Kula Elementary School

Academic Plan 2021-2022

Academic Plan & Supporting Documents

2021-2022 School Year
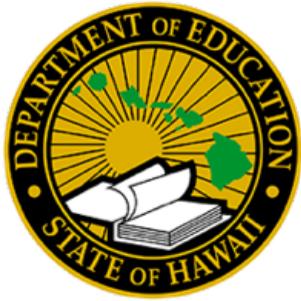
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Plan Submitted by _Lisa McClintock_   _4/22/2021_
Principal   **Date**

Plan Approved by _Kathleen Dimu_   _4/29/21_
Complex Area Superintendent   **Date**

Kula Elementary School

Academic Plan: School Year 2021-22

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.

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).

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** (page 7).

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).
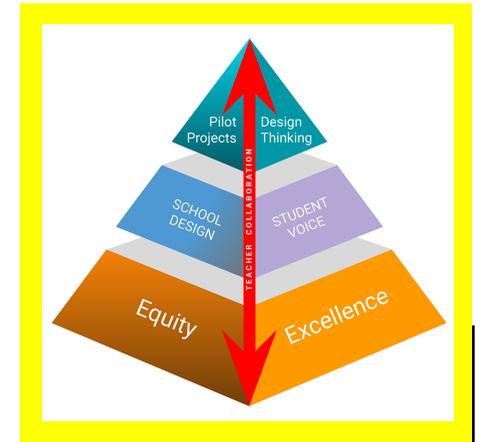
Kula Elementary: Systems of Support

★ **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 omes with matching assessments that promotes an in-depth, active, and engaged learning process for all students.

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, Sonday 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).

WASC Critical Areas of Need (2018)

1. The Leadership Team will research, discuss and implement vertically aligned curriculum, research-based schoolwide instructional strategies with clear learning standards based outcomes with matching assessments that promotes an in-depth, active, and engaged learning process for all students
2. 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.
3. 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.
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.
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.

WASC Areas of Strength (2021)

1. The teaching staff's process of sharing student work and teaching strategies that are aligned by the school's curriculum teams and based on student needs which are then addressed in data teams and PLC meetings. The outcomes of this process are then used to drive instruction.
2. The grade level curriculum groups that have worked to establish common assessments, common math vocabulary, scaffolding supports and a faculty intranet that has improved communication between faculty members.
3. The continued growth of the digital portfolio platform that promotes student voice in the learning process and includes student understanding of what they know and need to learn. The students' use of digital portfolios that not only allows students to show their independence, creativity, and helps them foster their writing and research skills, but also helps teachers assess their growth,
4. The data teams and articulation training are being used to ensure student growth with goals set by the academic plan for all students through the data team process. The parents reported that the school administration should be commended for addressing the needs of the high needs students and creating a climate of a safe campus during the pandemic disruptions of the school year.
5. The school staff for working together to turn the critical area of need - internal communication - into a strength and in the process creating an improved school climate and, as a result, building strong school staff relationships within the school and parent community.
6. The school has developed school systems to address the critical areas of concern from the last self-study. The data team and PLC process should continue to monitor the effectiveness of school programs toward student achievement in ELA, Math, and Science.

WASC Additional Areas of Concern (2021)

1. Staff Enabling Activity (for ELA Curriculum Team)
   Evaluate the need for an aligned K-5 foundational reading process which includes phonemic awareness, phonics, vocabulary development, fluency and reading comprehension.
2. Staff Enabling Activity (Inclusion goal)
   Further develop our RTI process to address student needs in an inclusive classroom setting through differentiated instructional practices for Tier I and Tier 2 students.
3. Staff Enabling Activity (Inclusion Goal)
   Research the reasons for the increasing achievement gap. Working with data to develop strategies to address the increasing achievement gap.
4. Staff Enabling Activity (Inclusion goal)
   Research effective ways to improve student attendance.

FORMAT of Academic Plan:

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.* <u>*The description must be gathered from a CNA*</u> *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?*

Accountability Leads: *Who supports and monitors the activities described in this section?*

Source of Funds: *Where are the funds coming from to support the activities described in this section?*

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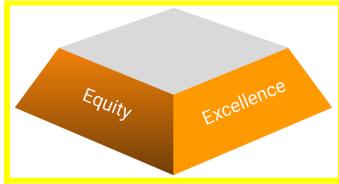
Teaching & Learning Core: Equity and Excellence

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.

