



Academic Plan for School Year 2021-22

[School: **Aliamanu Middle School**]

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.

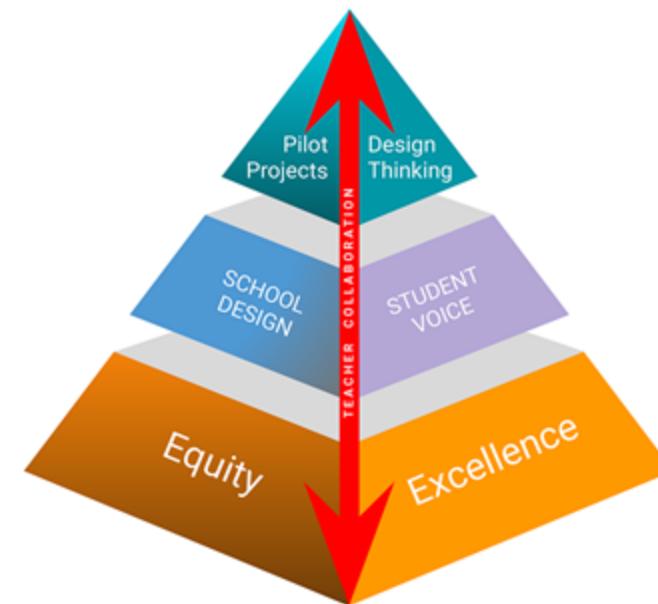
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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).

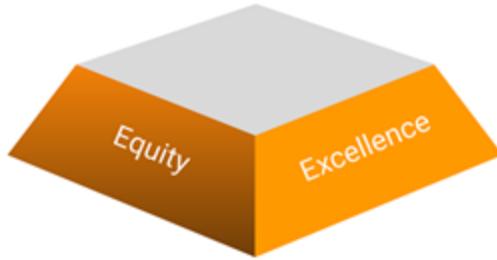
Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



Principal (print): Albert Hetrick	
Principal's signature: signature on file at school	Date: 04/30/2021

Complex Area Superintendent (print): John Erickson	
Complex Area Superintendent's signature: 	Date: 5/3/2021



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
<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> <p>1. Special Education</p> <p>High needs: Students receiving Special Education services Non-high needs: All other students (not including English Language Learners and economically disadvantaged) Achievement Gap: (Non-high needs %) - (High needs %)</p> <p>In SY 2018-19, the achievement gap between the (high needs) SPED subgroup and (non-high needs) all other students group were:</p> <ul style="list-style-type: none"> • 63% gap in ELA and • 45% gap in Math. <p>According to the Longitudinal Data System (LDS), the Aliamanu Middle School Data Profile shows in SY 2018-2019, 11% of the student population qualified for Special Education services with a slight increase in the SY 2019-2020, with 13% of the student population qualifying for Special Education services.</p> <p>SY 2019-2020 has no Smarter Balanced Assessment data due to COVID-19. In SY 2018-2019, 11% of the special education subgroup met/exceeded the proficiency standard for English Language Arts</p>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>Special Education</p> <ol style="list-style-type: none"> 1. If teachers provide exposure to appropriate content for Special Education students, then students will develop skills to achieve academically. <p>If the academic achievement increases, the performance on formative and summative assessments will improve, and the achievement gap will decrease.</p>	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <p>Special Education</p> <ul style="list-style-type: none"> • Increase number of Special Education students in inclusion classes • Provide extra reading and math differentiation for Special Education students • Provide Professional Development for Special Education teachers, educational assistants, and all teachers • Develop formative assessments to measure student progress in reading and math

compared to the 64% “All Students” group. 3% of the special education subgroup met the proficiency standard for mathematics compared to the 40% “All Students” group.

**Smarter Balanced Assessment: ELA Proficiency Rate,
Subgroup disaggregation**

School Year	All Students	Non-High Needs	SPED
2016-2017	59%	68%	12% (8)
2017-2018	65%	75%	17% (10)
2018-2019	64%	74%	11% (8)
2019-2020	n/a	n/a	n/a

Source: LDS

**Smarter Balanced Assessment: Math Proficiency Rate,
Subgroup disaggregation**

School Year	All Students	Non-High Needs	SPED
2016-17	40%	48%	5% (3)
2017-18	38%	45%	8% (5)
2018-19	40%	48%	3% (2)
2019-20	n/a	n/a	n/a

Source: LDS

2. English Language
 Approximately 5% of the student population qualifies for English Learner services. In the past three years, the percentage of students on track to learning English shows a decline.

