KMR
Two-Year Academic Plan
2021-2023

ALI'IOLANI ELEMENTARY SCHOOL
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Submitted by: Timothy Hosoda, Principal	Date: Initial: 04/01/2021 -- Revised: 03/27/2022
Signature:	Signature Date: 03/30/2022

Approved by:	Date:
Signature:	Signature Date: 5/23/22

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 SW 1 • WASC Self Study and Mid-Cycle Report ▪ 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 belief that all students can learn • data-driven, team-based decision-making • universal screening and progress monitoring • multi-tiered system of evidence-based practices Need 2: **Address the behavioral, social, and emotional needs of all students and staff** 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 shows that we need to address equity for the following students: • IDEA students (ELA, Math, attendance, SEL, behavior) • English Learners (ELA, Math, SEL) • Low SES students (ELA, Math, Science proficiency, SEL) • Chronically Absent (ELA, Math, Science proficiency, SEL) • Native Hawaiians (ELA, Math, Science proficiency, SEL) • Micronesian - Marshallese, Pohnpeian, Chuukese (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)

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

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

Timothy Hosoda
Principal
	Ensure all duties, programs, strategies and initiatives are adequately supported and they are implemented with fidelity and accountability
	• Fiscal and Resource Allocation
	• Administrative duties for school operations
	• Continuous School Improvement Processes
	• Oversee key programs and initiatives:
	  ○ HMTSS (Data Teams/Articulation, classroom observations, Professional Development)
	  ○ EL Plan (reporting, program management and support for EL Coordinator)
	  ○ Title I (reporting, program management and accountability)
	• Oversee Faculty and Staff including investing in time and resources to create a healthy and positive culture/climate
	• Continue to improve and maintain stakeholder communication, involvement and voice (Wong Foundation, School Community Council, Friends of Ali'iolani PTA, neighborhood community partners, parent learning series)

William Donnelly Counselor	• HMTSS (DIBELS universal screener) • SEL Coordinator (oversee implementation of the Choose Love curriculum, oversee administration and data analysis of SEL surveys, promote positive mental health through SEL lessons) and physical health (i.e. Morning Mile) • Behavioral Needs (assist teachers with strategies to address identified behavioral needs, intervention/social groups to address identified SEL needs, oversee administration and data analysis of behavioral screeners and surveys, facilitate collaboration with district experts such as BHS) • Testing Coordinator (SBA/HSA, assist with WIDA) • Coordinate efforts to reduce high and chronic absenteeism
Marissa Shimabukuro Student Services Coordinator	• IDEA (oversee SPED department including supporting SPED teachers, meeting timelines/deadlines, coordinate SPED Department EAs/PPT/PTT schedules, coordinate initial referrals, management of services supporting IDEA students, facilitate communication with district RT) • HMTSS (support Targeted Interventions for potential referrals, support teachers to implement strategies for Tier 3 students prior to potential SPED referral)
Annette Yokoyama EL Coordinator	• Implementation of the EL Success Plan (oversee services for EL students, support and collaborate with classroom teachers to provide Sheltered Instruction with fidelity, monitor student progress, foster positive relationships with EL families) • WIDA Test Coordinator (administration of test, share and explain results with faculty, use data analysis to plan and implement instruction)
Laurie Chang Curriculum Coordinator	• Standards-Based Curriculum and Instruction Coordinator (i-Ready Universal Screener, Data Teams/Articulation, Standards Prioritization, Curriculum Mapping, Common Assessment review, Tier I standards-based instruction, foundational reading program, coaching for evidence-based practices, in-classroom observation and support, manage accounts for primary standards-based curriculum and supplemental programs) • HMTSS (Learning data analysis, collaborate with teachers to provide classroom modifications and accommodations, Tier 2/Tier 3 instruction including targeted interventions) • Title I Coordinator (starting Summer, 2022) • Technology Coordinator (TC) - oversee acquisition and maintenance of technology for students and staff including supplies and servicing

