NĀ HOPENA A'O

PRIORITY 3
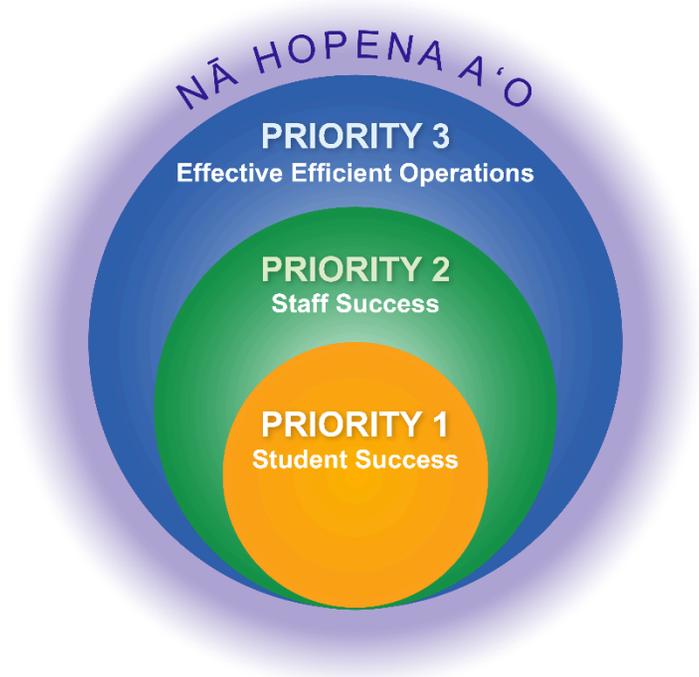Effective Efficient Operations

PRIORITY 2
Staff Success

PRIORITY 1
Student Success

# Aliiolani Elementary School Academic Plan SY 2024-2025

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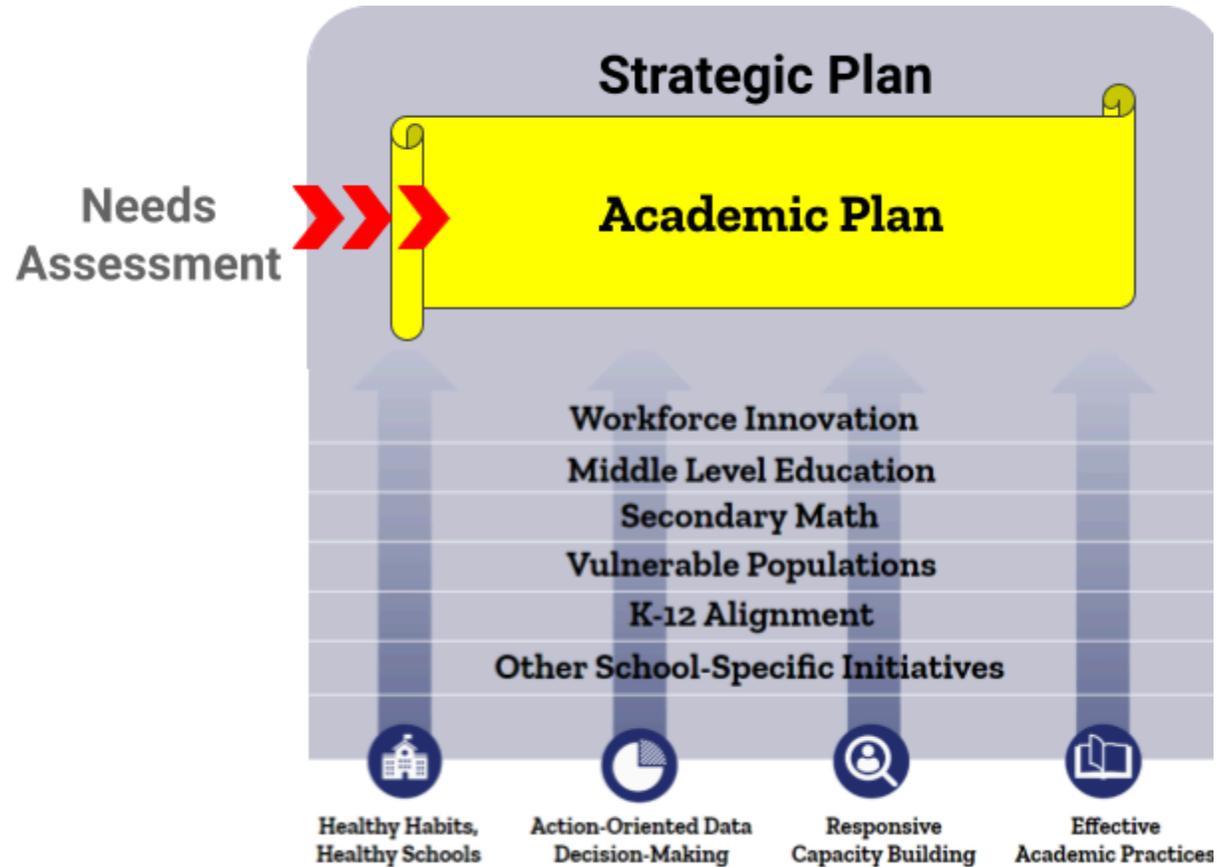| Submitted by Principal Leonard Padayhag | | Approved by Complex Area Superintendent Linell Dilwith | |
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| | 3/25/24 | [Insert signature here] | [Insert date] |