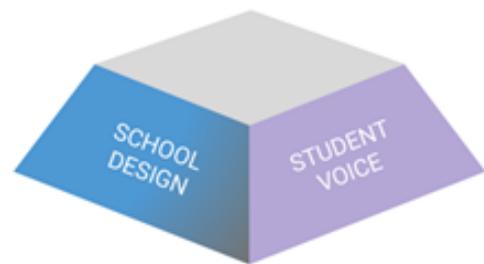
Strive HI: EL on track	
School Year	% of students learning English are on track to English language proficiency
2017-18	22%
2018-19	12%
2019-20	7%

Source: Strive Hi School Performance Reports

English Language

- If AMS provides supports in foundational reading skills, differentiated instruction, and progress monitoring for EL students, then students will increase performance on formative and summative assessments, and decrease the achievement gap.

- English Language**
- Provide Professional Development for the EL teacher
 - Provide Professional Development for all teachers
 - Conduct monthly progress monitoring on EL students



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 serves a community of adolescents with 70% military-connected students. AMS strives to continuously provide learning opportunities to prepare and support our students academically, socially, and emotionally with skills for high school and beyond.

Describe here your current and continuing initiatives that will further advance your 2021-22 School Design and Student Voice.

AMS staff and teachers will reach out and partner with (community) groups to provide learning opportunities for more student involvement in order to advance learning outside of the classroom walls.

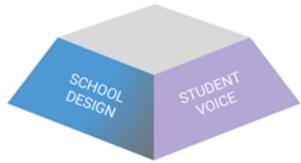
Describe here your Conditions for Success for School Design and Student Voice.

Requirements essential to the achievement of our desired outcomes include: sufficient time to do a top-notch job and effective communication that keeps everyone engaged.

SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ol style="list-style-type: none"> AMS will provide learning opportunities to infuse cultural experiences through international partnerships. One such 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ol style="list-style-type: none"> Students will stay with host families through our sister school partnership agreement between Aliamanu Middle 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ol style="list-style-type: none"> Students will stay with host families through our sister school partnership agreement between Aliamanu Middle

<p>partnership AMS will continue is with Sakai Town Junior High Schools in Sakaimachi, Japan. This learning opportunity will allow our students to experience another education system in a different country.</p> <ol style="list-style-type: none"> 2. 70% of our student body is made up of military dependents who are new to Hawaii, so AMS will provide learning opportunities about the Hawaiian culture through clubs, wheel elective classes, and afterschool classes. Students will have the opportunity to learn through art, language, and culture. (Hawaii) 3. AMS will provide learning opportunities for students to develop manners, discipline, respect, and professional conduct to present themselves exceptionally well today and for future endeavors. Students will have an opportunity to enroll in an elective class with the goal to develop and foster student ambassadors. 4. Students will be offered multiple opportunities to be a part of the school improvement process which includes, but is not limited to: School Community Council, Hot Topic Tuesdays, and Student Body Government monthly meetings with the principal. 	<p>School and Sakai Town Junior High Schools.</p> <ol style="list-style-type: none"> 2. We will see an increase in student involvement in scheduled art classes. 3. The elective class will continue into its second year and will see an increase in student involvement in the elective class. 4. We will see an increase in participation. 	<p>School and Sakai Town Junior High Schools.</p> <ol style="list-style-type: none"> 2. We will see an increase in student involvement in scheduled art classes. 3. The elective class will continue into its third year and will see an increase in student involvement in the elective class. 4. We will see an increase in participation.
<p><i>Why are you implementing them?</i></p> <p>Aliamanu Middle School continues to offer students with learning opportunities that extend beyond the classroom walls. Through a myriad of choices, students will be able to learn about different cultures through partnerships with a sister school in Japan and a local community organization in order to learn in a global society. In addition, students will have further learning opportunities to share their student voice and explore ways to increase opportunities for school improvement.</p>	<p><i>Why are you implementing them?</i></p> <p>Aliamanu Middle School will continue to offer learning opportunities beyond the traditional classroom walls in order to foster global citizenship and real-world experiences. As such, more students will participate in and explore further ways to increase opportunities for student involvement and school improvement.</p>	<p><i>Why are you implementing them?</i></p> <p>Aliamanu Middle School will continue existing and look for more partnerships within our community to provide students with continuous learning opportunities.</p> <p>Creating and providing our students with real-world learning experiences will encourage more students to share their student voice and explore ways to increase opportunities for student involvement in contributing ideas for school improvement.</p>
<p><i>How will you know that they are causing an improvement?</i></p>	<p><i>How will you know that they are causing an improvement?</i></p>	<p><i>How will you know that they are causing an improvement?</i></p>

