Kula Elementary School
Academic Plan 2020-2021
Academic Plan & Supporting Documents

2020-2021 School Year

Principal: Chris Bachaus

Contact Information
Telephone: 808-876-7610

Plan Submitted by

Principal [Signature]
Date: 5/20/20

Plan Approved by

Complex Area Superintendent [Signature]
Date: 6/5/2012

Revised for Baldwin-Kekaulike-Maui Complex Area
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 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 HIDOE 2020-30 Strategic Plan (page 8).


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 (pages 3-6).
Kula Elementary: Systems of Support

★ Vision: We strive to empower every student to become a responsible and respectful individual who collaborates, innovates, and perseveres.

★ Mission: At Kula School parents, teachers, and students work together to develop positive relationships and a culture of mutual respect, shared responsibility and academic excellence.

★ Core Values: Care, Commit, Contribute, and Follow Through among a few with matching assessments that promotes an in-depth, active, and engaged learning process for all students.

1. The Administration and Leadership teamwork with staff to outline the duties and responsibilities of staff in the form of job descriptions and make them available to all stakeholder groups in order to help all stakeholders have a clearer understanding of the operations of the school.

2. The Administration, Leadership team and Classified Leads work to improve and implement a system of internal communications between administration, classroom teachers and classified staff members to make sure all staff members are aware of all schoolwide systems and make it more systemized and effective.

3. The administration, leadership team and teaching staff work on developing a consistent school wide grading system through inter-rater reliability to clearly define proficiency levels across grade levels in order to better assess student attainment of State standards and the attainment of GLOs.

4. The administration, leadership team, Tier 1 Behavior Team, teaching staff, parents and students review and revise the behavior matrix to implement a legally sound, consistent and effective referral process that holds students accountable for their behavior.

Academic Excellence: Kula Elementary follows the Common Core State Standards (CCSS) and is currently instructing using the following curriculums: Reading Wonders, Ready Math, Lucy Calkins Writing, Harcourt Science. We use the following assessment tools for gathering student data: iReady Reading and Math Screener, Smarter Balanced Assessment, and Hawaii State Science Assessment.

Intervention Success: Kula Elementary follows the Multi-Tiered Systems of Support (MTSS) - Response to Intervention (RtI) model for identifying and responding to student concerns in academics and social/emotional needs. We use the following intervention tools for monitoring student progress: easyCBM, Sunday System (Reading), BEISY Behavior Screener.

Collaboration: Kula Elementary School consists of various committees to support our students’ success. Many committed and dependable staff members and parents invest their time and effort to ensure all needs and concerns of our school/community are being addressed. Teams include: School Leadership Team, Safety Committee, Grade Level Data Teams, Comprehensive Student Support System, School Community Council, Behavioral Support Team, PTA, Academic Review Team, and Curriculum Teams (ELA, Writing, Math, Science).

For boxes below

Area of Focus: Identify and describe an area of focus 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.

Theory of Action: What is your Theory of Action (if-then) to improve the area of focus?

Enabling Activities: What are your Enabling Activities to improve the area of focus?
# 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.

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Theory of Action</th>
<th>Enabling Activities</th>
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</thead>
</table>
| **CURRICULUM TEAMS: Student Outcomes**  
2017 WASC Critical Areas of Focus  
#4: The administration, leadership team and teaching staff work on developing a consistent school-wide grading system through inter-rater reliability to clearly define proficiency levels across grade levels in order to better assess student attainment of State standards and the attainment of GLOs. | If a consistent school-wide grading system through inter-rater reliability is implemented across grade levels, then students will receive timely feedback and higher quality of instruction based on current needs therefore student attainment of State standards and the attainment of GLOs will improve. | **STUDENT OUTCOMES**  
NOTE: We will integrate work samples across content areas for DP  
Starred (*) Items are opportunities offered to all students  
**ELA/WRITING**  
○ Seesaw/Digital Portfolio ELA Items (K-1 / 2-5; student will voice/pick which artifact to put in their Seesaw - minimum 1 by end of year)  
○ Spring Curriculum Showcase (Seesaw/Digital Portfolios)  
○ Red iReady Folders (student usage tracking & goal setting)  
○ Kaleo Cup - growth & usage awards  
**MATH**  
○ Seesaw/Digital Portfolio Math Items (K-1 / 2-5; student will voice/pick which artifact to put in their Seesaw - minimum 1 by end of year)  
○ Spring Curriculum Showcase (Seesaw/Digital Portfolios)  
○ Red iReady Folders (student usage tracking & goal setting)  
○ Kaleo Cup - growth & usage awards  
**SCIENCE**  
○ Seesaw/Digital Portfolio Science Items (K-1 / 2-5; student will voice/pick which artifact to put in their Seesaw - minimum 1 by end of year)  
○ Spring Curriculum Showcase (Seesaw/Digital Portfolios)  
○ *Engineering Fair (STRETCH Students mandatory + open) - Qtr.2  
○ *Engineering Family Night/Student Day (Suggestion)  
○ Students visit Keokea  
**SOCIAL STUDIES**  
○ Seesaw/Digital Portfolio Social Studies Items (K-1 / 2-5; student will voice/pick which artifact to put in their Seesaw - minimum 1 by end of year)  
○ Spring Curriculum Showcase (Seesaw/Digital Portfolios)  
○ *Cultural Night/Day (families share culture) - 1st Semester |

