

ERCSD 2020 – 2021 Comprehensive School Plan



Our Mission:

As a unified community, the East Ramapo Central School District is committed to educating the whole child by providing a healthy, safe, supportive, engaging, and challenging learning environment.

Vision:

We will become proficient in all that we do.

School:	Kakiat STEAM Academy	Principal	Jennifer Wilmoth
----------------	-----------------------------	------------------	-------------------------

School Leadership Team	
Name	Title/Organization
Jennifer Wilmoth	Principal
Douglas Doller	Assistant Principal
Carolyn Florimon	Academic Standards Facilitator
Maxime Antoine	Secondary Teacher
Michael Fratto	Secondary Teacher
Massiel Henriquez	Elementary SWD Teacher
Stacey McDonald	Elementary SWD Teacher
Juliet Asamoah	Parent

Priorities
<p>To allow for more flexibility, ERCSD will have schools organize their comprehensive plans around school-identified “Priorities.” These Priorities may connect closely to the Strategic Academic Plan, specific subgroups and/or accountability indicators, or they may cover broader initiatives the district has identified as necessary to implement to promote success during the 2020-21 school year.</p> <p>First, the school should reflect on its review of data, practices, and resources to identify Priorities that the school will focus on in the 2020-21 comprehensive plan.</p>
<p>Pillar 1</p> <ul style="list-style-type: none"> • Foundational Five (5): student ownership of learning, student engagement, checking for understanding, complex questioning, and differentiated instruction. • Foundational Five (5): instructional practices monitored closely. and practices monitored closely. • Lesson Plans: Plans created and reviewed in a digital format. • Timely and explicit feedback regarding instructional practices by school leaders; class visits will occur in person and/or virtually to provide actionable feedback

Pillar 3

- Professional Learning Communities (PLCs) - analyzing common digital formative assessments (student work) in addition to summative data at least twice weekly to re-strategize, plan, and deliver targeted intervention for all students, with specific emphasis on our ENL and SWD students.

Pillar 4

- As a school, we will develop and implement grade level common digital summative and formative assessments which will support the analysis of data to monitor student growth each trimester. The assessments will be aligned to New York State standards and address power standards identified by the New York State Common Core Blueprint (Assessment and Feedback/Target to Assessment).
- Teachers will facilitate a data informed culture so that students will demonstrate ownership of their learning by documenting, analyzing, and reflecting on their growth data and plan for success in ELA and Math.
- Teachers will facilitate quarterly data conferences so that by June 2021, 100% of our students will be able to analyze, reflect and articulate their growth data (as it relates to proficiency) and plan for success in core subject areas via digital portfolios, thus demonstrating student ownership of their learning.

Strategic Academic Plan: Pillar 1

Pillar 1	District Statement of Practice
High Expectations for Teaching and Learning	*Align and articulate standards-based unit and lesson plans across all grades. *Increase student engagement and ownership of learning.

DTSDE Tenet Alignment (please check)

1		2		3	X	4	X	5		6	
---	--	---	--	---	---	---	---	---	--	---	--

Goal (Specific, Measurable, Attainable, Relevant, and Timely):

By June of 2021, 100% of teachers will create and implement standards aligned common digital formative and summative assessments and provide effective feedback so that students will demonstrate 1 month of growth per 1 month of instruction, as measured by STAR ELA assessments and student's ELA and Math growth scores.

Quarterly Measures of Success:

- Measures of Success (Vital Signs) in the areas of Student Learning and Growth will be set by Performance Fact © pending baseline data.
- Measures of Success (Vital Signs) in the areas of Teaching and Learning (Foundational Five PLC ©, Leveraged Leadership PLC © and Data Surveys – Staff, Student and Family PLC ©) will be set by PLC pending baseline data.
- If accurate baseline data is available, Measures of Success may be set now.
- In the case that there are Goals outside of these areas above which are linked to the Strategic Academic Plan, PLC together with the individual school, will set Quarterly Measure of Success.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Vital Signs Student Achievement Targets 1. Measures of Success (Vital Signs) in the areas of Student Learning and Growth will be set by Performance Fact © pending baseline data. 2. If accurate baseline data is available, Measures of	Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets

