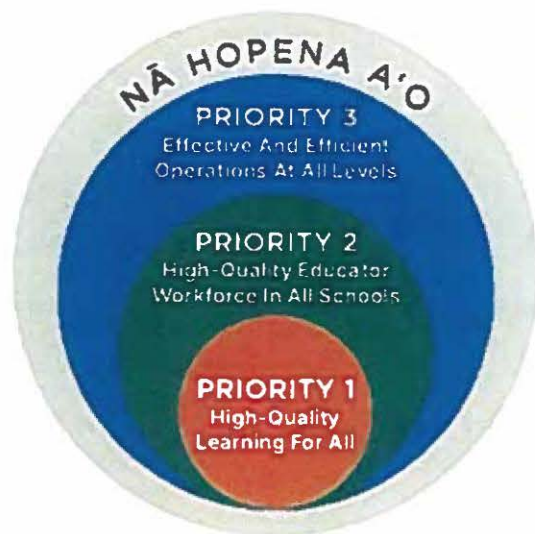




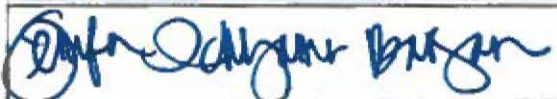
Ali'iolani Elementary School

Academic Plan

SY 2026-2027

1240 7th Ave. Honolulu, Hawai'i 96816
(808)730-0700
<https://www.aliiolanischool.com/>

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Jennifer Ichiyama-Bangan	
	Apr 2, 2026

Approved by Complex Area Superintendent Linell Dilwith	
	4/20/26

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

TABLE OF CONTENTS

VIALE QUALITY CURRICULUM.....	3
UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS.....	4
HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS).....	4
IDENTIFIED SCHOOL NEEDS.....	5
PRIORITY 1.....	7
★ GOAL 1.1.....	7
★ GOAL 1.2.....	10
★ GOAL 1.3.....	12
PRIORITY 2.....	14
PRIORITY 3.....	15
★ GOAL 3.3.....	15
★ Family and Community Engagement.....	16
★ Other Systems of Support.....	17
APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM.....	18
APPENDIX B: BELL SCHEDULE.....	21

VIABLE QUALITY CURRICULUM

This section highlights the **comprehensive instructional programs** and **supplementary instructional materials** used by each core subject area.

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	<u>English Language Arts</u>	<u>Mathematics</u>	Science	Social Studies
K	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	STEMscopes	
1	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	STEMscopes	
2	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	STEMscopes	
3	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	STEMscopes	
4	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	STEMscopes	
5	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	STEMscopes	

Please list all **supplementary instructional materials** used to extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Special Ed K-2	Teach Town	Teach Town	Teach Town	Teach Town
2-5	Beable			
3-5, including Special Ed	IXL	IXL		
K	Sound Partners			

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered **screening, and/or other progress monitoring assessments** designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the **screening and/or progress monitoring assessments** used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grade K	I-Ready ▾ KEADIBELS	I-Ready ▾
Grade 1	I-Ready ▾ DIBELS	I-Ready ▾
Grade 2	I-Ready ▾ DIBELS	I-Ready ▾
Grade 3	I-Ready ▾ DIBELS	I-Ready ▾
Grade 4	I-Ready ▾	I-Ready ▾
Grade 5	I-Ready ▾	I-Ready ▾

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document **HMTSS student interventions**? Please select all that apply. If "Other" is selected, please explain.

☒ Panorama ☐ School-created template ☒ Other: SRSS-IE Behavioral Screener

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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

- ☒ Current CNA
- ☐ Other current assessment/self-study report: [Insert text]
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: [Insert year]

Type of Last Visit: **Select One**

Year of Next Action: [Insert year]

Type of Next Action: **Select One**

Year of Next Self-Study:

[Insert year]

Please identify **critical student learning needs** and the **root/contributing cause** 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?"

Please number the student need and root/contributing cause for ease of cross-referencing.

1 **Student Need:** Students need targeted, consistent instruction and tiered support to address persistent and widening achievement gaps across English Language Arts, Mathematics, Science, and Writing, particularly for high-needs and special education learners, to ensure equitable access to grade-level learning and academic success.

