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): Sandra Yoshimi**

Principal’s signature: [Signature]  
Date: 3/15/23

**Complex Area Superintendent (print): John Erickson**

Complex Area Superintendent’s signature: [Signature]  
Date:

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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>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.</td>
<td>What is your Theory of Action (if-then) to improve the achievement gap?</td>
<td>What are your Enabling Activities to improve the achievement gap?</td>
</tr>
</tbody>
</table>

In SY 2021-22, scores of 621 students are reflected in our SBA data. Of these,
- 6.3% are English Language Learners (EL)
- 30% are Disadvantaged, and
- 10.2% are in Special Education.
- 2.7% are Gifted and Talented

2021-22 Strive High Sub-Group Data: Achievement gap: 26%
Language Arts: 73% Non-High Needs 47% High Needs
Math: 77% Non-High Needs 50% High Needs

59% of all EL students are on track to English Language proficiency

In SY 2021-22, 65% of the students in grade 5 passed the HSA State Science Assessment.

- If special education students are in a more inclusive setting, then there will be an improvement in student achievement.
- EL 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.
- Disadvantaged group:
  - If select students in the disadvantaged subgroup are provided targeted instructional support, there will be an improvement in student achievement.

Resource /teachers,(NCT) will provide reading and math practice to targeted EL students each morning.

EL students receive supplemental support, as needed. Besides their prescribed minutes/week, some work with NCT for additional reading practice and mathematics help every morning.

Tier 3 students will receive supplemental support through RTI services daily

Tier 3 students in math will receive supplemental support from NCTS.

All students in grades 5 will receive weekly science instruction with the support of a science teacher (PTT) who will focus on all science standards.
### Disaggregated Data:

**Within the English Learner subgroup**
- 33% of grade 3
- 0% of grade 4 and 5
- N/A of grade 6 students passed the SBA ELA Test
- 0% of grades 3, 4, and 5
- N/A of grade 6 students passed the SBA Mathematics Test

**Within the Disadvantaged subgroup,**
- 47% of grade 3
- 54% of grade 4
- 56% of grade 5
- 52% of grade 6 passed the SBA ELA Test.
- 39% of grade 3
- 60% of grade 4
- 39% of grade 5
- 56% of grade 6 passed the SBA Mathematics test.

**Within the Disability subgroup**
- 33% of grade 3
- 0% of grade 4
- 27% of grade 5
- 0% of grade 6 passed the SBA ELA
- 18% of grade 3
- 0% of grades 4, 5, and 6 students passed the SBA Mathematics test.

---

### RTI targeted support

If students who fall in the tier 3 level of achievement are provided targeted instruction and support, then there will be an improvement in a student's achievement.

### Science (NGSS) targeted support

If all students are provided targeted instruction and support in the NGSS standards and engineering design, there will be an improvement in student's achievement.

---

All grade levels will update Science pacing Guides to include all grade level NGSS standards.
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 2022-2023 School Design and Student Voice.

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

- Tier 3 Reading Pull-Out services
- Continuing the use of Ready Math curriculum/ iready universal screening and online intervention program
- Targeted instruction in Science for grade 5
- Schoolwide informative and narrative writing continuum
- Schoolwide implementation of Thinking Maps for Writing
- Design and Implementation of social studies unit aligned to new C3 Social Studies standards
- Design and implementation of Science Units aligned to NGSS standards and include grade level STEM activities
- Implementation STEM activities for all grade levels
- Continue offering electives (PE, art, music, Hawaiian studies) through our Wheel classes
- Continue teacher PLC’s in articulation to update pacing guides and build collaboration and continuity
- Continue offering student interest activities/clubs
- Transition Programs (Anchored 4 life)
- Grade level Parent-child activities
- Grade level data teams to build capacity
- School-wide participation in community projects
**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
- School-wide GLO indicators
- School-wide emphasis on Character Counts (Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship)