## PURPOSE

A well-developed Academic Plan lays out the changes a school needs to make to improve the level of student academic achievement, particularly for student subgroups needing the most support. The Academic Plan **prioritizes critical student learning needs**, and is meant to include innovative and/or enhanced activities that identifies what changes will be made, how the learning needs will be supported and what will be used to measure success.

Schools should align their prioritized student learning needs with the Priorities, Goals and Desired Outcomes within the Strategic Plan.

The Academic Plan template serves as the base document and is intended to be a one-year planning document. Schools have the flexibility to include additional rows and columns as needed to address the unique needs of their students and communities.

Directions for completing the School Academic Plan template can be found in the Academic Plan Template Guidance document.

**Needs Assessment**

**Strategic Plan**

**Academic Plan**

Workforce Innovation
Middle Level Education
Secondary Math
Vulnerable Populations
K-12 Alignment
Other School-Specific Initiatives

Healthy Habits, Healthy Schools

Action-Oriented Data Decision-Making

Responsive Capacity Building

Effective Academic Practices

## VIABLE QUALITY CURRICULUM

This section highlights the school's comprehensive standards-based instructional program(s) used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional program(s) in the Academic Plan is optional.*

**Please identify the** <u>comprehensive standards-based instructional program(s)</u> **used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.**
*To add additional information, please insert a new row as needed.*

| Grade Level / Course Name | English Language Arts | Mathematics | Science<br>*Curriculum expected to use in SY 2024-2025*<br>*(may change SY 2025-26)* | Social Studies<br>*Curriculum expected to use in SY 2024-2025*<br>*(may change SY 2025-26)* |
|---|---|---|---|---|
| Grade K | Reading Wonders 2023 | i-Ready Classroom Mathematics | STEMscopes | N/A |
| Grade 1 | Reading Wonders 2023 | i-Ready Classroom Mathematics | STEMscopes | N/A |
| Grade 2 | Reading Wonders 2023 | i-Ready Classroom Mathematics | STEMscopes | N/A |
| Grade 3 | Reading Wonders 2023 | i-Ready Classroom Mathematics | STEMscopes | N/A |
| Grade 4 | Reading Wonders 2023 | i-Ready Classroom Mathematics | STEMscopes | N/A |
| Grade 5 | Reading Wonders 2023 | i-Ready Classroom Mathematics | STEMscopes | N/A |

## SCREENING ASSESSMENTS

This section highlights school-administered universal screener(s) designed to quickly identify the needs of **kindergarten through ninth grade** students who may require additional academic support.

**Please identify the universal screener(s) used to screen and progress monitor students, and indicate the grade level(s), where applicable.**
*Use the dropdown list to select the universal screener for each applicable grade level and core content area. If "Other" is selected, please manually identify the universal screener. Duplicate the "Grade Level" text and/or dropdown list as needed.*

| English Language Arts | Mathematics |
| --- | --- |
| **Grade K:** i-Ready / DIBELS | **Grade K:** i-Ready |
| **Grade 1:** i-Ready / DIBELS | **Grade 1:** i-Ready |
| **Grade 2:** i-Ready / DIBELS | **Grade 2:** i-Ready |
| **Grade 3:** i-Ready | **Grade 3:** i-Ready |
| **Grade 4:** i-Ready | **Grade 4:** i-Ready |
| **Grade 5:** i-Ready | **Grade 5:** i-Ready |

## IDENTIFIED SCHOOL NEEDS  (You will reference specific school needs throughout the plan)

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and rationale/root cause(s) for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment (CNA)
- Current Western Association of Schools and Colleges (WASC) Critical Areas
  Last Full Self-Study:  2024;  Next Full Self-Study: TBD

**Identify critical student learning needs and provide a rationale/root cause(s) why these needs have been prioritized.**
**"***What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?***"**

*Duplicate "Student Need" text, including "Rationale/Root cause(s)" as needed. Number (#) Student Need and Rationale/Root cause(s) for ease of reference.*