SBA Proficiency by Subgroups for SY 24-25

Content Area	All Students	SPED	ELL	Disadvantaged	Achievement Gap
ELA	72%	36%	57%	63%	29%
Math	82%	45%	57%	68%	32%
Science	39%	0%	25%	25%	

Root/Contributing Cause:

	In SY 2024-25, Ali'iolani Elementary exceeded the state ELA and math KPI targets, achieving 71.7% proficiency in ELA compared to the state target of 64.4% and achieving 81.5% proficiency in math compared to the state target of 76.1%. However, persistent and growing achievement gaps for High Needs and Special Education students across ELA, Math, Science, and Writing indicate that not all students are equitably benefiting from the school's overall strong performance. The Math achievement gap has grown to 32% over three consecutive school years, and the ELA achievement gap grew to 29% in 2024-25. Closing these gaps remains a critical priority for improvement. To support high-need learners, teachers should implement intentional scaffolds within core Tier 1 instruction. AES needs to systematize consistent hands-on, NGSS-aligned science instruction across grade levels. Science curriculum is not being monitored for fidelity, effectiveness or learning progressions from grade K-5. SBA 2024-25 data shows the only grade level with a majority of students reaching writing proficiency was grade 4 (now grade 5 in 25-26). Science proficiency dropped from 66% to 39% due to many factors. Special Education students had the lowest proficiency rates across all tested areas in 2024-25. High needs students were below state and complex in KPI Growth in Math, indicating Tiered supports are not sufficiently adjusted based on data. 1A - Inconsistent implementation of Tier 1 instruction across all content areas 1B - Inconsistent implementation of appropriate Tiered supports based on student achievement data 1C- Inconsistent use of school data to drive instruction, assessment and intervention to provide timely supports targeting student learning gaps
2	<u>Student Need:</u> Students need increased opportunities and supports to strengthen their sense of belonging, build supportive relationships, and enhance social-emotional engagement across the school community. In the Panorama Survey for SY 25-26 for Gr. 3-5, Supportive Relationships decreased by 2% since the Fall 2025 survey. Although we've seen an increase in Sense of Belonging to 68%, it still remains a focus for improvement. Student responses on the Panorama Student Perception Survey for Gr. 3-5 increased in three areas: Pedagogical Effectiveness(81% to 82% in SY25-26), Classroom Teacher-Student Relationships(76% to 81% in SY25-26), and Classroom Engagement(51% to 53% in SY25-26). In the Panorama Survey for SY 25-26 for Gr. K-2, which is completed by teachers, there was a decrease in positive responses across all domains since the Fall 2025 survey. Social Awareness decreased by 17% (69% to 52%). <u>Root/Contributing Cause:</u> • SEL curriculum is newly adopted with one teacher training and varying implementation ◦ In August and September 2025 - 85.7% of responses from the PBIS/SEL Check-in Survey noted Character Strong instruction was delivered at least 2x/week ◦ In October, November and December - 66.7% of responses from the PBIS/SEL Check-in Survey noted Character Strong instruction was delivered at least 2x/week • PBIS strategies have varying implementation 2A - Inconsistent implementation of the behavior and social-emotional domains of the Hawai'i Multi-Tiered System of Support (HMTSS) to meet the needs of all students. 2B - Inconsistent understanding of effective Tiered supports to meet the social-emotional needs of all students. 2C - Systematic process to monitor SEL outcomes and adjust supports have not been established.

3	<u>Student Need:</u> Consistent access to aligned, data-driven, equitable instruction and tiered support across all grade levels. <u>Root/Contributing Cause:</u> Universal screener data exists but there is no standardized school-wide system to track intervention outcomes. No consistent data team process to monitor student progress in Tier 1 instruction and adjust Tiered supports and interventions timely. Insufficient vertical articulation of reading, math, and science curriculum across K-5. No established walkthrough protocol to monitor curriculum implementation. Growing achievement gaps across tested content areas suggest instruction and intervention supports are not appropriately targeting the learning gaps for all students. 3A - Lack of a school-wide tool, template, or system to record, track, and monitor instruction and intervention outcomes over time. 3B- Inconsistent implementation of a recurring school-wide process for K-5 teachers to articulate across grade levels to align curriculum, discuss student progression, and ensure rigorous, scaffolded learning.
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To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

