KMR
Two-Year Academic Plan
2021-2023

ALI'IOLANI ELEMENTARY SCHOOL
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Submitted by: Timothy Hosoda, Principal	Date: 04/01/2021
Signature:	Signature Date:

Approved by:	Date:
Signature:	Signature Date:

Two-Year Academic Plan SY 2021-2022, 2022-2023

Where are we now?	
Prioritize school's needs as identified in one or more of the following needs assessments: ● Comprehensive Needs Assessment (Title I Schools) SW 1 ● WASC Self Study 　▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction 　▪ WASC Category C: Standards Based Student Learning: Instruction 　▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability ● Other	The faculty and staff at Ali'iolani hold the foundational belief that all students can learn. To create a school in which this happens, we have the following needs to address: Need 1: **Develop and implement a Hawaii Multi-Tiered System of Support (HMTSS) to provide curriculum and instruction that addresses the academic needs of all students**. (SW 2,3) 　● foundational beliefs 　● data-driven team-based decision-making 　● universal screening and progress monitoring 　● multi-tiered system of evidence-based practices Need 2: **Address the behavioral, social, emotional and behavioral needs of all students** To accomplish Needs 1 and 2 at a high level, the school must ensure the the following are met: Need 3: **Provide teachers with adequate training and support including Professional Development (PD), standards-based curriculum, supplemental curriculum, technology, supplies, and support personnel** Need 4: **Increase communication, involvement and voice for all stakeholders** (SW 2)
	Addressing Equity: Sub-Group Identification
	In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs. Our academic achievement, social, emotional and behavioral student data (according to the SRSS- IE) shows that we need to address equity for the following students: 　● IDEA students (ELA, Math, Science proficiency, attendance, SEL, behavior) 　● English Learners (ELA, Math, Science proficiency, SEL) 　● Low SES students (ELA, Math, Science proficiency, SEL) 　● Tier 2 and Tier 3 students that do not fall into any of the above categories (ELA, Math, Science proficiency, SEL)

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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	**Responsible for implementation of the school's strategies and initiatives**
1. Timothy Hosoda Principal	Ensure budget supports all strategies and initiatives and they are implemented with fidelity and accountability ● Continuous School Improvement Processes ● Oversee HMTSS (Data Teams/Articulation, classroom observations, Professional Development) ○ EL Program (liaison and support for EL Coordinator) ● Faculty/Staff management including culture/climate ● Improve stakeholder communication, involvement and voice (Wong Foundation, School Community Council, Friends of Ali'iolani PTA, neighborhood community partners)
2. Laurie Chang Instructional Coach	● HMTSS (i-Ready Universal Screener, Data Teams/Articulation, Standards Prioritization, Curriculum Mapping, Common Assessment review, Targeted Interventions, coaching for evidence-based practices, in-classroom observation and support, Tier 1/Tier 2/Tier 3 instruction including targeted interventions, manage accounts for primary standards-based curriculum and supplemental programs) ● EL Program (collaboration with GenEd teachers) ● Technology (liaison and support for Technology Coordinator (TC), assist TC with implementation of Computer Science standards)
3. Marissa Shimabukuro Student Services Coordinator	● IDEA (coordinate SPED Department EAs/PPT/PTT, coordinate initial referrals, management of services supporting IDEA students) ● HMTSS (Foundational reading skills program, support Targeted Interventions for potential referrals, support teachers to implement strategies for Tier 3 students)
4. Counselor	● HMTSS (DIBELS universal screener) ● Behavioral Needs - Includes overseeing administration of Student Risk Screening Scale, Internalizing/Externalizing (SRSS-IE), data analysis of SRSS-IE, assist teachers with strategies to address identified needs ● SEL Coordinator (Choose Love curriculum, provide supplemental SEL lessons) ● Testing Coordinator (SBA/HSA, assist with WIDA)
5. Marie Aguilar Title I Coordinator (.5 FTE)	● Title I reporting, program management and accountability (i.e. purchasing, inventory)
6.	