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<thead>
<tr>
<th>Accountability Lead(s)</th>
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| ● Emily Gourlay  
● Brittany Neizman | ● Weighted Student Formula (WSF) |
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<tr>
<td><strong>CURRICULUM TEAMS: Staff Outcomes</strong></td>
<td>If a consistent school-wide grading system through inter-rater reliability is implemented across grade levels, then students will receive timely feedback and higher quality of instruction based on current needs therefore student attainment of State standards and the attainment of GLOs.</td>
<td><strong>STAFF OUTCOMES</strong>&lt;br&gt;ALL CURRICULUM TEAMS (ELA, MATH, SCIENCE, Social Studies)&lt;br&gt;○ View previous years Report Card data on each grade level for the curriculum area.&lt;br&gt;○ Scheduled grade level PLCs and vertical articulation Curriculum Team meetings to improve understanding of standards.&lt;br&gt;○ Vertical articulation during grade level data team Wednesdays&lt;br&gt;○ Sharing of common assessments at curriculum team meetings.&lt;br&gt;○ Develop common expectations of consistent grading and using rubrics: “what it means to give reliable ratings”&lt;br&gt;○ Create walkthrough checklist based on school-wide instructional strategies (see below)&lt;br&gt;○ Create Seesaw/Digital Portfolio guidelines and alignment scaffold by grade level (1 artifact can be used for multiple content areas)&lt;br&gt;○ Teams Share PD-Faculty Meeting Wrap Up&lt;br&gt;<strong>ELA</strong>&lt;br&gt;○ Evaluate K-2 PHONICS PROGRAM: Where are we at currently? What do we need?&lt;br&gt;○ Create Wonders Quarterly Phonics/Foundational Skills Assessments (K-5)&lt;br&gt;○ Support/Align Vocabulary instruction between iReady and Wonders (iReady assessed vs. Wonders taught)&lt;br&gt;○ Continue close reading strategy&lt;br&gt;○ Continue small group instruction in reading during RTI block.&lt;br&gt;<strong>MATH</strong>&lt;br&gt;○ CUBES strategy: Introduce “C” in Kinder / CUBES strategy across 1-5&lt;br&gt;○ Math Talks (Independent think time, turn &amp; talk, 4 Rs- Repeat, Rephrase, Reword, Record)&lt;br&gt;○ Small Group Centers&lt;br&gt;  ■ Math committee will gather math games for specific strands&lt;br&gt;○ Continue Math PD&lt;br&gt;<strong>SCIENCE</strong>&lt;br&gt;○ Curriculum teams that map out &amp; vertically articulates NGSS&lt;br&gt;○ Create rubrics for activities&lt;br&gt;○ Vertically Aligned Engineering Lessons&lt;br&gt;○ Project Based Learning Support &amp; Ideas/Vertically Aligned&lt;br&gt;○ Discuss how to incorporate Keokea into PBL&lt;br&gt;<strong>SOCIAL STUDIES</strong>&lt;br&gt;○ Curriculum teams that map out &amp; vertically articulates HCSSS&lt;br&gt;○ Create rubrics for activities&lt;br&gt;○ Project Based Learning Support &amp; Ideas/Vertically Aligned&lt;br&gt;<strong>WRITING</strong>&lt;br&gt;○ Writer’s Workshop PLCs&lt;br&gt;○ Vertically Align Rubrics&lt;br&gt;○ What does writing look like in Science, Social Studies, Math</td>
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<td>● Brittany Neizman</td>
<td>● Weighted Student Formula (WSF)</td>
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**2017 WASC Critical Areas of Focus**<br>#4: The administration, leadership team and teaching staff work on developing a consistent school-wide grading system through inter-rater reliability to clearly define proficiency levels across grade levels in order to better assess student attainment of State standards and the attainment of GLOs.