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

Goal 1: 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:**
Vision: **Ali'iolani Elementary School provides a supportive community that values living, loving and learning.** We expect all stakeholders to model these traits. It is our goal to gather parents, students, our School Community Council, Friends of Ali'iolani association, community partners and the surrounding Kaimuki community to work together to provide a community where students are safe, healthy, nurtured, challenged and actively engaged in learning. Mission: **Empowering students to make a difference.** We aim to equip students with the following attitudes and skills to empower them to make a difference: • The basic human values of being kind, respectful and responsible are central to being an Ali'i • Instilling a growth mindset where all students believe they can learn and develop a desire to put in the effort that makes them more able students • A knowledge base and skills set that is rooted in the content and performance standards across all subjects that will allow our students to develop the intellect to think critically and creative and adequately prepare them for higher levels of education and employment • A social-emotional skill set that students need to achieve their highest potential personally and professionally that is rooted in the GLOs, Nā Hopena A'o, our SEL instruction and is modeled by our staff and overall school community **Goal 1: AES will provide standards-based curriculum and instruction that is supported by universal screeners, supplemental curriculum, technology, supplies and will develop and implement a Hawaii Multi-Tiered System of Support with consistency and fidelity**	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 on the SBA/HSA assessments for ELA, Math and Science. Social emotional indicators include increasing percentages for our Panorama SEL student survey, less students rating "at risk" on the Student Risk Screening Scale-Internalizing Externalizing (SRSS-IE) and exhibiting effective social skills, positive/optimistic attitudes and growth mindsets daily in our classrooms. **Goal 1:** HIDOE has developed the HMTSS - a data-driven, team-based decision-making framework for achieving positive outcomes for

(HMTSS) to provide curriculum and instruction addressing the academic needs of all students. (SW 6)

- **Goals for all students Kindergarten through Grade 5:**
  - 80% demonstrate Typical Growth or greater from the beginning to end-of-year i-Ready Diagnostic for reading and math
  - IXL Scores for Math and ELA
  - SY 2021-22: 85% or greater (currently Reading 79%, Math 67%)
  - SY 2022-23: 90% or greater

- Increase the overall percentage of students meeting proficiency on the Hawaii State Assessment for Science
  - SY 2021-22: 55% or greater (currently 41%)
  - SY 22-23: 65% or greater
- Low SES
  - Increase the percentage of students meeting proficiency in ELA and Math on the SBA and for Science
    - SY 2021-22: 65% or greater (currently ELA 49%, Math 51%)
    - SY 2022-23: 75% or greater
  - Increase the percentage of all students testing in the green level on the i-Ready EOY diagnostic
    - SY 2021-22: 70% or greater (currently Reading 56%, Math 54%)
    - SY 2022-23: 80% or greater
- IDEA
  - Increase the percentage of students meeting proficiency in ELA and Math on the SBA-and for Science
    - SY 2021-22: 40% or greater (currently ELA 37%, Math 25%)
    - SY 2022-23: 50% or greater
  - Demonstrate growth greater than 100% from the beginning to end-of-year i-Ready Diagnostic for reading and math
  - Increase the percentage of students testing in the green level on the i-Ready EOY diagnostic
    - SY 2021-22: 40% or greater (currently ELA 24%, Math 14%)
    - SY 2022-23: 50% or greater
- English Learners
  - Increase the percentage of students meeting proficiency in ELA and Math on the SBA-and for Science

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:

- As of 03/14/2022, 59.6% of our students are considered high risk* (LEI Kulia)
- Teachers have had to adopt a staggering number of new standards in varied subjects in the last 5 years
- Our overall proficiency scores in all tested subjects have been decreasing over the past 3 years
- There is a substantial achievement gap between the High Needs and Non-High Needs students. Wide fluctuations in this gap suggest that what we are doing works only some of the time. The school is still developing a system to help <u>all</u> teachers engage in a systematic process of identifying student needs and understanding how to meet those needs.
  - Unfortunately, a smaller ELA achievement gap in 2020-21 was not due to increased proficiency, but due in part to a sharp decrease in proficiency in the Non-High Needs group (From 83% to 66%)
  - SPED in the last 2 years of available data:
    - Low levels of proficiency in ELA and Math
    - Science proficiency is on the decline
  - 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