Success may be set now.			
Foundational Five HE/E SO % HE/E SE % HE/E HOQ % HE/E CFU % 80% of teachers will use common digital formative assessments, and digital summative assessments. HE/E DIP %	Foundational Five HE/E SO % HE/E SE % HE/E HOQ % HE/E CFU % 85% of teachers will use common digital formative assessments, and digital summative assessments. HE/E DIP %	Foundational Five HE/E SO % HE/E SE % HE/E HOQ % HE/E CFU % 90% of teachers will use common digital formative assessments, and digital summative assessments. HE/E DIP %	Foundational Five HE/E SO % HE/E SE % HE/E HOQ % HE/E CFU % 100% of teachers will use common digital formative assessments, and digital summative assessments. HE/E DIP %
Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)
Organizational Data Staff Survey Question Student Survey Question Family Survey Question	Organizational Data Staff Survey Question Student Survey Question Family Survey Question	Organizational Data Staff Survey Question Student Survey Question Family Survey Question	Organizational Data Staff Survey Question Student Survey Question Family Survey Question
Other	Other	Other	Other

Action Plans:

Dates: August - December	Action Plan:
September 2020 - December 2020	Action 1: Develop common digital formative assessments aligned to New York State Standards addressing the power standards identified by the New York State Common Core Blueprint Responsible: Kakiat administration, content area or grade level Professional Learning

	<p>Communities, PLC Associates</p> <p>Participants: Content area or grade level Professional Learning Communities</p> <p>Frequency: Ongoing within Professional Learning Community designated time</p> <p>Intended Impact: To align and articulate standards-based unit and lesson plans across all grades and increase student engagement, ownership of learning and proficiency.</p>
September 2020 - December 2020	<p>Action 2: Develop common digital summative assessments aligned to New York State Standards addressing the power standards identified by the New York State Common Core Blueprint</p> <p>Responsible: Kakiat Administration, content area or grade level Professional Learning Communities, PLC Associates</p> <p>Participants: Content area or grade level Professional Learning Communities</p> <p>Frequency: Ongoing within Professional Learning Community designated time</p> <p>Intended Impact: To align and articulate standards-based unit and lesson plans across all grades and increase student engagement, ownership of learning and proficiency.</p>
September 2020 - December 2020	<p>Action 3: Implement common digital formative assessments aligned to New York State Standards addressing the power standards identified by the New York State Common Core Blueprint</p> <p>Responsible: Faculty</p> <p>Participants: Faculty</p> <p>Frequency: Ongoing</p> <p>Intended Impact: To align and articulate standards-based unit and lesson plans across all grades and increase student engagement, ownership of learning and proficiency.</p>
September 2020 - December 2020	<p>Action 4: Implement common digital summative assessments aligned to New York State Standards addressing the power standards identified by the New York State Common Core Blueprint</p> <p>Responsible: Faculty</p> <p>Participants: Faculty</p> <p>Frequency: Aligned to the pacing calendar</p> <p>Intended Impact: To align and articulate standards-based unit and lesson plans across all grades and increase student engagement, ownership of learning and proficiency.</p>
September 2020 - December 2020	<p>Action 5: Analyze common digital formative and summative assessments using the Cycle of Continuous Improvement.</p> <p>Responsible: Faculty</p> <p>Participants: Kakiat administration, content area or grade level Professional Learning Communities</p> <p>Frequency: Ongoing</p> <p>Intended Impact: To align and articulate standards-based unit and lesson plans across all grades and increase student engagement, ownership of learning and proficiency.</p>
Dates: January - June	Action Plan:
January 2021 - June 2021	<p>Action 6: Develop common digital formative assessments aligned to New York State Standards addressing the power standards identified by the New York State Common Core Blueprint</p> <p>Responsible: Kakiat administration, content area or grade level Professional Learning Communities, PLC Associates</p> <p>Participants: Content area or grade level Professional Learning Communities</p> <p>Frequency: Ongoing within Professional Learning Community designated time</p> <p>Intended Impact: To align and articulate standards-based unit and lesson plans across</p>

