



Aiea Elementary School Academic Plan SY 2024-2025

99-370 Moanalua Road, Aiea, Hawaii 96701
(808)305-4400
<https://www.aieael.k12.hi.us/>



Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

Submitted by Principal: Ryan Ishimoto	
[Insert signature] <u>Ryan Ishimoto</u> <small>Ryan Ishimoto (Apr 11, 2024 11:34 HST)</small>	[Insert date]

Approved by Complex Area Superintendent John Erickson	
[Insert signature] <u>John Erickson</u> <small>John Erickson (Apr 11, 2024 11:35 HST)</small>	[Insert date]



VIABLE QUALITY CURRICULUM

This section highlights the school’s comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the comprehensive instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade K-5	McGraw Hill: Wonders 2023	Origo: Stepping Stones		
Grade 6	McGraw Hill: Wonders 2023	Imagine Learning: Illustrative Math		

SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the universal screener(s) used for English Language Arts and Mathematics and specify the grade level or course name. If “Other” is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level / Course Name	English Language Arts	Mathematics
Grade K-6	iReady -	iReady -



IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause(s) for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment (CNA)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: November 6-9 2023, Next Full Self-Study SY 28-29 or SY 29-30
- Other current accreditation self-study

Please identify critical student learning needs and the root/contributing cause(s) why these needs have been prioritized.

“What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?”

To identify additional critical student needs, please insert a new row and duplicate the “Student Need” and “Root/Contributing cause(s)” text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

1	<p><u>Student Need:</u> Quality First Instruction: Improve quality Tier 1 core instruction</p> <p><u>Root/Contributing cause(s):</u> 1A) Lack of basic math and reading skills 1B) Inconsistent progressions in teaching foundational reading and math skills 1C) Need more effective common teaching strategies in reading and math 1D) Lack of vertical and horizontal alignment of curriculum, instruction, and assessment</p>
2	<p><u>Student Need:</u> Positive Behavioral Support: Establish consistent systems of behavioral support</p> <p><u>Root/Contributing cause(s):</u> 2A) Inconsistent implementation and teaching of the Behavior Matrix (Tier 1) 2B) Lack of monitoring of implementation of the Behavior Matrix (Tier 1) 2C) Lack of tiered system of supports; lack of Behavioral RTI 2D) Students are affected by trauma</p>
3	<p><u>Student Need:</u> Student-Centered Activities and Involvement: Provide student-centered learning opportunities and activate student engagement</p> <p><u>Root/Contributing cause(s):</u> 3A) Lack of student choice and voice</p>



3B) Not enough opportunities for real world learning.
3C) Lack of community and family involvement.

4 **Student Need:** Uniform Grading Policy: Establish a schoolwide grading system for GLO and academics

Root/Contributing cause(s):

4A) Inconsistent expectations for GLO grading
4B) Lack of universal rubrics and grading procedures.



In order to address student equity, please list the **targeted subgroup(s)** and their **identified needs**. Enabling activities should address identified subgroup(s) and their needs.

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

1	<p>Targeted Subgroup: Special Education (SPED)</p> <p>Identified Student Need(s): Increase SPED student achievement in English Language (ELA), Mathematics, and Science</p>						
2	<p>Targeted Subgroup: English Learners (EL)</p> <p>Identified Student Need(s): Improve EL "On Track" to English Proficiency, especially in the domain of speaking.</p> <table border="1" data-bbox="204 701 1161 902"> <thead> <tr> <th></th> <th>2021- 2022 EL On Track</th> <th>2022-2023 EL On Track</th> </tr> </thead> <tbody> <tr> <td>English Learners</td> <td>32%</td> <td>29%</td> </tr> </tbody> </table>		2021- 2022 EL On Track	2022-2023 EL On Track	English Learners	32%	29%
	2021- 2022 EL On Track	2022-2023 EL On Track					
English Learners	32%	29%					