Classroom observation data using BERC's instructional framework will show students' readiness to learn, students' understanding of what to learn, students' engagement in talking to learn, and students' application when modeling to learn. We will also see a constant number of students participating in these learning opportunities.	Using classroom observation data using BERC's instructional framework will show the degree of students' understanding, engagement, and application. Also, we will see a diversity in the groups of students involved and see an increase in the number of students involved in the school improvement process.	We will see consistent use of teachers demonstrating at least 75% of BERC's instructional framework across all classes. In addition, we will see an increase in the number of students involved in the school improvement process.
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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
<p><i>For SY 2021-2022, what are the important measures for your school as you work toward increasing student achievement and ultimately achieve equity and excellence and close the achievement gap?</i></p> <p><i>The measures that are included here are where we might make connections to Strive HI, the future Strat Plan and your CNA data</i></p> <p>Add beginning of the year measurements here.</p> <p>Universal Screener SBA Strive HI</p>	<p>Add throughout the year measurements here.</p> <p>Universal Screener Course Grades SBA Interim Assessments</p>	<p>Add end-of-year goals here.</p> <p>The Special Education subgroup will:</p> <ul style="list-style-type: none"> increase 5% proficiency for ELA on the SBA 2021-2022 increase 5% proficiency for Math on the SBA 2021-2022 <p>The English Language subgroup will:</p> <ul style="list-style-type: none"> increase 5% proficiency for ELA on the SBA 2021-2022 increase 5% proficiency for Math on the SBA 2021-2022

Student Outcomes (SY 2021-22)

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)

<p>Curriculum 1. All students will be provided with department-aligned common curricula tied to high-impact learning targets and depth of learning across all classes. (WASC Schoolwide Critical Area for Follow-Up #3)</p>	<p>A. Departments will develop and implement horizontally and vertically aligned standards-based curricula.</p> <p>B. Departments will develop clear learning targets for priority standards.</p> <p>(Equity)</p>	<p>A. Yearlong B. Yearlong</p>	<p>A. WSF B. WSF</p>	<ul style="list-style-type: none"> • Department pacing guides/scope and sequence • Department minutes • Data Team documentation • BERC walkthrough data (What to Learn, Model to Learn) 	<p>A. Quarter B. Quarter</p>	
<p>Instruction 2. All students will participate in learning opportunities that challenge and support thinking, problem-solving, and application of knowledge and skills. (WASC Schoolwide Critical Area for Follow-Up #1)</p>	<p>A. Students will explore community issues and other real-world experiences to develop Project Based Learning opportunities.</p> <p>B. Students will share feedback in multiple ways so that teachers may adjust instruction and improve lessons to promote a student-centered classroom with teachers as facilitators.</p>	<p>A. Yearlong B. Yearlong</p>	<p>A. WSF B. WSF</p>	<ul style="list-style-type: none"> • Student samples of PBL projects • Exit passes (to check for understanding), student surveys • Data Teams documentation • BERC walkthrough data 	<p>A. Semester B. Semester</p>	
<p>Assessment 3. All students will work towards demonstrating student achievement of academic standards and the GLOs through a variety of standards-based curriculum embedded assessments. (WASC Schoolwide Critical Area for Follow-Up #2)</p>	<p>A. Students will demonstrate an understanding of learning targets and expectations through rubrics and embedded assessments.</p> <p>B. Students will demonstrate an understanding of GLOs.</p> <p>C. Students will understand what constitutes quality work.</p> <p>D. Student data and teacher instructional practices will be</p>	<p>A. Yearlong B. Yearlong C. Yearlong D. Yearlong</p>	<p>A. WSF B. WSF C. WSF D. WSF</p>	<ul style="list-style-type: none"> • Department-wide identification of exemplar student samples (through calibration) • Student GLOs Reflection samples • Data Analysis from CSA/CFA will be used to inform instruction • Data Team minutes • Student samples 	<p>A. Quarter B. Quarter C. Quarter D. Quarter</p>	

