Academic Plan for School Year 2021-22

School: Aliamanu Elementary

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).

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).
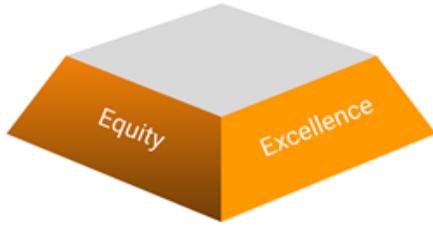
Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.
- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).
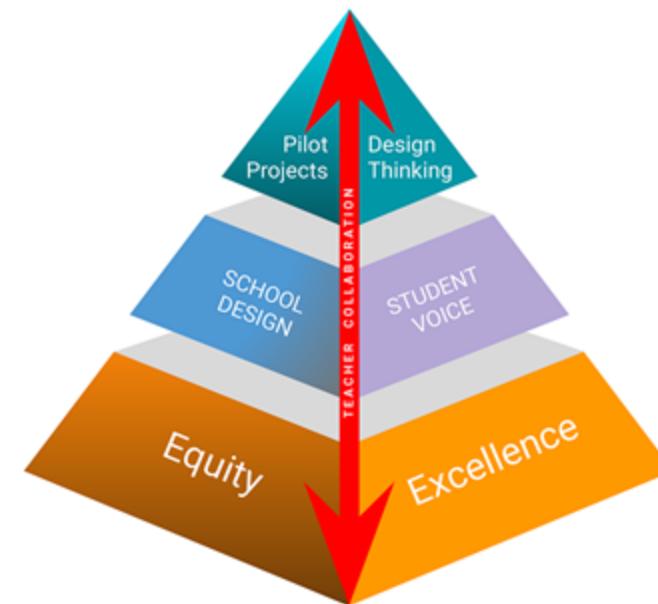
Principal (print):	**Sandra Yoshimi**	
Principal's signature:	**Signature on file at school**	Date: **5/4/2021**

| Complex Area Superintendent (print): **John Erickson**	
Complex Area Superintendent's signature:	Date: **5/4/2021**

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.

Achievement Gap	Theory of Action	Enabling Activity
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.	*What is your Theory of Action (if-then) to improve the achievement gap?* If special education students are in a more inclusive setting, then there will be an improvement in student achievement.	*What are your Enabling Activities to improve the achievement gap?* *Implement inclusion in kindergarten, 5th, and 6th grades.*
In SY 2018-2019, scores of 357 students are reflected in our SBA data. Of these, ● 41 students (11.5%) are English Language Learners (ELL) ● 99 students (28.0%) are Disadvantaged, and ● 41 students (11.6%) are Special Education.		
2018-29 Strive High Sub-Group Data: Language Arts: 74% Non-High Needs **47% High Needs** Math: 73% Non-High Needs **46% High Needs** Disaggregated Data: ELL students represent nine languages. Seven students (36.8%) passed the SBA ELA test, and ten (52.6%) passed the SBA Mathematics test. In comparison, 63.7% of non-ELL students passed the SBA ELA test, and 61.8% of non-ELL students passed the SBA Mathematics test.	ELL targeted support If students that fall into the NEP or LEP students are provided targeted support, then there will be an improvement in student achievement.	Resource /teachers.(NCT) will provide reading and math practice to targeted ELL students each morning. Targeted ELL students attend after school tutoring twice a week for an hour (Title III funding).
Within the Disadvantaged subgroup, 56 (56.6%) passed the SBA ELA test, and 51 (51.1%) passed the SBA Mathematics test. In contrast, of the non-disadvantaged students, 64.7% passed the SBA ELA, and 64.6% passed the SBA Mathematics test.	Disadvantaged group: If select students in the disadvantaged subgroup are provided targeted instructional support, there will be an improvement in student achievement.	ELL students receive supplemental support, as needed. Besides their prescribed minutes/week, some work with NCT for additional reading practice and mathematics help every morning. Some students also have after school tutoring twice a week for an hour.
Of the 41 Special Education students, one (2.4%) passed the SBA		Provide after school tutoring/homework club for targeted disadvantaged students in grades 2-6 in Language arts (reading fluency, comprehension and vocabulary development), and Math (computation and problem solving).

ELA test, and three (7.3%) passed the SBA Mathematics test. This data does not include students who were rescinded from Special Education.		
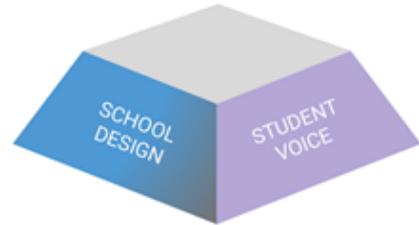
Innovation in Support of the Core: School Design and Student Voice

Describe here your complex/school contexts for School Design and Student Voice.

