

2020 Academic Plan, School Year 2020-21



School: Aliamanu Middle

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 a school how to close an achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. 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.

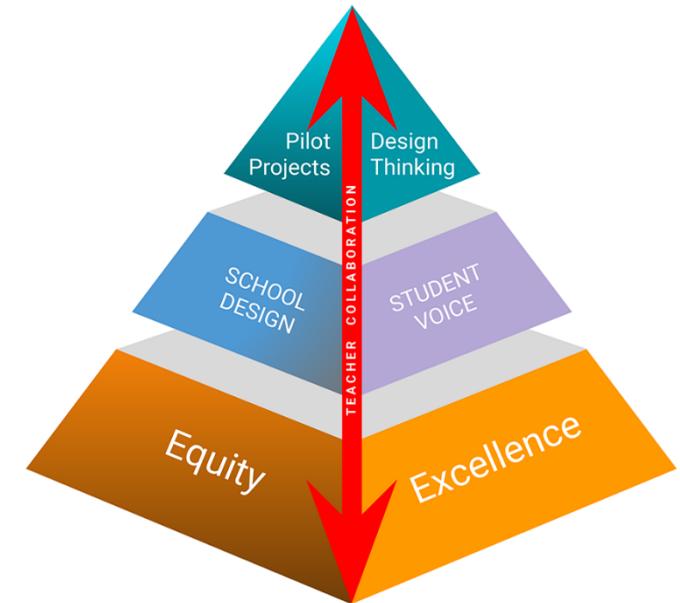
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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):	
Principal's signature: Signature on file at school	Date: 05/28/2020

Complex Area Superintendent (print):	
Complex Area Superintendent's signature: 	Date: 05/28/2020



2020 Academic Plan, School Year 2020-21

[School: [Aliamanu Middle School](#)]

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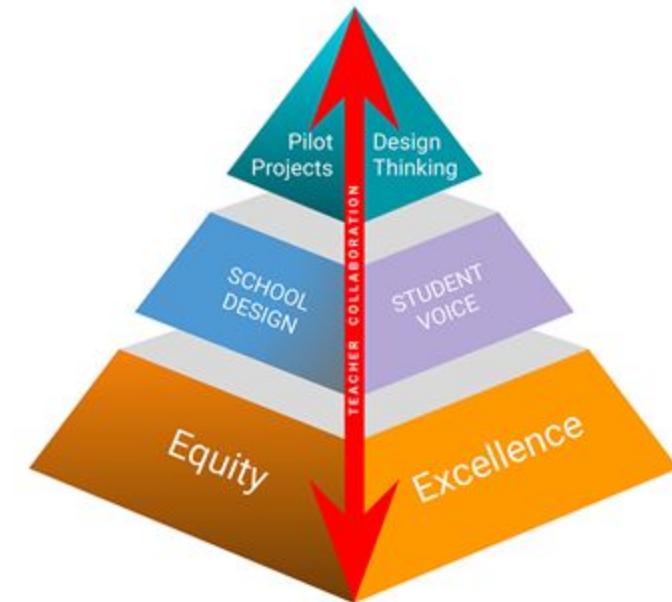
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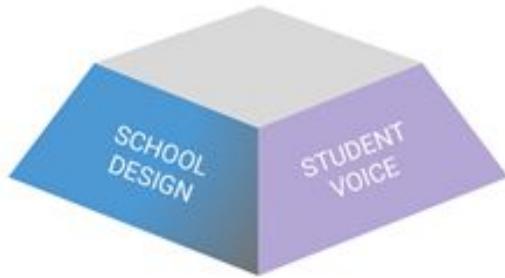




Teaching & Learning Core: Equity and Excellence

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.