Priority 1

High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2025. Include dates and descriptions for carrying out this enabling activity.	
					AMR Semester 1 Check December 13, 2024	AMR Semester 2 Check May 16, 2025
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop	N/A	EA.1.1.1 (1) Grade K Team will utilize Kindergarten Entry Assessment to assess students social, emotional, and academic readiness upon kindergarten entry. <i>[Lori Kanemoto & Christin Lovell]</i> EA 1.1.1 (2) Prior to the start of kindergarten Aiea Elementary School will provide Kindergarten Summer Start for incoming students to provide necessary support to develop foundational skills for learning. <i>[Lori Kanemoto & Christin Lovell]</i>	KEA Data	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$		



One-Year Academic Plan SY 2024-2025 for AMR Schools

foundational skills for learning.						
-----------------------------------	--	--	--	--	--	--



<p>Reading Proficiency</p> <p>1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>1A 1B 1C 1D 4B</p>	<p>EA 1.1.2 (1) Teachers will provide daily Tier 1 (whole group) instruction in foundational reading skills using curriculum resources and strategies</p> <ul style="list-style-type: none"> • Heggerty Phonemic Awareness (K-1) • Imagine Learning (K) • Sondag E (K-5) • Wonders Fluency (1-6) • Wonders Vocabulary (K-6) • Scholastic News (K-6) <p><i>[Vania Villalpando & Lori Kanemoto]</i></p> <p>EA 1.1.2 (2) Students will utilize i-Ready online Reading instruction for a minimum of 45 minutes per week. <i>[Christin Lovell]</i></p> <p>EA 1.1.2 (3) Staff will engage in Professional Development to strengthen common teaching strategies for reading <i>[Christin Lovell & Kelcey Chinen]</i></p> <p>EA 1.1.2 (4) Teachers will engage in horizontal and vertical articulation to align curriculum, instruction, and assessment. <i>[Christin Lovell]</i></p> <p>EA 1.1.2 (5) Teachers, PPT/PPEs will provide small group instruction four times a week to students during their designated RTI block/ EL block.</p> <ul style="list-style-type: none"> • Teachers and staff will receive necessary training in order to provide small group and targeted instruction <p><i>[Christin Lovell]</i></p> <p>EA 1.1.2 (6) All teachers will establish common grading practices and use of universal rubrics for consistent grading/ student expectations for the area of ELA. <i>[Christin Lovell & Rosa Ashley]</i></p>	<p>Increase Reading Proficiency by 5% as evident by SBA ELA Data</p> <p>Increase Reading Proficiency by 5% as evidence by i-Ready Reading Data</p> <p>Increase our on-grade level Reading Fluency by 10%</p> <p>Sondag E Mastery Checks</p> <p>Wonders Fluency Checks</p> <p>Wonders Assessments</p> <p>RTI Progress Monitoring Data</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$153,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>		
---	---------------------------------------	---	--	---	--	--



<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p> <p><i>Required for AMR schools.</i></p>	<p>1A 1B 1C 1D 4B</p>	<p>EA 1.1.3 (1) Teachers will provide daily Tier 1 (whole group) math instruction using curriculum resources and strategies (Stepping Stones K-5, Illustrative Math Gr. 6, and AVID) <i>[Christin Lovell]</i></p> <p>EA 1.1.3 (2) Students will utilize i-Ready online math instruction for a minimum of 45 minutes per week. <i>[Christin Lovell]</i></p> <p>EA 1.1.3 (3) Teachers will engage in learning walks to reflect on effective teaching strategies. <i>[Ryan Ishimoto & Rosa Ashley]</i></p> <p>EA 1.1.3 (4) Teachers will engage in horizontal and vertical articulation to align curriculum, instruction, and assessment. <i>[Christin Lovell]</i></p> <p>EA 1.1.3 (5) All teachers will establish common grading practices and use of universal rubrics for consistent grading/ student expectations for the area of Math. <i>[Christin Lovell & Rosa Ashley]</i></p>	<p>Increase Math Proficiency by 5% as evidenced by SBA Math Data</p> <p>Increase Math Proficiency by 5% as evidenced by i-Ready Math Data</p> <p>Stepping Stones Assessments</p> <p>Illustrative Math Assessments (Gr. 6)</p> <p>SchoolWide AVID Quarterly Instruction Doc</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$12,500</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>		
--	---------------------------------------	---	--	--	--	--