- SY 2021-22: 60% or greater (currently ELA 37%, Math 42%)
- SY 2022-23: 70% or greater

- Demonstrate growth greater than 100% from the beginning to end-of-year i-Ready Diagnostic for reading and math
- 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
- Increase the percentage of students exiting the EL program (WIDA score of 5.0 or higher)
- Increase the percentage of Students on Track to English Proficiency
  - SY 2021-22: 50% or greater (currently 41%)
  - SY 2022-23: 65% or greater

- Miscellaneous Identified Groups at Greater Risk
  - Native Hawaiians
    - Increase the percentage of students meeting proficiency in ELA and Math on the SBA
      - SY 2021-22: 50% or greater (currently 25.9%)
      - SY 2022-23:
  - Micronesians - Marshallese, Pohnpeian, Chuukese
    - Increase the percentage of students meeting proficiency in ELA and Math on the SBA
      - SY 2021-22: 50% or greater (currently 33.3%)
      - SY 2022-23:
  - Non-High Needs Tier 2 and Tier 3 students
    - Demonstrate growth of 100% or greater from the beginning to end-of-year i-Ready Diagnostic for reading and math
    - 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
  - Our largest EL Group has shifted from Asian languages (Mandarin, Vietnamese, Chinese) to Chuukese

Justification for tracking other miscellaneous groups:

- Native Hawaiians
  - 70% of our Native Hawaiian population has one or more risk factors for poor academic performance
  - i-Ready results show 81% are not yet performing at grade level for ELA, Math or both
  - This group is disproportionately underperforming with SBA proficiency for Native Hawaiians at 25.93% for ELA and 44.44% for Math
- Micronesian - Marshallese, Pohnpeian, Chuukese
  - 73% of this group are EL students
  - Only 1 student in this group placed in the i-Ready green level for both ELA and Math
  - SBA proficiency for Micronesians is at 33.33% for ELA and 33.33% for Math

Goal 2:
AES aims to meet the academic, social, emotional and behavioral needs of our students. The Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) is done a minimum of twice per year. The screener helps to identify students who may be at risk for internalizing and externalizing behaviors as research has linked these markers to an increased potential for juvenile

○ Decrease in number of days absent (for select students) ○ Decrease in the overall number of students rated as "moderate risk" or "high risk" on the SRSS-IE ■ SY 2021-22: 18% or less of total Low SES students ■ SY 2022-23: 10% or less of total Low SES students • 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 total IDEA students ■ SY 2022-23: 15% or less of total IDEA students • English Learners ○ Decrease in absenteeism (for select students) ○ Decrease in the number of students rated as "moderate risk" or "high risk" on the SRSS-IE ■ SY 2021-22: 15% or less of total EL students ■ SY 2022-23: 10% or less of total EL students • Non-High Needs Tier 2 and Tier 3 students ○ Decrease in absenteeism (for select 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	delinquency and mental health issues later in life. • According to the most recent SRSS-IE data, students exhibiting behaviors that place them into the high risk/moderate risk categories decreased very slightly from last year. ○ Externalizing behaviors ■ SY 2020-21: 18% ■ SY 2021-22: 17.5% ○ Internalizing behaviors ■ SY 2020-21: 18% ■ SY 2021-22: 17.9% In our second year of use, AES has found that anywhere from 0 to 3 students per class rate will place in 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. Historically, AES consistently met the DOE benchmarks for attendance, but that has changed. • Since the start of the pandemic, cases of chronic absenteeism has occurred in every targeted subgroup • Daily attendance rate has dropped below the state goal of 95% to 91.2% for all students and to 88.2% for the Low SES and 82.1% for the IDEA group (only some are Covid-19 related) • Many of the chronically absent are not performing at grade level in either ELA, Math or both