<table>
<thead>
<tr>
<th>SY 2023-24 Measurable Outcomes</th>
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<th>SY 2025-26 Measurable Outcomes</th>
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<tr>
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<tr>
<td>Why are you implementing them?</td>
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| **What are your Measurable Outcomes around School Design and Student Voice? What are you designing?**
100% of the teachers in grades K-6 will continue to upgrade and develop 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. | **What are your Measurable Outcomes around School Design and Student Voice? What are you designing?**
100% of the teachers in grades K-6 will continue to upgrade and develop 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. | **What are your Measurable Outcomes around School Design and Student Voice? What are you designing?**
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**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 that reflect real-world issues and experiences.

**Why are you implementing them?**
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<td>- Hold an annual student-led design thinking modeling exhibition with school community</td>
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<td>- Discussions on lessons in PLCs. Evidence provided via meeting minutes.</td>
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<td>- Students will complete reflections in performance tasks projects and STEM activities</td>
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### SY 2023-24 Measurable Outcomes

**What are your Measurable Outcomes 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 examples for each genre.

100% of the teachers in grades K-6 will work to refine a school-wide writing continuum for informative, narrative, and argumentative writing.

### SY 2024-25 Measurable Outcomes

**What are your Measurable Outcomes 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 examples.

100% of the teachers in grades K-6 will work to refine a school-wide writing continuum for informative, narrative, and argumentative writing.

### SY 2025-26 Measurable Outcomes

**What are your Measurable Outcomes 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 examples.

100% of the teachers in grades K-6 will work to refine a school-wide writing continuum for informative, narrative, and argumentative 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)
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 examples and we will begin working on the Narrative Writing genre to further establish a scoring guide to include all learners.
SBA assessment data (2021-22) shows that students in grades 3-6 have scored below proficiency in the area of Writing/Revising/Editing in narrative and informative texts.
2022-2023 iReady Reading Diagnostic data shows that students need support in working with students on understanding how to compose a constructive response to a comprehension question in informative and narrative 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)
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 examples and we will begin working on the Opinion/Argumentative Writing genre to further establish a scoring guide to include all learners.
SBA assessment data (2021-22) shows that students in grades 3-6 have scored below proficiency in the area of Writing/Revising/Editing in narrative and informative texts.
Continue analysis of iReady Reading Diagnostic data in 2023-24 to show students are improving on understanding how to compose a constructive response to a comprehension question in informative and narrative writing.

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Increase in student self and peer assessment in writing allowing them to continue to play an active role in their own learning.
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We will continue the effort of completing and implementing the grade level rubric on Informative and Narrative writing with identified examples and we will begin working on the Opinion/Argumentative Writing genre to further establish a scoring guide to include all learners.
SBA assessment data (2021-22) shows that students in grades 3-6 have scored below proficiency in the area of Writing/Revising/Editing in narrative and informative texts.
Continue analysis of iReady Reading Diagnostic data in 2024-25 to show students are improving on understanding how to compose a constructive response to a comprehension question in informative and narrative writing.

How will you know that they are causing an improvement?
- SBA ELA TARGET Score of: 64%
- Develop a school-wide continuum for writing in the genres: Narrative, Informational, and Persuasive.

How will you know that they are causing an improvement?
- SBA ELA TARGET Score of: 65%
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How will you know that they are causing an improvement?
- SBA ELA TARGET Score of: 66%
| Working with students on understanding how to compose a constructive response to a comprehension question. |
| 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. |
| Opportunities for sharing student writing in the classroom (ie, authors tes, socratic seminar, debate) |
| Improvement in the constructive responses in the SBA ELA assessment |
| Continue data analysis of SBA IAB assessments in grades 3-6 and identify areas of need and discuss instructional strategies in grade level articulation. |

| Working with students on understanding how to compose a constructive response to a comprehension question. |
| 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. |
| Opportunities for sharing student writing in the classroom (ie, authors tes, socratic seminar, debate) |
| School-wide showcase of writing |
| School-wide consistency in writing expectations, targeting the priority CCSS Writing Standards |
| Improvement in the constructive responses in the SBA ELA assessment |
| Continue data analysis of SBA IAB assessments in grades 3-6 and identify areas of need and discuss instructional strategies in grade level articulation. |