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| **1** | **Student Need:**  Increase student achievement in ELA, Math, and Science<br><br>**Rationale/Root cause(s):**<br>1A: As assessed by the SBA, 61% of 3-5 grade students are proficient in ELA. 74% of K-5 students were performing on grade level according to our universal screener, iReady, by the end of SY 22/23.<br>1B: As assessed by the SBA, 74% of 3-5 grade students are proficient in mathematics. By the end of SY 22/23, 78% of K-5 students were performing on grade level on our universal screener, iReady.<br>1C: 100% of incoming Kindergarteners were assessed using the KEA. According to SY 23/24 data, 21% of students were identified as needing additional support, and 37% were identified as *emerging readiness*, indicating that they may need extensive support.<br>1D: According to the SY 22/23 SBA, 69% of 5th-grade students were proficient in mathematics, and 56% were proficient in English Language Arts. According to the SY 22/23 HSA, 40% of our 5th-grade students were proficient in science.<br>1E: For school year 22/23 EOY iReady diagnostic assessment, 19% of students ended in the tier 2 level (1 grade below), and 7% finished in the tier 3 (2+ grade levels below) level in mathematics. |
| **2** | **Student Need:** Implement a Hawaii Multi-Tiered System of Support to close the achievement gap between high-needs and non-high-needs students.<br><br>**Rationale/Root cause(s):** |

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| | 2A: On the SY 22/23 ELA SBA, there was a **37 percentage point** achievement gap between high-needs and non-high-needs students. On the SY 22/23 mathematics SBA, there was an **18 percentage point** achievement gap between high-needs and non-high-needs students.<br>2B: By the end of SY 22/23, 23% of students were chronically absent. |
| **3** | **Student Need:** Strengthening relationships among all stakeholders within the school community.<br><br>**Rationale/Root cause(s):**<br>3A Continue to strengthen community partnerships to support student success and achievement<br>3B Continue to increase parent involvement and engagement to improve student academic performance |

**In order to address student equity, list the targeted subgroup(s) and their identified needs. Enabling activities should address identified subgroup(s) and their needs.**

*Duplicate "Targeted Subgroup" text, including "Identified Student Need(s)" as needed.*

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| **1** | **Targeted Subgroup:**  English Learners<br><br>**Identified Student Need(s):**  Increase student exits using ACCESS testing and increase student proficiency rates |
| **2** | **Targeted Subgroup:**  Low SES<br><br>**Identified Student Need(s):**<br>Reduce the achievement gap between high-needs and non-high-needs students in English Language Arts and mathematics.<br><br>According to SY 22-23 SBA data, our low SES student population's overall achievement is at 41% and has decreased by 18 percentage points in ELA proficiency from the prior school year. According to SY 22-23 SBA data, our low SES student population's overall achievement in mathematics is at 66%, with an increase of 4 percentage points from the prior school year.<br><br>Our low SES population makes up about half of our overall school population and we are proud that there was a slight improvement in achievement in mathematics. Still, we would like to continue to address the needs of our low SES student population so that we can continue to close the achievement gap. |
| **3** | **Targeted Subgroup:**  Special Education<br><br>**Identified Student Need(s):**<br>Our school's SPED student population has increased over the previous academic year. Currently, there are 41 students receiving special education services, which accounts for 17% of our total student enrollment.<br><br>According to SY 22-23 SBA data, our SPED population continues to face a large achievement discrepancy from our overall school-wide achievement. For SY 22-23, 33% of our SPED students were proficient in ELA, up 8 percentage points from the previous year. For SY 22-23, 50% of our SPED students were proficient in mathematics, which was up 25 percentage points from the previous year.<br><br>We have improved our SPED population's achievement since putting a higher emphasis on inclusionary practices. We identified that inclusionary practices are needed so that students with an IEP have access to the same academic opportunities as their general education peers. However, we need to continue to work on making this a school-wide effort and not just concentrate on certain grade bands. |

## Priority 1
## High-Quality Learning For All

| ★ **GOAL 1.1  All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.** |
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| **Desired Outcomes** *"What do we plan to accomplish?"* | **Rationale/ Root Cause** *"Why are we doing this?"* Use current school data and set target | **Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"* | **Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"* | **Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.* |
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| 1.1.1.    All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning. | 1C 100% of incoming Kindergarteners were assessed using the KEA. According to SY 23/24 data, 21% of students were identified as needing additional support, and 37% were identified as *emerging readiness*, indicating that they may need extensive support. | Early literacy instruction will be provided through the consistent implementation of OG and Heggerty for all students in kindergarten. Lead: Danielle Agustin-CC <br><br> KEA results will be used to address areas of need early for students identified as at risk and needing additional support. Intervention plans will be created. Lead: Danielle Agustin - CC <br><br> Develop and implement a vertically aligned foundational reading block <br>• 30 min - Everyday <br>  ○ OG - Word Recognition <br>  ○ Heggerty - Phonological Awareness | • KEA <br>• DIBELS <br>• iReady Universal Screener <br>• Teacher Curricular Assessments <br>• Wonder's Assessments <br>• Percent of kindergarteners who are assessed for kindergarten readiness. | ☑ WSF, $2,000 <br>☐ Title I, $ <br>☐ Title II, $ <br>☐ Title III, $ <br>☐ Title IV-A, $ <br>☐ Title IV-B, $ <br>☐ IDEA, $ <br>☐ Homeless, $ <br>☐ Grant:___, $ <br>☐ Other:___, $ |