<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>1A 1B 1C 4A</p>	<p>EA 1.1.4 (1) Teachers will incorporate language acquisition strategies:</p> <ul style="list-style-type: none"> • Activate/Bridge Prior Knowledge • Use Visual Tools (AVID Focused Note-Taking Strategies, Thinking Maps, Anchor Charts) • Teach Academic Vocabulary (Word Banks, Sentence Frames) <p>[Kelcey Chinen]</p> <p>EA 1.1.4 (2) Teachers will utilize engagement/collaborative strategies such as:</p> <ul style="list-style-type: none"> • Total Participation Techniques (TPT) • AVID WICOR strategies • 50 Instructional Strategies <p>[Kelcey Chinen]</p> <p>EA 1.1.4 (3) Students will have daily opportunities to develop and improve basic speaking and oral language skills.</p> <ul style="list-style-type: none"> • Teachers will post and refer to language targets during instruction in all content areas. (WIDA Language Expectations) <p>[Kelcey Chinen]</p> <p>EA 1.1.4 (4) Classroom Teachers, EL Coordinator/ Teacher, and EL staff will participate in quarterly EL Collaboration meetings. Purpose of the meetings are to analyze student data and determine appropriate instructional strategies for EL students.</p> <p>[Kelcey Chinen]</p> <p>EA 1.1.4 (5) Teachers will scaffold grade-level instruction through:</p> <ul style="list-style-type: none"> • Thinking Maps • Explicit and embedded vocabulary instruction utilizing WonderWorks and Stepping Stones supplementary materials. 	<p>Increase percentage of EL students on-track to English language proficiency from 29% to 39%</p> <p>Increase our EL ELA and Math proficiency to 15% as evidenced by Strive HI</p> <p>Increase the percentage of EL students who obtain English Proficiency (5.0) and exit the EL program from 2% to 8%.</p> <p>Increase the percentage of IDEA students who achieve Level 2 on ELA and Math SBA (Approaching/N early Met) to 10%</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, 9,404 <input checked="" type="checkbox"/> Title I, \$40,500 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$ 		
--	--------------------------------	---	--	---	--	--



		<ul style="list-style-type: none"> • Use of students' accommodations and modifications as listed in IEP • Regular common planning time for inclusion teachers. <p><i>[Chelsea Ornellas]</i></p> <p>EA 1.1.4 (6) Special education teachers will provide specially designed instruction to all SPED students.</p> <ul style="list-style-type: none"> • Teachers will receive inclusive practices training and mentoring. <p><i>[Chelsea Ornellas]</i></p> <p>EA 1.1.4 (7) All students will maintain a 1:1 device ratio to engage in deeper learning and provide equity for all students.</p> <p><i>[Cleve Hamasaki]</i></p> <p>EA 1.1.4 (8) Teachers will establish consistent GLO rubrics so that student expectations are consistent.</p> <p><i>[Christin Lovell]</i></p> <p>EA 1.1.4 (9) School team will meet monthly for Student Action Plan and Peer Review to discuss student concerns, progress, and possible support.</p> <p><i>[Chelsea Ornellas]</i></p>	<p>GLO Grade from Report Cards</p> <p>Inclusive Practice PD Calendar</p> <p>Device Inventory</p>			
--	--	--	--	--	--	--



One-Year Academic Plan SY 2024-2025 for AMR Schools

<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>N/A</p>	<p>EA 1.1.5 (1) Grade 6 team will participate in a transition meeting and site visit with Aiea Intermediate in Quarter 4. <i>[Gavin Takeno]</i></p> <p>EA 1.1.5 (2) SSC will meet with Aiea Intermediate SSC to ensure students' IEPs are aligned and students' needs are met to make for a smoother transition. <i>[Chelsea Ornellas]</i></p>	<p>AIS Google Transition Form</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>		
---	------------	--	-----------------------------------	---	--	--