<p>| Review and update the school-wide continuum for writing in the genres: Narrative, Informational, and Persuasive. |
| Working with students on understanding how to compose a constructive response to a comprehension question. |
| 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. |
| Opportunities for sharing student writing in the classroom (ie, authors tes, socratic seminar, debate) |
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| School-wide consistency in writing expectations, targeting the priority CCSS Writing Standards |
| Improvement in the constructive responses in the SBA ELA assessment |
| Continue data analysis of SBA IAB assessments in grades 3-6 and identify areas of need and discuss instructional strategies in grade level articulation. |</p>
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</tr>
<tr>
<td>100% of the teachers will continue to implement Ready Classroom Math, while analyzing the effectiveness of the program and include authentic learning experiences to address all learners.</td>
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</tr>
<tr>
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</tr>
<tr>
<td><strong>Continuing the Implementation of the new Math program with emphasis on Math Assessment Tools: (Pre-, Progress- and Post Assessment Tools)</strong></td>
<td><strong>Continuing the Implementation of the new Math program with emphasis on Math Assessment Tools: (Pre-, Progress- and Post Assessment Tools)</strong></td>
<td><strong>Continuing with the full implementation of the new math program with adjustments to the testing tools and updating grade level pacing guides.</strong></td>
</tr>
<tr>
<td>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</td>
<td>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</td>
<td>Development of a school-wide comprehensive math curriculum that is consistent within all grade levels, and scaffolds from one grade level to the next.</td>
</tr>
<tr>
<td>Implementation of the new program needs to include authentic learning experiences to address all learners.</td>
<td>Implementation of the new program needs to include authentic learning experiences to address all learners.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>2022-2023 iReady Math Diagnostic data shows that there is a need for targeted personalized instruction and</td>
<td>Continue analysis of iReady Math Diagnostic data in 2023-24 to show students are improving on understanding how to</td>
<td>Continue analysis of iReady Math Diagnostic data in</td>
</tr>
<tr>
<td>How will you know that they are causing an improvement?</td>
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</tr>
<tr>
<td>--------------------------------------------------------</td>
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</tr>
<tr>
<td>SBA TARGET scores: Math 66%</td>
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<td>SBA TARGET scores: Math 68%</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Students can identify three to four areas of strength and growth by analyzing their Pre-Post test data to be self-reflective, responsible for one’s learning, and setting personal goals.</td>
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<tr>
<td>75% of students will receive an MP or better for their year end math grades.</td>
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</tr>
<tr>
<td>75% of students will meet proficiency as reflected in the iReady math diagnostic (Spring)</td>
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</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.