**Accountability Lead(s)**<br>Emily Gourlay<br>Brittany Neizman

**Source of Funds**<br>Weighted Student Formula (WSF)

**Source of Funds**<br>Weighted Student Formula (WSF)

Kula Elementary School, Final Version #3, 4/17/2020
### BEHAVIOR/MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

#### 2017 WASC Critical Areas of Focus

**#5:** The administration, leadership team, Tier 1 Behavior Team, teaching staff, parents and students **review and revise the behavior matrix** to implement a legally sound, consistent and **effective referral process that holds students accountable for their behavior**.

#### Area of Focus | Theory of Action | Enabling Activities
--- | --- | ---

**BEHAVIOR/MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)**

If a consistent school-wide behavior matrix and strategies are implemented across grade levels and settings, then students will demonstrate stronger behavior choices and be held accountable for their behavior based on current social emotional needs therefore student attainment of State standards and the attainment of GLOs will improve.

#### STUDENT OUTCOMES

- Receive PAW cards
- Update Behavior Matrix Videos
- Mind Up Unit 1: brain breaks, beach
- Actor’s Toolbox, Focus 5 (some classrooms)
- Tier 1, 2, 3 Interventions
  - 1: Common language (safe, respectful, responsible), Rubrics posted around campus for expected behavior, PAW cards/Principal’s Lunches, SEL curriculum, Beach
  - 2: check in / check out, earned rewards, small groups (ex. banana splits)
  - 3: individual targeted interventions
- Showcase/Display pictures of winners of awards posted: GLOs, Kaleo Cup, Principal’s Lunch

#### STAFF OUTCOMES

- Monthly Behavior Team meetings
- PAW store visits
- Clarify office referral process in a staff meeting
- Behavior Team PD and monitoring of Multi-Tiered Systems of Support [MTSS]: 17 proactive strategies, EMR, Trauma Informed practices, Fostering Resilience and Protective practices, Beach, Mind Up, Second Step, Tier 2 Interventions
- BEISY Screener (September/February)
- Mind Up Unit 1: brain breaks, beach
- QBS Safety Care crisis prevention training (certification for applicable staff)
- Character Education (Principal’s Lunches)
- Update Behavior Matrix Videos

#### Accountability Lead(s)

- Ben Callahan
- Jenn Kelley
- Pat McCall

#### Source of Funds

- Weighted Student Formula (WSF)

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### INCLUSION

**2019 Comprehensive Needs Assessment**

Through looking at Academic Achievement data the proficiency rates between **high needs** (Low SES, SPED, EL) and non-high needs students were shown to have the biggest gap in sub groups for the areas of ELA, Math and Science.

- If high needs students have access to grade level curriculum and instruction through inclusive practices then the proficiency gap between high needs students and non high needs students will decrease based on SBA scores therefore student attainment of State standards and the attainment of GLOs will improve.

### STUDENT OUTCOMES

- Improve SBA scores for high needs students (Low SES, SPED, EL)
- Growth in iReady scores for high needs students
- WIDA ACCESS- meet Growth to Target Scores/increase Proficiency Levels

### STAFF OUTCOMES

- Inclusive practices PD (GLAD and art integration optional)
- Built in planning time between SPED & GenEd teachers, EL staff
- Sharing of Gen Ed and SPED resources for instruction
- PLC/Data discussion concerning student needs with curriculum supports --> Peer Review of Student Concerns
- Universal use of small group instruction in all grade levels (strategic?)
- GenEd teachers and RTI teachers coordinate intervention materials/pacing (guided reading/Wonders/Sunday)
- Increase the number of teachers who have the Sheltered Instruction Qualification
- Review 2020 WIDA English Language Development Standards