 Our School Design and encouragement of Student Voice is based on the context of fulfilling our school and complex vision of helping all students to reach their full potential as responsible literate, critical thinkers, and contributing members of our digital and global society. Our school design and student voice will also help to carry out our mission of providing a rigorous and relevant curriculum, using technology-enhanced instruction in a caring environment that promotes a growth mindset.

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.

The following initiatives will further advance our School Design and Student Voice:

- Tier 3 Reading Pull-Out services
- Piloting new Ready Math curriculum/ iready universal screening and online intervention program
- Math Coaching for teachers
- Schoolwide informative and narrative writing continuum
- Student Newspaper
- Student Broadcasts
- Design and Implementation of social studies unit aligned to new SS standards
- Implementation of STEAM lab
- Continue offering electives (PE, art, music, Hawaiian studies) through our Wheel classes
- Continue teacher PLC's in articulation
- Continue offering student interest activities/clubs
- Transition Programs (Anchored 4 life)

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

All the following conditions must be in place to provide students with 21st Century skills necessary to become critical thinkers in a digital global

 society

- Belief in the growth mindset
- Value of innovation

- School culture that embraces positive change
- Funding (grants, Teacher Go-Fund Me, fundraisers, etc.)
- Personnel and community volunteers to support ideas for innovation (Makerspace, Robotics club, broadcasting team, STEAM Lab
- School design and infrastructure that supports enrichment efforts (bell schedule, before and afterschool clubs/ programs, recess/lunch time activities
- Student centered learning
- Build a school culture that fosters creativeness
- Collaboration is key in building a cohesive school design
- Design a bell schedule that allows teachers a time to plan, collaborate and design a meaningful integrated curriculum
- Quadrant D learning - learning that is of high academic rigor as well as the application of knowledge to solve real- world problems.

SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? 2020-21 Strive Hi data will indicate the student subgroup achievement performance will increase from 47% to 50% in language arts and 46% to 49% in math.	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* 2021- 22 Strive Hi data will indicate the student subgroup achievement performance will increase to 51% in language arts and 50% in math.	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* 2022-23 Strive Hi data will indicate the student subgroup achievement performance will increase to 52% in language arts and 51% in math.
Why are you implementing them? To assure that resources are used to meet the needs of our targeted subgroups of students.	*Why are you implementing them?* To assure that resources are used to meet the needs of our targeted subgroups of students.	*Why are you implementing them?* To assure that resources are used to meet the needs of our targeted subgroups of students.
How will you know that they are causing an improvement? Strive High Achievement Gap will be reduced by 5%	*How will you know that they are causing an improvement?* Strive High Achievement Gap will be reduced by 5%	*How will you know that they are causing an improvement?* Strive High Achievement Gap will be reduced by 5%

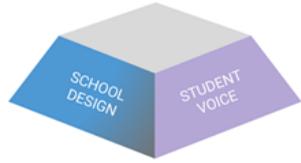| SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes
What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing? 100% of the teachers in grades K-6 will update and evaluate their grade level Social Studies Curriculum to reflect the new thematic standards that include inquiry design with an emphasis on student voice through authentic assessments.	***What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?*** 100% of the teachers in grades K-6 will continue to update their grade level Social Studies Curriculum to reflect the new thematic standards that include inquiry design with an emphasis on student voice through authentic assessments .	***What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?*** 100% of the teachers in grades K-6 will continue to upgrade their grade level Social Studies Curriculum with the new C3 standards reflecting all the new thematic standards that include inquiry design with an emphasis on student voice through authentic assessments.
Why are you implementing them? By Implementing new thematic social studies units that address the C3 standards (college, career, and civic) students will experience the inquiry design model allowing students to have a voice in their own learning, This will be addressed through student-designed authentic assessments.	***Why are you implementing them?*** By Implementing new thematic social studies units that address the C3 standards (college, career, and civic) students will continue to experience the inquiry design model allowing students to have a voice in their own learning, This will be addressed through student-designed authentic assessments	***Why are you implementing them?*** By Implementing new thematic social studies units that address the C3 standards (college, career, and civic) students will continue to experience the inquiry design model allowing students to have a voice in their own learning, This will be addressed through student-designed authentic assessments.
How will you know that they are causing an improvement? - Student work samples - Discussions on lessons in PLCs. Evidence provided via meeting minutes. - Students will complete reflections of performance/ tasks projects. - School Quality Survey (SQS)	***How will you know that they are causing an improvement?*** - Students share design thinking amongst peers (during assemblies, recess, lunch periods, classrooms) - Discussions on lessons in PLCs. Evidence provided via meeting minutes. - Students will complete reflections in performance tasks projects. - School Quality Survey (SQS)	***How will you know that they are causing an improvement?*** - Hold an annual student-led design thinking modeling exhibition with school community - Discussions on lessons in PLCs. Evidence provided via meeting minutes. - Students will complete reflections in performance *t*asks projects. - School Quality Survey (SQS)

SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes
What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing? *100% of the teachers in grades K-6 will develop grade level rubrics for informative writing, and provide student exemplars.* 100% of the teachers in grades K-6 will work to establish a school-wide writing continuum for informative writing.	**What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?** 100% of the teachers in grades K-6 will continue to develop and refine grade level rubrics for informative and narrative writing, and provide student exemplars for each genre. 100% of the teachers in grades K-6 will work to refine a school-wide writing continuum for narrative writing.	**What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?** 100% of the teachers will continue to develop and refine grade level rubrics for informative, narrative and argumentative writing with student exemplars. 100% of the teachers in grades K-6 will work to refine a school-wide writing continuum forargumentative writing.