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| | | Lead: Danielle Agustin (CC)<br><br>SEL 'Ohana Way<br>● Universal implementation of 'Ohana Way, overseen by counselor<br>● Counselor SEL lessons to address student needs<br>Lead: Kaelan Donnelly (Counselor) | | |

| **Reading Proficiency** 1.1.2. All students read proficiently by the **end of third grade**, and those who do not read proficiently receive necessary and timely support to become proficient. | 1A 61% of students are proficient in ELA, as assessed by the SBA. 74% of students were performing on grade level according to our universal screener, iReady, by the end of SY 22/23.<br><br>SBA proficiency rates will increase by 5% from 61% to 66%. iReady universal screener data proficiency rates will | Strengthen Tier 1 instruction in all ELA classrooms by following and using the approved viable curriculum - Reading Wonders 2023.<br>Engage in data chats and goal-setting with all students.<br>Lead: Leonard Padayhag (Principal)<br><br>Tier 2 and 3 instruction for foundational reading will be provided to students through small group instruction using OG for K-2 and Phonics for Reading 3-5 for students reading 1-2 grade levels below as assessed by DIBELS and iReady.<br>Lead: Danielle Agustin (CC)<br>Develop and implement a vertically aligned foundational reading block in grades K-5.<br>● Grades K-2 will be for at least 30 minutes daily and focused on word recognition skills.<br>● Grades 3-5 will be for at least 15 minutes daily and concentrate on morphology.<br>Lead: Leonard Padayhag (Principal) Danielle Agustin (CC)<br><br>Provide time and develop systems for **data teams** focused on fidelity with implementing the curriculum, analyzing student data, and creating/monitoring intervention plans for students falling behind academically.<br>● Panorama Student Success Dashboard<br><br>Lead: Leonard Padayhag (Principal) Danielle Agustin (CC)<br><br>EL strategies will be implemented in all classrooms.<br>● Sheltered Instruction<br>● Oracy strategies - Formulaic Expressions<br>Lead: Leonard Padayhag (Principal) Annie Yokoyama (EL Coordinator) | ● iReady Universal Screener BOY, MOY, and EOY assessments<br>● DIBELS Benchmark Assessments BOY, MOY, and EOY<br>● DIBELS Progress Monitoring Assessments<br>● Consolidated data sheets for student achievement data<br>● Curricular Assessments<br>● SBA Assessment<br>● Lei Kulia Reports<br><br>*From the Strat plan:*<br>*-Percent of third-graders demonstrating grade-level proficiency in reading.*<br>*-Percent of students who are not proficient in reading by the end of third grade who receive additional personalized support.* | ☑ WSF, $10,000<br>☐ Title I,<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ Other:___, $ |

| Mathematics Proficiency<br><br>1.1.3.<br>All students are proficient in mathematics by the **end of fifth grade**, and those who are not proficient receive the necessary and timely support to become proficient. | 1B<br>74% of students are proficient in mathematics, as assessed by the SBA. 78% of students were performing on grade-level on our universal screener, iReady, by the end of SY 22/23.<br><br>Students will show a 2% growth on the SBA assessment from 74% to 76%. | Strengthen Tier 1 instruction in all mathematics classrooms by following and using the approved viable curriculum - Ready Classroom Mathematics.<br><ul><li>Provide teachers with professional development on implementation on utilization of the curriculum</li><li>Provide professional development opportunities for teachers to learn and implement new high-yield instructional strategies to increase engagement and problem-solving skills through Building Thinking Classroom strategies.</li><li>Leadership walkthroughs of classrooms</li><li>Provide opportunities for peer observations</li></ul>Lead: Leonard Padayhag (Principal)<br><br>Tier 2 and 3 instruction for mathematics will be provided to students by teachers through data analysis and selection and use of differentiated materials and small group instruction.<br><ul><li>Fund supplemental programs and materials to meet the learning needs of all students</li><li>Panorama Student Success Dashboard</li></ul>Lead: Danielle Agustin (CC) | <ul><li>iReady Universal Screener BOY, MOY, and EOY assessments</li><li>Curricular Assessments</li><li>SBA Assessments</li><li>Lei Kulia Reports</li></ul>*From the Strat plan:*<br>*Percent of eighth-graders demonstrating grade-level proficiency in mathematics.*<br>*Percent of students who are not proficient in mathematics by the end of fifth grade who receive additional personalized support.* | ☑ WSF,$5,000<br>☐ Title I,$<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ Other:___, $ |