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

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**
(see specific target percentages and goals in the previous section) Increase SBA proficiency percentages in ELA, Math, and Science by implementing HMTSS with fidelity for all identified subgroups. Increase the percentage of students exiting the EL program from the previous year (WIDA scores 5.0 or higher) <u>i-Ready</u>: -Students will demonstrate growth of 100% or greater from the BOY to EOY for both reading and math. -Increase the percentage of students testing in the	Schoolwide adoption of the Orton-Gillingham approach to early literacy is set to occur in SY 2022-23. PD to have all Kindergarten through Grade 2 teachers trained in the Orton-Gillingham approach to early literacy will be paid for and provided by the DOE. Continue to use the i-Ready universal screener in addition to other assessments to all students to obtain baseline data: - IXL Math and ELA - Grade K-5 Math (i-Ready) - Grades K-2 (i-Ready & DIBELS) - Grades 3-5 (i-Ready, STAR Reading, Achieve 3000) - Reading Fluency assessments Additional assessments are used for triangulation of data and to provide current information for decision making. Administration will continue to provide scheduled opportunities for teachers to engage in classroom observations to learn from each other. Admin will confirm that teachers are embedding research-based instructional strategies (UDL, Hattie's effect size indicators) into the whole class curriculum and/or providing interventions based on student need. Continue to provide funds to the library for books and supplies	2021-2023	Principal Counselor Student Services Coordinator EL Coordinator Curriculum Coordinator	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A $30,000	i-Ready Reading and Math Diagnostic data • Beginning of Year • Mid Year • End of Year IXL data for Math and ELA DIBELS screening for K-2 will determine proficiency in the following areas: • Letter Naming Fluency • Phonemic Segmentation Fluency • Nonsense Word Fluency • Word Reading Fluency Common Assessments and Progress Monitoring Assessments Teacher observation notes and documentation sheets School-created consolidated data sheets showing SBA, i-Ready, SRSS-IE, risk status for all students and also separated out by grade levels, at-risk students and supports

green level from the BOY to Mid-Year to EOY for both reading and math	Consolidate data 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 measure progress/growth. HMTSS K-5 Teachers will: -Use standards-based curriculum for ELA and Math (i.e. Wonders, Stepping Stones) to provide CCSS based instruction for all Tiers -Reprioritize standards to align to current student learning data -Engage in vertical articulation to ensure that there is consensus and continuity about the most important standards -Revise curriculum maps as needed -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. Teachers have the option of providing after school tutoring to students with greatest academic need Track returning distance learners to ensure that				Articulation minutes and Data Team documentation sheets Targeted Interventions data sheets Report Card data IEP Progress Reports LDS, Lei Kulia Reports After school tutoring attendance and documentation Wong Foundation communication (for technology) The Math Learning Center data

	their social transition back to school goes smoothly School will continue to improve teachers' ability to address the NGSS: -Continue providing STEMscopes curriculum that targets content and performance standards -Provide NGSS PD as needed Continue providing 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) -Determine if there is a need to redo standards maps/curriculum maps Replace student devices as needed (avg. device life is around 5 years) (SW 6) <u>Specifically for EL students</u>: By the end of SY 2022-23 -100% of teachers will complete EL PD credit requirements by the DOE deadline -100% of teachers will provide sheltered instruction when warranted				