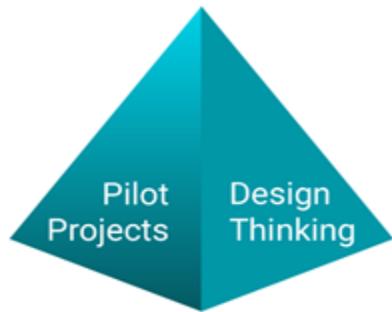
	<p>reviewed, refined, and implemented through the Data Team process to:</p> <ul style="list-style-type: none"> - Include standards-based, instructionally aligned common formative and summative assessments; - Ensure timeliness of data collection and analysis. <p>(Equity)</p>			<p>(identifying exemplars, annotating rubrics, providing and receiving feedback)</p> <ul style="list-style-type: none"> • Department minutes • Rubrics 		
<p>4. Advisory All students will participate in the Advisory program for personalized support and work to complete assignments that will enable them to advance toward success in career, college, and community. (WASC Schoolwide Critical Area for Follow-Up #4)</p>	<p>A. Students will develop personal, academic, and career plans.</p> <p>B. Students will work on lessons that address their</p> <ul style="list-style-type: none"> • social-emotional strengths, values, and commitments; • personal, academic, and career plans; • student voice and self-advocacy <p>and connect them to counselors, opportunities, and programs that address social and risk factors</p> <p>(Equity, Empowerment, School Design)</p>	<p>A. Yearlong B. Yearlong</p>	<p>A. WSF B. WSF</p>	<ul style="list-style-type: none"> • Student samples of personal academic, and career plans • Advisory curriculum 	<p>A. Semester B. Semester</p>	
<p>5. All students will receive tiered supports to address their learning and behavior needs. (WASC Critical Area for Follow-Up #5)</p>	<p>A. Students will be administered a universal screener according to the prescribed timeline.</p> <p>B. Data will be used as part of</p>	<p>A. Spring B. Yearlong C. Yearlong D. Yearlong</p>	<p>A. WSF B. WSF C. WSF D. WSF</p>	<ul style="list-style-type: none"> • Monitor progress on universal screener • Conduct formative progress 	<p>A. Semester B. Semester C. Quarter D. Quarter</p>	

	<p>progress monitoring to revise services.</p> <p>C. Students will be given Tier 1 support in core instruction.</p> <p>D. Identified Tier 2/Tier 3 students will receive RTI support.</p> <p>(Equality)</p>			<p>monitoring assessments</p> <ul style="list-style-type: none"> • RTI Reading Support class participation list • Credit recovery participation list 		
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4. Staff Outcomes (SY 2021-22)

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)
1. All AMS teachers will participate in school-level professional development sessions to enhance and improve instruction and student learning.	A. Offer professional development opportunities based on teachers' interests and school needs.	Yearlong	WSF	<ul style="list-style-type: none"> • Attendance will be documented with sign-in sheets and/or reflections. • BERC walkthrough data 	Semester	
2. 25% of AMS teachers will participate in professional development opportunities beyond the school level.	A. Provide opportunities for teachers to participate in professional development activities aligned to the school's Academic Plan and/or Department's Scope and Sequence.	Yearlong	WSF	<ul style="list-style-type: none"> • Participation will be documented with participants' names, dates, and professional development course titles. 	Semester	
3. All teachers who are non-tenured and/or are new to AMS will be provided monthly support through Aliamanu Induction and Mentoring (AIM) program as	<p>A. Provide tiered support for teachers new to AMS.</p> <p>B. Coordinate professional and collegial support with departments.</p>	<p>A. Yearlong</p> <p>B. Yearlong</p> <p>C. Yearlong</p>	<p>A. WSF</p> <p>B. WSF</p> <p>C. WSF</p>	<ul style="list-style-type: none"> • Documentation of participation list • AIM Meeting agendas • BERC walkthrough data 	<p>A. Quarter</p> <p>B. Quarter</p> <p>C. Semester</p>	

they acclimate to teaching and/or to AMS.	C. Support and monitor instructional practice using focused walkthroughs.					
4. Participation of stakeholders (parents, students, and other community members) in partnered school community events will increase by 5% yearly. (WASC Critical Area for Follow-Up #1)	A. Stakeholders attendance at school community events will be documented.	Yearlong	WSF	<ul style="list-style-type: none"> • Open House attendance • Principal Coffee Hour attendance • New Student Orientation attendance • SBA Parent Night attendance • 8th Grade Transition Night attendance • Academic Plan Parent Night attendance 	Quarter	



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 host a variety of projects such as:</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 community partnerships willing to support learning experiences.

<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 the classroom curriculum. 2. Student Voice: Host Talk Story Tuesday and Hot Topic (conversations) sessions with students and leadership team. 3. Project-Based Learning: Develop Passions Projects that incorporate real-world issues in Hawaii. 4. 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. 5. Virtual excursions and pen pals: Connect with schools across the nation and around the world to make connections with events, issues, and cultural values. 6. International trips and student exchanges: Develop partnerships with schools in other countries. <p>(Innovation, School Design, Empowerment, Equity)</p>	<ul style="list-style-type: none"> ● 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 build partnerships with community members and local organizations for community service projects. ● We will need to build partnerships with schools in other countries.
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Layman's terms:

The Academic Plan is a living document that uses school data and WASC needs to plan for student achievement and school improvement.