Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community’s knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school’s Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools study organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

**HIDOE Learning Organization**

**Pipeline of Emerging Ideas**: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).


**Teaching & Learning Core**: Focus: equity and excellence in core curriculum and supports.
- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the Teaching & Learning Core (page 2).

---

Principal (print): James Kau  
Principal’s signature: [Signature Image]  
Date: 3/14/2023

Complex Area Superintendent (print): John Erickson  
Complex Area Superintendent’s signature: [Signature Image]  
Date: 

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[‘Aiea Intermediate School], [Version 1], [2023-03-13]
<table>
<thead>
<tr>
<th>School Process: Chronic Absenteeism (RTI-ChronAb)</th>
<th>Student Performance: Math achievement (RTI-A)</th>
<th>Student Performance: High needs subgroups (RTI-A)</th>
<th>Student Perception: School Belonging (RTI-ChronAb)</th>
<th>Student Perception: Safety (RTI-B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need1</td>
<td>Need2</td>
<td>Need3</td>
<td>Need4</td>
<td>Need5</td>
</tr>
<tr>
<td>Data</td>
<td>Data</td>
<td>Data</td>
<td>Data</td>
<td>Data</td>
</tr>
</tbody>
</table>
| Chronic Absenteeism rate for SY 21-22 was 25%  | Math achievement has recovered slightly from 42% in SY 20-21 to 49% in SY 21-22. Math achievement outperforms the state average, but still far from AIS pre-pandemic proficiency of 66% in SY18-19. | High needs subgroups (low SES, SPED, EL, Pacific Islander, and Native Hawaiian) continue to underperform compared to all students in ELA, MATH, and SCI. Additionally, we’re seeing higher numbers of enrollment from these same subgroups. Progress to ELP for SY 2021-22 was 10%. | School Belonging has improved by 5% from last year (SY 21-22), but it’s still the lowest overall perception rating at 44% favorable rating. | School safety decreased 9% from last year (SY 21-22), and at 49%, it is 6% below the state average of 55%.

**Root Causes**

- Minimal parent involvement possibly due to being too busy, lack of transportation, having different cultural values/priorities, no interest/incentive, lack of skill to enforce regular school attendance
- No consistent options to contact parent (phone not connected, no email or response)
- Not fully utilizing translator to bridge language barriers
- Lacking support (ex. EAs) in general education math classes
- Not utilizing and sharing out teacher strengths
- Students below grade level before starting the school year
- High teacher turnover in the Math Department
- Inclusion class sizes are too large
- Need more personnel (EAs, PTTs, Teachers) to support EL and SPED students
- Lack of knowledge and skills in Sheltered Instruction
- Lack of knowledge and skills in Specially Designed Instruction (SDI)
- SpEd and GenEd teachers don’t have planning time to discuss student needs
- There are currently less bonding activities than previous years. Core teams and clubs are working to get back to previous levels of activity.
- Each new admin has their own agenda and perspective on building school culture and the purpose of core team
- Students dealing with different levels/experiences of trauma from COVID-19 pandemic.
- Classroom expectations are inconsistent
- Lack of efficient communication about incidents
- Consequences are not as effective or clear
Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying enabling activities in the academic plan should address identified subgroup(s) and their needs.

<table>
<thead>
<tr>
<th>Achievement Gap</th>
<th>Theory of Action</th>
<th>Enabling Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.

1) Chronic Absenteeism rate for SY21-22 was 25%.
2) Math achievement has recovered slightly from 42% in SY20-21 to 49% in SY21-22. But still far from pre-pandemic proficiency of 66% in SY18-19.
3) High needs subgroups (low SES, SPED, EL, Pacific Islander, and Native Hawaiian) continue to underperform compared to all Students in ELA, MATH, and SCI. Additionally, we’re seeing higher numbers of enrollment from these same subgroups. Progress to ELP for SY 2021-22 was 10%.
4) School Belonging has improved by 5% from last year, but it’s still the lowest overall perception rating.
5) School safety decreased 9% from last year, below the state average.