| 1.1.4.<br>All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. | 2A<br><u>English Language Arts</u><br>On the SY 22/23 SBA, there was a **37 percentage point** achievement gap between high-needs and non-high-needs students. Our target is to **reduce the achievement gap to below 32 percentage points**.<br><br><u>Mathematics</u><br>On the SY 22/23 SBA, there was an **18 percentage point** achievement gap between high-needs and non-high-needs students. Our target is to **reduce the achievement gap to below 16 percentage points**. | Meet the needs of our **low SES** student population. Our low SES student population makes up 54% of our total student population.<br>*How we are going to address their needs:*<br>● Implement an HMTSS system to monitor students' progress and provide appropriate instruction to meet the needs of all learners<br>Lead: Danielle Agustin (CC), Kaelan Donnelly (Counselor), Laurie Chang (SSC), Annie Yokoyama (EL Coordinator)<br><br>Meet the needs of our EL population:<br>*How we are going to address their needs:*<br>● Refine process for determining designated EL support and sheltered instruction<br>● The EL Design team will support teachers by providing in-service training on EL instructional strategies<br>● EL coordinator will join data team/articulation time at least 1 time per month with counselor, SSC, CC, and grade-level teams<br>Lead: Annie Yokoyama (EL coordinator)<br><br>Meet the needs of our SPED population:<br>*How we are going to meet their needs:*<br>● Refine early intervention processes for all students<br>  ○ Use of Panorama to track student response to intervention<br>● Provide ongoing training on inclusive practices<br>Lead: Laurie Chang (SSC) | ● SBA proficiency scores<br>● WIDA Scores<br>● iReady BOY, MOY, and EOY diagnostic data, progress monitoring<br>● Student work and classroom assessments<br>● Student word and Curricular Assessments | ☑ WSF, 5,000<br>☐ Title I,<br>☐ Title II, $<br>☐ Title III,<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA,<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ Other:___, $ |

| 1.1.5. All students transition successfully at critical points, from preK to elementary school; from elementary to middle school. | 1D<br>On the SY 22/23 SBA, 69% of 5th-grade students were proficient in mathematics and 56% were proficient in English Language Arts. Our target is to have our current fifth graders increase their ELA proficiency from 67% to 70% in ELA and from 82% to 84% in mathematics.<br>On the SY 22/23 HSA, 40% of our 5th grade students were proficient in science. Our target is to increase our science proficiency by 5%. | Engage in quarterly vertical articulation to ensure consensus and continuity of learning in core subject areas among grade levels.<br><br>Engage in peer observations quarterly.<br><br>Revisit prioritized standards for ELA, math, and NGSS science. Align prioritized standards to curriculum mapping and pacing guides.<br><br>Continue to monitor student progress towards achieving proficiency of prioritized standards in math. Revisit curriculum maps and pacing guides as needed. | • SBA proficiency scores<br>• HSA proficiency scores<br>• iReady universal screener BOY, MOY, and EOY diagnostic data<br>• Vertical Articulation Documents<br>• Prioritized Standards Maps<br>• Curriculum Maps | ☐ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ Other:___, $ |

| 1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health. | 1E<br>For school year 22/23, 19% of students ended in the tier 2 level (1 grade below), and 7% ended in the tier 3 (2+ grade levels below) level in reading. Our target is to reduce the number of students exiting the grade level in the tier 2 range to below 15% and the number of students in tier 3 to below 5%. We aim to increase the number of students scoring in the tier 1 level and reduce the number of students scoring in the tier 2 or 3 level. | Tier 1:<br>● Fund the iReady universal screener and personalized pathway to help teachers address critical learning gaps for students who are falling behind academically.<br>● Fund high-quality and viable curriculum in all core subject areas<br>　○ Ready Classroom Mathematics<br>　○ Reading Wonder's 2023<br>　○ STEMscopes<br>● Fund supplemental programs to address learning needs in the core academic subjects.<br>● Purchase supplies, materials, technology and equipment that support learning activities/standards<br>● Purchase books and supplies to expand the collection of books in the library<br>● Reprioritize standards to align to current student learning data<br>● Provide 45 minutes per week of Computer Science, Fine Arts, and Physical Education instruction<br>● Fund after-school tutoring for students that are identified as at risk<br><br>Lead: Leonard Padayhag (Principal)<br><br>Tier 2:<br>● Utilize and refine the data team process to analyze student work samples and make modifications and accommodations to curriculum instruction<br>● Develop and implement an early intervention program that is consistent to address student achievement gaps.<br>　○ Early identification of at-risk students<br>　○ Universal method for creating intervention plans and progress monitoring of the plans<br>　　■ Panorama Education Student Success<br>　○ Review intervention plans to modify as needed and determine next steps | ● LEI Kulia reports<br>● Grade-level and articulation minutes<br>● Title 1 documents<br>● Universal Screeners:<br>　○ iReady<br>　○ DIBELS<br>● HMTSS Bluprint<br>● HMTSS Assessment Tool<br><br>*-Completion of school blueprint that defines the schools system of support*<br>*-Completion of the HMTSS Assessment Tool that evaluates the implementation of the school system.* | ☐ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ Other:___, $ |