1	Targeted Subgroup: EL Students <table border="1" data-bbox="280 347 2069 1029"> <thead> <tr> <th data-bbox="280 347 1169 419">Measure</th><th data-bbox="1169 347 2069 419">Data Point</th></tr> </thead> <tbody> <tr> <td data-bbox="280 419 1169 491">ELA Proficiency (SBA)</td><td data-bbox="1169 419 2069 491">ELL & Exits decreased to 57.1% proficiency in 24-25</td></tr> <tr> <td data-bbox="280 491 1169 595">Math Proficiency (SBA)</td><td data-bbox="1169 491 2069 595">ELL & Exits decreased to 57.1% proficiency in 24-25 - the lowest in the past 3 school years</td></tr> <tr> <td data-bbox="280 595 1169 707">EL Proficiency Levels</td><td data-bbox="1169 595 2069 707">Most AES EL students are at Entering, Emerging, and Developing proficiency levels</td></tr> <tr> <td data-bbox="280 707 1169 818">Attendance</td><td data-bbox="1169 707 2069 818">EL students' regular attendance rates have dropped for the last 3 years to 82.1% in 2024-25</td></tr> <tr> <td data-bbox="280 818 1169 922">Discipline</td><td data-bbox="1169 818 2069 922">EL students represented in behavior incidents (22 incidents in 22-23)</td></tr> <tr> <td data-bbox="280 922 1169 1029">Staffing</td><td data-bbox="1169 922 2069 1029">Serviced by only 1 TESOL-certified teacher and 1 part-time teacher</td></tr> </tbody> </table> Identified Student Need(s): AES EL students need structured language acquisition support, sheltered instruction practices, and vocabulary development embedded within all core content instruction. In addition, EL students need consistent progress monitoring toward English language proficiency goals. EL students need differentiated and scaffolded access to content Curriculum with equitable access to Tier 1 instructions and language supports built in - not only provided by pull-out services. Some EL families may need culturally responsive outreach and communication in their home language to support consistent attendance.	Measure	Data Point	ELA Proficiency (SBA)	ELL & Exits decreased to 57.1% proficiency in 24-25	Math Proficiency (SBA)	ELL & Exits decreased to 57.1% proficiency in 24-25 - the lowest in the past 3 school years	EL Proficiency Levels	Most AES EL students are at Entering, Emerging, and Developing proficiency levels	Attendance	EL students' regular attendance rates have dropped for the last 3 years to 82.1% in 2024-25	Discipline	EL students represented in behavior incidents (22 incidents in 22-23)	Staffing	Serviced by only 1 TESOL-certified teacher and 1 part-time teacher
Measure	Data Point														
ELA Proficiency (SBA)	ELL & Exits decreased to 57.1% proficiency in 24-25														
Math Proficiency (SBA)	ELL & Exits decreased to 57.1% proficiency in 24-25 - the lowest in the past 3 school years														
EL Proficiency Levels	Most AES EL students are at Entering, Emerging, and Developing proficiency levels														
Attendance	EL students' regular attendance rates have dropped for the last 3 years to 82.1% in 2024-25														
Discipline	EL students represented in behavior incidents (22 incidents in 22-23)														
Staffing	Serviced by only 1 TESOL-certified teacher and 1 part-time teacher														
2	Targeted Subgroup: Special Education														

	Measure	Data Point
	ELA Proficiency (SBA)	36.3% proficient — lowest of all subgroups
	Math Proficiency (SBA)	45.4% proficient — lowest of all subgroups
	Science Proficiency (HSA)	0% proficient in 24-25
	Universal Screener	SPED students are consistently below grade level in both ELA and Math
	Attendance	SPED students have the lowest attendance rates of all subgroups - 66.6% Regular Attendance
	Enrollment	SPED represents 16% of the total student population (35 students)
	Discipline	SPED students were represented in behavior incidents across multiple years
Identified Student Need(s): AES Special Ed students, like all other student groups, need equitable access to Tier 1 core instruction and modified and scaffolded learning opportunities that maintain high expectations while meeting individual learning needs. Special Ed students need clearly defined Tier 2 and Tier 3 interventions based on data review in collaborative team meetings with consistent progress monitoring and timely intervention adjustments. Special Ed students need targeted attendance outreach to encourage consistent attendance.		
3	Targeted Subgroup: Low SES	
	Measure	Data Point
	Enrollment	51% of students are Economically Disadvantaged (113 students) — steadily increasing since 2022
	Regular Attendance	Regular attendance for Low SES students stands at