<table>
<thead>
<tr>
<th>What is your Theory of Action (if-then) to improve the achievement gap?</th>
</tr>
</thead>
<tbody>
<tr>
<td>If we strengthen our Response to Intervention (RTI) systems in the following 5 Need Areas, then the achievement gap will be reduced:</td>
</tr>
<tr>
<td>1) School Process: <strong>Chronic Absenteeism</strong> (RTI - ChronAb)</td>
</tr>
<tr>
<td>2) School Performance: <strong>Math Achievement</strong> (RTI - Acad.)</td>
</tr>
<tr>
<td>3) School Performance: <strong>High Needs Subgroups Low SES, EL, SPED, Pacific Islander, Native Hawaiian</strong> (RTI - Acad.)</td>
</tr>
<tr>
<td>4) Student Perception: <strong>School Belonging</strong> (RTI-Behavior)</td>
</tr>
<tr>
<td>5) Student Perception: <strong>School Safety</strong> (RTI-Behavior)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are your Enabling Activities to improve the achievement gap?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) School Process: <strong>Chronic Absenteeism</strong> (RTI - ChronAb)</td>
</tr>
<tr>
<td>a) Creating more parent night events at AIS throughout the school year</td>
</tr>
<tr>
<td>b) Creating more opportunities for community outreach</td>
</tr>
<tr>
<td>c) Continue to refine the RTI tier one and two interventions with staff to ensure building relationships with all students and the correct interventions are implemented to address student needs while in school (ex. consistent school level interventions for non-attendance such as lunch detention, excluding students from fun activities, advisory detention, writing sentences, etc.)</td>
</tr>
<tr>
<td>d) Continue to identify and look at other causes of chronic absenteeism at AIS and possible solutions. (i.e. bus pick up time)</td>
</tr>
<tr>
<td>e) Define clear and consistent guidelines so all stakeholders involved understand the process of how chronic absenteeism is addressed at AIS, including the consequences and the next steps for students.</td>
</tr>
<tr>
<td>2) School Performance: <strong>Math Achievement</strong> (RTI - Acad.)</td>
</tr>
<tr>
<td>a) Dedicated EA and/or PTT (or other support personnel) to support Math classes, in inclusion and EL classes</td>
</tr>
<tr>
<td>b) Continue Math Workshop for 7th and 8th graders</td>
</tr>
<tr>
<td>c) Add articulation for math with elementary schools and lateral schools (other intermediate schools to discuss best practices)</td>
</tr>
<tr>
<td>d) Use PD or Waiver Days for teacher</td>
</tr>
</tbody>
</table>
3) School Performance: **High Needs Subgroups** Low SES, EL, SPED, Pacific Islander, Native Hawaiian (RTI - Acad.)
   a) Continue discussing EL program structure
   b) Continue math workshops
   c) Consider creating an AVID Team
   d) Consider creating an EL family support group made up from invested and motivated parents/families. As well as include organizations/partners from the community who associate with those families to build a bigger community of people - creating a sense of belonging.

4) Student Perception: **School Belonging** (RTI-Behavior)
   a) Clarify and monitor school rules, classroom management, purpose of advisory and core teams.
   b) Continue to offer school activities as well as after-school sports and clubs run by teachers or on-campus staff.
   c) Provide opportunities for students to give feedback on team-building activities and honor student voice
   d) Survey students on what types of school activities they would like to participate in during first days
   e) Implement student feedback over the course of the year.
f) Informal Google Check-ins to gauge student belonging and if they have a trusted adult on campus over the year

5) Student Perception: **School Safety** (RTI-Behavior)
   a) Admin share with students & teachers safety rules and student behavior expectations at the beginning of the year and continue monitoring throughout the year.
   b) Dress code is not implemented consistently, consider adopting school uniforms - discuss waivers for those unable to afford them and end date to submit waiver requests. (or have a supply on hand to assist with families unable to purchase until they are able to.)
   c) Hire another counselor or VP to focus on repeat offenders and do preventative measures (potentially a Outreach Counselor or grade level VP)
   d) Safety Committee needs to meet monthly to analyze discipline data
   e) Improve communication with teachers regarding referrals and incident reports
   f) Reevaluate current Saturday School model
   g) Reevaluate effectiveness of consequences
   h) Develop clear RTI-Behavior system so interventions are understood and consistent
   i) Upgrades to physical safety of the campus (i.e. better locks, lighting)

---

**Innovation in Support of the Core: School Design and Student Voice**

Describe here your complex/school contexts for School Design and Student Voice.
Describe here your current and continuing initiatives that will further advance your 2022-23 School Design and Student Voice.