Address the behavioral, social, emotional and behavioral needs of all students (see specific target percentages and goals in the previous section) AES will implement the Choose Love SEL program with all students. -For Low SES students, there will be a decrease in the number of days absent and decrease in the overall number of students rated as "moderate" or "high risk" using the SSRS-IE -For IDEA students, all students will meet the Daily Attendance Rate state standard of 95% and there will be a decrease in the number of students rated as "moderate" or "high risk" using the SSRS-IE -For ELLs, there will be a decrease in absenteeism and a	The Choose Love SEL program will be implemented with consistency and fidelity school wide. 100% of teachers will complete the SRSS-IE Improve our ability to address at risk internalizing and externalizing behaviors • PD to learn how to use of our Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) data more effectively • Improve communication and collaboration between SPED and GenEd • Enlist the help of complex/district behavioral experts (i.e. District RTs, CABS or SBBH) • Involve families to help them better understand their child's needs Create aggregate data sheet that includes Panorama, SRSS-IE, SQS data to track at risk students • Counselor will have "lunch bunch" groups that explicitly teach social skills and foster a sense of connection 100% of staff will implement the Awesome Ali'i ticket program 100% of teachers will follow the Reactive Plan Flowchart for behavior Continue attendance procedures • Monitor attendance data closely • 100% of teachers will follow up with families as soon as a student starts	2021-2023	Principal Counselor	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE X Other (ESSER) ☐ 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 Lunch Bunch meeting documentation Panorama, SRSS-IE and SQS aggregate data sheet Awesome Ali'i PBIS data JPO Program participation documentation After school programs and activities participation documentation

decrease in the number of students rated as "moderate" or "high risk" using the SSRS-IE -For Non-High Needs Tier 2 and Tier 3 students, there will be a decrease in absenteeism and a decrease in the number of students rated as "moderate" or "high risk" using the SSRS-IE	accruing absences Address the cases of chronically absent students • Improve the quality of relationships with families • Help families understand the importance regular attendance • Collaborate with other relevant parties such as BHS, School Social Worker, etc. to provide comprehensive support to students and their families Track returning distance learners to ensure that their academic and social transition back to school goes smoothly Selected students will maintain grades and a standard of behavior to participate in the Junior Police Officer Program All students have the opportunity to participate in the Morning Mile Program to promote physical and emotional health through walking Increase student engagement and connection by offering a variety of after school classes and programs to give students the chance to learn more about topics that interest them and create a sense of connection (Japanese culture, art, crafts, robotics, Malama Mentors, Anime) Maintain a sensory room for use by students, mainly those with IEPs to self-calm, self-regulate, de-escalate				

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

Goal 2: Staff Success. Ali'iolani Elementary School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

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

Goal 3:
Teachers will be provided with adequate training and support including Professional Development (PD) and support personnel to be able to implement our 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 for each subsequent year:
• Increase staff safety perception data by 5% (SY 2020-21: 80.5%)
• Increase staff well-being perception by 5% (SY 2020-21: 76.8%)
 	
The school will provide the following:
• Professional Development or coaching 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
  ○ 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, Teachers Pay Teachers, The Learning Math Center, Stepping Stones, Wonders, Seesaw, Stemscope, Britannica School, Mystery Science)
• Technology (hardware including peripherals) Go Guardian or comparable product
• Supplies (classroom supplies and materials)
• Support Personnel (EAs, PPTs, PTTs, PPEs, Technology Coordinator) so that teachers can provide appropriate support including small group and/or individual 1:1 instruction when data identifies the need.
• Time for grade levels to be able to engage in the Data Team process, reprioritize standards, adjust curriculum maps, refine assessment selection
	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.
	
	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 that students need in order to be successful academically.
	
	Teachers need adequate time to plan, collaborate and engage in the Data Team process as part of our HMTSS.