	all grades and increase student engagement, ownership of learning and proficiency.
January 2021 - June 2021	<p>Action 7: Develop common digital summative assessments aligned to New York State Standards addressing the power standards identified by the New York State Common Core Blueprint</p> <p>Responsible: Kakiat administration, content area or grade level Professional Learning Communities, PLC Associates</p> <p>Participants: Content area or grade level Professional Learning Communities</p> <p>Frequency: Ongoing within Professional Learning Community designated time</p> <p>Intended Impact: To align and articulate standards-based unit and lesson plans across all grades and increase student engagement, ownership of learning and proficiency.</p>
January 2021 - June 2021	<p>Action 8: Implement common digital formative assessments aligned to New York State Standards addressing the power standards identified by the New York State Common Core Blueprint</p> <p>Responsible: Faculty</p> <p>Participants: Faculty</p> <p>Frequency: Aligned to the pacing calendar</p> <p>Intended Impact: To align and articulate standards-based unit and lesson plans across all grades and increase student engagement, ownership of learning and proficiency.</p>
January 2021 - June 2021	<p>Action 9: Implement common digital summative assessments aligned to New York State Standards addressing the power standards identified by the New York State Common Core Blueprint</p> <p>Responsible: Faculty</p> <p>Participants: Faculty</p> <p>Frequency: Aligned to the pacing calendar</p> <p>Intended Impact: To align and articulate standards-based unit and lesson plans across all grades and increase student engagement, ownership of learning and proficiency.</p>
January 2021 - June 2021	<p>Action 10: Analysis of common digital formative and summative assessments using the Cycle of Continuous Improvement.</p> <p>Responsible: Faculty</p> <p>Participants: Kakiat administration, content area or grade level Professional Learning Communities</p> <p>Frequency: Ongoing</p> <p>Intended Impact: To align and articulate standards-based unit and lesson plans across all grades and increase student engagement, ownership of learning and proficiency.</p>

Progress Monitoring: Plan Implementation

Quarter	Describe the degree of Comprehensive School Plan implementation, including progress toward the Goal, degree of implementation and impact of Action Plans, other successes and challenges which may be present.
1	

2	
3	
4	

Strategic Academic Plan: Pillar 2

Pillar 2	District Statement of Practice
Culture of Safety and Strong Relationships with Families and Community	*Encourage and empower families through sharing data, promoting dialogue, centered on student learning, success, and needs.

DTSDE Tenet Alignment (please check)

1		2		3		4		5	X	6	X
---	--	---	--	---	--	---	--	---	---	---	---

Goal (Specific, Measurable, Attainable, Relevant, and Timely):
By June 2021, 100% of teachers will use multiple communication strategies and tools to improve family communication in order to increase student achievement and the home-school (social-emotional) connection.

Quarterly Measures of Success:

- Measures of Success (Vital Signs) in the areas of Student Learning and Growth will be set by Performance Fact © pending baseline data.
- Measures of Success (Vital Signs) in the areas of Teaching and Learning (Foundational Five PLC ©, Leveraged Leadership PLC © and Data Surveys – Staff, Student and Family PLC ©) will be set by PLC pending baseline data.
- If accurate baseline data is available, Measures of Success may be set now.
- In the case that there are Goals outside of these areas above which are linked to the Strategic Academic Plan, PLC together with the individual school, will set Quarterly Measure of Success.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets

Foundational Five HE/E SO % HE/E SE % HE/E HOQ % HE/E CFU % HE/E DIP %	Foundational Five HE/E SO % HE/E SE % HE/E HOQ % HE/E CFU % HE/E DIP %	Foundational Five HE/E SO % HE/E SE % HE/E HOQ % HE/E CFU % HE/E DIP %	Foundational Five HE/E SO % HE/E SE % HE/E HOQ % HE/E CFU % HE/E DIP %
Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)
Organizational Data By the end of August 2020, 100% of faculty will receive professional development on how to utilize the features of Classlink, Remind and Schoology. Parent workshops conducted on: <ul style="list-style-type: none"> ● Remind ● Google classroom ● Google meet Staff Survey Question Student Survey Question Family Survey Question	Organizational Data 75% of families are engaged in communication with school faculty on a weekly basis about their child's progress. (<i>Data from Remind Communication Tool; and Schoology</i>) Staff Survey Question Student Survey Question Family Survey Question	Organizational Data 80% of families are engaged in communication with school faculty on a weekly basis about their child's progress. (<i>Data from Remind Communication Tool; and Schoology</i>) Staff Survey Question Student Survey Question Family Survey Question	Organizational Data 80% of families are engaged in communication with school faculty on a weekly basis about their child's progress. (<i>Data from Remind Communication Tool; and Schoology</i>) Staff Survey Question Student Survey Question Family Survey Question
Other	Other	Other	Other

Action Plans:

Dates: August - December	Action Plan:
August 2020	<p>Action 1: <i>Design</i> Multi-lingual Parent E- Learning Virtual Workshops for Remote Learning Responsible: Kakiat administration Participants: Kakiat administration and SLT Frequency: Initial sessions in September (4) and the ongoing as needed Intended Impact: To develop a plan to help ensure all families understand how to facilitate home learning, how to assist their child during flexible home learning, and how to effectively communicate with school staff.</p>
September Opening day	<p>Action 2: Presentation to staff at the opening meeting to highlight the expectations and structures for remote or hybrid learning (digital tools including: Class Link, Schoology, Remind, Google Classroom, Google Meet, Google Apps for Ed) Responsible: Kakiat administration Participants: All faculty and staff Frequency: One time Intended Impact: To educate teachers on the different platforms, expectations for implementation and how the platforms lend themselves to parent engagement and student achievement.</p>
September 2020 (Weeks 1-3)	<p>Action 3: <i>Deliver</i> Multi-Lingual Parent E- Learning Virtual Workshops for Remote Learning Responsible: Kakiat administration and SLT Participants: Kakiat administration, SLT, teaching staff and parent community Frequency: Four times Intended Impact: To ensure all families understand how to facilitate home learning, how to assist their child during flexible home learning, and how to effectively communicate with school staff.</p>
September 2020	<p>Action 4: Facilitate Student Norms and Expectations Learning Sessions for Remote Learning Responsible: School leader, ASF, teaching faculty Participants: Teaching faculty and students Frequency: Front load in September with reminders as needed Intended Impact: To ensure all students have a common understanding of the expectations and norms for both remote and hybrid learning to maintain consistency throughout all grade levels.</p>
September 2020	<p>Action 5: Multi-lingual delivery of Student Digital Portfolios to Families Responsible: Kakiat administration and teaching staff Participants: Kakiat administration and teaching staff, families/parents/guardians Frequency: One time Intended Impact: To ensure a strong home school connection. To provide parent community a clear understanding of expectations for students and to provide clear insight to parents on how to best support their child's learning.</p>
October 2020 - May 2021	<p>Action 6: Create virtual Multi-lingual Parent Workshops for all parent engagement activities inclusive of but not limited to: Back to School Night, Parent Workshops, PTA meetings, Parent-Teacher Conferences. Responsible: Building leader, ASF, All staff, interpreters Participants: All staff, families, students Frequency: As needed</p>