Why are you implementing them?
 	
Establish a multi-dimensional set of scoring guidelines that can be used to provide consistency in evaluating student work. (Edutopia 2008)
 	
As a member of the Radford complex we share in the vision to *educate all students toward college and career readiness, so they may reach their full potential as responsible, literate, critical thinkers, and contributing members of our digital and global society.*
 	
The DoDea Grant provided the schools in our Radford Complex many professional development opportunities to support our ELA needs and efforts. Teachers (K-6) attended and participated in the following workshops, trainings and professional development sessions to address the needs of our students:
 	
   - Beginning Reading Foundational Skills
   - Explicit Instruction
   - AVID PATH - Reading for Disciplinary Literacy
   - Eric Sheninger Workshop
   - Project Based Learning
	Why are you implementing them?
	
	Establish a multi-dimensional set of scoring guidelines that can be used to provide consistency in evaluating student work. (Edutopia 2008)
	
	Increase in student self and peer assessment in writing allowing them to play an active role in their own learning.
	
	Share in the complex vision to educate all students toward college and career readiness, so they may reach their full potential as responsible, literate, critical thinkers, and contributing members of our digital and global society.
	
	We will continue the effort of completing and implementing the grade level rubric in Informative writing with identified exemplars and we will begin working on the Narrative Writing genre to further establish a scoring guide to include all learners.
		Why are you implementing them?
		
		Establish a multi-dimensional set of scoring guidelines that can be used to provide consistency in evaluating student work. (Edutopia 2008)
		
		Increase in student self and peer assessment in writing allowing them to continue to play an active role in their own learning.
		
		Share in the complex vision to educate all students toward college and career readiness, so they may reach their full potential as responsible, literate, critical thinkers, and contributing members of our digital and global society.
		
		We will continue the effort of completing and implementing the grade level rubric on Informative and Narrative writing with identified exemplars and we will begin working on the Opinion/Argumentative Writing genre to further establish a scoring guide to include all learners.

- Writing Trainings catered to specific grade levels: Knowing that writing is a crucial part of preparing for the future, the complex initiated Writing training/sharing sessions between complex schools by grade levels to discuss writing across the curriculum in the 2019-2020 SY. This allowed the teachers at Aliamanu Elementary to collaborate with each other during PLCs to build common grade level understandings of the Informative Writing CCSS. Our School Level Waiver Day also focused on Informative Writing to continue what the complex initiated to develop a school-wide writing continuum, as written in our previous Academic Plan. Each grade level was given the task to develop common grade level rubrics in Informative Writing with identified exemplars to represent the grade levels' (learning targets) criteria in the 2019-20 SY. We will continue this effort to establish a school-wide writing continuum and scoring guide to build consistency among and across grade levels and to address the needs of all learners.		
How will you know that they are causing an improvement? ● Grade levels will establish consistency in grading written	*How will you know that they are causing an improvement?* ● Grade levels will establish consistency in grading written	*How will you know that they are causing an improvement?* ● Grade levels will establish consistency in grading written

work. ● Teachers will be able to give descriptive feedback to students based on the rubric criteria. ● Students will be able to self assess and improve their writing independently. ● Pre-Post Writing assessments will show improvement.	work. ● Teachers will be able to give descriptive feedback to students based on the rubric criteria. ● Students will be able to self assess and improve their writing independently. ● Pre-Post Writing assessments will show improvement. ● Opportunities for sharing student writing in the classroom (ie, authors tes, socratic seminar, debate)	work. ● Teachers will be able to give descriptive feedback to students based on the rubric criteria. ● Students will be able to self assess and improve their writing independently. ● Pre-Post Writing assessments will show improvement. ● Opportunities for sharing student writing in the classroom (ie, authors tes, socratic seminar, debate) ● School-wide showcase of writing

SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? 100% of the teachers will participate in Follow up Professional Development to pilot Ready Math with fidelity (k-5) or use it as a resource to support instruction.	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* *100% of the teachers will continue to implement Ready Math, while analyzing the effectiveness of the program and include authentic learning experiences to address all learners.*	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* 100% of the teachers will continue to implement Ready Math and add supplemental programs as needed to refine the school-wide Math curriculum to address the needs of all students.
Why are you implementing them? **Continuing the Implementation of the new Math program with**	*Why are you implementing them?* **Continuing the Implementation of the new Math program with emphasis on Math Assessment Tools: (Pre-, Progress- and**	*Why are you implementing them?* **Continuing with the full implementation of the new math program with adjustments to the testing tools and updating**

emphasis on Math Assessment Tools: (Pre-, Progress- and	*Post Assessment Tools*	*grade level pacing guides.*
K-5 teachers will continue to implement and use the Ready Math Program. Grade 6 will be using Go Math Middle and use iReady screening as a diagnostic.	These assessments will better inform our teachers of their "next instructional steps" per student as well as keep us and our instruction more keenly focused on the Math CCStandards Implementation of the new program needs to include authentic learning experiences to address all learners. Students need to experience authentic problem solving situations where they may apply what they are learning. This will allow students to self assess and become independent complex thinkers. .	Development of a school-wide comprehensive math curriculum that is consistent within all grade levels, and scaffolds from one grade level to the next. Implementation of a school-wide math curriculum that is built to address the needs of all students, allowing them to explore and examine new ideas, and engage in peer feedback. Continuing to provide students experiences in authentic problems, will allow them to become self assessors and independent complex thinkers preparing them for the future to be college/career ready.
How will you know that they are causing an improvement? *SBA scores: Math 64%* Data Teams' (PLC) collaboration will focus on developing grade level pacing guides using Ready Math aligned with benchmarks. Teachers will be evaluating the program throughout the year to identify areas of strength and growth. Students can identify three to four areas of strength and growth by analyzing their Pre-Post test data to be self reflective and responsible for one's learning 75% of students will meet proficiency as reflected in the iReady math diagnostic (Spring)	*How will you know that they are causing an improvement?* *SBA scores: Math 66%* Data Teams' (PLC) collaboration will focus on analyzing the effectiveness of the Ready Math program, updating and refining grade level pacing guides, and developing common formative and summative assessments. Teachers will be looking at student work and adjusting instruction to differentiate for all learners. Students can identify three to four areas of growth and strength by analyzing their Pre-Post test data to be self reflective, responsible for one's learning, and setting personal goals. 75% of students will receive an MP or better for their year end math grades.	*How will you know that they are causing an improvement?* *SBA scores: Math 68%* Data Teams' (PLC) collaboration will focus on determining additional resources that will be needed to support the Ready Math program. Teachers will continue to look at student work and adjust instruction to differentiate. Students can identify three to four areas of growth and strength by analyzing their Pre-Post test data to be self reflective, responsible for one's learning, and setting personal goals. 75% of students will receive an MP or better for their year end math grades.

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

FOCUS ON SY 2021-22: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
Add the beginning of the year measurements here. 1. 2018-19 SBA: ELA 63%, Math 62% 2. Science HSA: 71% 3. Universal screener (Student Risk Screening Scale)Fall 2020 data: 4. 2019-20 SQS: % of students feeling safe in school:	*Add throughout the year measurements here.* 1. *SBA Interim Assessment data* 2. *Amplify unit summative scores* 3. Universal screener (Student Risk Screening Scale)Winter 2020 data 4. Chapter 19 incident data	*Add end of year goals here.* 1. *2020-21 SBA ELA 64%, Math 63%* 2. *Science HSA NGSS: 72%* 3. *Universal Screener (Student Risk Screening Scale) Spring 2021 data: Less than 2% of students should be rated high risk.* 4. 2020 -21 SQS: % of student feeling safe in school

Student Outcomes (SY 2021-22)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	WSF	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Increase student proficiency on the SBA in ELA to 65%	Teachers will use grade level pacing guides to implement level English Language Arts aligned to Common Core Standards	Yearlong	WSF		Grade level PLC articulation and data analysis	Quarterly	Record of grade level pacing guides: **Grade level Pacing Guides**

	Teachers will use school-wide (k-6) writing continuum to instruct: ● Narrative writing (SY 21-22) ● Argumentative/ Opinion writing (SY 22-23) Gr. 3-6 teachers will administer Interim Comprehensive Assessment at the end of first semester Students will be using the iReady Reading online programs as an intervention to help support the building Reading skills					Grade level Writing rubrics for informative writing **Grades K-2** **Grades 3-6** SY 20-21: Continue to complete Informative/Explanatory Writing efforts which was suspended due to school closure in SY 19-20 i-Ready diagnostic fall scores for reading **Diagnostic results** Grade Level Jamboards created to share diagnostic data for Math and Reading **Kindergarten** **Grade 1** **Grade 2** **Grade 3** **Grade 4**