	71.4% - the second lowest across all subgroups - a notable disparity compared to Non-High-Needs students.
ELA Achievement Gap	Overall High-Needs gap (which includes Low SES) is 29%
Math Achievement Gap	Overall High-Needs gap is 32% — steadily growing for 3 consecutive years
Science Achievement Gap	High-Needs vs. Non-High-Needs gap is 37.8%
SEL	Low SES students show lower scores in Self-Efficacy, Growth Mindset, and Sense of Belonging
<u>Identified Student Need(s):</u> Low SES students need equitable access to high-quality Tier 1 instruction with extended learning opportunities and focused Tier 2 and Tier 3 interventions to address learning gaps. Low SES families need culturally responsive outreach to address attendance barriers and flexible engagement opportunities to support and stay connected to their child's learning. Low SES students need consistent Tier 1 SEL instruction through Character Strong to build Self-Efficacy, Growth Mindset and Sense of Belonging. Students need appropriate supports to address their individual needs so they are ready to learn.	



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 Outcome <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>Estimate the additional amount needed for enabling activities.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	1A 1C	Early literacy instruction will be provided through the consistent implementation of ECRI and Heggerty for all students in kindergarten. (SW6) Lead: Principal and Curriculum Coordinator KEA results will be used to address areas of need for students identified as at risk and needing additional support. Data supports which students will receive Intervention. Lead: Principal and Curriculum Coordinator Implement a vertically aligned foundational reading block (SW6) • 30 min - Everyday • ECRI • Heggerty - Phonological Awareness Lead: Principal and Curriculum Coordinator Character Strong • Universal implementation of Character Strong • Monthly Counselor SEL lessons support • Biweekly teacher lessons	Initial Outcomes: • KEA • DIBELS BOY • iReady Universal Screener BOY Intermediate Outcomes: • iReady Universal Screener MOY, EOY • DIBELS MOY, EOY • Teacher Curricular Assessments • Wonder's Assessments	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		Lead: Counselor		
Reading Proficiency 1.1.2. All students read proficiently by the end of third grade , and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	1A 1B 1C SBA data shows writing proficiency among High Need students saw a significant downturn over the last two years, dropping from 42% in SY 2023-24 to 22% in SY 2024-25 .	Strengthen Tier 1 instruction in all ELA classrooms by following and using the approved viable curriculum - Reading Wonders 2023. (SW6) <i>Engage in data teams and goal-setting with all students.</i> Lead: Principal and Curriculum Coordinator Tier 2 and 3 instruction for foundational reading will be provided to students through small group instruction using ECRI for K-2. (SW6) All K-5 students reading 1-2 grade levels below as assessed by DIBELS and iReady receive tier 2 intervention twice weekly in 30 minute sessions. (SW6) Lead: Curriculum Coordinator - Develop and implement a vertically aligned foundational reading block in grades K-5. <i>Grades K-2 will be for at least 30 minutes daily and focused on word recognition skills.</i> <i>Grades 3-5 will be for at least 15 minutes daily and concentrate on morphology.</i> Lead: Principal and Curriculum Coordinator - Provide time and develop systems for data teams focused on fidelity with implementing the curriculum, analyzing student data, and creating/monitoring intervention plans for students below grade level learning expectations. <i>Panorama Student Success Dashboard</i> Lead: Principal and Curriculum Coordinator - EL strategies will be implemented in all classrooms. - Sheltered Instruction	Initial Outcomes: - iReady Universal Screener BOY assessments - DIBELS Benchmark Assessments BOY Intermediate Outcomes: - iReady Universal Screener MOY, and EOY assessments - DIBELS Benchmark Assessments MOY, and EOY - Consolidated data sheets for student achievement data - Curricular Assessments - SBA Assessment - Lei Kulia Reports	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of fifth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	1B 1C 81% of students are proficient in mathematics, as assessed by the 24-25 SBA. 55.6% of students were performing on grade-level on the universal screener, iReady, by the end of SY 24-25. Students will show a 3% growth on the SBA assessment from 81% to 84%. iReady universal screener data proficiency rates will increase by 4% from 55.6% to 60% by the end of SY26/27.	Strengthen Tier 1 instruction in all mathematics classrooms by following and using the approved viable curriculum - Ready Classroom Mathematics. (SW6) • Provide teachers with professional development on effective implementation of the curriculum. (SW6) • Provide professional development opportunities for teachers to learn and implement new high-yield instructional strategies to increase engagement and problem-solving skills through Building Thinking Classroom strategies. (SW6) • Develop and implement a structured walkthrough protocol for the leadership team and instructional peers to systematically observe and monitor Tier 1 instruction across grades K-5 • Provide opportunities for peer observations Lead: Principal Tier 2 and 3 instruction for mathematics will be provided to students by teachers through data analysis and selection and use of differentiated materials and small group instruction. • Fund supplemental programs and materials to meet the learning needs of all students (SW6) • Continue to improve the utilization of Panorama Student Success Dashboard to record and monitor student data Lead: Curriculum Coordinator	Initial Outcomes: • iReady Universal Screener BOY assessments Intermediate Outcomes: • iReady Universal Screener MOY, and EOY assessments • Curricular Assessments • SBA Assessments • Lei Kulia Reports	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	1B 1C	Meet the needs of our low SES student population. Our