: ● Technology Coordinator ● Technology Cadre ● KART Team When: ● KART Team Meeting Evidence: ● Student work sample ● Digital Citizenship Parent Night	Monthly Quarterly	

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Measurable Outcome(s)	Enabling Activity	Duration	Source of Funds	School Monitoring Activity	Frequency	Complex Monitoring Activity (to be completed by CAS)
S) 100% of selected **Digital Storytelling** students will receive instruction to support them in becoming college and career ready. **WASC Critical Area #1**	1. Digital Storytelling class will meet twice a week 2. Teacher recommendations will be utilized to select students for the class 3. Class will challenge students to share stories using digital tools 4. Students will receive real-world experience in creating public service announcements, broadcasts and mini-documentaries for the school community.	Weekly Monthly Quarterly	WSF: 42101 Title I: 18902	Who: ● Technology Coordinator ● Technology Cadre ● KART Team When: ● KART Team Meeting Evidence: ● Quarterly projects ○ 1st quarter - Public Service Announcement ○ 2nd quarter - news broadcast ○ 3rd quarter - video for Olelo Youth Xchange Contest ○ 4th quarter - music video	Monthly Quarterly	

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)
Family Involvement (SW 7)	1. **Two Parent Community Networking Coordinators (PCNC)** will be hired to coordinate family involvement activities	Monthly Quarterly	WSF: 42101 Title I: 18902	Who: ● Parent Community Networking Coordinators	Monthly Quarterly	

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| Z) An array of activities will be conducted to *inform, engage, empower, and collaborate* with Ka'ala families. Doing so is intended to promote a sense of belonging and strengthen the efficacy between home and school.

WASC Critical Area #3 | 2. Grade level teams will plan and conduct parent involvement activities **quarterly** to support learning involving **curricular topics**.

3. **Monthly communication** will be provided by the **principal to families** and to solicit feedback from families about school initiatives
   a. website
   b. newsletters
   c. assemblies
   d. school hosted meetings
   e. School Community Council (SCC)

4. Establish a Students Activities Coordinator to organize and plan school-wide activities for:
   ● Students
   ● Staff
   ● Families and Communities | Monthly | | ● Administration
● Grade Level Teams

When:
● Monthly meetings
● KART Team Meetings

Evidence:
● Meeting Agendas and Minutes
● Videos, photos, and feedback from parent involvement activities | | |

Staff Outcomes (SY 2022 - 2023)

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) Establish **Content Area Cadres** that develop **school-wide curriculum plans** that are aligned both within grade levels and in between grade levels as a school
 	
WASC Critical Area #2
	1. Administration provides time for staff to **organize representation for content areas** prioritized by the school.
	
	2. Identify **content area leaders** to work with the Curriculum Coordinator to **outline focus areas for the school** and to represent Ka'ala Elementary at professional development opportunities.
	   a. Attend
	   b. Plan
	   c. Present
	
	3. Conduct **Content Area meetings** to ensure **vertical and horizontal alignment.**
		Monthly
		
		Quarterly
			WSF: 42101
			Title I:
			18902
				Who:
				  • Administration
				  • Content Area Lead
				  • Content Area Teams
				
				When:
				  • Content Area Meetings
				  • KART Team Meetings
				
				Evidence:
				  • Meeting Agenda and Minutes
				  • Timelines and Action Plans
				  • Updated and Revised Curriculum Maps across Content Areas
					Monthly
					
					Quarterly	

B) 100% of teachers will participate in **weekly structured Kids Time** to review i-Ready data, analyze student work, share instructional	1. Teachers will review **i-Ready Data** to determine areas of need and monitor student progress
	   a. Diagnostic Results
	   b. Instructional Report
		Weekly
		
		Monthly
		
		Quarterly
			WSF: 42101
			Title I:
			18902
				Who:
				  • Administration
				  • KART Team
				
				When:
				  • Kids Time
					Weekly
					
					Monthly
					
					Quarterly	

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strategies, and plan for upcoming lessons. **WASC Critical Area #2**	c. Online Instruction Usage d. Lessons Passed 2. **Teachers** will use weekly collaboration time to share instructional strategies and assessments for upcoming units in math, reading, and writing. 3. **Teachers** will **analyze curriculum assessments** during weekly collaboration time to **calibrate instruction** and pacing in math, reading, and writing.				● KART Team Meeting Evidence: ● Meeting agenda and minutes ● Classroom Observations ● i-Ready reports ● Student work and formative assessments	
C) 100% of Teachers will participate in **professional development (PD)** designed to: 1) increase learner engagement 2) more effectively address diverse learner needs inclusive of English Learners. **WASC Critical Area #2**	1. **Direct instruction and co-teaching techniques** to promote strategies which effectively support students. 2. As follow-up, **teachers and educational assistants will engage in applying co-teaching models that focus upon increasing collaborative approaches that increase student success outcomes.** 3. Participation **at state and national conferences** and training to extend	Fall Semester	WSF: 42101 Title I: 18902	Who ● Vice Principal ● Special Education Department ● Classroom Teachers ● KART Team When ● KART Team Meetings ● Faculty Meetings ● Collaboration Time Evidence ● Teacher sharing and feedback	Monthly	

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	professional exposure and to gain specific training that can enhance the school's capacity and expertise.			- Meeting Agendas and Minutes - Classroom Observations - Student work samples - PD Calendar		
D) 100% of technology requests will be **addressed in a timely manner** to ensure that students and staff can appropriately utilize technology tools to support learning as measured by technology requests log. **WASC Critical Area #2**	1. Staff will utilize the **Tech Request Form** when requesting assistance. 2. Each week, Technology Coordinator and Tech PPT will review the request to determine trends and priorities. a. What is needed now? b. What can be staggered to complete? c. What professional development is needed? d. What is the feedback loop to ensure that successful actions were completed? 3. **Create Tech care, safety, and usage videos** to build capacity and inspire a culture of innovation and collaboration that allows the time and space to explore and experiment with digital	Weekly Monthly Quarterly	WSF: 42101 Title I: 18902	Who: - Technology Coordinator - Technology Cadre - Administration When: - KART Team Meeting Evidence: - Technology request logs - Classroom Observations - Teacher feedback	Weekly Monthly Quarterly	

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	tools for students, teachers, and staff.					

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 SW 6	Conditions for Success
Please describe your school's ideas around innovation and pilot projects. 1) **ZSpace Implementation:** 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. 2) **Flexible Learning Spaces:** The library is going through a renovation to create an open space concept to provide flexible learning options to make learning engaging and fun for our students. This space will promote collaboration, innovation, and critical thinking amongst all of our students 3) **Wahiawa Health Center** To provide our families with medical and behavioral support, we will develop a partnership with Wahiawa Health Center to provide the following support: Preventative Health, Primary Care, and Health Support.	*Please describe your conditions for Success:* 1) **ZSpace Implementation:** 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. 2) **Flexible Learning Space:** Acquisition of flexible furniture and upgrades to our existing infrastructure will allow for effective and creative usage of our learning environment. 3) **Wahiawa Health Center** The partnership with Wahiawa Health Clinic will improve student access to health services that will promote greater academic success. Healthier students are better at attending school, participate in instruction, and will succeed academically.

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[Title I Addendum](#)