Describe here your Conditions for Success for School Design and Student Voice

<table>
<thead>
<tr>
<th>SY 2022-23 Measurable Outcomes</th>
<th>SY 2023-24 Measurable Outcomes</th>
<th>SY 2024-25 Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</td>
<td>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</td>
<td>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</td>
</tr>
<tr>
<td>1) To increase School Belonging, we are designing a PRIDE SEL curriculum to implement during Advisory. Core teams will organize team building activities such as field trips and assemblies. Extra curricular activities will be offered to students to participate in during and after-school. Student voice will be incorporated into the planning of schoolwide activities and events. 2) To increase authentic, real-world learning experiences for students, we are designing project-based learning. All teachers are implementing at least 1 PBL this school year. Student voice will be incorporated into the design of their public products.</td>
<td>1) To ensure equitable access to learning for our English Learner students, we will increase teacher capacity to deliver sheltered instruction. Student voice will be incorporated into learning activities and curriculum. 2) To systematize our interventions regarding Behavior and Chronic Absenteeism, we will define our RTI process for Tiers 1, 2, and 3. All faculty and staff will understand and implement interventions as appropriate.</td>
<td>1) Refine our RTI-Academics, RTI-Behavior, and RTI-Chronic Absenteeism systems. Use the plan-do-check-act cycle to evaluate effectiveness of current systems and make adjustments as needed. 2) Enhance and extend our SEL Advisory programming and PBL implementation.</td>
</tr>
</tbody>
</table>

Why you are implementing them?

1) School Belonging was the lowest scoring category on our Panorama Student School Survey SY 21-22 at 39%. Another reason for implementing SEL is that students are still recovering from lack of social interaction and feelings of isolation during the COVID-19 pandemic. 2) On the SY 21-22 Panorama Student Classroom Survey, Classroom Engagement had the lowest positive rating at 51%. | Why you are implementing them?

1) Our proportion of EL students has more than doubled since SY 2019-20 (and is projected to continue growing) (ESSA). Only 10% of our EL students are making progress toward English Language Proficiency (ELP) (ESSA). 2) SY 21-22, 92 total disciplinary incidents (Class A, B, C, D) (LEI Kulia), School safety decreased 9% from last year (SY 21-22), and at 49%, it is 6% below the state average of 55% (Panorama School Survey). Percentage of chronically absent students has increased from 8% in SY 2019-20 to 25% in SY 2021-22 (ESSA). | Why you are implementing them?

1) Build upon and improve effectiveness/efficiency of the systems (RTI-A, RTI-B, RTI-CA, SEL, PBL) already put in place. |
<table>
<thead>
<tr>
<th>How will you know that they are causing an improvement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) We will see an increase in favorable responses on the Panorama Student School Survey in the School Belonging category for SY 22-23.</td>
</tr>
<tr>
<td>2) We will see an increase in favorable responses on the Panorama Student Classroom Survey in the Classroom Engagement category for SY 22-23.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How will you know that they are causing an improvement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Number of EL students on F list will decrease throughout the year (with checks at middle and end of each quarter). Percentage of EL students making progress toward ELP will increase by 10% compared to SY 22-23.</td>
</tr>
<tr>
<td>2) We will see an increase in favorable responses on the Panorama Student School Survey in the School Safety category for SY 23-24. Number of disciplinary incidents will decrease compared to SY 22-23. Percentage of chronically absent students will decrease compared to SY 22-23.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How will you know that they are causing an improvement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Same data measures from SY 22-23 and SY 23-24 will continue to improve in SY 24-25.</td>
</tr>
</tbody>
</table>
Innovation in Support of the Core: School Design and Student Voice

**FOCUS ON SY 2023-24:** Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

### Baseline Measurements

<table>
<thead>
<tr>
<th>Add beginning of the year measurements here.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Fall 2023 school panorama</td>
</tr>
<tr>
<td>- discipline data</td>
</tr>
<tr>
<td>- 21-22 Chronic Abs rate</td>
</tr>
<tr>
<td>- 21-22 SBA and NGSS</td>
</tr>
<tr>
<td>- 2022 beginning and mid IXL data</td>
</tr>
<tr>
<td>- 21-22 WIDA data (progress toward ELP)</td>
</tr>
</tbody>
</table>