Achievement Gap	Theory of Action	Enabling Activity
<p><i>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.</i></p> <ol style="list-style-type: none"> 1. Approximately 10% of the student population qualify for special education services. Compared to the “All Student Data” the Achievement Gap between these subgroups was a 30% Gap in Math and a 45% Gap in ELA. 2. EL (English Learners) have been identified as an at risk sub-group. Compared to the “All Student Data” the Achievement Gap between these subgroups was 23% Gap in Math and a 37% Gap in ELA. <p>(Equity)</p>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <ol style="list-style-type: none"> 1. If AMS continues to provide additional developmental and academic support for these Special Education students, then they will develop skills they need to achieve academically. If the academic achievement increases, the performance on formative and summative assessments will improve, decreasing the achievement gap. 2. If AMS provides academic supports in foundational reading and math with differentiation in instruction, and progress monitoring for these students, then they will increase performance on formative and summative assessments, decreasing the achievement gap. 	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <ul style="list-style-type: none"> • Provide more inclusion opportunities for Special Education students • Provide extra reading and math support for selected Special Education students with the Reading Workshop class • Provide Professional Development for Explicit Instruction to Sped, EL and RTI teachers • Conduct monthly progress Monitoring for fluency • Support Professional Development for teachers and educational assistants on differentiated instruction and co-teaching strategies. • Develop and adopt formative assessments to measure student progress in reading and math. • Review walkthrough data for school-wide instructional framework implementation • Develop and adopt school-wide activities during advisory to improve systems of support <p>(CNA.3, CNA.4, Equity)</p>



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

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

Aliamanu Middle School (AMS) serves a community of adolescents with 75% military connected students. AMS needs to prepare and support our students socially, emotionally, and academically with the skill for high school and beyond.

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

Our goal at AMS is to provide learning opportunities for our students with experience they will remember.

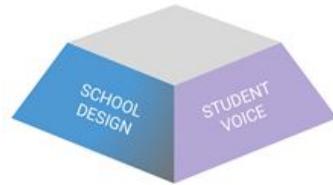
Describe here your Conditions for Success for School Design and Student Voice.

Staff and teacher involvement and working with a variety of community based organizations to develop programs of study for learning opportunities.

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>In SY 2020-2021, AMS will provide our students with a multitude of learning opportunities throughout the year:</p> <ol style="list-style-type: none"> International Relationships : We're finding more ways to expand our relationships with other schools. We started with Japan and we participated in video meetings with a school in Australia. <ul style="list-style-type: none"> Student surveys measuring perception of the positive impact of having meaningful learning increase by 10% quarterly. Implementing art classes that infuses the Hawaiian culture while learning art skills. (Hawaii) <ul style="list-style-type: none"> Student surveys measuring perception of the positive impact of having meaningful learning increase by 10% quarterly. Every department will provide our students with opportunities to showcase our students efforts and make learning impactful within the community through National History Day, Poetry Slam, Math Night, Science Fair, Spelling Bee, Math Counts, 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ol style="list-style-type: none"> Opportunities for our students to build partnerships with a variety of global peer groups will increase by 20% from SY 2020-2021. 3. Opportunities for our students to build partnerships with a variety of community groups, and military partnerships will increase by 20% from SY 2020-2021. 4. Develop and facilitate opportunities for our student body to participate in will increase 20% from SY 2020-2021. In SY 2021-2022, AMS will have representatives from departments deliver the soft skills and experiences to provide opportunities to ignite students' creativity, curiosity, and skills for real work that has meaning beyond the classroom. They will lead school-wide initiatives that capture student voice and choice with 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ol style="list-style-type: none"> Opportunities for our students to build partnerships with a variety of global peer groups will increase by 20% from SY 2021-2022. 3 Opportunities for our students to build partnerships with a variety of community groups, and military partnerships will increase by 20% from SY 2021-2022. 4. Develop and facilitate opportunities for our student body to participate in will increase 10% from SY 2021-2022. In SY 2022-2023, AMS will have teams deliver the soft skills and experiences to provide opportunities to ignite students' creativity, curiosity, and skills for real work that has meaning beyond the classroom. They will lead school-wide initiatives that capture student voice and choice with plans to be taught and advised by our administration team and curriculum coordinators to build