• Maintain a staff portal with links to crucial information such as meeting minutes, forms, staff handbook, schedules, forms, procedural guidelines, training videos	

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**
Goal 3: Professional Development (PD)...technology and support personnel to be able to implement our HMTSS with consistency and fidelity. 100% of teachers will participate in scheduled PDs 100% of classroom teachers will engage in implementation of all steps of our HMTSS including implementing the Data Team Process with fidelity	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 Sub days will be budgeted for intensive training by Title 1 Funds (i.e. STEMscopes/NGSS, Grade level Planning) 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 adequate time for articulation, collaboration and planning -Provide classroom support (EA/PPT/PTT/ PPE) when needed. (SW6) Curriculum Coordinator/Coach will engage all teachers in all steps of the Data Team Process Provide school level induction/mentoring for new teachers by a trained mentor.	**2021-2023**	Principal Curriculum Coordinator	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE X Other (ESSER) ☐ N/A $175,000	Teacher accountability for differentiation and Targeted Interventions will occur during Articulation/Data Team time Articulation/Data team meeting minutes and documentation sheets Classroom observations and walkthroughs (on going) School surveys to measure teacher perceptions about whether they have adequate training, support and professional development to contribute effectively to student success School Quality Survey teacher results i-Ready Diagnostic and progress monitoring scores to measure effectiveness of HMTSS STEMscopes PD completion data

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

Teachers' SQS positive perceptual data on safety and well being will increase (see specific target percentages and goals in the previous section) School Quality Survey Data: Increase staff safety perception data by 5% Increase staff well-being perception by 5%	Administration will provide different ways for teachers to be involved/provide input (i.e. seek input through surveys, GLC monthly meetings, Faculty Meetings, suggestion box, administration open door policy) -Administration will continue to refine communication with faculty and staff to continue to increase collaboration and transparency including emailed Weekly Updates from the Principal -Weekly Lead Team meetings -Monthly meetings with grade level chairs -Faculty Meetings -Staff surveys -Suggestion Google Form -Lead Team open door policy (open to receiving any and all feedback) Online student monitoring program to ensure efficient and ethical use of technology	2021-2023	Principal	See above	Timely updates to school communication portal Teachers Pay Teachers Weekly Update emails to staff Communication and transparency in budgeting Survey results, suggestion box contents Meeting minutes for faculty, GLC, Lead Team Analytics from online student monitoring program

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

Goal 3: Successful Systems of Support. The system and culture of **Ali'iolani Elementary School** works 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
• Hold 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 provide 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, fundraisers)
• 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)
• Improve communication between school and families (SW4, 7)
  ○ School Website and Instagram
  ○ Seesaw Communication Platform
  ○ Alternate Communication Platform with language translation capabilities
  ○ School Planner
  ○ AES Weekly Email
	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 2 years prior to SY 2021-22, the SCC meetings were not consistent and SCC involvement and input is a requirement
	• Survey return rate for SY 2020-21 is very low at 24.1%
	• Since SY 2017-18, only about 50% of parents were actively 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.

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

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 at least 75% of parents participating (i.e. STEM Days, Family Reading Nights, Parent Learning Series) Improve communication between school and families (SW 5, 7)	Revisit the school's vision and mission with staff and then seek input from stakeholders Continue quarterly meetings for our School Community Council (SCC) to seek input, collaboration and support of our school's implementation of our Academic Plan 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) -Fundraise and meet school needs through classroom Requests for Funds 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)	2021-2023	Curriculum Coordinator Counselor	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A $20,000	School Quality Survey parent responses SCC minutes Attendance data for parent events Evaluations/Parent Surveys from events and workshops (i.e. Parent Learning Series, Science Stemscope Family Night, Family Reading Night) Monitor Seesaw program usage Friends of Ali'iolani (PTO) minutes Teachers monitor School Planner for parent communication Aliiolani School website and Instagram maintained and updated with current information • Monitor Social Media comments School Newsletter

	Solicit evaluations and parent feedback from school events and workshops Maintain School Website and Instagram Fund Parent Communication Platform (Seesaw) Parent Communication platform to be able to translate English into home languages and vice-versa Provide School Planners Principal will keep stakeholders informed with the AES News Weekly email for parents and the Weekly Update email for staff Facilitate articulation with middle school for 5th Grade families				AES Vision and Mission Weekly AES News emails to parents Student Planners Open House Teacher/Parent Conferences