<table>
<thead>
<tr>
<th>Baseline Measurements</th>
<th>Formative Measures</th>
<th>Summative Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add the beginning of the year measurements here.</td>
<td>Add throughout the year measurements here.</td>
<td>Add end of year goals here.</td>
</tr>
<tr>
<td>1. 2021-22 SY SBA ELA:63% MATH:65%</td>
<td>1. SBA Interim Assessment data</td>
<td>1. 2023-24 SBA ELA 64%, Math 66%</td>
</tr>
<tr>
<td>3. Universal screener (Student Risk Screening Scale) Fall 2023-24 data:</td>
<td>3. iReady Reading and Math Winter diagnostic 2023 data</td>
<td>3. 2022-23 SQS: 70% of student feeling safe in school</td>
</tr>
<tr>
<td>4. 2021-22 SQS: 67.9% of students feeling safe in school:</td>
<td>Reading: Tier 1- % of students in gr K-6</td>
<td>4. iReady Reading and Math Spring diagnostic 2023 data</td>
</tr>
<tr>
<td>5. Chapter 19 incident data</td>
<td>Tier 2- %</td>
<td>5. 2022-23 SQS: 70 % of student feeling safe in school</td>
</tr>
<tr>
<td>6. ELA for Subgroups (EL, Disadvantaged, SPED) score of 47%</td>
<td>Tier 3- %</td>
<td>6. Chapter 19 incident data</td>
</tr>
<tr>
<td>7. iReady Reading and Math Fall diagnostic 2022</td>
<td>Math: Tier 1 - % of students in gr K-6</td>
<td></td>
</tr>
<tr>
<td>Reading: Tier 1- 38%</td>
<td>Tier 2 - %</td>
<td></td>
</tr>
<tr>
<td>Tier 2- 47%</td>
<td>Tier 3- %</td>
<td></td>
</tr>
<tr>
<td>Tier 3- 16% of students in gr K-6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math: Tier 1 - 24%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tier 2 - 60%</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>4. Chapter 19 incident data</td>
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### Student Outcomes (SY 2023-24)

1. ELA: 63% 2021-22 SY SB
2. Math: 65%
3. Science HSA: 65%
4. Universal screener (Student Risk Screening Scale) Fall 2023-24 data: 67.9%
5. Chapter 19 incident data
6. ELA for Subgroups (EL, Disadvantaged, SPED) score of 47%
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   - Tier 2- 47%
   - Tier 3- 16% of students in gr K-6
   - Math: Tier 1 - 24%
   - Tier 2 - 60%
   - Tier 3 - 16% of students in gr K-6
8. Chapter 19 incident data

### Baseline Measurements
- 2021-22 SY SBA ELA: 63%, MATH: 65%
- Science HSA: 65%
- Universal screener (Student Risk Screening Scale) Fall 2023-24 data: 67.9%
- Chapter 19 incident data
- ELA for Subgroups (EL, Disadvantaged, SPED) score of 47%
- iReady Reading and Math Fall diagnostic 2022
  - Reading: Tier 1- 38%
  - Tier 2- 47%
  - Tier 3- 16% of students in gr K-6
  - Math: Tier 1 - 24%
  - Tier 2 - 60%
  - Tier 3 - 16% of students in gr K-6

### Formative Measures
- SBA Interim Assessment data
- Amplify unit summative scores
- iReady Reading and Math Winter diagnostic 2023 data
  - Reading: Tier 1- % of students in gr K-6
  - Tier 2- %
  - Tier 3- %
  - Math: Tier 1 - % of students in gr K-6
  - Tier 2- %
  - Tier 3- %
- Chapter 19 incident data

### Summative Goals
- 2023-24 SBA ELA 64%, Math 66%
- Science HSA NGSS: 66%
- 2022-23 SQS: 70% of student feeling safe in school
- iReady Reading and Math Spring diagnostic 2023 data
- 2022-23 SQS: 70% of student feeling safe in school
- Chapter 19 incident data
<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 (to be completed by CAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase student proficiency on the SBA in ELA to 64%</td>
<td>Teachers will use grade level pacing guides to implement grade level English Language Arts aligned to Common Core Standards. New teachers will be trained in Thinking Maps to support students’ thinking processes. Teachers (PreK-6) will be trained in the Thinking Maps Write to Begin to support the development of student’s writing skills. Teachers will develop a school-wide (k-6) writing continuum to instruct: ● Informative/Explanatory writing (Teachers are continuing to create grade level rubrics to scaffold grade level expectations) ● Narrative writing (SY 23-24) ● Argumentative/Opinion writing (SY 24-25)</td>
<td>Yearlong</td>
<td>WSF</td>
<td>Grade level PLC articulation and data analysis</td>
<td>Quarterly</td>
<td>Pre-Post writing assessment K-6 for: Informative Narrative</td>
</tr>
</tbody>
</table>