### Accountability Lead(s)

- Ben Callahan
- Emily Gourlay
- Brittany Neizman

### Source of Funds

- Weighted Student Formula (WSF)
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<tr>
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<tbody>
<tr>
<td>TECHNOLOGY</td>
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</table>
| 2019 Comprehensive Needs Assessment | If all our students have access to up-to-date technology devices then our students will be able to engage and explore all aspects of their grade level curriculum without limits. | STUDENT OUTCOMES  
○ 1:1 devices for students grades K-5: compatible with latest upgrades  
○ Technology skills progression: typing skills, research  
○ Google Apps: Drive, Docs, Slide Show, Sheets  
○ Digital Portfolios, iReady  
○ Engagement in virtual classrooms: Google Classroom, world wide collaborators, virtual field trips,  
○ Preparation for cohesive distance learning as a grade level when needed |
| Accountability Lead(s) | Source of Funds | STAFF OUTCOMES  
○ All staff computers are in working order and compatible with latest upgrades  
○ Chromecasts  
○ ELMOs/Projectors  
○ TVs  
○ Survey families about their access to technology at home  
○ Preparation for cohesive distance learning as a grade level when needed |
| ● Eric Abe  
● Brittany Neizman | ● Weighted Student Formula (WSF) |                     |

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

<table>
<thead>
<tr>
<th>School Design</th>
<th>School Voice</th>
<th>Community &amp; Families</th>
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<tbody>
<tr>
<td>What are your <strong>Measurable Outcomes</strong> around School Design and Student Voice?</td>
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<tr>
<td>Increase scores to target of 70% in all areas School Design (2019-Panorama)</td>
<td>Use <strong>Student Voice Feedback to Implement Change</strong></td>
<td>Family Nights</td>
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<tr>
<td>● Positive Relationships</td>
<td>1. Take Student Voice Survey Grades 3-5</td>
<td>Harvest Fest</td>
</tr>
<tr>
<td>○ Classroom Student-Teacher Relationships (69%)</td>
<td>2. Conduct student focus groups PreK-5</td>
<td>La `Ohana</td>
</tr>
<tr>
<td>○ School Belonging (62%)</td>
<td>3. Share focus group results/feedback</td>
<td>Curriculum Showcase</td>
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<td>● Mutual Respect</td>
<td>4. Determine action items</td>
<td>Quarterly Assemblies</td>
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<td>○ Classroom Climate (60%)</td>
<td>5. Implement change</td>
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<td>○ School Safety (64%)</td>
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<tr>
<td>● Shared Responsibilities</td>
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<tr>
<td>○ Pedagogical Effectiveness (76%)</td>
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<td>○ Valuing Your School (85%)</td>
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<tr>
<td>● Academic Excellence</td>
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<td>○ Classroom Rigorous Expectations (74%)</td>
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<td>○ Classroom Engagement (57%)</td>
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**Why are you implementing them?**
- Students are the potential.
- Students have something to teach us.
- Working with students is the way we move forward.

**How will you know that they are causing an improvement?**
- Increase in Panorama results Target of 70%
- Conduct Student Voice Survey to monitor change when needed
- iKnow My Class

**How will you know that they are causing an improvement?**
- SQS?
- Harvest Fest Volunteer sign-in sheet
- Curriculum Showcase sign-in sheet
- La `ohana early release sign-out sheet

**Conditions for Success**

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Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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

As the HiDOE 2030 Promise Plan is finalized, a “Forward Focused” Plan will be drafted to help school communities open conversations about the Pipeline of Emerging Ideas.

<table>
<thead>
<tr>
<th>School Ideas for Innovation and Pilot Projects</th>
<th>Conditions for Success</th>
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<tbody>
<tr>
<td>While referencing the “Forward Focused” Plan, please describe your school’s ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support from the Complex Area Superintendent, parents, students, and community stakeholders.</td>
<td>Please describe your Conditions for Success:</td>
</tr>
<tr>
<td>● Keokea Agricultural Program</td>
<td>• Increase community and school wide engagement with the land and resources to include an outdoor classroom that supports reading, writing, math, science and social studies curriculum preK-12.</td>
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<td></td>
<td>• Improve transportation options to increase student access.</td>
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