low SES student population makes up 54% of our total student population. How we are going to address their needs: • Implement an HMTSS system to monitor students' progress and provide appropriate instruction to meet the needs of all learners (SW6) Lead: Curriculum Coordinator, Counselor, SSC, EL Coordinator Meet the needs of AES EL population: How we are going to address their needs: • Refine process for determining designated EL support and sheltered instruction (SW6) • The EL Design team will support teachers by providing in-service training on EL instructional strategies (SW6) • EL coordinator will join data team/articulation time at least 1 time per month with counselor, SSC, CC, and grade-level teams Lead: EL Coordinator, Curriculum Coordinator Meet the needs of our SPED population: How we are going to meet their needs: • Refine early intervention processes for all students Lead: Student Services Coordinator	Initial Outcomes: • iReady BOY diagnostic data, progress monitoring • DIBELS Benchmark Assessments BOY Intermediate Outcomes: • iReady MOY, and EOY diagnostic data, progress monitoring • DIBELS Benchmark Assessments MOY and EOY • SBA proficiency scores • WIDA Scores Student work and classroom assessments • Student word and Curricular Assessments • Use of Panorama to track student response to intervention	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.1.5. All students transition successfully at critical points, from elementary to middle school. <i>Required for all schools.</i>	2A	During the first 2 weeks of school, Kindergarten introduces new students to AES by having small groups - splitting the class in half (A/B groups). (SW6) Days are lengthened building to a full school day by the end of the second week. Parent orientation prior to students starting school allows parents to know expectations and gives parents and students time to prepare. Grade 5 visits Jarrett Middle School for a middle school orientation. Transition meetings happen for all grade 5 students with IEP and 504 plans so parents and students can prepare for new schools. Lead: Principal, SSC, Counselor	Initial Outcomes: • iReady universal screener BOY diagnostic data Intermediate Outcomes: • iReady universal screener MOY, and EOY diagnostic data • SBA proficiency Scores • HSA proficiency scores • Vertical Articulation • Prioritized Standards Maps • Curriculum Maps • Attendance Record • Parent sign in sheets	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.6. All students will receive support through the HMTSS multi-tiered system for academics, behavior, social emotional and physical health.	1B 1C	The HMTSS Team, collaborates with school leadership and grade-level teams, to systematically implement, review, and update the completed AES HMTSS Blueprint ensuring that tiered supports are clearly defined, consistently delivered, and aligned across academic, behavioral, social-emotional, and physical health domains for all students in grades K-5. The school will continue to update, revise and assess the Blueprint quarterly. HMTSS team will attend quarterly HMTSS coach-up sessions. HMTSS team will align the school's blueprint to the SEL Character Strong program. <u>Tier 1:</u> • Fund the iReady universal screener and personalized pathway to identify critical learning gaps for students who are falling behind academically. (SW6) • Fund high-quality and viable curriculum in all core subject areas: (SW6) • Ready Classroom Mathematics • Reading Wonder's 2023 • STEMscopes • Fund supplemental programs to address learning needs in the core academic subjects. (SW6) • Purchase supplies, materials, technology and equipment that support learning activities/standards (SW6) • Purchase books and supplies to expand the collection of books in the library (SW6) • Continue to identify and scaffold essential standards in ELA across K-5 (SW6)	Initial Outcomes: • iReady BOY diagnostic data • DIBELS Benchmark Assessments BOY Intermediate Outcomes: • iReady MOY and EOY diagnostic data, progress monitoring • DIBELS Benchmark Assessments MOY and EOY • LEI Kulia reports • Grade-level and articulation minutes • Title 1 documents ◦ HMTSS Blueprint ◦ HMTSS Assessment Tool ◦ Panorama • Use of Panorama to track students' holistic development	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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		● Provide 45 minutes per week of Computer Science, Fine Arts, and Physical Education instruction through the Specials Schedule (SW6) ● Fund after-school tutoring for students that are identified as at risk (SW6) Continue to expand consistent implementation of SEL Curriculum (Character Strong) to all students to address students' social and emotional needs Lead: Principal <u>Tier 2:</u> ● Utilize and refine the data team process to analyze student work samples and make modifications and accommodations to curriculum instruction ● Develop and implement an early intervention program that is consistent to address student achievement gaps. ○ Early identification of at-risk students ○ Universal method for creating intervention plans and progress monitoring of the plans ○ Review intervention plans to modify as needed and determine next steps ● Instruction will be provided for students needing support to develop foundational skills for learning. ○ Academics: ■ Small group instruction ■ Differentiated curricular materials <u>Tier 3</u> ● Instruction will be provided through pull-out or push-in small group or 1:1 instruction to address specific areas of academic concern. ○ Small group or 1:1 instruction provided by a PPT, interventionist, or teacher		
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		○ Individualized materials for students that are reading 1-2 grade levels below ○ Behavior and SEL ● Counselor will continue Character Strong Lesson (1x per month, Tier 1) ● Counselor will continue small group intervention based on student need (Tier 2) ○ Criteria for tier 2- SRSS-IE Moderate for externalizing behaviors (Behavior) ○ Criteria for tier 2 - SRSS-IE Moderate for internalizing behaviors - Panorama SEL at risk (SEL) ● Will continue Individual school-based counseling based on student need (Tier 3) ○ Criteria for tier 3 ■ SRSS-IE High Risk for externalizing behaviors (Behavior) ■ Criteria for tier 2 - SRSS-IE High Risk for internalizing behaviors ■ Panorama SEL at risk (SEL) ● Continue to provide opportunity for Hazel Health online individual student sessions (Tier 3) ● Continue to provide BHS Counseling (Tier 3) Lead: Curriculum Coordinator and Counselor		