[Aliamanu Elem], [Version 1], [3/15/23]
| Teachers in grades 1-6 will teach explicit writing lessons for informative and narrative writing. Articulation will provide time for teachers to share students’ performance and writing abilities and also explore different writing approaches to support instruction. |
| Gr. 3-6 teachers will administer the HSA IAB Assessment in the 3rd and 4th quarter in preparation for the end of the year HSA Comprehensive assessment. |
| Gr. 3-6 teachers will administer Interim Comprehensive Assessment at the end of first semester |
| Teachers will be using the iReady Reading online resources as an intervention to strengthen students’ Reading skills |
| 75% of tier 2 students will move up one tier by the spring screening |
| Teachers will analyze Fall, Winter and Spring data using the iReady reading and math diagnostic to target students and develop a plan of action for students in tier 2. |

| Articulation Agenda/Minutes |
| WSF |
| Grade level PLCs |
Students will be assigned personalized instruction to monitor their progress (based on their diagnostic results) using iReady data.

<table>
<thead>
<tr>
<th>80% of tier 3 intervention students will exit RTI services with a score of 25% or higher</th>
<th>RTI Resource: Teachers will provide timely and appropriate interventions for all students who are not meeting proficiency on grade level benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Use iReady as a universal screening tool that will be administered three times a year to identify struggling students in reading.</td>
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<td>• Use the data from a variety of sources to determine the appropriate interventions needed</td>
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<td></td>
<td>• Provide differentiated instruction to meet the needs of diverse learners (disadvantaged etc.)</td>
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<tr>
<td></td>
<td>• Provide timely and targeted interventions in small groups or individually for reading</td>
</tr>
<tr>
<td></td>
<td>Mid quarter and end of quarter (iReady diagnostics and/or growth progress checks and oral fluency tasks.)</td>
</tr>
</tbody>
</table>
and math scaffolding, chunking, etc.

- Provide communication with the homeroom teacher to support services for tier 3 students who are being serviced in RTI.

| 59% of students learning English are on track to English language proficiency in the school year 2021-22. | Increase student support and achievement by communicating with 100% of the families with highest needs children. | EL teacher and PTT will provide differentiated, direct instruction to students grades K-6 in each of the four ELA strands. New students upon entering, EL teacher will:
  - initiate WIDA Screener
  - utilize iReady screener, SBA data and teacher feedback to determine appropriate student instruction level.

  With returning students, EL teacher will:
  - utilize ACCESS test scores, iReady screener, SBA data and teacher feedback to determine appropriate instruction level.
  - Informal Progress Monitoring of all EL students. | Yearlong | WSF (EL) |

| W-APT Screener | WIDA Screener |
| WIDA ACCESS Assessment | Wonders EL |
| Hampton-Brown EL | Harcourt EL |
| Scott Foresman Science Leveled Readers |

Contact EL student families through BOY EL letter to parents

Call parents with questions about EL

New students:

Review EL SRP from previous school
Verify Language with SIS-10W | Once at enrollment | Annual |

| [Aliamanu Elem], [Version 1], [3/15/23] | 16 |
Collaborate with homeroom and Sped teachers (for dual certified students) via EL Monitoring form
Provide ELA report card comments for students who are 2 or more reading levels below same-aged peers.
Assign non classroom teacher to tutor struggling EL student 20-30 minutes a day

<table>
<thead>
<tr>
<th>Action</th>
<th>Frequency</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>WIDA Screener</td>
<td>Monthly</td>
<td>Returning students:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Based on SRP of the previous school</td>
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<tr>
<td></td>
<td></td>
<td>WIDA Access - previous scores</td>
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<tr>
<td></td>
<td></td>
<td>Homeroom teacher feedback</td>
</tr>
<tr>
<td></td>
<td>Quarterly</td>
<td>Sped teacher feedback</td>
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<tr>
<td></td>
<td></td>
<td>Possibly service EL monitored students, in need of EL help</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PTT and Resource teachers working with EL students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Struggling EL students receive more EL service time</td>
</tr>
</tbody>
</table>
| Increase student proficiency on the SBA in ELA to 48% for students in the high needs group. (SY 21.22 - 47%) | Quarterly              | Collect feedback on use and effectiveness of Wonderworks/Close Reading Companion
|                                                                       |                        | ● Grade level conversations with SpED dept.                         |
|                                                                       |                        | ● Walkthroughs                                                       |