### Formative Measures

<table>
<thead>
<tr>
<th>Add throughout the year measurements here.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- interim assessments, testlets</td>
</tr>
<tr>
<td>- Grades</td>
</tr>
<tr>
<td>- IXL diagnostic and mid year</td>
</tr>
<tr>
<td>- Lei Kulia or IC for Chronic Abs</td>
</tr>
<tr>
<td>- discipline data</td>
</tr>
<tr>
<td>- student surveys</td>
</tr>
</tbody>
</table>

### Summative Goals

<table>
<thead>
<tr>
<th>Add end of year goals here.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- increase in panorama (belonging &amp; safety)</td>
</tr>
<tr>
<td>- increase in math SBA scores</td>
</tr>
<tr>
<td>- decrease in chronic absenteeism</td>
</tr>
<tr>
<td>- decrease in discipline cases</td>
</tr>
<tr>
<td>- EL progress toward ELP as well as SBA &amp; NGSS achievement</td>
</tr>
</tbody>
</table>

### Student Outcomes (SY 2023-24)

<table>
<thead>
<tr>
<th>Measurable Outcome(s)</th>
<th>Enabling Activity</th>
<th>Duration</th>
<th>Source of Funds</th>
<th>School Monitoring Activity</th>
<th>Frequency</th>
<th>Complex Monitoring Activity</th>
<th>Complex Monitoring Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Process:</strong> Chronic Absenteeism (RTI-ChronAb)</td>
<td>Positive recognition activity or event for Outstanding Attendance students</td>
<td>Yearlong</td>
<td>Title 1/ESSER</td>
<td>ChronAb FOL Group to plan &amp; conduct event(s)</td>
<td>Quarter</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>Student Performance:</strong> Math achievement (RTI-A)</td>
<td>Continue offering Math Workshop (grades 7 &amp; 8). Provide time for Math Workshop teacher to collaborate with Gen Ed Math teacher.</td>
<td>Yearlong</td>
<td>Title 1/ESSER</td>
<td>Math Achievement FOL Group to plan Advisory math games/competitions and support implementation</td>
<td>Quarter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Performance: High needs subgroups (RTI-A)</td>
<td>Yearlong</td>
<td>Title 1/ESSER</td>
<td>SSC and New EL Coord/Academic Coach to monitor student achievements.</td>
<td>Semester</td>
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<tr>
<td>Parent &amp; family engagement events or activities such as EL Family Night</td>
<td>Yearlong</td>
<td>Title 1/ESSER</td>
<td></td>
<td></td>
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<tr>
<td>Student Perception: School Belonging (RTI-ChronAb)</td>
<td>Yearlong</td>
<td>Title 1/ESSER</td>
<td>School Belonging FOL group</td>
<td>Quarter</td>
<td></td>
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<tr>
<td>Explore “Caught You Being Good” and possibly implement</td>
<td>Yearlong</td>
<td>Title 1/ESSER</td>
<td></td>
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</tr>
<tr>
<td>Student Perception: Safety (RTI-B)</td>
<td>Fall or Spring</td>
<td>Title 1/ESSER</td>
<td>Safety Committee to monitor incident data</td>
<td>Semester</td>
<td></td>
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<tr>
<td>Increased HPD/security presence on campus, periodically</td>
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</tbody>
</table>

Staff Outcomes (SY 2023-24)

<table>
<thead>
<tr>
<th>Measurable Outcome(s)</th>
<th>Enabling Activity</th>
<th>Duration</th>
<th>Source of Funds</th>
<th>School Monitoring Activity</th>
<th>Frequency</th>
<th>Complex Monitoring Activity</th>
<th>Complex Monitoring Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fall, Spring, Yearlong</td>
<td>Program ID</td>
<td></td>
<td>Quarter, Semester, Annual</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yearlong</td>
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</tr>
</tbody>
</table>