<p>Band and Orchestra concerts, STEM Fair, Digital Media Showcases, and our schoolwide Student Summit.</p> <ul style="list-style-type: none"> ○ <i>Student surveys measuring perception of the positive impact of having meaningful learning increase by 10% quarterly.</i> <p>4. In SY 2020-2021, we will create a new class, “Global Leadership” with the goal to provide opportunities to ignite students' creativity, curiosity, and skills for real work that has meaning beyond the classroom. They will lead school-wide initiatives that capture student voice and choice with plans to be taught and advised by our administration team and curriculum coordinators to build student ambassadors with leadership skills.</p> <ul style="list-style-type: none"> ○ <i>Student surveys measuring perception of the positive impact of having meaningful learning increase by 10% quarterly.</i> <p>(CNA.2, Equity, Empowerment, School Design, Innovation, Hawaii)</p>	<p>plans to be taught and advised by our administration team and curriculum coordinators to build student ambassadors with leadership skills.</p>	<p>student ambassadors with leadership skills.</p>
<p><i>Why you are implementing them?</i></p> <p>These opportunities will provide learning experiences to develop and model skills for students to be productive citizens in the 21st Century. Students will provide powerful insight about what's working, what's not working, and what needs to be reimaged. It will allow for students and teachers/administrators to collaborate, work, and explore school change using student voice.</p> <p>(CNA.2, Equity, Empowerment, School Design, Innovation)</p>	<p><i>Why you are implementing them?</i></p> <p>Partnerships within our community will provide students and teachers with insight as to what skills our students will need.</p> <p>Creating and providing our students with real-world experiences will give them an opportunity to see beyond our campus and connect with our community. This will help students to understand the value of the educational experiences we are providing and increase student voice and engagement.</p>	<p><i>Why you are implementing them?</i></p> <p>In order to provide meaningful learning opportunities for our student body we need to continue to take into consideration the voices of our students while continuing to build relationships within our community to provide a variety of learning experiences.</p>
<p><i>How will you know that they are causing an improvement?</i></p> <p>We will administer feedback surveys at the end of each event to our student body to establish a baseline on school-wide activities initiated throughout the year.</p> <p>Also, we will record minutes from monthly meetings with different student groups:</p> <ul style="list-style-type: none"> ● Talk Story Tuesday (admin and student panel) ● Hot Topic (admin, teachers, student panel) 	<p><i>How will you know that they are causing an improvement?</i></p> <p>There will be a 10% positive increase in the student feedback/survey administered to the student body on school-wide activities initiated in SY 2020-2021.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>There will be a 10% positive increase in the student feedback/survey administered to the student body on school-wide activities initiated in SY 2022-2023.</p>

(CNA.2, Equity, Empowerment, School Design, Innovation)		
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Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2020-21: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<p><i>Add beginning of the year measurements here.</i></p> <p>Strive HI Data SY 2018-2019 ELA: 63% Math: 40% Universal Screener Fall 2019:</p> <ul style="list-style-type: none"> • Ready Reading: 46% (proficient) • Math : 35% (proficient) 	<p><i>Add throughout the year measurements here.</i></p> <p>Formative Assessments (i-Ready, quarterly assessments, etc.) Attendance Data Course Marks Student Surveys/Talk Story Tuesdays BERCC/ Instructional Framework Walkthrough Data</p>	<p><i>Add end of year goals here.</i></p> <p>Increase in academic achievement (as measured by Strive HI) by 5% and increase both IReady Reading and IReady Math by 8%.</p>

Student Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
All departments will horizontally and vertically align curriculum through their Department Scope and Sequence to provide students with cohesive, rigorous, and coherent instruction with teachers demonstrating at least 70% observable habits using walkthrough data that will be collected quarterly.	A. Revisit and revise pacing guide and scope and sequence for each course. Teachers will develop and implement a variety of standards-based curriculum embedded assessments to demonstrate student achievement of academic standards and GLOs.	Yearlong	WSF	<ul style="list-style-type: none"> • Department Pacing Guides/ Scope and Sequence, inclusive of schedule of administration of common assessments • Common Summative Assessment data for each department, inclusive of targeted performance goals 	Quarter	School to provide a progress report at the end of first and second semesters describing status of implementation of each enabling activity. Progress reports to be reviewed by CAS and Complex Area Team.
	B. Teachers will continue to review and revise curriculum to ensure the identification of high impact	Yearlong	WSF		Quarter	