								Grade 5 **Grade 6** Some teachers added the interventions they've been using to meet their students' needs.
75% of tier 2 students will move up one tier by the spring screening.	Teachers will chart Fall, Winter, and Spring data in reading and math to target students and develop a plan of action for students in tier 2. Students will progress monthly using iReady.		WSF		Grade level PLCs			Teachers worked at grade levels to plot out class profiles using the Jamboard Google Extension. They also identified strategies and resources to use with students for intervention. Tier 2 and Tier 3 needs are being met through I-Ready
75% of tier 3 intervention students will exit	RTI Teachers will provide timely and appropriate	Quarterly	WSF		Progress monitoring by RTI team using data			Fall i-Ready diagnostic data **i-Ready link:**

| RTI services with a score of 25% or higher | interventions for all students who are not meeting proficiency on grade level benchmarks

• Use iReady as a universal screening tool that will be administered three times a year to identify struggling students in reading and math
• Use the data from a variety of sources to determine the appropriate interventions needed
• Provide differentiated instruction to meet the needs of diverse learners (disadvantaged etc.)
• Provide timely and targeted interventions in small groups or individually for reading and math scaffolding, chunking, etc. | | | | Monthly focused team meeting for each tier 3 RTI student in reading

Communication to parents | | Winter diagnostic scheduled for Dec 1 - 18

Teachers work with small groups of students to meet their needs in Virtual and Face to Face meetings |

State GTT for SY 21-22 is 68% of continuing ELL students will make a .5 or more gain in levels on the WIDA ACCESS Assessment.	ELL teacher and PTT will provide differentiated, direct instruction to students grades K-6 in each of the four ELA strands. New students upon entering, ELL teacher will: • initiate WIDA Screener and IRI/IDI reading assessments • utilize iReady screener, SBA data and teacher feedback to determine appropriate student instruction level. With returning students, ELL teacher will: • initiate as needed IRI/IDI reading assessments • utilize ACCESS test scores, iReady screener, SBA data and teacher feedback to determine appropriate instruction level.	Yearlong	WSF (ELL)		**W-APT** Screener **WIDA** Screener **WIDA ACCESS** Assessment	Once at enrollment Annual	ELL teacher is providing individual lessons to all identified ELL student Identified vulnerable students attend face to face classes every day ELL teacher follows the screening process for all new students ELL teacher follows the monitoring process for all returning students in the ELL program

Increase student support and achievement by communicating with 100% of the families with highest needs children	Informal Progress Monitoring of all ELL students	Monthly					
	Collaborate with homeroom and Sped teachers (for dual certified students) via ELL Monitoring form					ELL teacher does a quarterly update with homeroom teacher on academic and social emotional survey for all ELL students.
	Provide ELA report card comments for students who are 2 or more reading levels below same-aged peers	Quarterly				
		Quarterly				
	Assign non classroom teacher to tutor struggling ELL student 20-30 minutes a day					Non classroom teachers are working with ELL students to tutor and support their learning needs.

Increase student proficiency on the SBA in ELA to 45% for students in the high needs group. (SPED students who exited during the 2021-22 SY included)	SPED students in grades 2-6 will use Wonderworks to supplement ELA instruction Progress monitoring will be done for students once a month on the iReady Reading Assessment to measure student progress Expand the implementation of inclusion school-wide by adding inclusion classes in grades Kindergarten, 5 and 6.	Quarterly			Grade level articulation and data analysis to include SPED teachers Collaboration of Gen Ed teacher and Sped teachers to develop differentiated lessons and assessments to meet the needs of all learners.	Quarterly	Sped teachers are assigning Wonderworks to students to supplement reading program Teachers monitor progress of students through the online iReady Reading program as well as working with the homeroom teacher to update progress of students. Inclusion classes have been added for grades K, 5, 6.
Increase student proficiency on the SBA in MATH to 64%	Teachers will continue to pilot I-Ready Math curriculum to all students in grades K - 5. Grade 6 will continue to use the Go Math Middle program. • Administer iReady diagnostic at the	Quarterly: Teachers will monitor student progress by assessing the Math Common Core Standards addressed during the Quarter and	WSF		Grade level PLCs for articulation and data analysis SBA interim assessment data analysis	Quarterly	Teacher training: i-Ready/Ready Math Dates: July 30, 2020 September 25, 2020 October 12, 2020 January 15, 2020

	beginning of the year • Schedule benchmark testing three times a year, at the beginning, middle, and end of the school year to get baseline scores aligned to the Math CCSS. • All students in grades K - 5 will be taught Math through the updated pacing guides with the Ready Math program aligned to the Common Core Standards. Grade 6 will continue using Go Math Middle • Students in grades 3 -6 will use Focused IABs (Interim Assessment Blocks) to help students self assess areas of growth.	determine whether students have mastered and can apply the CCS; still need reinforcement; have not mastered the CCS and need a more concrete, visual teaching strategy/strategies					Math Pacing Guide Math Pacing Guides
100% of the students in grades	• Counselors will conduct Guidance	Yearly			Avid Coordinator, Counselors,	Quarterly	Counselors are conducting online