SPED students in grades 2-6 will use Wonderworks to supplement ELA instruction
SPED students in grades K-6 will use Close Reading Companion to supplement ELA instruction

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| Increase student proficiency on the SBA in ELA to 48% for students in the high needs group. (SY 21.22 - 47%) | Quarterly | Collect feedback on use and effectiveness of Wonderworks/Close Reading Companion
|                                                                       |           | ● Grade level conversations with SpED dept.                         |
|                                                                       |           | ● Walkthroughs                                                       |
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.

- Student assessment data
  Grade level articulation and data analysis to include SPED teachers
  Collaboration of Gen Ed teachers and SPED teachers to develop differentiated lessons and assessments to meet the needs of all learners.
  SSC and SPED DH will monitor student performance/progress to determine appropriate placement.

| Increase student proficiency on the SBA in MATH to 66% | Teachers will use Ready Classroom 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 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 | Quarterly:  
  WSF | Grade level PLCs for articulation and data analysis  
  SBA interim assessment data analysis | Quarterly |

[Aliamanu Elem], [Version 1], [3/15/23]
100% of the students in grades PreK - 6 will use AVID strategies to prepare them for college and career readiness.

100% of the students in grades PreK- 6 will experience opportunities to learn life skills in solving problems and making decisions that will prepare them for the 21st century.

<table>
<thead>
<tr>
<th>aligned to the Math CCSS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 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</td>
</tr>
<tr>
<td>- Students in grades 3 - 6 will use Focused IABs (Interim Assessment Blocks) to help students self assess areas of growth.</td>
</tr>
</tbody>
</table>

100% of the students in grades PreK - 6 will use AVID strategies to prepare them for college and career readiness.

100% of the students in grades PreK- 6 will experience opportunities to learn life skills in solving problems and making decisions that will prepare them for the 21st century.

<table>
<thead>
<tr>
<th>Yearly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avid Coordinator, Counselors, Grade level PLCs Student Products Student Performances</td>
</tr>
</tbody>
</table>

Quarterly
100% of the students in grades PreK-6 will have classroom instruction integrating technology into grade level curriculum to build students’ digital literacy

- 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 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

<table>
<thead>
<tr>
<th>Increase student proficiency on the</th>
<th>Yearly</th>
<th>Possible Grant funding Fundraisers</th>
<th>Grade level progress monitoring</th>
<th>Quarterly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in grades K-6 will apply STEM methodology and</td>
<td></td>
<td></td>
<td>Student Reflection Logs</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Project and Grant evaluations</td>
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</tbody>
</table>