['Aiea Intermediate School], [Version 1], [2023-03-13]
<table>
<thead>
<tr>
<th>School Process: Chronic Absenteeism (RTI-ChronAb)</th>
<th>Translation resources to improve communication with parents &amp; families</th>
<th>Yearlong</th>
<th>Title 1/ESSER</th>
<th>RTI-ChronAb FOL Group</th>
<th>As needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Performance: Math achievement (RTI-A)</td>
<td>Substitute or stipend days for professional development, collaboration &amp; planning, articulation both vertical and horizontal. Professional development (training) in Middle School Mathematics (NCTM, Jo Boaler, etc)</td>
<td>Yearlong</td>
<td>Title 1/ESSER</td>
<td>Math Achievement FOL Group</td>
<td>Semester</td>
</tr>
<tr>
<td></td>
<td>Pending availability</td>
<td></td>
<td></td>
<td></td>
<td>As needed</td>
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<tr>
<td></td>
<td>Yearlong</td>
<td></td>
<td></td>
<td></td>
<td>As needed</td>
</tr>
<tr>
<td>Student Performance: High needs subgroups (RTI-A)</td>
<td>Thinking Map training for all staff Sheltered Instruction Training More planning time between the EL and Sped Teachers More planning time between Sped and Gen Ed Inclusion teachers. Continue Math workshop classes Sped and EL teachers to visit different schools together.</td>
<td>Yearlong</td>
<td>Title 1/ESSER</td>
<td>High Needs Subgroups FOL Group</td>
<td>Annual</td>
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<tr>
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<td></td>
<td>Annual</td>
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<td>Quarter</td>
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<td>Quarter</td>
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<td>Quarter</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Annual</td>
</tr>
<tr>
<td>Student Perception: School Belonging (RTI-ChronAb)</td>
<td>Core Teams implement core team activities and advisory outcomes that have been established (i.e. core meetings, field trips, shirts, SEL curriculum, etc).</td>
<td>Yearlong</td>
<td>Title 1/ESSER</td>
<td>School Belonging FOL Group</td>
<td>Quarter</td>
</tr>
<tr>
<td>Implement PBIS such as “Caught You Being Good” program staff-wide</td>
<td>Yearlong</td>
<td>Title 1/ESSER</td>
<td></td>
<td>Quarter</td>
<td></td>
</tr>
<tr>
<td>Provide resources for teachers to build connections with students within contractual times.</td>
<td>Yearlong</td>
<td>Title 1/ESSER</td>
<td></td>
<td>Quarter</td>
<td></td>
</tr>
</tbody>
</table>

| Student Perception: Safety (RTI-B) | Safety equipment (locks, cameras, etc) | Yearlong | Title 1/ESSER | Lock down drill utilizing new equipment to be conducted | Annual |
Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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

The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the Pipeline of Emerging Ideas.

<table>
<thead>
<tr>
<th>School Ideas for Innovation and Pilot Projects</th>
<th>Conditions for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Please describe your school’s ideas around innovation and pilot projects.</strong></td>
<td><strong>Please describe your conditions for Success:</strong></td>
</tr>
</tbody>
</table>
| - **Add art murals to our buildings**  
  - Student designs and participation supervised by General Art teacher  
  - Possibly contracting Mele Murals (Estria Foundation) | - **Add art murals to our buildings**  
  - at least one building wall is painted with evidence of student involvement  
  - enhanced feelings of belonging and welcoming on campus |
| - **College & career exploration**  
  - Monthly guest speakers  
  - Continue using Find Your Grind  
  - College & Career Day | - **College & career exploration**  
  - students are exposed to multiple college and career options  
  - students are aware of possible pathways and resources available to achieve their college & career goals |
| - **AVID**  
  - Possibly send a team to training  
  - Consider AVID elective or utilizing strategies schoolwide | - **AVID**  
  - AVID elective class is offered with an established interview process for students to join the class  
  - AVID instructional strategies are used by teachers and/or organizational strategies are used by students |
| - **BERC Star Learning Walks**  
  - Consider hiring Dr. Baker to do PD  
  - PDE3 classes on Ready, What, Talk, and Model to Learn | - **BERC Star Learning Walks**  
  - all teachers have knowledge of BERC 4 Habits Framework (Ready, What, Talk, and Model to Learn)  
  - all teachers incorporating all 4 habits into their daily lessons  
  - all teachers offered the opportunity to conduct a BERC Learning Walk at another school  
  - BERC framework/strategies used for internal walkthroughs to improve instruction |
"AIS Final Academic Plan SY 23-24 04-10-23" History

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Email viewed by john.erickson@k12.hi.us
2023-04-21 - 2:51:20 AM GMT

Signer john.erickson@k12.hi.us entered name at signing as John Erickson
2023-04-21 - 2:54:15 AM GMT

Document e-signed by John Erickson (john.erickson@k12.hi.us)
Signature Date: 2023-04-21 - 2:54:17 AM GMT - Time Source: server

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