PreK - 6 will experience opportunities to learn life skills in solving problems and making decisions that will prepare them for the 21st century.	lessons for all students in grades K-6 based on Character Counts objectives. ● Teachers will continue to expand school-wide efforts in implementation of WICOR strategies to all students in support of the AVID program. ● Teacher will continue to implement Costa's Levels of questioning to all students in grades K-6)				Grade level PLCs Student Products Student Performances		classes with all grade levels. SOAR lesson plan AVID Organization Letter to Teacher AVID Monthly Newsletter Teachers use Costa's levels of questioning
100% of the students in grades PreK-6 will continue to have classroom instruction integrating technology into grade level curriculum to build	● Teachers will continue to implement the schools' continuum of technology skills for all students in grades k-6 ● Students will continue to be taught to use	Yearly	Possible Grant funding Fundraisers		Grade level progress monitoring Student Reflection Logs Project and Gantt evaluations	Quarterly	Technology Guide Technology continuum Teacher training on distance learning with faculty HOW TO CREATE A WEBEX FLIPGRID PD

| students' digital literacy | technology as a collaborative tool in the classroom
● Students will be taught to utilize google applications for education (GAFE) and online programs as avenues for learning and sharing
● Students will be encouraged to be innovative and explore new ideas by offering choices to participate in various avenues to use technology:

  1. STEM Lab
  2. Makerspace
  3. Robotics
  4. Media Team
  5. News Writing
● VEX Robotics will continue to be offered as an after school program to form a team who will compete in at least one competition | | | | | | Online classes with homeroom teachers incorporates collaboration and communication between students and teachers

GAFE FOCUS

Unable to offer various avenues for students to participate in innovative activities due to the health regulations of the pandemic

Unable to offer various avenues for students to participate in innovative activities due to the health regulations of the pandemic |

Increase student proficiency on the HSA in Science to 72% for students	• Students in grades K-6 will apply STEM methodology and NGSS scientific and engineering practices to relate cross-cutting concepts in science.	Quarterly	Amplify Units		Grade level implementation of new science units and the development of Science Performance Task that reflect the scientific engineering practices of solving problems.		Teachers created online lessons to introduce science concepts for the first quarter in science. Sample online lesson With the blended students returning in November, teachers will be able to continue their use of Amplify units to address the science standards
100% of students in grades K-6 will participate in 1-2 inquiry based performance tasks designed in the thematic units of the C3 Social Studies (College, Career and Civic Life Framework) standards.	• Teachers will design grade level performance tasks that allow the students to develop an understanding of the inquiry approach to learning, decision making and problem solving.	Quarterly	WSF		Grade level articulation minutes: • Pacing guides • Formative/Summative assessments		Grade levels have developed inquiry based performance tasks in Social Studies Samples: Grade K SS Rules/ Responsibilities Grade 3 SS Migration

Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	SSource of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
100% of teachers in grades K-6 will implement updated pacing guides in ELA that are aligned to the common core standards Increase student proficiency on the SBA in ELA to 65%	Grade level Articulation for teachers to: ● Update and Implement grade level pacing guides in English Language Arts (ELA) aligned to Common Core Standards ● Develop and use common assessments in informative and narrative writing that align to grade level standards	Yearlong		Grade level articulation minutes: ● Pacing guides ● Formative/Summative assessments	Quarterly	**Grade level ELA Pacing Guides** Grade level Writing rubrics for informative writing with exemplars **Grades K-2 Grades 3-6**
100% of teachers will be trained in the use of Thinking Maps to teach Narrative Writing skills.	● Teachers will be given Professional development in the use of Thinking Maps to help teach writing skills in the Narrative writing genres. ● Teachers will work in grade level teams to develop and refine grade level rubrics in Narrative Writing with identified student exemplars	Yearly		Grade level articulation minutes: ● Pacing guides ● Formative/Summative assessments	Quarterly	Unable to do professional development for thinking maps for Writing skills at this time due to distance learning efforts Grade level Writing rubrics for informative writing with exemplars

	that students could use to self evaluate and make changes.					**Grades K-2** **Grades 3-6**
Increase student proficiency on the SBA in MATH to 64%	• Teachers will participate in professional development on the new Ready Math program (K-6). • Continue to provide professional development for teachers to strengthen tier1: math core curriculum • Teachers will be developing and implementing new grade level pacing guides with the new math program aligned to the common core standards • Teachers will implement iReady online supplemental math program • Teacher will develop and administer common assessments that align to grade level strands addressed in each quarter	Yearly		Grade level articulation minutes: • Pacing guides • Formative/Summative assessments	Quarterly	Training for i-Ready/Ready Math Dates: July 30, 2020 September 25, 2020 October 12, 2020 January 15, 2020 Updating Math Pacing guides for grade levels using new Math Program Supplemental online math program for i-Ready was implemented by teachers in their online classes for the first quarter for both the blended and distance academy students