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<u>Goal 1:</u> **Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

        Objective 1: Empowered - *All students are empowered in their learning to set and achieve their aspirations for the future.*

        Objective 2: Whole Child *- All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.*

        Objective 3: Well Rounded *- All students are offered and engage in rigorous, well rounded education so that students are prepared to be   successful in their post-high school goals.*

        Objective 4: Prepared and Resilient *- All students transition successfully throughout their educational experiences.*

Outcome: By the end of two years,	**Rationale:**
Goal 1: **AES will develop and implement a Hawaii Multi-Tiered System of Support with consistency and fidelity (HMTSS) to provide curriculum and instruction addressing the academic needs of all students**. (SW 6) - Low SES - Increase the percentage of students meeting proficiency in ELA, Math (SBA) and for Science - SY 2021-22: 70% or greater - SY 2022-23: 75% or greater - Demonstrate more than one year's growth in one year's time from the beginning-of-year i-Ready Diagnostic for reading and math until the EOY diagnostic - Increase the percentage of all students testing in the green level on the i-Ready EOY diagnostic - SY 2021-22: 75% or greater - SY 2022-23: 90% or greater - IDEA - Increase the percentage of students meeting proficiency in ELA, Math (SBA) and for Science - SY 2021-22: 30% or greater - SY 2022-23: 40% or greater - Demonstrate more than one year's growth in one year's time from the beginning to end-of-year i-Ready Diagnostic for reading and math until the EOY diagnostic	**Goal 1:** Our school's vision to provide a supportive community that values living, loving and learning and our mission to empower students to make a difference was written collaboratively by our staff because our end goal is to equip our students with the academic skills, social skills, attitudes, and mindset to mature into productive, self-sufficient and thriving members of society. Indicators that we have successfully laid the foundational academic skills for this end goal is when our students are able to demonstrate proficiency in ELA, Math and Science. SRSS-IE data will show that the at-risk scores for individual students will decrease each successive year. HIDOE has developed HTMSS - a data-driven, team-based decision-making framework for achieving positive outcomes for every student through a layered continuum of evidence-based practices. Adopting the framework is necessary to be able to systematically address the academic needs of all students, regardless of present levels of skill set or performance. There are multiple reasons that create a need for a systematic approach to providing support: - Our overall proficiency scores appear to be plateauing 4th Grade proficiency scores in ELA, Math and Science dropped dramatically between SY 2017-18 to 2018-19 - There is a substantial achievement gap between students. Wide fluctuations in this gap suggest what we are doing works only some of the time. An approach is needed to help <u>all</u> teachers

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- Increase the percentage of students testing in the green level on the i-Ready EOY diagnostic
  - SY 2021-22: 75% or greater
  - SY 2022-23: 90% or greater
- English Learners
  - Increase the percentage of students meeting proficiency in ELA, Math (SBA) and for Science
    - SY 2021-22: 60% or greater
    - SY 2022-23: 65% or greater
  - Demonstrate more than one year's growth in one year's time from the beginning-of-year i-Ready Diagnostic for reading and math until the EOY diagnostic
  - Increase the percentage of students testing in the green level on the i-Ready EOY diagnostic
    - SY 2021-22: 75% or greater
    - SY 2022-23: 80% or greater
  - Increase the percentage of students exiting the EL program (WIDA score of 5.0 or higher)
- Non-high needs tier 2 and tier 3 students
  - Demonstrate more than one year's growth in one year's time from the beginning-of-year i-Ready Diagnostic for reading and math until the EOY diagnostic
  - Increase the percentage of students testing in the green level on the i-Ready EOY diagnostic
    - SY 2021-22: 75% or greater
    - SY 2022-23: 90% or greater

Goal 2:
AES will address the behavioral, social, emotional and behavioral needs of all students
The Choose Love SEL program will be implemented with consistency and fidelity school wide.