| For school year 22/23, 20% of students ended in the tier 2 level (1 grade below), and 2% ended in the tier 3 (2+ grade levels below) level in mathematics. Our target is to reduce the number of students exiting the grade level in the tier 2 range to below 15% and maintain the number of students in tier 3 to below 5%. We aim to increase the number of students scoring in the tier 1 level and reduce the number of students scoring in the tier 2 or 3 level. | • Instruction will be provided for students needing support to develop foundational skills for learning.<br> ○ Academics:<br> ■ Small group instruction<br> ■ Differentiated curricular materials<br> ○ Behavior and SEL<br> ■ Counselor check-in<br><br>Lead: Danielle Agustin (CC) and Kaelan Donnelly (Counselor)<br><br><u>Tier 3</u><br>• Instruction will be provided through pull-out or push-in small group or 1:1 instruction to address specific areas of academic concern.<br> ○ Small group or 1:1 instruction provided by a PPT, interventionist, or teacher<br> ○ Use OG (K-2) and Phonics for Reading (3-5) for students that are reading 1-2 grade levels below<br> ○ Individualized materials<br> ○ Counseling small group<br><br>Lead: Danielle Agustin (CC) and Kaelan Donnelly (Counselor) | | |

| ★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment |
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| Desired Outcomes *"What do we plan to accomplish?"* | Rationale/ Root Cause *"Why are we doing this?"* Use current school data and set target | Enabling Activities *"How will we achieve the desired outcome?"* *and* Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"* | Monitoring of Progress (Initial & Intermediate Outcomes) *"How will we know progress is being made?"* | Anticipated Source of Funds *"What funding source(s) should be utilized?"* Please estimate the additional amount needed to execute the enabling activity. |
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| **1.2.1. All students desire to and attend school regularly.** | **2B** By the end of SY 22/23, 23% of students were chronically absent. Our goal is to decrease our chronic absenteeism to below 19% by the end of SY 23/24. | Outreach by school-level counselors will be consistently used to bring students back to school. <br>• Attendance processes are transparent and shared with parents at the beginning of school year open house <br>• Home visits <br>• Attendance Letters <br>• Communication with parents upon students missing school <br>• Parent meetings/coffee hours <br>• Transportation options to school <br>Lead: Kealan Donnelly (Counselor) <br><br>Continue to offer a variety of programs that incentivize attending school <br>• Offer a variety of After School clubs <br>• Development of an attendance incentive program <br>• Morning Mile <br>• A+ Partnership <br>Lead: Kealan Donnelly (Counselor) | • Lei Kulia Attendance Data <br>• Panorama student perception data <br>• Infinite Campus Reports <br>• Attendance Tracker | ☐ WSF, $ <br>☐ Title I, $ <br>☐ Title II, $ <br>☐ Title III, $ <br>☐ Title IV-A, $ <br>☐ Title IV-B, $ <br>☐ IDEA, $ <br>☐ Homeless, $ <br>☐ Grant:___, $ <br>☐ Other:___, $ |

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| **1.2.2. All students demonstrate positive behaviors at school.** | In school year 22/23, there were 55 school discipline incidents. For this current school year, up to Q3, our behavior incidents stand at 5 incidents. Our target for this coming school year is to be below 25 incidents. | Positive Behavioral Intervention and Supports (PBIS) Continue to implement and monitor the PBIS Awesome Ali'i program<br>● Gather student interest data and adjust Awesome Ali'i rewards accordingly<br>● Consistent monitoring of teacher engagement in the Awesome Ali'i program<br>Lead: Kaelan Donnelly (Counselor)<br><br>Refine behavior/counselor referral system<br>● Regular meetings with classroom teachers to collaborate and support student behaviors<br>● Collaboration between counselor and classroom teachers on Panorama results<br><br>SEL Program:<br>● Implementation and support of the 'Ohana way SEL program | ● Lei Kulia Behavior Incident Data<br>● Panorama Student Perception Data<br>● SQS Data<br>● Counselor SEL lesson plans<br>● Awesome Ali'i Data Tracker | ☐ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ Other:___, $ |
| **1.2.3. All students experience a Nā Hopena A'o environment for learning.** | All students will learn about the Hawaiian culture and values that make Hawai'i a unique and special place. Through these hands-on experiences, students will engage with the native Hawaiian language and culture. | Universal implementation and monitoring of positive behavioral framework 'Ohana Way<br>● Alignment of 'Ohana Way to the General Learner Outcomes<br>● Implementation of the 'Ohana Way values within daily instruction<br>● Leadership walkthroughs to monitor implementation of 'Ohana Way framework<br>● Grade level field trips (lo'i, Nature Center, etc.)<br>● Counselor lessons on the 'Ohana Way values<br>● Anuenue partnership and collaboration on May Day events<br>Lead: Leonard Padayhag (Principal), Kaelan Donnelly (Counselor) | ● Walkthrough Data<br>● Lei Kulia Incident Data<br>● Counselor SEL lesson plans<br>● Student work samples and reflections | ☐ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ Other:___, $ |