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100% of teachers will be Implementing Science Technology Engineer and Math (STEM) methodology into the and Next Generation Science Standards (NGSS) integrated into the Hawaii Content & Performance Standards (HCPSII) in Science from K-6 Increase student proficiency on the HSA in Science to72% for students.	• Teachers will implement new Amplify science units in each grade level. • Teachers will develop and administer common assessments that align to grade level stands addressed • Teachers will develop a pacing guide to include all science standards that reflect the NGSS for each grade level	Yearly		Grade level articulation minutes: • Pacing guides • Formative/Summative assessments	Quarterly	New Amplify units will be implemented one the students return to school in November. Sample Completed units in Science: Grade 1: Light and Sound Unit Lessons Grade 4: Amplify Energy Conversion Unit
100% of teachers in grades K-6 will develop 1-2 thematic units based on the C3 (College, Career and Civic Life Framework) Social Studies standards.	• Teachers in each grade level will develop 1-2 thematic units based on the C3 (College, Career and Civic Life Framework) Social Studies standards. • Teachers will design grade level performance tasks in their grade level thematic units that allow the students to develop an understanding of the inquiry	Yealy		Grade level articulation minutes: • Pacing guides • Formative/Summative assessments	Quarterly	Each grade level has developed at least 1-2 thematic units in the C3 Social Studies standards. Grade 4 : Hawaiian Studies Grade 6 Ancient Civilization Grade 1: Goods and Services

	approach to learning, decision making and problem solving					**Grade levels have begun to design Performance tasks as a summative assessment for Social Studies units.** Grade 1 : Map skills Grade 2: Natural Resources
100% of the teachers in grades PreK-6 will infuse AVID strategies into daily instruction	• Teachers will be provided staff development time to revisit school-wide efforts in the implementation of WICOR strategies, Costa's Levels of Questioning, the teaching of organizational skill through GO binders in grades 1-6. Grade K communicates with parents using a Go Folder.	Yearly		AVID coordinator/Grade levels	Quarterly	Each grade level has had to use their Friday grade level time after school to focus on the school-wide focus area of Thinking Maps, i-Ready, and Informative/Explanatory Writing.
100% of the teachers in grades K-6 will integrate technology into their curriculum as a tool for learning and sharing.	• Teachers will devise a plan to implement the continuum of technology skills for grades K-6 • Teachers will guide students to use technology as a tool for collaboration • Teachers will utilize Google Apps for Education (GAFE) and online programs to increase proficiency	Yearly		Technology Coordinator/Curriculum Coordinators/Resource teachers/Classroom teachers Articulation notes to reflect implementation and reflection of Amplify and Discovery Ed Science Curriculum	Quarterly	Technology plan Technology Continuum

	● Training will be provided for teachers to introduce new technology features that are available for use in the classrooms. This includes topics that will support our efforts of innovation such as coding, media presentations, robotics, digital collaboration and communication.			Science units that integrate NGSS into current grade level science units that are aligned to HCPS III 2019-20 : 4 quarters 2020-21 : 4 quarters SY 2020-21 100% of grade levels implement NGSS		
100% of teachers in grades K-6 will be provided with time to articulate on School/Complex/State initiatives	Time will be structured during the grade level articulation for teachers to: ● Dialogue about best practices ● Develop and refine curriculum pacing guides ● Align Curriculum to standards ● Develop common lessons ● Develop common assessments ● Develop common rubrics ● Identify exemplars ● Create integrated STEM units ● Organize and analyze data	Yearly		Curriculum Coordinators	Quarterly	Although we are unable to schedule regular articulation time for the grade levels, teachers have met as grade levels every other Friday afterschool to do curriculum
100% of all new teachers to the school shall be provided with the support by a mentor	Mentors will provide support for new teachers with different aspects of teaching such as: ● curriculum ● management ● lesson planning ● grading ● communication with parents ● homework ● best practices	Yearly		Teacher Mentor Conferences Lesson Plans Observation notes	Quarterly	Mentors meet with teachers weekly to plan lessons and discuss issues New teachers: Rainelle Matsuoka Trey Saito Charity Richardson

						Attend online forums and workshops • Mentor Forum #1 : 9/24/2020 • Workshop: Engaged Brain 11/5/2020 • Mentor Social: 12/11/2020
100% of identified teachers in grades PreK-6 will be provided with opportunities to build on their instructional practices and professional development	Administration will evaluate and provide feedback to identified teachers using the Educator Effectiveness System (EES) which includes the following components • Observations using the Hawaii Framework for Teaching • Student Learning Objectives (SLOs) • Working Portfolios • Core Professionalism • Professional Development Plan (PDP) The Tripod survey is also used for professional teacher reflection.	Yearly		Principal Lesson plans Observation notes Conferences Professional Dev Plan	Quarterly	All pre-conferences completed. IPPD's approved. SSP's approved.
100% of classrooms, faculty and staff will participate in civic projects that promote	• School community will participate in fundraisers • School community will participate in school service groups	Yearly		Service Group Advisors (Anchored 4 Life, FSP, Student Council) PCNC	Quarterly	At this time we are imab;e to plan any civic projects with our community partners due to the