- Low SES
  - Decrease in the overall number of students rated as "moderate risk" or "high risk" on the SRSS-IE (Behavioral Screener)
    - SY 2021-22: 18% or less of Low SES students
    - SY 2022-23: 10% or less of Low SES students

engage in a systematic process of identifying student needs and understanding how to meet those needs.
- Low SES in the last 2 years of available data SY 2018-19 saw a sudden decline in science proficiency
- While there was a sharp increase in exits from our ELL program two years ago:
  - Science proficiency had tremendous fluctuations
  - Students on track to English proficiency is decreasing
- SPED in the last 2 years of available data:
  - Low levels of proficiency in ELA and Math
  - Science proficiency on the decline
- i-Ready percentages for some grade levels are less than 75% in the green or proficient range

Goal 2:
Three years ago, AES partnered with Dr. David Royer at UH-Manoa to incorporate the Ci3T model into our practice. The Ci3T models are data informed, graduated systems of support that address the academic, behavioral and social domains, with an overarching goal of supporting all learners. Since then, the Lead Team has been trained in the Continuous School Improvement process, which the Ci3T model fits under. Dr. Royer introduced the Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) to help identify students who may be at risk for internalizing and externalizing behaviors as research has linked these markers to an increased potential for juvenile

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- IDEA
  - All students will meet the Daily Attendance Rate state standard of 95%
  - Decrease in the number of students rated as "moderate risk" or "high risk" on the SRSS-IE
    - SY 2021-22: 25% or less of IDEA students
    - SY 2022-23: 15% or less of IDEA students
- English Learners
  - Decrease in the number of students rated as "moderate risk" or "high risk" on the SRSS-IE
    - SY 2021-22: 15% or less of EL students
    - SY 2022-23: 10% or less of EL students
- Non-High Needs Tier 2 and Tier 3 students
  - Reduce the number of these students rated as "moderate risk" or "high risk" on the SRSS-IE to 0% by the end of SY 2022-23

- All Students
  - Decrease in absenteeism for those considered "Chronically" absent (15 days or more per school year).
  - Decrease the overall amount of students rated as "moderate risk" or "high risk" on the SRSS-IE.

delinquency and mental health issues later in life.
- According to the most recent SRSS-IE data, a total of 36% of our students fall into the high risk/moderate risk categories.
  - Externalizing behaviors (18%)
  - Internalizing behaviors (18%)

In our second year of use, AES has found that usually 1-3 students per class rate in the at risk category (highest risk). For our school, there is a correlation between rating at risk on the SRSS-IE and absenteeism. PD is needed because we are still in the process of learning what steps we can actively take to address these needs, whether it is done through implementation of SEL instruction, group sessions or individual counseling.

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Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
For Goal 1: Increase SBA proficiency in ELA, Math, and Science for all students, especially those in identified subgroups **SY 2021-22:** <u>Low SES:</u> -ELA: 60% -Math: 65% -Science: 40% <u>English Learners:</u> -ELA: 50% -Math: 60% -Science: 40% <u>SPED:</u> -ELA: 15% -Math: 15% -Science: 35% **SY 2022-23:** <u>Low SES:</u> -ELA: 65% -Math: 70% -Science: 45% <u>English Learners:</u> -ELA: 55%	For all students: At the start of the school year, the i-Ready universal screener and additional assessments will be given to all students to obtain baseline data: - Grade K-5 Math (i-Ready) - Grades K-2 (i-Ready & DIBELS) - Grades 3-5 (i-Ready, STAR Reading, Achieve 3000) Classroom assessments and teacher observation are used for triangulation of data and to provide current information for decision making. i-Ready, DIBELS, STAR Reading and SRSS-IE data will be consolidated into one document to provide ease of access by faculty and administration and to facilitate articulation and decision making taking all data points into consideration. Universal screener assessments will be used mid year and at the end of the year to determine whether we are on track to meeting our goals.	2021-2022 2022-2023	Principal Curriculum Coach Counselor Student Services Coordinator	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A $15,000	i-Ready Reading and Math Diagnostic data • Beginning of Year • Mid Year • End of Year Common assessments selected by teachers for ELA, Math, and Science. DIBELS screening for K-2 will determine proficiency in the following areas: • Letter Naming Fluency • Phonemic Segmentation Fluency • Nonsense Word Fluency • Word Reading Fluency Data Team documentation Targeted Interventions data sheets Report Cards IEP Progress Reports