- Grade level implementation of new science units and the

[Aliamanu Elem], [Version 1], [3/15/23]
| HSA in Science to 66% for students | NGSS scientific and engineering practices to relate cross-cutting concepts in science.  
- Students in grades 5 will be provided with targeted instructions in the NGSS Science standards |  | development of Science Performance Task that reflect the scientific engineering practices of solving problems.  
Grade level pacing guides that reflect all the NGSS 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  
100% of grade levels will develop student friendly rating systems for self assessment of GLOs | WSF | Grade level articulation minutes:  
- Pacing guides  
- Formative/Summative assessments |
| 100% of students will self-assess GLO performances using a grade level rating tool.  
- 100% of grade levels will develop student centered lessons with real world application | Yearly  
100% of Grade levels will develop student-centered lessons with real world application, | WSF | Articulation minutes  
Grade level products |
<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 (to be completed by CAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of teachers in grades K-6 will implement updated pacing guides in ELA that are aligned to the common core standards</td>
<td>Grade level Articulation for teachers to:</td>
<td>Yearlong</td>
<td>Program ID</td>
<td>Grade level articulation minutes:</td>
<td>Quarterly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Update and Implement grade level pacing guides in English Language Arts (ELA) aligned to Common Core Standards</td>
<td>Yearlong</td>
<td>Program ID</td>
<td>Grade level articulation minutes:</td>
<td>Quarterly</td>
<td></td>
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<tr>
<td></td>
<td>● Develop and use common assessments in ELA (Reading, Writing and Language) that align to grade level standards</td>
<td>Yearlong</td>
<td>Program ID</td>
<td>Grade level articulation minutes:</td>
<td>Quarterly</td>
<td></td>
</tr>
<tr>
<td>Increase student proficiency on the SBA in ELA to 64%</td>
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</tr>
<tr>
<td>100% of teachers will be trained in the use of Thinking Maps to help students organize their thinking.</td>
<td>● New Teachers will be given Professional development in the use of Thinking Maps to help teach writing skills in the Informative and Narrative writing genres. (instead - put Frame of Reference)</td>
<td>Yearly</td>
<td></td>
<td>Grade level articulation minutes:</td>
<td>Quarterly</td>
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<td></td>
<td>● Teachers will work in grade level teams to develop and refine grade level rubrics in Informative and Narrative Writing with identified student exemplars that</td>
<td>Yearly</td>
<td></td>
<td>Grade level articulation minutes:</td>
<td>Quarterly</td>
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<tr>
<td>Increase student proficiency on the SBA in MATH to 66%</td>
<td>Yearly</td>
<td>Grade level articulation minutes:</td>
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<tr>
<td>● Teachers will participate in professional development on the new Ready Math program (K-6)</td>
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<tr>
<td>● Continue to provide professional development for teachers to strengthen tier1: math core curriculum</td>
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<tr>
<td>● Teachers will be developing and implementing new grade level pacing guides with the new math program aligned to the common core standards</td>
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<td>● Teachers will use iReady program to diagnose students' learning and provide differentiated instruction</td>
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<tr>
<td>● Teachers will implement iReady online supplemental math program</td>
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<tr>
<td>● Teacher will develop and administer common assessments that align to grade level strands addressed in each quarter</td>
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<td></td>
<td>Quarterly</td>
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<tr>
<td>Teachers will implement new Amplify science units in each grade level.</td>
<td>Yearly</td>
<td>Grade level articulation minutes:</td>
<td>Quarterly</td>
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<tr>
<td>Teachers will develop and administer common assessments that align to grade level standards addressed.</td>
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<tr>
<td>Teachers will develop a pacing guide to include all science standards that reflect the NGSS for each grade level.</td>
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<tr>
<td>A designated science teacher will provide targeted instruction in the NGSS science standards for students in grade-5</td>
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</tbody>
</table>

Increase student proficiency on the HSA in Science to 66% for students.

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 approach to learning.

Yearly

Grade level articulation minutes:
- Pacing guides
- Formative/Summative assessments

Articulation notes to reflect implementation and reflection of Amplify and Discovery Ed Science Curriculum NGSS into current grade level science units that are aligned to HCPS III