| ★ GOAL 1.3  All students' graduate high school prepared for college and career success and community and civic engagement | | | | |
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| **Desired Outcomes**<br>*"What do we plan to accomplish?"* | **Rationale/<br>Root Cause**<br>*"Why are we doing this?"*<br>Use current proficiency rates and school targets. | **Enabling Activities**<br>*"How will we achieve the desired outcome?"*<br><br>*and* **Name of Accountable Lead(s)**<br>*"Who is responsible to oversee and monitor implementation and progress?"* | **Monitoring of Progress<br>(Initial & Intermediate Outcomes)**<br>*"How will we know progress is being made?"* | **Anticipated Source of Funds**<br>*"What funding source(s) should be utilized?"*<br>*Please estimate the additional amount needed to execute the enabling activity.* |
| **1.3.1.  All students, throughout their K-5 experience, engage in a variety of career, community, and civic opportunities.** | To provide authentic learning experiences and exposure to various careers and civic responsibility- 80% of students will receive career, community, and civic opportunities by the end of 24-25 SY. | Opportunities in career, community, and civic engagement will be provided for students through:<br>● A School-wide Career Fair Day event<br>● Guest Speakers (HPD, HFD, etc.)<br>● Weekly sessions exposing students to various careers via Beable program<br>● Field Trips (Sustainable Coastlines,  Nature Center, Genki Balls Project, etc.)<br>● Community cleanup activities<br>● STEM Day | ● Career Day Sign up<br>● Beable Data reports<br>● Sustainable Coastlines report<br>● Student surveys<br>● Volunteer surveys | ☐ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ Other:___, $ |

# Priority 2
# High-Quality Educator Workforce In All Schools

★ **All students are taught by effective teachers.**
★ **All schools are staffed by effective support staff.**
★ **All schools are led by effective school administrators.**

| Desired Outcomes *"What do we plan to accomplish?"* | Rationale/ Root Cause *"Why are we doing this?"* | Enabling Activities *"How will we achieve the desired outcome?"* BE SPECIFIC *and* Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"* | Monitoring of Progress *"How will we know progress is being made?"* | Anticipated Source of Funds *"What funding source(s) should be utilized?"* Please estimate the additional amount needed to execute the enabling activity. |
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| 2.1.1 All **teacher** positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY. | 50% of teachers (10 out of 20) have received SIQ hours and/or TESOL certification. By the end of the 24-25 SY, 75% of teachers (15 out of 20) will receive 72 SIQ hours or TESOL certification. | The principal will communicate EL PD opportunities when they are available for teachers that support SIQ hours.<br>● Building the Base provided by the District and Complex area<br>● State/District EL course offerings<br>● University courses<br><br>Lead: Leonard Padayhag | ● Monitored through the EL Comp Plan<br>● SIQ certification<br>● Plan for teachers without SIQ hours/TESOL certification | ☑ WSF, $2,000<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ Other:___, $ |
| 2.1.2 All **teachers** are effective or receive | By the end of the 24-25 SY, all teachers | In order to be effective, all teachers will be provided supports including: | ● Student Success Plans | ☑ WSF, $<br>☐ Title I, $ |

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| the necessary support to become effective. | on cycle will receive an effective or highly effective rating.<br><br>All teachers will participate in Professional Development training opportunities to enhance teacher practice to impact student achievement and success | • EL PD<br>• Ready Math PD<br>• Wonders 2023 PD<br>• PRIME Math - Building Thinking Classrooms<br>• PLC+ PD<br>• Feedback from regular walkthroughs<br>• Peer observations<br><br>Lead: Leonard Padayhag | • EES conferences<br>• PD attendance sheets<br>• Walkthrough feedback forms and Data<br>• Articulation minutes<br>• Partner planning minutes<br>• Coaching feedback notes<br>• Peer observations schedule and sign-ups | ☑ Title II, $10,000<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ Other:___, $ |
| 2.2.2 All schools' **support staff** are effective or receive the necessary support to become effective. | All support staff members will support student success by providing instructional support to students in class. | To be effective, all staff members will:<br>1. Review the Opening School Year packet and all DOE guidelines and policies<br>2. Review the Beginning of the Year videos<br>3. Attend training sessions provided by the state, district, and complex area<br>4. All Part-time teachers will receive foundational training on phonological awareness to support small group instruction<br><br>New employees will receive onboarding training from either the Principal, Curriculum Coordinator, Student Services Coordinator, SASA, Head Custodian, or School Food Services Manager<br><br>Lead: Leonard Padayhag | • Opening School Year attendance sheet<br>• Training session attendance sheets<br>• Operations meeting minutes<br>• iReady Data<br>• DIBELS Data | ☐ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ Other:___, $ |