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome <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>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	2A 2B 2C As of January 2025, AES has a Daily Attendance Rate of 93%. The goal is to increase Daily Attendance Rate to 95% by the end of the SY 26-27.	Outreach by school-level counselors will be consistently used to bring students back to school. • Attendance processes are transparent and shared with parents at the beginning of school year open house • Home visits as needed • Attendance Letters • Communication with parents upon students missing school • Parent meetings • Transportation options to school Lead: Counselor Continue to offer a variety of programs that incentivize attending school • Offer a variety of After School clubs • Development of an attendance incentive program • Morning Mile • A+ Partnership Lead: Counselor	• Lei Kulia Attendance • Data Panorama student • Perception data • Infinite Campus Reports	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	2A 2B 2C In SY 24-25, there were 7 school discipline incidents as indicated by LEI Kulia through January 2025. As of April 2026 LEI Kulia shows 1 Class D offense this school year.	Positive Behavioral Intervention and Supports (PBIS) Continue to implement and monitor the PBIS Awesome Ali'i program: (SW6) ● Gather student interest data and adjust Awesome Ali'i rewards accordingly ● Consistent monitoring of teacher engagement in the Awesome Ali'i program ● Continue to provide rewards through the Awesome Ali'i Store ● Continue to provide opportunities to redeem Awesome Ali'i Tickets for video/table game play and extended recess Refine behavior/counselor system ● Regular meetings with classroom teachers to collaborate and support student behaviors ● Collaboration between counselor and classroom teachers on Panorama results SEL Survey ● Teacher Implementation and support of the Character Strong SEL program ● Continue counselor presentations and rotation schedule with classroom teachers Lead: Counselor	● Lei Kulia Behavior Incident Data ● Panorama ● Student Perception Data ● SQS Data ● Counselor SEL lesson plans ● Awesome Ali'i Data Tracker ● SRSS-IE Data	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	All students will learn about the Hawaiian culture and values that make Hawai'i a unique and special place. Through these hands-on experiences, students will engage with the native Hawaiian language and culture.	• Grade levels continue to incorporate all Ha outcomes throughout the instructional day • End of year celebration of Hawaiian Cultures and Values (Makahiki, May Day, Cultural Day) • Continue to incorporate Ha outcomes in weekly Aina Aloha Lessons through Hawaiiana classes K-5 Lead: Principal, Curriculum Coordinator, Hawaiiana Teacher	• Incident Data • Student work samples and reflections	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome "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?" Estimate the additional amount needed for enabling activities.
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>	To provide authentic learning experiences and exposure to various careers and civic responsibility 80% of students will receive career, community, and civic opportunities by the end of 26-27 SY.	Opportunities in career, community, and civic engagement will be provided for students through: • A School-wide Career Fair Day event held in April 2026 (SW6) • Guest Speakers (Parents from various grade levels and professions, HPD, Humane Society, Some speakers obtained through ClimbHI partnership) • Weekly sessions exposing students to various careers via Beable program for grades 2-5 (SW6) • Field Trips (Sustainable Coastlines, Nature Center, etc.) • Community cleanup activities • STEM Day	• Career Day Sign up • Beable Data reports • Sustainable Coastlines • Report Student surveys • Volunteer surveys	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	[If applicable, reference the root/contributing cause from the Identified School Needs section] N/A	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures, including initial and intermediate outcomes, that will be used to monitor progress.]	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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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 Outcome <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>Estimate the additional amount needed for enabling activities.</i>
2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by SY26-27.	86% of teachers (18 out of 21) have received SIQ hours and/or TESOL certification. By the end of the 26-27 SY, 90% of teachers (19 out of 21) will receive 72 SIQ hours or TESOL certification	The Principal and EL Coordinator will provide timely updates on PD opportunities that meet SIQ requirements. The EL Coordinator will also oversee and assist teachers in meeting their SIQ and TESOL certification requirements. (SW6) Lead: Principal	Monitored through the EL Comp Plan • SIQ certification Plan for teachers without SIQ hours/ TESOL Certification • eHR for HQ	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
2.1.2 All teachers are effective or receive the necessary support to become effective.	By the end of the 25-26 SY, all teachers on cycle will receive an effective or highly effective rating. All teachers will	In order to be effective, all teachers will be provided supports including: (SW6) • STEMscopes PD • EL PD • Ready Math PD • Wonders 2023 PD • PRIME Math - Building Thinking Classrooms	• Student Success Plans • EES conferences • PD attendance Sheets • Walkthrough feedback forms • Data	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