	Intended Impact: To ensure all families have opportunities to share in the responsibilities for student academic progress and social and emotional growth and well-being.
Date	<p>Action 7: SLT will partner with PTA to establish a steering committee to review virtual workshop parent engagement data and inform possible next steps to improve the home school connection.</p> <p>Responsible: Kakiat administration, SLT and P.T.A.</p> <p>Participants: Kakiat administration, SLT and P.T.A.</p> <p>Frequency: Monthly</p> <p>Intended Impact: To ensure all families deepen the understanding of and increase the use of technology tools used to support high quality, student centered hybrid remote instruction.</p>
Date	<p>Action 8: Celebration of students' Digital Portfolios</p> <p>Responsible: Kakiat administration and faculty</p> <p>Participants: Kakiat administration and teaching staff Families/parents/guardians</p> <p>Frequency: Quarterly with major bash in June</p> <p>Intended Impact: Kakiat families will engage with their children as their children share their growth, as evidenced within their digital portfolios. Families will be made aware of their children's strengths and challenges within each core subject. These students led family conversations strengthen student ownership for their continued learning and goal creation.</p>

Progress Monitoring: Plan Implementation

Quarter	Describe the degree of Comprehensive School Plan implementation, including progress toward the Goal, degree of implementation and impact of Action Plans, other successes and challenges which may be present.
1	
2	
3	

4	
---	--

Strategic Academic Plan: Pillar 3

Pillar 3	District Statement of Practice
Results-focused Professional Learning and Collaboration	*Provide robust pedagogical professional development and materials, aligned to curricular and instructional expectations for individual and subgroups of students.

DTSDE Tenet Alignment (please check)

1		2		3	X	4	X	5		6	
---	--	---	--	---	---	---	---	---	--	---	--

Goal (Specific, Measurable, Attainable, Relevant, and Timely):
Note: Provide robust pedagogical professional development and materials, aligned to curricular and instructional expectations for individual and subgroups of students, has been embedded (Foundational Five) into Pillars 1, 3 and 4.

Quarterly Measures of Success:

- Measures of Success (Vital Signs) in the areas of Student Learning and Growth will be set by Performance Fact © pending baseline data.
- Measures of Success (Vital Signs) in the areas of Teaching and Learning (Foundational Five PLC ©, Leveraged Leadership PLC © and Data Surveys – Staff, Student and Family PLC ©) will be set by PLC pending baseline data.
- If accurate baseline data is available, Measures of Success may be set now.
- In the case that there are Goals outside of these areas above which are linked to the Strategic Academic Plan, PLC together with the individual school, will set Quarterly Measure of Success.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets

Foundational Five HE/E SO % HE/E SE % HE/E HOQ % HE/E CFU % HE/E DIP %	Foundational Five HE/E SO % HE/E SE % HE/E HOQ % HE/E CFU % HE/E DIP %	Foundational Five HE/E SO % HE/E SE % HE/E HOQ % HE/E CFU % HE/E DIP %	Foundational Five HE/E SO % HE/E SE % HE/E HOQ % HE/E CFU % HE/E DIP %
Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)
Organizational Data Staff Survey Question Student Survey Question Family Survey Question	Organizational Data Staff Survey Question Student Survey Question Family Survey Question	Organizational Data Staff Survey Question Student Survey Question Family Survey Question	Organizational Data Staff Survey Question Student Survey Question Family Survey Question
Other	Other	Other	Other

Action Plans:

Dates: August - December	Action Plan:
	Action: Responsible: Participants: Frequency: Intended Impact:
Dates: January - June	Action Plan:
	Action: Responsible: Participants: Frequency: Intended Impact:

Progress Monitoring: Plan Implementation

Quarter	Describe the degree of Comprehensive School Plan implementation, including progress toward the Goal, degree of implementation and impact of Action Plans, other successes and challenges which may be present.
1	
2	
3	
4	

Strategic Academic Plan: Pillar 4

Pillar 4	District Statement of Practice
Data-informed Efficient and Effective Systems	*Implement a comprehensive system for using multiple data sets to strategically plan to meet the needs of the school (students, staff, and families) for the purpose of improvement and academic achievement.