★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

Desired Outcomes "What do we plan to accomplish?"	Root/Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2025. Include dates and descriptions for carrying out this enabling activity.	
					AMR Semester 1 Check December 13, 2024	AMR Semester 2 Check May 16, 2025
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	3A	EA 1.2.1 (1) Teachers and educational staff implement student-centered learning to give students more voice and engagement in their learning. [Cleve Hamasaki & Christin Lovell] EA 1.2.1 (2) School staff will continue attendance celebrations/ awards and school assemblies to recognize those students and classes with improved attendance rates.	IC Attendance Records -Schoolwide Attendance Tracker Family Night Feedback	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$		



One-Year Academic Plan SY 2024-2025 for AMR Schools

<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>2A 2B 2C 2D</p>	<p>EA 1.2.2 (1) School will build an MTSS system focusing on all tiers of behavioral support.</p> <ul style="list-style-type: none"> Staff will continue professional development on SEL and Behavior screeners with Belong Partners. <p>[Gavin Takeno & Juli Shinn]</p> <p>EA 1.2.2 (2) Teachers will revisit the Schoolwide Behavior Matrix and explicitly teach desired behaviors for all students.</p> <p>[Gavin Takeno & Juli Shinn]</p> <p>EA1.2.2 (3) PBIS team will continue to monitor the implementation of the behavioral matrix.</p> <p>[Gavin Takeno & Juli Shinn]</p> <p>EA1.2.2 (4) Teachers will continue to implement our Four Essential Trauma Informed Practices (Welcoming Routines, Community Circle, Regulation Activities, and Peace Corners).</p> <ul style="list-style-type: none"> Staff will continue professional development on Trauma Informed Practices. <p>[Kelcey Chinen & Gavin Takeno]</p>	<p>Belong Partners Screener Data</p> <p>Behavioral Referrals</p> <p>PBIS Behavior Tracker</p>	<p><input checked="" type="checkbox"/> WSF, \$10,000</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p> <p>Belong Partners-</p>		
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>3B</p>	<p>EA 1.2.3 (1) Teachers will provide opportunities to encourage interdisciplinary learning and increase parent and community participation.</p> <ul style="list-style-type: none"> At least 1 PBL Project per semester <p>[Cleve Hamasaki & Christin Lovell]</p> <p>EA 1.2.3 (2) Teachers will continue to receive professional development for Project-Based Learning so that they can provide real-world learning opportunities for their students.</p> <p>[Cleve Hamasaki & Christin Lovell]</p>	<p>PBL GL Projects/ Reflections</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$15,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>		



★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

Desired Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2025. Include dates and descriptions for carrying out this enabling activity.	
					AMR Semester 1 Check December 13, 2024	AMR Semester 2 Check May 16, 2025
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	3B	EA 1.3.1 (1) Implement AVID Focused Note-taking in all classes; at least 80% of students will improve in Focused Note-Taking skills as evidenced by AE Assessments (pre-, mid-, post-). <i>[Christin Lovell & Kelcey Chinen]</i> EA 1.3.1 (2) Students in Grades 1-6 will utilize a planner and binder as an organizational tool as well as a home-school communication tool; at least 80% of students will improve in organizational skills as evidenced by monthly binder checks. <i>[Christin Lovell & Kelcey Chinen]</i> EA 1.3.1 (3) Teachers will engage students in student-centered, career and college readiness projects annually. These activities include: <ul style="list-style-type: none"> ● Goal Setting ● College Research Projects ● Virtual College Visits 		<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$22,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$		



		<ul style="list-style-type: none">● Filling out college applications (Gr. 3-6)● Career Research Projects <p>[Christin Lovell & Kelcey Chinen]</p> <p>EA 1.3.1 (4) Provide AVID Professional Development such as:</p> <ul style="list-style-type: none">● AVID Summer Pathway Training● AVID National Conference● In House AVID PD provided by AVID Site Team <p>[Christin Lovell & Kelcey Chinen]</p>				
--	--	--	--	--	--	--



Priority 2 High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2025. Include dates and descriptions for carrying out this enabling activity.	
					AMR Semester 1 Check December 13, 2024	AMR Semester 2 Check May 16, 2025