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-Math: 65% -Science: 45% SPED: -ELA: 20% -Math: 20% -Science: 40% Increase the percentage of students exiting the EL program from 17.5% to 25% by the end of SY 2022-23 (WIDA scores 5.0 or higher) End of SY 2021-22: 20% End of SY 2022-23: 25% i-Ready: -Students will demonstrate more than one year's growth in one year's time from BOY to EOY for both reading and math. Increase the percentage of students testing in the green level for both reading and math **As of Dec 2020 (most current data):** Green: 59% Yellow/Red: 41% **May 2022:** Green: 70% Yellow/Red: 30%	HMTSS - Teachers will: - Provide CCSS based instruction -Use standards-based curriculum for ELA and Math (i.e. Wonders, Stepping Stones) -Reprioritize standards to align to current student learning data -Engage in vertical articulation to ensure there is consensus and continuity about the most important standards -Revise curriculum maps if they are not aligned to the newly prioritized standards -Grade levels will determine the Common Formative Assessments and the Common Summative Assessments to be used for each priority standard -Use the Data Team process - Analyze student work, deliver differentiated instruction and targeted interventions, and administer common summative assessments to ensure that students are on track to mastery of the standards. -Continue to use supplemental resources to reinforce ELA and Math skills PD will be provided as needed to support the above activities. School will continue to improve teachers' ability to address NGSS: -Continue providing STEMscopes curriculum targeting content and performance standards -Continue to provide supplemental resources to teachers (i.e. Mystery Science, BrainPop) -Provide NGSS PD as needed				

May 2023: Green: 75% Yellow/Red: 25%	(SW 6) Specifically for EL students: -Teachers will complete EL PD credit requirements -Teachers will provide sheltered instruction when warranted Lead Team members will conduct classroom observations to confirm teachers are embedding research-based instructional strategies into the whole class curriculum and/or providing interventions based on student need Administration will create opportunities for teachers to observe and learn from each other				
AES will select and use an SEL program with all students. **Low SES:** Daily Attendance Rate will remain at 95% or higher for SY 2021-22 and SY 2022-23 **IDEA** Daily Attendance Rate SY 2021-22: 93% SY 2022-23: 95% SSRS-IE Moderate or High Risk: Current: 40% SY 2021-22: 30% SY 2022-23: 20% **ELL** SSRS-IE Moderate or High Risk:	The Choose Love SEL program will be implemented with consistency and fidelity school wide. 100% of teachers will complete the SRSS-IE 100% of staff will implement the Awesome Ali'i ticket program 100% of teachers will follow the Reactive Plan Flowchart, which helps teachers know when to make an Office Referral Continue attendance procedures • Monitor attendance data on a weekly basis from Infinite Campus reports • Counselor will follow up with families as soon as a student starts accruing absences, by sending out	2021-2023	Principal Counselor	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A $15,000	Perceptual Data • Panorama Survey • SQS SRSS-IE • Beginning of Year • Mid Year • End of Year LDS Attendance Data Office Referral Data Disciplinary Data

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Current: 67% SY 2021-22: 60% SY 2022-23: 50%	Attendance Letters after 3 absences, again at 7 absences, and schedule a meeting with parents and administration when a student has 10+ absences Address the Chronic Absentee Rate ● Improve the quality of relationships with families through phone calls, letters, home visitations, and meeting with the School Social Worker ● Help families understand the importance regular attendance via school newsletters, at school events, and in parent meetings Improve our ability to address at risk internalizing and externalizing behaviors ● Scheduling PD with Dr. Royer on using Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) data to connect data to implementation of interventions by Admin, Counselors and Teachers ● Improve communication and collaboration between SPED and GenEd teachers ● Enlist the help of complex/district behavioral experts (i.e. District RTs, CABS or SBBH) ● Involve families by providing the opportunities to attend school events related to Social, Emotional, Behaviors				

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	Support to help them better understand their child's needs Create a counselor position to address counseling and SEL needs				

Goal 2: Staff Success. **Ali'iolani Elementary School** will increase the amount of training, support and professional development for staff to contribute effectively to student success.