DTSDE Tenet Alignment (please check)

1	X	2	X	3	X	4	X	5		6	
---	---	---	---	---	---	---	---	---	--	---	--

Goal (Specific, Measurable, Attainable, Relevant, and Timely):
By June 2021, 100 % of our teachers will implement student growth reflection tools to improve student ownership of learning and their data.

Quarterly Measures of Success:

- Measures of Success (Vital Signs) in the areas of Student Learning and Growth will be set by Performance Fact © pending baseline data.
- Measures of Success (Vital Signs) in the areas of Teaching and Learning (Foundational Five PLC ©, Leveraged Leadership PLC © and Data Surveys – Staff, Student and Family PLC ©) will be set by PLC pending baseline data.
- If accurate baseline data is available, Measures of Success may be set now.
- In the case that there are Goals outside of these areas above which are linked to the Strategic Academic Plan, PLC together with the individual school, will set Quarterly Measure of Success.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets

<p>Foundational Five</p> <p>HE/E SO %</p> <p>By November 2020, % of students will participate weekly in:</p> <ul style="list-style-type: none"> ● teacher to student ● student to student <p>feedback conferences to give advice support student reflection, peer critique or as an assessment tool.</p> <p>HE/E SE %</p> <p>HE/E HOQ %</p> <p>HE/E CFU %</p> <p>By November 2020, 80% of our students will be able to analyze, reflect and articulate their growth data (as it relates to proficiency) and plan for success in core subject areas via digital portfolios, thus demonstrating student ownership of their learning.</p> <p>HE/E DIP %</p>	<p>Foundational Five</p> <p>HE/E SO %</p> <p>By January 2021, % of students will participate weekly in:</p> <ul style="list-style-type: none"> ● teacher to student ● student to student <p>feedback conferences to give advice, support student reflection, peer critique or as an assessment tool.</p> <p>HE/E SE %</p> <p>HE/E HOQ %</p> <p>HE/E CFU %</p> <p>By January 2021, 85% of our students will be able to analyze, reflect and articulate their growth data (as it relates to proficiency) and plan for success in core subject areas via digital portfolios, thus demonstrating student ownership of their learning.</p> <p>HE/E DIP %</p>	<p>Foundational Five</p> <p>HE/E SO %</p> <p>By March 2021, % of students will participate weekly in:</p> <ul style="list-style-type: none"> ● teacher to student ● student to student <p>feedback conferences to give advice, support student reflection, peer critique or as an assessment tool.</p> <p>HE/E SE %</p> <p>HE/E HOQ %</p> <p>HE/E CFU %</p> <p>By March 2021, 90% of our students will be able to analyze, reflect and articulate their growth data (as it relates to proficiency) and plan for success in core subject areas via digital portfolios, thus demonstrating student ownership of their learning.</p> <p>HE/E DIP %</p>	<p>Foundational Five</p> <p>HE/E SO %</p> <p>By June 2021, % of students will participate weekly in:</p> <ul style="list-style-type: none"> ● teacher to student ● student to student <p>feedback conferences to give advice, support student reflection, peer critique or as an assessment tool.</p> <p>HE/E SE %</p> <p>HE/E HOQ %</p> <p>HE/E CFU %</p> <p>By June 2021, 100% of our students will be able to analyze, reflect and articulate their growth data (as it relates to proficiency) and plan for success in core subject areas via digital portfolios, thus demonstrating student ownership of their learning.</p> <p>HE/E DIP %</p>
<p>Leveraged Leadership (With Leadership Only)</p>	<p>Leveraged Leadership (With Leadership Only)</p>	<p>Leveraged Leadership (With Leadership Only)</p>	<p>Leveraged Leadership (With Leadership Only)</p>

Organizational Data	Organizational Data	Organizational Data	Organizational Data
Staff Survey Question	Staff Survey Question	Staff Survey Question	Staff Survey Question
Student Survey Question	Student Survey Question	Student Survey Question	Student Survey Question
Family Survey Question	Family Survey Question	Family Survey Question	Family Survey Question
Other	Other	Other	Other

Action Plans:

Dates: August - December	Action Plan:
August 2020	<p>Action 1: Creation of Student Digital Portfolio Template</p> <p>Responsible: Central Office administration and Kakiat administration</p> <p>Participants: Faculty and staff</p> <p>Frequency: Initialization</p> <p>Intended Impact:</p> <ul style="list-style-type: none"> ● Increase in student ownership for their learning ● Increase student regulation and reflection ● Increase student centered goal planning within core subject areas
September Day #1 for Faculty and Staff	<p>Action 2: Introduction of Student Digital Portfolios to faculty and staff - The “WHY”</p> <p>Responsible: Kakiat administration and Tech ASF</p> <p>Participants: Faculty and staff</p> <p>Frequency: One time</p> <p>Intended Impact: Kakiat faculty and staff will have a clear understanding of the “why” Student Digital Portfolios will be used by all students during the 2020-2021 school year.</p>
September	<p>Action 3: Professional Learning - How to implement Student Digital Portfolios - “The HOW”</p> <p>Responsible: Kakiat administration, consultant</p> <p>Participants: Faculty and staff</p> <p>Frequency: September- October - bi-weekly</p> <p>Intended Impact: Kakiat faculty and staff will learn how to effectively use the Student Digital Portfolios so their student will be able to:</p> <ul style="list-style-type: none"> ● analysis of their growth data as it relates to proficiency ● reflect of their growth data as it relates to proficiency ● articulate their growth data as it relates to proficiency ● plan for success in core subject areas <p>thus, demonstrating student ownership of their learning.</p>
September	<p>Action 4: Implementation of Student Digital Portfolios - The “WHAT”</p> <p>Responsible: Classroom teachers</p>

	<p>Participants: Students</p> <p>Frequency: Daily September 2020 - June 2021</p> <p>Intended Impact: All students will be able to analyze, reflect and articulate their growth data (<i>as it relates to proficiency</i>) as well as plan for success in core subject areas thus demonstrating student ownership of their learning.</p>
September 2020 - June 2021	<p>Action 5: Inquiry Cycle using Student Digital Portfolios</p> <p>Responsible: Faculty and staff</p> <p>Participants: Faculty and students</p> <p>Frequency: Data cycle dates TBD (Pacing Calendar)</p> <p>Intended Impact: All students will be able to analyze, reflect and articulate their growth data (<i>as it relates to proficiency</i>) as well as plan for success in core subject areas thus demonstrating student ownership of their learning.</p>
September 2020	<p>Action 6: Introduction and Professional Learning - Virtual/Remote Student Feedback Conferences</p> <p>Responsible: PLC Associates</p> <p>Participants: Faculty and staff</p> <p>Frequency: 3 times</p> <p>Intended Impact: Faculty and staff will implement student centered feedback conferences within a remote or hybrid environment to support student ownership of their learning.</p>
November 2020	<p>Action 7: Implementation of Virtual/Remote Student Feedback Conferences</p> <p>Responsible: Faculty and staff</p> <p>Participants: Faculty and students</p> <p>Frequency: Daily</p> <p>Intended Impact: To engage students in giving and receiving feedback through advice, reflection, and assessment conferences.</p>
November - June 2020	<p>Action 8: Share Student Digital Portfolios with Kakiat families</p> <p>Responsible: Kakiat administration, faculty and staff, School Counselors, interpreters, PTA</p> <p>Participants: Kakiat administration, teachers, students and Kakiat families</p> <p>Frequency: Quarterly</p> <p>Intended Impact: Kakiat families will engage with their children as their children share their growth, as evidenced within their digital portfolios. Families will be made aware of their children's strengths and challenges within each core subject. These students led family conversations strengthen student ownership for their continued learning and goal creation.</p>

Progress Monitoring: Plan Implementation

Quarter	Describe the degree of Comprehensive School Plan implementation, including progress toward the Goal, degree of implementation and impact of Action Plans, other successes and challenges which may be present.
1	

2	
3	
4	