<p>| SY 2020-21 and 2021-22 |
| 100% of grade levels implement NGSS standards |
| Quarterly |</p>
<table>
<thead>
<tr>
<th>Decision Making and Problem Solving</th>
<th>Yearly</th>
<th>AVID Coordinator/Grade Levels</th>
<th>Quarterly</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of the teachers in grades PreK-6 will infuse AVID strategies into daily instruction</td>
<td>● 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.</td>
<td></td>
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</tr>
<tr>
<td>100% of the teachers in grades K-6 will integrate technology into their curriculum as a tool for learning and sharing.</td>
<td>● 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. ● 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,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[Aliamanu Elem], [Version 1], [3/15/23] 25
| 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  
- Share ideas, insights, resources to support instruction | Yearly | Curriculum Coordinators | Quarterly |
| 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  
- classroom management  
- lesson planning  
- grading  
- communication with parents  
- homework  
- best practices  
- assessment  
- SEL | Yearly | Teacher Mentor Conferences Lesson Plans Observation notes | Quarterly |
| 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 |
|---|---|---|---|---|
| 100% of classrooms, faculty and staff will participate in civic projects that promote 100% contributions to our school and community | School community will participate in fundraisers  
- School community will participate in school service groups  
- School community will participate in daily service responsibilities (gr 4-6)  
- School community will provide opportunities for student-led activities | Yearly | Service Group Advisors  
(Anchored 4 Life, FSP, Student Council)  
PCNC | Quarterly |
| Close the achievement gap in ELA from 26 to 25 points and Math from 26 to 25 points. | Provide tutoring for identified students in subgroups who need the extra support to meet proficiency in Language Arts and Math. | Yearly | Administration  
Non-Classroom Teachers Educational Assistants | Quarterly |
<table>
<thead>
<tr>
<th>Support for inclusion classes:</th>
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</thead>
<tbody>
<tr>
<td>● Provide district training for teachers on inclusion strategies.</td>
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<tr>
<td>● Allow inclusion teachers to do site visits to other inclusion classes.</td>
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<tr>
<td>Support for tier 2-3 instruction:</td>
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</tr>
<tr>
<td>● Provide PD for small group and targeted instruction for all teachers</td>
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<tr>
<td>● Allow teachers to do site visits to RTI programs at other schools.</td>
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<tr>
<td>100% of teachers will use a consistent rubric for rating students on GLOs</td>
<td>Grade levels will develop/adopt grade level rubrics to rate students GLO performance</td>
<td>Quarterly</td>
<td>Articulation Minutes Grade level performance indicators</td>
</tr>
<tr>
<td>100% of proposed programs will be evaluated according to an implementation framework</td>
<td>Aliamanu will develop and implement a schoolwide framework for individual programs (e.g. Rationale, targets, success, criteria, etc,)</td>
<td>Yearly</td>
<td>WSF</td>
</tr>
<tr>
<td>Professional Development will be determined following analysis of assessment/performance data, teacher feedback, and school complex initiatives.</td>
<td>AVID school coordinators collect data and implement PD based on it. Teachers can look at data and give feedback in attic; CCs will provide bigger picture/needs and implement PD based on information gathered</td>
<td>Quarterly</td>
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<td>Quarterly</td>
<td>WSF</td>
</tr>
<tr>
<td>100% of grade levels will utilize grade level/class assessment data (e.g., SBA, HSA, and iReady) to inform instructional practices.</td>
<td>Grades 3-6: Look at SBA data from previous year; Use IABs Grade 1-2: Use iReady Reading and Ready Math diagnostic assessment Grade K can use their Kindergarten Checklist</td>
<td>Yearly</td>
<td>WSF</td>
</tr>
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[Aliamanu Elem], [Version 1], [3/15/23] 29
## 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>
| 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)  
  ● We will continue to support clubs and activities for our children to learn and explore an area of interest. Groups such as the Choir, Art Club, Robotics Team, Media and Broadcasting Team, Book Club, all provide students with equal opportunities to expand their learning beyond the classroom (Equity)  
  ● We will continue 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 and supported, in order to realize their full potential. (School Wide) | 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. |
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 STEM activities for all grade levels for students to learn through the integration of science and math by exploring ideas and solving problems (Empowerment)
- Developing communication skills through media broadcasting
- 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 real world experiences that initiate student involvement and 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 characteristics are what students need to be competitive in today's global market.

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[Aliamanu Elem], [Version 1], [3/15/23]
Agreement completed.

2023-04-22 - 1:49:26 AM GMT

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