Area of Focus	Theory of Action	Enabling Activities
CURRICULUM TEAMS: Student Outcomes 2017 WASC Critical Areas of Focus #4: The administration, leadership team and teaching staff work on **developing a <u>consistent school-wide grading system</u> through inter-rater reliability to <u>clearly define proficiency</u> levels <u>across grade levels</u> 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* <u>**ELA/ WRITING**</u> ○ Seesaw/Digital Portfolio ELA Items (K-1 / 2-5; student will voice/pick which artifact to put in their Seesaw - minimum 1 per semester - 2 by end of year) ○ Spring Curriculum Showcase (Seesaw/Digital Portfolios) ○ iReady student usage tracking & goal setting ○ Kaleo Cup - iReady growth & usage awards <u>**MATH**</u> ○ Seesaw/Digital Portfolio Math Items (K-1 / 2-5; student will voice/pick which artifact to put in their Seesaw - minimum 1 per semester - 2 by end of year) ○ Spring Curriculum Showcase (Seesaw/Digital Portfolios) ○ Red iReady Folders (student usage tracking & goal setting) ○ Kaleo Cup - growth & usage awards <u>**SCIENCE**</u> ○ Seesaw/Digital Portfolio Science Items (K-1 / 2-5; student will voice/pick which artifact to put in their Seesaw - minimum 1 per semester - 2 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 ○ Mystery Science Assessments altering to fit lessons with less reading <u>**SOCIAL STUDIES**</u> ○ Seesaw/Digital Portfolio Social Studies Items (K-1 / 2-5; student will voice/pick which artifact to put in their Seesaw - minimum 1 per semester - 2 by end of year) ○ Spring Curriculum Showcase (Seesaw/Digital Portfolios)
Accountability Lead(s)	**Source of Funds**	
• Curriculum Coordinator • RTI Coordinator • Principal	• Weighted Student Formula (WSF)	

Area of Focus	Theory of Action	Enabling Activities
CURRICULUM TEAMS: Staff Outcomes 2017 WASC Critical Areas of Focus #4: The administration, leadership team and teaching staff work on **developing a <u>consistent school-wide grading system</u> through inter-rater reliability to <u>clearly define proficiency</u> levels <u>across grade levels</u> 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.	**STAFF OUTCOMES** **<u>ALL CURRICULUM TEAMS (ELA, MATH, SCIENCE, Social Studies)</u>** ○ View previous years Report Card data on each grade level for the curriculum area. ○ Scheduled grade level PLCs and vertical articulation Curriculum Team meetings to improve understanding of standards. ○ Vertical articulation during grade level data team Wednesdays ○ Sharing of common assessments at curriculum team meetings. ○ Develop common expectations of consistent grading and using rubrics: "what it means to give reliable ratings" ○ Create walkthrough checklist based on school-wide instructional strategies (see below) ○ Create Seesaw/Digital Portfolio guidelines and alignment scaffold by grade level (1 artifact can be used for multiple content areas) ○ Curriculum Teams Share to faculty after each meeting **<u>ELA/Writing</u>** ○ Evaluate the need for an aligned **<u>K-5 foundational reading</u>** process which includes **phonemic awareness**, phonics, vocabulary development, fluency and reading comprehension. **Alphabetical principles** ○ Create Wonders Quarterly Phonics/Foundational Skills Assessments (K-5)
Accountability Lead(s)	**Source of Funds**	○ Support/Align Vocabulary instruction between iReady and Wonders (iReady assessed vs. Wonders taught) ○ Continue close reading strategy
● Curriculum Coordinator ● RTI Coordinator ● Principal	● Weighted Student Formula (WSF)	○ Continue small group instruction in reading during RTI block. **PD Provided for those who need support.** ○ Writer's Workshop PLCs ○ What does writing look like in Science, Social Studies, Math **<u>MATH</u>** ○ CUBES strategy: Introduce "C" in Kinder / CUBES strategy across 1-5 ○ Math Talks (Independent think time, turn & talk, 4 Rs- Repeat, Rephrase, Reword, Record, discourse cards) ○ Small Group Centers -- Math committee will gather math games for specific strands ○ Continue Math PD ○ create walkthrough checklists for school-wide math strategies **<u>SCIENCE</u>** ○ Create rubrics for activities (engineering standards) ○ Vertically Aligned Engineering Lessons ○ Project Based Learning Support & Ideas/Vertically Aligned ○ Discuss how to incorporate Keokea into PBL **<u>SOCIAL STUDIES</u>** ○ Create rubrics for activities ○ Project Based Learning Support & Ideas/Vertically Aligned ○ C3 standards PD-Freddy/District Lead

Area of Focus	Theory of Action	Enabling Activities

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 <u>behavior matrix</u>** to implement a legally sound, consistent and <u>**effective referral process that holds students accountable for their behavior**</u>.
	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

Accountability Lead(s)	Source of Funds	
• Student Services Coordinator • RTI Coordinator • School Counselor • Principal	• Weighted Student Formula (WSF)	**STAFF OUTCOMES** ○ Monthly Behavior Team meetings ○ PAW store visits - May be mobile PAW store ○ 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 ○ Update protocols on how, when, why to give PAW cards. Share with all staff.