Outcome: By the end of two years,	Rationale:

Goal 3:
Teachers will be provided with training and support including Professional Development (PD), standards-based curriculum, universal screeners, supplemental curriculum, technology, supplies, and support personnel to be able to implement HMTSS with consistency and fidelity.
Successful implementation would be indicated by reaching the targets described in Goal 1. Additionally, we aim to hit the following goals:
● Increase staff safety perception data by 5%
● Increase staff well-being perception by 10%
 	
The school will provide the following:
● Professional Development is needed to address the following areas of need:
   ○ Data Team activities including Targeted Interventions and matching intervention strategies to the data
   ○ Computer Science Standards
   ○ STEMscopes/NGSS
	Goal 3:
	Student learning data, perceptual data, and process data show that in order to implement HMTSS at a high level with consistency and fidelity, teachers require more than their current pedagogical knowledge and the provided standards-based curriculum (Wonders, Stepping Stones, STEMscopes).
	
	Professional development will allow teachers to understand the processes of using universal screeners, analysis of student data, data-driven decision-making, and selecting evidence-based practices to address needs identified by the data.
	Teachers need PD to address the new Computer Science standards, gain a deeper understanding of the NGSS and how to use the STEMscopes curriculum to effectively teach the standards. Teachers also need PD on our newly selected Choose Love program as well as how to analyze and use the SRSS-IE data to meet students' social, emotional and behavioral needs.

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○ SEL/Addressing SRSS-IE data (SW 6)
Universal screeners (i-Ready, DIBELS)
Supplemental Curriculum and Online Programs to support ELA, Math, Science and Social Studies (i.e. Ready Math, BrainPop, Achieve 3000, Accelerated Reader, IXL, Scholastic News, Boom Learning, PebbleGo, Tumble Books, edHelper, Education.com, STAR Reading, Buncee, Mystery Science)
Technology (hardware)
Supplies (classroom supplies and materials)
Support Personnel (EAs, PPTs, PTTs, PPEs, Technology Coordinator) so teachers can provide appropriate support including small group and/or individual 1:1 instruction when data identifies the need.
Time for grade levels to engage in Data Teams, reprioritize standards, adjust curriculum maps, refine assessment selection

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Universal screeners are needed to obtain data that help teachers make informed decisions about curriculum and instruction that are based on student learning data.

Supplemental curriculum, technology, and material supplies all provide crucial support so teachers can do their job at a high level.

Support personnel allow teachers to provide the small group or 1:1 support students need in order to be successful academically.

Teachers need adequate time to plan, collaborate and engage in Data Teams as part of HMTSS.
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Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
100% of teachers will participate in scheduled PD 100% of classroom teachers will engage in implementation of all steps of our HMTSS including implementing the Data Team Process with	Professional Development in these areas: - Data Team activities including Targeted Interventions and matching intervention strategies to the data - Computer Science Standards - STEMscopes/NGSS - SEL/Addressing SRSS-IE data	**2021-22** **2022-23**	**Principal, Curriculum Coach**	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A $60,000	Data Team Minutes Targeted Intervention Data Sheets Classroom observations and walkthroughs (on going) Quarterly school surveys to measure teacher perceptions about whether they have adequate training, support and professional development to contribute effectively to student

fidelity	Administration will budget to provide teachers with needed resources to be able to teach standards with fidelity address any gaps in student learning such as: -Administration will provide time for articulation, collaboration and planning -Supplemental programs (i.e. BrainPop, Achieve 3000, Accelerated Reader, IXL, Scholastic News, Boom Learning, PebbleGo, Tumble Books, edHelper, Education.com, STAR Reading, Buncee, Mystery Science) -Provide classroom support (EA/PPT/PTT/ PPE) when needed. (SW6) Engage all teachers in all steps of the Data Team Process				success SQS i-Ready Diagnostic scores to measure effectiveness of HMTSS
Teachers' SQS positive perceptual data on safety and well being will increase School Quality Survey Data: Increase staff safety perception data by 5% Increase staff well-being perception by 10%	Administration will develop different ways for teachers to be involved/provide input (i.e. Grade Level Chairs be a part of the Lead Team) Administration will continue to refine communication with faculty and staff to continue to increase collaboration and transparency Weekly Lead Team meetings Monthly meetings with grade	2021-22 2022-23	Principal	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Weekly updates to school communication portal Weekly emails to staff Transparency in budgeting Minutes for all meetings SQS

	level chairs Faculty Meetings			

Goal 3: Successful Systems of Support. The system and culture of **Ali'iolani Elementary School** will work to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of two years,	**Rationale:**	