contributions to our school and community	● School community will participate in daily service responsibilities (gr 4-6) ● School community will provide opportunities for student-led activities					health guidelines due to the Covid pandemic.
Decrease achievement gap by 3%	● Provide afters school tutoring for identified students in subgroups who need the extra support to meet proficiency in Language Arts and Math. Support for inclusion classes: ● Provide district training for teachers on inclusion strategies. ● Allow inclusion teachers to do site visits to other inclusion classes. Support for tier 2-3 instruction: ● Provide PD for small group and targeted instruction for all teachers ● Allow teachers to do site visits to RTI programs at other schools.	Yearly		Administration Non-Classroom Teachers Educational Assistants	Quarterly	At this time we are imab;e to plan any civic projects with our community partners due to the health guidelines due to the Covid pandemic.
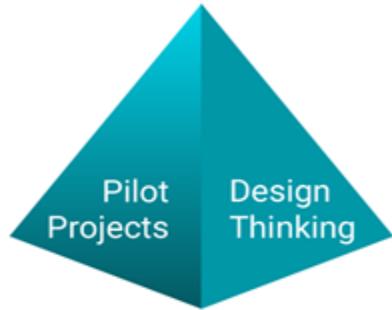
Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
Please describe your school's ideas around innovation and pilot projects. In building a school community, Aliamanu Elementary School (AES) is committed to creating ways to build relationships that promote a positive school climate for everyone. (Hawai'i) ● We will continue to seek Schoolwide activities such as community service projects, fundraisers, and parent-child activities to provide a gathering time to build the Falcon spirit. (Hawai'i) ● Being that the school population at AES serves a large military community, many activities such as Month of the Military Child and the Military Appreciation Parade and Assembly are centered at honoring the military families. We also elicit the aid of our military partners to help with Student Council's school activities such as Reindeer Run, Kids Heart Challenge, and Nickel Fair. To help with the cultural adaptation for the military family, AES will continue to add to our current transition program to help the many new military children, and also for any children who need support with transitions. These programs include Anchored for Life and the Transition Center. (School Design) ● Currently clubs and activities are available for children to learn and explore an area of interest. Groups such as the: Garden Club, Choir, Art Club, Robotics	*Please describe your conditions for Success:* All the following conditions must be in place to provide students with 21st Century skills necessary to become critical thinkers in a digital global society ● Belief in the growth mindset ● Value of innovation ● School culture that embraces positive change ● Funding (grants, Teacher Go-Fund Me, fundraisers, etc.) ● Personnel and community volunteers to support ideas for innovation (Makerspace, Robotics club, broadcasting team, STEM Lab ● School design and infrastructure that supports enrichment efforts (bell schedule, before and afterschool clubs/ programs, recess/lunch time activities ● Student centered learning ● Build a school culture that fosters creativeness ● Collaboration is key in building a cohesive school design ● Design a bell schedule that allows teachers a time to plan, collaborate and design a meaningful integrated curriculum ● Quadrant D learning - learning that is of high academic rigor as well as the application of knowledge to solve real- world problems.

Team, Media and Broadcasting Team, Library Club, and Math Enrichment all provide students with equal opportunities to expand their learning beyond the classroom.(Equity) We would like to explore community partnerships to provide more opportunities for all our children to participate in civic engagement and develop civic voice. The ultimate focus of the school community is to build an avenue for children to feel safe to explore choices and develop their thinking skills to prepare them for the future.(School Design)

A vision for AES is to Integrate more technology into the curriculum by introducing new and innovative ways of using it as a tool for learning. Technology is already an integral part of the daily routine for students as it is used as a tool to support the curriculum in the areas of math, reading, science and social studies. Purchased programs are used by all grade levels to address learning standards. Teachers also conduct lessons for students in digital citizenship and emphasize GLO #6 (being an ethical user of technology). To further enrich the learning experiences for students, we hope to expand the use of technology to go beyond the classroom and provide opportunities for students to develop their problem solving skills by (Innovation):
- Creating a STEAM lab for students to learn through the integration of science and math by exploring ideas and solving problems (Empowerment)
- Developing communication skills through media broadcasting and newswriting
- Creating a Makerspace for children to explore and test ideas (innovation)
- Developing lessons for students to learn about robotics, coding and programming

All these opportunities will provide students with the 21st Century skills necessary to become critical thinkers in a digital global society. (School Design)

Another vision is to embed student-led initiatives into our curriculum as meaningful performance tasks that students can relate to in their everyday life.   Our goal is to develop new units integrating language arts, math, science and social studies to include authentic performance tasks that initiates student involvement by allowing them to learn by applying an inquiry design approach to learning: (School Design)
- Finding problems
- Brainstorming ideas
- Deciding on effective solutions
- Taking action

● Evaluating and reflecting These dispositions are what students need to complete in the global economy.	