	participate in Professional Development training opportunities to enhance teacher practice to impact student achievement and success	• PLC+ PD • School-wide walkthroughs • Peer observations • Early Literacy/ Foundational reading skills • SEL/Trauma Informed Practices • Hawaii Multi-Tiered Systems of Support (HMTSS) Lead: Principal	• Articulation minutes • Partner planning minutes • Coaching • Feedback notes • Peer observations schedule and sign-ups	☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
2.1.3 Teachers will experience improved well-being through targeted Social-Emotional Learning (SEL) support, leading to increased effectiveness in the classroom.	Limited processes and procedures to support teacher morale and staff relations In SY 24-25, there continued to be a decrease in positive responsive in all categories for AES teachers in the 2024-25 Teacher Well Being Survey. By the end of the SY 26-27, Panorama Teachers and Staff Well-Being results will	The principal will collaborate with teachers to: -Implement strategies to improve communication and collaboration between teachers and administration, such as regular open forums, increased transparency, and shared decision-making processes. - Provide adequate support and professional development opportunities for teachers, focusing on stress management, classroom management, and meeting the diverse needs of students. Lead: Principal	• Teacher SQS results • Panorama Staff Well-Being Results	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

	increase by 5% or more in all categories.			
2.2.2 All schools' support staff are effective or receive the necessary support to become effective.	All support staff members will support student success by providing instructional support to students in class.	To be effective, all staff members will: 1. Review the Opening School Year packet and all DOE guidelines and policies 2. Review the Beginning of the Year videos 3. Attend training sessions provided by the state, district, and complex area - All EAs received the Inclusive Practices training Part I with the District RTs - All EAs will receive the Inclusive Practices training Part II with the District RTs in SY 26-27 - Additional behavior management strategies will be provided by district/ state offices. 4. All Part-time teachers will receive foundational training on phonological awareness to support small group instruction New employees will receive school level orientation from either the Principal, Curriculum Coordinator, Student Services Coordinator, SASA, Head Custodian, or School Food Services Manager Lead: Principal	Initial Outcomes: • Opening School Year\ Packet and Videos - sign-in sheets • iReady BOY Data • DIBELS BOY Data Intermediate Outcomes: • Training session attendance sheets • Operations meeting minutes • iReady MOY and EOY Data • DIBELS MOY and EOY Data	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