Goal 4:
To increase communication, involvement and voice for stakeholders, with an emphasis on our parents
● Re-establish regular quarterly meetings for our School Community Council (SCC) to seek input,collaboration and support of our school's implementation of our Academic Plan
● In regards to our Academic Plan, the Friends of Ali'iolani PTA organization will:
    ○ Continue with monthly meetings to seek input and collaboration on the plan
    ○ Continue to support implementation of the plan by planning and sponsoring after school activities (i.e. Movie
		Goal 4:
		Each of our stakeholders are like pillars that hold up our school. The more our communication with stakeholders is consistent and clear, the hope is that they will have a desire to be involved and our foundation of support becomes stronger. Increasing engagement of stakeholders is a goal because:
		● For the past 2 years, the SCC meetings were not consistent and SCC involvement and input is a requirement
		● According to SQS, parent involvement has steadily declined over the past 4 years from a high of 90% positive responses to a current low of 76.9%
		● Since SY 2017-18, only about 50% of parents were actively

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Nights, Holiday/Family Fun Nights)
- The school will hold a minimum of 1 "Parent Learning Series" parent informational session per quarter with topics being determined by parent input (i.e. homework help, understanding the CCSS, grading, improving my child's academic achievement)
- For school activities that involve parent participation, the school will have at least 75% of parents participating (i.e. STEM Days, Family Reading Nights, Parent Learning Series)
- Improve communication between school and families (SW4, 7)
  - School Website and Instagram
  - Seesaw Communication Platform
  - School Planner
  - AES Weekly Email
  - DOE Public Website

<u>**Overarching Goal:**</u>
If Ali'iolani is able to successfully meet Goals 1, 2, 3, and 4 by the end of SY 2022-23, it would be a good indicator that the school is effectively organizing financial, human and community resources in support of student success.

involved with a parent group in 2019-20. Our goal is to build a stronger sense of community by encouraging parents to join our PTA, SCC or attend school events and/or Parent Learning Series sessions. The more connected our families are to our school, the ability to help their children reach their full potential can be maximized.

<u>Overarching Goal:</u>
To successfully reach the targets outlined in Goals 1, 2, 3, and 4, it will demonstrate that we have effectively budgeted our financial, human and community resources to increase student achievement by meeting the academic, social, emotional and behavioral needs of our students, by meeting the needs of our staff to be able to execute their duties at a high level, and by engaging our stakeholders to be an integral part of our school.

Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
Increase parent communication, engagement, and voice. (SW 4, 7) For school activities that involve parent participation, the school will have 75% of parents participating	Revisit the school's vision and mission with staff and then seek input from stakeholders Re-establish regular quarterly meetings for our School Community Council (SCC) to seek input, collaboration and support of our school's implementation of our Academic Plan	**2021-22** **2022-23**	**Curriculum Coach Counselor**	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	SCC minutes AES Vision and Mission Aliiolani School Website Aliiolani Social Media Sites FOA (PTO) minutes Monitor Social Media comments

in at least one school activity (i.e. STEM Days, Family Reading Nights, Parent Learning Series,) Improve communication between school and families. For SY 2021-22 and 2022-23: -100% of classroom teachers will use Seesaw as the primary means of teacher-parent communication (SW 5, 7)	Friends of Ali'iolani PTA organization will: -Continue with monthly meetings to seek input and collaboration on the plan -Continue to support implementation of the plan by planning and sponsoring after school activities (i.e. Movie Nights, Holiday/Family Fun Nights) Hold school sponsored events such as Family Reading Night, STEM Day, May Day, Makahiki, Technology Fun Run, Last Day Celebration Offer a minimum of 1 "Parent Learning Series" parent informational workshops per quarter with topics being determined by parent input (i.e. homework help, understanding the CCSS, grading, improving my child's academic achievement) Maintain School Website and Instagram Fund Seesaw Communication Platform Provide a School Planner Send AES News Weekly Email Solicit evaluations and parent feedback from school events and workshops Facilitate articulation with middle school for 5th Grade families			$15,000	Sign in sheets for parent events Evaluations/Parent Surveys from events and workshops Seesaw Communication Platform Analytics School Newsletter Teachers monitor School Planner for parent communication SQS POA: Parents of Aliiolani Reading Night Wong Foundation (for technology)

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