	<p>learning targets, instructional strategies, and development of the depth of learning across all classes. Review pacing guides, scope and sequence, and common assessments within a department to ensure vertical alignment of standards/ learning targets.</p> <p>C. Revisit, review, and revise common formative and summative assessments to ensure alignment with standards.</p> <p>D. Revisit, review, and revise common formative and summative assessments within a department to ensure cohesion and progression.</p> <p>E. Review with teachers walkthrough data for school-wide instructional framework implementation</p> <p>(CNA.1, Equity)</p>	<p>Yearlong</p> <p>Yearlong</p> <p>Quarterly</p>	<p>WSF</p> <p>WSF</p> <p>WSF</p>	<ul style="list-style-type: none"> AMS Data Team Cycle minutes, inclusive of common formative assessments, common lesson plan, and targeted performance goals (for all core departments) Administrators and CCs will conduct walkthroughs collecting data of the use of BERC instructional framework. 	<p>Semester</p> <p>Quarter</p>	
<p>AMS will be organized around a core team structure in order to provide smaller learning communities for students that enable teachers to more closely and collaboratively monitor student progress to decrease student failure rate by 5%.</p>	<p>A. Expand systems of support for core team (4 core subjects) structure with established training, supports, and expectations.</p> <p>B. Strengthen alignment of educating the whole child with essential middle school concepts.</p> <p>C. Develop and adopt school-wide activities during advisory to improve systems of support.</p> <p>(CNA.2, Equity)</p>	<p>Yearlong</p> <p>Yearlong</p> <p>Yearlong</p>	<p>WSF</p> <p>WSF</p> <p>WSF</p>	<ul style="list-style-type: none"> Teams will provide meeting minutes. Teams will monitor their student failure rate. School-wide advisory lessons. 	<p>Week</p> <p>Semester</p> <p>Quarter</p>	
<p>AMS, Advisory lessons will support the Middle School</p>	<p>A. Develop and Implement Advisory Curriculum Plan that supports the</p>	<p>Yearlong</p>	<p>WSF</p>	<ul style="list-style-type: none"> School will conduct surveys to monitor 	<p>Quarter</p>	

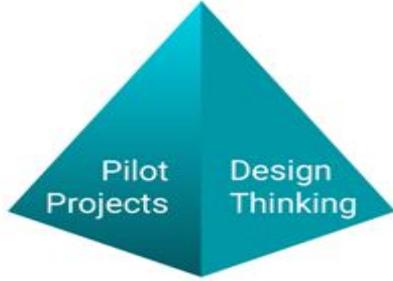
<p>Model over the course of the year by student surveys measuring perception of positive impact of having meaningful social, emotional and civic learning increase by 10% quarterly.</p>	<p>Middle School Model using character education and advocacy units, grade level specific transition activities, and study skills lessons.</p> <p>B. Teachers will implement the Advisory program to provide personalized support for students that will enable them to advance toward success as career, college, and community contributors.</p> <p>C. Develop and adopt school-wide activities during advisory to improve systems of support</p> <p>D. Teachers and students work together to create Hā guidelines/expectations for their team to follow during the year.</p> <p>E. Students will have a multitude of learning opportunities to display their efforts and make learning impactful within the community and beyond (e.g. department showcases, international relationships, Global Leadership Class and a Hawaiian Art Class).</p> <p>(CNA.2, Equity, Empowerment, School Design, Hawaii)</p>	<p>Yearlong</p> <p>Yearlong</p> <p>Fall</p> <p>Yearlong</p>	<p>WSF</p> <p>WSF</p> <p>WSF</p> <p>WSF</p>	<p>students' perceptions.</p> <ul style="list-style-type: none"> • Meet with a diverse group of students to get different student voices and perspectives. (Talk Story Tuesday, Hot Topic, etc.) • Partnerships within our community to be willing to support learning experiences. (guest speakers, community service organizations, passion projects, etc) • Students will participate in service projects that give back to the community, such as: Fish ponds, Arizona Memorial, Waimea Valley/Moanalua Valley (neighborhood/ ahupua'a etc) • Team will develop expectations of Hā for students to follow during the year. • Student surveys to measure perception of the positive impact of having meaningful learning opportunities. 	<p>Month</p> <p>Quarter</p> <p>Quarter</p> <p>Yearlong</p> <p>Quarter</p>	
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Teachers will use assessment data to modify/differentiate instruction and monitor students' growth in reading, math, and skills applications in order to increase student achievement on Department Common Assessments by 10% from previous year's data.	A. Universal screener will be administered according to the prescribed timeline. Data will be used as part of progress monitoring over time.	Yearlong	WSF	<ul style="list-style-type: none"> School will track and use data to inform instruction. School will document AMS Data Team Cycles minutes. 	Fall, Winter, Spring	
	B. Data Teams will utilize common assessments, implement research-based instructional strategies, and monitor student outcomes of implemented practices. (CNA.3, Equity)	Yearlong	WSF		Semester	
AMS will provide appropriate academic and developmental support for identified high needs students (Tier 2, Tier 3) to positively increase their progress monitoring data by 5% each quarter.	A. Identify appropriate Tier 2 and Tier 3 support programs: define target population(s), determine entry and exit criteria, determine appropriate curricula/program components.	Yearlong	WSF	<ul style="list-style-type: none"> Monitor progress on universal screener Conduct formative progress Monitoring assessments (e.g. fluency) Monitor and revise services based on collected data Walkthroughs observing the use of explicit instruction and differentiation 	Fall, Winter, Spring	
	B. Provide more inclusion opportunities for Special Education students using the co-teaching strategies.	Yearlong	WSF		Monthly	
	C. Provide extra reading and math support for selected Special Education students with the Reading Workshop class and tutoring using explicit instruction and differentiation. (CNA.4, Equality)	Yearlong	WSF		Quarterly	
					Quarterly	

Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
100% of AMS teachers will participate in school-level professional development sessions to enhance and improve instruction and student learning.	<p>A. AMS will offer professional development opportunities provided by staff members based on teachers' interests and school needs.</p> <p>B. Provide Professional Development for Explicit Instruction to Sped, EL and RTI teachers</p> <p>C. Support Professional Development for teachers and educational assistants on differentiated instruction and co-teaching strategies.</p> <p>(CNA.1, CNA.4)</p>	Yearlong	WSF	<ul style="list-style-type: none"> School will document attendance with sign-in sheets. 	Month	
25% of AMS teachers will participate in professional development opportunities beyond the school level.	<p>A. Provide opportunities for teachers to participate in professional development activities that are aligned to the school's Academic Plan and/or the Department's Scope and Sequence.</p> <p>(CNA.1)</p>	Yearlong	WSF	<ul style="list-style-type: none"> School will document participants, dates, and professional development course titles. 	Quarter	
100% of teachers who are non-tenured and/or are new to AMS will be provided monthly support through the participation of Aliamanu Induction and Mentoring (AIM) Program	<p>A. Provide tiered support for teachers new to AMS.</p> <p>B. Coordinate professional and collegial support with departments.</p> <p>C. Support and monitor instructional</p>	Yearlong	WSF	<ul style="list-style-type: none"> School will document participation. 	Month	
		Yearlong	WSF	<ul style="list-style-type: none"> AIM Meeting agendas 	Month	
		Yearlong	WSF	<ul style="list-style-type: none"> Mentors will conduct walkthroughs to provide feedback. 	Semester	

as they acclimate to teaching or to AMS.	practice using focused walkthroughs. (CNA.1)					
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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
<p><i>Please describe your school’s ideas around innovation and pilot projects.</i></p> <p>Aliamanu Middle School is always looking to see how we can provide more learning opportunities for our students. We are looking to pilot and implement a variety of projects:</p> <ol style="list-style-type: none"> 1. Student Summit: Build a day of learning for our students where they select sessions they want to participate in for learning beyond classroom curriculum. 2. Student Voice: Host Talk Story Tuesday and Hot Topic (conversations) sessions with students and leadership team. 3. PBL (Project Based Learning): Develop Passions Projects that incorporate real world issues in Hawaii. 4. Father’s Day: Host a day where we invite fathers to come into our classes to teach/present to our students. 5. Writing Center: Build a mobile lab where all classes have the opportunity to use different resources, learn the writing process, and enhance our students’ writing experience. 6. Virtual field trips and pen pals: Connect with schools across the nation and around the world to make connections with events, issues, and cultural values. 7. International trips and student exchanges (partnerships with other schools in different countries) <p>(CNA.2, Innovation, School Design, Empowerment, Equity)</p>	<p><i>Please describe your conditions for Success:</i></p> <p>To do these things:</p> <ul style="list-style-type: none"> • We will need partnerships within our community to be willing to support learning experiences. • We will need meeting times with a diverse group of students to get different student voices and perspectives. • We will need PBL/Passion Project Professional Development for teachers. • We will need to reach out to fathers in our community to create a day of learning. • We will need to build relationships with schools around the world. • We will need to build partnerships with community members, and local organizations for community service projects. • We will need to build partnerships with schools in other countries.

AMS CNA 2020-2021