Area of Focus	Theory of Action	Enabling Activities

INCLUSION
 	
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. Admin will provide time on extended days for teachers to complete required EL credits/modules.
		  ○ 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/Sonday)
		  ○ Increase the number of teachers who have the Sheltered Instruction Qualification
		  ○ Share 2020 WIDA English Language Development Standards
		  ○ Share EL Students achievement of Standards: Can Do Descriptors, ELPs in staff meeting
		  ○ Attendance: Research effective ways to improve student attendance
		  ○ Cultural Night/Day (families share culture to meet EL requirement) - 1st Semester

Accountability Lead(s)	**Source of Funds**	
• Student Services Coordinator • EL Coordinator • RTI Coordinator • Principal	• Weighted Student Formula (WSF)	

Area of Focus	Theory of Action	Enabling Activities
TECHNOLOGY Comprehensive Needs Assessment In analyzing our current technology inventory and needs it is shown that a portion of our devices need to be updated each year.	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
● Technology Coordinator ● ART Team Lead ● Principal	● Weighted Student Formula (WSF)	○ Survey families about their access to technology at home ○ Preparation for cohesive distance learning as a grade level when needed ○ Website updates and review by ARTeam quarterly ○ Update and refresh Internal Staff Website ○ Google Form for Tech Needs

| Area of Focus	Theory of Action	Enabling Activities

COVID SKILL LOSS MITIGATION
 	
Comprehensive Needs Assessment
    Concerns abound about the loss of instructional time throughout school closures and hybrid learning due to the COVID-19 pandemic.
	If students' skill loss due to the COVID-19 pandemic can be identified and remediated then the student achievement gap will be lessened and achievement will be seen for State standards and growth targets at expected rates.	**STUDENT OUTCOMES**
		    ■ Identify major skills for students to show growth
		○ By end of 2021-22 school year the goal is 1 year of growth for all students
		○ Target: to return student achievement to pre-pandemic levels or higher in the core areas of reading, writing and math. As determined by report card grades.
		○ Summer School
		○ Writing: Students need to develop endurance.
		○ K-3 focus on phonics, consistently and daily.
		○ Provide Summer Resources for students on website

• RTI coordinator • Curriculum Coordinator • Student Services Coordinator • Principal	• Weighted Student Formula (WSF)	**STAFF OUTCOMES** ○ Collaboration and vertical articulation time to share resources and materials across grade levels. ○ differentiation strategies utilized in small group instruction ○ explicit instruction of skill loss ○ smaller class sizes determined by budget ○ CC/RTI push in support PD for explicit instruction, differentiation strategies and small groups ○ Distributive leadership to build capacity of all teachers to meet the needs of all students by allowing grade level teachers to share skills and expertise with their peers ○ data gathering will need to be specific and targeted ○ Retention protocol and process, case by case using Light Retention Scale and team meetings ○ Review pacing guide, dipping into lower grade standards and student expectations.
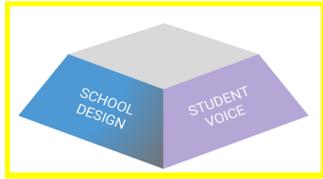
Innovation in Support of the Core: School Design and Student Voice

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.

School Design	School Voice	Community & Families

What are your Measurable Outcomes around School Design and Student Voice? What are you designing?
Increase scores to target of 70% in all areas
School Design (2020-Panorama Scores + change)
● Positive Relationships
  ○ Classroom Student-Teacher Relationships (80% +11)
  ○ **School Belonging (68% +6)**
● Mutual Respect
  ○ Classroom Climate (76% +16)
  ○ School Safety (73% +9)
● Shared Responsibilities
  ○ Pedagogical Effectiveness (82% +6)
  ○ **Valuing Your School (69% +4)**
● Academic Excellence
  ○ Classroom Rigorous Expectations (81% +7)
  ○ **Classroom Engagement (63% +6)**
	What are your Measurable Outcomes around School Design and Student Voice? What are you designing?
	
	Use Student Voice Feedback to Implement Change
	  1. **Take Student Voice Survey Grades 3-5**
	  2. **Conduct student focus groups PreK-5**
	  3. **Share focus group results/feedback**
	  4. **Determine action items**
	  5. **Implement change**
	
	It should be given at the beginning, middle and end of the year to measure growth. Perhaps use icons (happy face /sad face) for K-2.
	
	iKnow My Class Survey for each classroom
		What are your Measurable Outcomes around School Design and Student Voice? What are you designing?
		
		Family Nights
		
		Harvest Fest
		
		La 'Ohana
		
		Curriculum Showcase
		
		Quarterly Assemblies

Why are you implementing them? ● Students are the potential. ● Students have something to teach us. ● Working with students is the way we move forward.	*Why are you implementing them?* ● Students are the potential. ● Students have something to teach us. ● Working with students is the way we move forward. ● Student Voice impacts students with 3x higher self worth, 5x more engaged, 5x higher sense of purpose in school	*Why are you implementing them?* ● Building positive relationships with our families and community is important.
How will you know that they are causing an improvement? ● Increase in Panorama results Target of 70%	*How will you know that they are causing an improvement?* ● 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
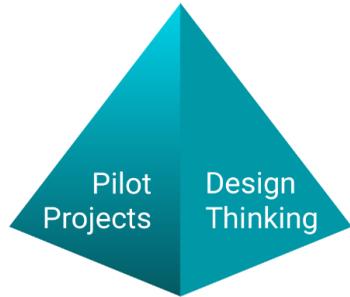
Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
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.* ● **Keokea Agricultural Program**	*Please describe your* **Conditions for Success***:* ● 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. ● Improve transportation options to increase student access.