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 Outcome <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>Estimate the additional amount needed for enabling activities.</i>
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>	100% of SCC positions are currently filled. AES will continue to hold collaborative meetings focused on school culture and school improvement every quarter.	The principal recruited interested individuals and held the first SCC meeting in September 2025 explaining roles/responsibilities. The principal continues to meet the School Community Council (SCC) at least once every quarter to: • solicit feedback • provide schoolwide updates • discuss recommendations to support student learning • Support school culture Principal will continue to involve the SCC committee to ensure school level plans and issues are agendized. Lead: Principal	• Documentation of activities • Committee Meeting minutes • Weekly Bulletin • Parent Square Bulletin • Parent Participation forms • Parent Surveys • FOA monthly Meeting minutes	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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

Desired Outcome <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>Estimate the additional amount needed for enabling activities.</i>
3.3.2 All families are engaged in school events/activities and have regular two way communication.	Regular and consistent communication with families increases family engagement and student success	School Events: • School committees will plan and execute school-wide events to increase parent involvement and engagement. ◦ Reading Night ◦ STEM Day(s) ◦ Campus Beautification ◦ Career Technology Education Night ◦ Math Night ◦ Career Day Event • The PTO - Friends of Aliiolani will organize family events throughout the year to support parent involvement and engagement. ◦ Movie Night, GingerBread House making night, Trunk or Treat, May Fun Fair Festival Communication: • Teachers will use various modes of communications to reach families via ParentSquare, SeeSaw, email, and phone • The principal will email updates to parents via the ParentSquare app to keep parents informed of school-wide events and activities.	• Documentation of activities • Committee Meeting minutes • Weekly Bulletin • Parent Square Bulletin • Parent Participation forms • Parent Surveys • FOA monthly Meeting minutes	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		• Documentation of activities • Committee Meeting minutes • Weekly Bulletin • Parent Square Bulletin • Parent Participation forms • Parent Surveys		
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★ Other Systems of Support				
Desired Outcome <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>Estimate the additional amount needed for enabling activities.</i>
3.3.3 Increase the number of activities provided by Community Partners	Community partnerships have the potential to bring resources and opportunities into the school community that can elevate the Educational experience for our students. 3B - Limited collaboration with parents to develop strong relationships for school improvement The low parent participation rate of 19.6% in the SQS survey indicates a need to improve parent	Community Partnerships: • Continue community and business partnerships • Sustainable Coastlines • Keep it Kaimuki • Big Brothers and Big Sisters • Girl Scouts • Dance Bomb Hawaii Lead: Principal	• Documentation of Activities • Committee Meeting minutes • Weekly Bulletin • Parent Square Communication • Parent Participation forms • Parent Surveys • FOA monthly meeting minutes	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

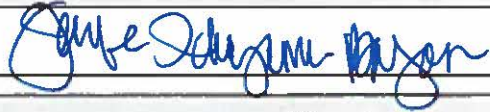
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Ali'iolani Elementary School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Dec 9, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 31, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): [Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 31, 2026**

Attested:

Ali'iolani Elementary School Principal	Signature	Date
Jennifer Ichiyama-Bangan		Mar 31, 2026
SCC Chairperson	Signature	Date
Sharmaine Higashi		Mar 31, 2026

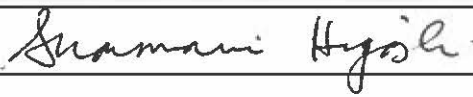
SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A		

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

Attested:

SCC Chairperson	Signature	Date
Sharmaine Higashi		Mar 31, 2026

APPENDIX B: BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association 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.**

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 hours per year <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>	1080
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Ali'iolani Elementary School Bell Schedule: AES School Bell Schedule	