Priority 3 Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> Please estimate the additional amount needed to execute the enabling activity.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2025. Include dates and descriptions for carrying out this enabling activity.	
					AMR Semester 1 Check December 13, 2024	AMR Semester 2 Check May 16, 2025
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	3C	EA 3.3.1 (1) School Community Council meets monthly with the principal to discuss school focuses and issues. [Ryan Ishimoto & Rosa Ashley]	SCC Meeting log/ notes	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: ____, \$ <input type="checkbox"/> Other: ____, \$		



★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2025. Include dates and descriptions for carrying out this enabling activity.	
					AMR Semester 1 Check December 13, 2024	AMR Semester 2 Check May 16, 2025
AES.1 Increase parent and community engagement <i>Required for AMR schools.</i>	3C	EA AES.1 (1) Aiea Elementary Staff will provide four family engagement opportunities to increase community engagement. [FOL Leads] EA AES.1 (2) One family event will continue to showcase AVID WICOR strategies and implementation at our school. [Christin Lovell & Kelcey Chinen] EA AES.1 (3) EL Staff will provide family engagement opportunities to engage with EL families and build relationships with them. [Kelcey Chinen] EA AES.1 (4) Teachers will utilize student planners as a form of parent and school connection. [Christin Lovell]	Family Night Sign in Sheet Percentage of connected families on Class Dojo	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$4,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$		



★ Other Systems of Support						
Desired Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2025. Include dates and descriptions for carrying out this enabling activity.	
					AMR Semester 1 Check December 13, 2024	AMR Semester 2 Check May 16, 2025
1.2.2 All student demonstrate positive behaviors at school <i>Required for AMR schools.</i>	2A 2B 2C 2D	EA 1.2.2 See above for earlier desired outcome (1.2.2) for list of enabling activities, monitoring of progress, and accountable leads for our school's Hawaii Multi-tiered System of Support to accelerate learning and close the achievement gap. EA 1.2.2 (1) Aiea Elementary School will provide an after school program and an in-school student choice Friday in order to incentivize desired behaviors of students. [Christin Lovell, Cleve Hamasaki, Juli Shinn, & Gavin Takeno]	Schoolwide attendance rate Student survey at the end of quarter	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$		



APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Aiea Elementary School current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional <u>hours per year</u> <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1,064.7
Did your school submit a SCC Waiver Request Form? Please explain.	No
Bell Schedule: Aiea Elementary School Bell Schedule	











AES Academic Plan Template, SY24-25 (1)

Final Audit Report

2024-04-11

Created:	2024-04-11
By:	10117677@k12.hi.us
Status:	Signed
Transaction ID:	CBJCHBCAABAAAnXKcUTINOmoxDbUyAF9ucdUha-6iigAT

"AES Academic Plan Template, SY24-25 (1)" History

-  Document created by 10117677@k12.hi.us
2024-04-11 - 8:22:58 PM GMT
-  Document emailed to ryan.ishimoto@k12.hi.us for signature
2024-04-11 - 8:23:24 PM GMT
-  Email viewed by ryan.ishimoto@k12.hi.us
2024-04-11 - 9:33:47 PM GMT
-  Signer ryan.ishimoto@k12.hi.us entered name at signing as Ryan Ishimoto
2024-04-11 - 9:34:20 PM GMT
-  Document e-signed by Ryan Ishimoto (ryan.ishimoto@k12.hi.us)
Signature Date: 2024-04-11 - 9:34:22 PM GMT - Time Source: server
-  Document emailed to john.erickson@k12.hi.us for signature
2024-04-11 - 9:34:24 PM GMT
-  Email viewed by john.erickson@k12.hi.us
2024-04-11 - 9:34:46 PM GMT
-  Signer john.erickson@k12.hi.us entered name at signing as John Erickson
2024-04-11 - 9:35:22 PM GMT
-  Document e-signed by John Erickson (john.erickson@k12.hi.us)
Signature Date: 2024-04-11 - 9:35:24 PM GMT - Time Source: server
-  Agreement completed.
2024-04-11 - 9:35:24 PM GMT