## Priority 3
## Effective and Efficient Operations At All Levels

| ★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes. |
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| **Desired Outcomes**<br>*"What do we plan to accomplish?"* | **Rationale/ Root Cause**<br>*"Why are we doing this?"* | **Enabling Activities**<br>*"How will we achieve the desired outcome?"*<br><br>*and* **Name of Accountable Lead(s)**<br>*"Who is responsible to oversee and monitor implementation and progress?"* | **Monitoring of Progress**<br>*"How will we know progress is being made?"* | **Anticipated Source of Funds**<br>*"What funding source(s) should be utilized?"*<br>*Please estimate the additional amount needed to execute the enabling activity.* |
| --- | --- | --- | --- | --- |
| **3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.** | 100% of SCC positions are currently filled. AES will continue to hold collaborative meetings focused on school culture and school improvement every quarter. | Principal will message the importance of this advisory group to all stakeholders in October 2024 explaining roles/responsibilities..<br><br>Principal will engage the SCC chairperson and ensure school level plans and issues are agendized.<br><br>Lead: Leonard Padayhag | • SCC Meeting Agenda<br>• SCC self-assessment Survey<br>• SCC Meeting Minutes<br>• Attendance Sheets<br>• SCC Documents (i.e. Waiver Days)<br>• CNA, Academic & Financial Plans | ☐ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ Other:___, $ |

★ **Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.**

| Desired Outcomes *"What do we plan to accomplish?"* | Rationale/ Root Cause *"Why are we doing this?"* | Enabling Activities *"How will we achieve the desired outcome?"* *and* **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"* | Monitoring of Progress *"How will we know progress is being made?"* | Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.* |
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| 3.3.2 All families are engaged in school events/activities and have regular two way communication. 3.3.3 Increase the number of activities provided by our community partners | Regular and consistent communication with families increases family engagement and student success Community partnerships have the potential to bring resources and opportunities into the school community that can elevate the educational | School Events: • School committees will plan and execute school-wide events to increase parent involvement and engagement. ○ Reading Night ○ STEM Night ○ Campus Beautification ○ Career Technology Education Night • The PTO - Friends of Aliiolani will organize family events throughout the year to support parent involvement and engagement. ○ Movie Night, GingerBread House making night, Trunk or Treat, May Fun Festival Communication: • Teachers will use various modes of communications to reach families via ParentSquare, SeeSaw, email, and phone • The principal will email weekly updates to parents via the ParentSquare app to keep parents informed of schoolwide happenings. | • Documentation of activities • Committee meeting minutes • Weekly Bulletin • Parent Square Bulletin • Parent Participation forms • Parent Surveys • FOA monthly meeting minutes | ☑ WSF, $ 10,000 ☑ Title I, $ 2,500 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $ |

| | experience for our students. | • The principal will email the weekly principal bulletin to all faculty and staff to share any updates, upcoming events, meetings, and professional development training opportunities.<br><br>Community Partnerships:<br>• Continue community and business partnerships<br>   ○ Sustainable Coastlines<br>   ○ Keep it Kaimuki<br>   ○ Malama Mentors<br>   ○ Big Brothers and Big Sisters<br><br>Lead: Leonard Padayhag | | |

*Notwithstanding any other law to the contrary, beginning with the 2016-2017 school year, all public schools, excluding charter schools and multi-track public schools, shall implement a school year of one hundred eighty days, excluding professional development days and other non-instructional days negotiated pursuant to chapter 89, that shall include <mark>one thousand eighty student hours for both elementary and secondary school grades.</mark>*

## APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to Hawaii Revised Statutes Section 302A-251, as well as the current Hawaii State Teachers Association (HSTA) collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Aliiolani's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.

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| **Total student instructional hours per year** *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)* | 1,080 |
| **Did your school submit a SCC Waiver Request Form? Please explain.** | Yes, we submitted a SCC Waiver Request Form to provide professional development training for our teachers. |
| **Bell Schedule:** https://docs.google.com/document/d/1itq8_XFVZq6y1kNJ1jZoVVtAlhVBkimSWC81Jvj8hd8/edit?usp=sharing | |