



Aliamanu Elementary School Academic Plan SY 2025-2026

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- ☐ Non-Title 1 School
 ☐ Title 1 School
 ☐ Kaiapuni School (Self Contained)
 ☐ Kaiapuni School (Shared School Site)

Submitted by Principal Sandra Yoshimi	
<i>Sandra Yoshimi</i>	March 14, 2025

Approved by Complex Area Superintendent John Erickson	
<i>John Erickson</i> <small>John Erickson (Apr 9, 2025 13:32 HST)</small>	April 09, 2025

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

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	English Language Arts	Mathematics	Science	Social Studies
K-6	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	Explore Science	Studies Weekly
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

Please list all supplementary instructional materials used to enrich or 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
K-6				Teacher Created units (K-6) aligned with C3 Social Studies standards
4				Textbooks: Grade 4: Hawaiians of Old (Bess Press)
5				Grade 5 McGraw Hill : United States Adventure in Time and Place
6				Grade 6 McGraw Hill :World Adventures in Time and Place
K-5			Mystery Science	

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:

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
K-6	iReady - 1. Fall, Winter, Spring Diagnostics 2. Online Resource Tools	Ready Math 1. Fall, Winter, Spring Diagnostics 2. Online Resource Tools
3-6	I-Ready -	IAB -
K-6	I-Ready -	I-Ready -

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 for those needs and gaps, as identified in one or more of the following:

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

Year of Last Visit: 2023]

Type of Last Visit: Full Self-Study -

Year of Next Action: 2026

Type of Next Action: Progress Report & Visit -

Year of Next Self-Study:

2026

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	<p><u>Student Need:</u> Differentiation (Tier-3 math) WASC critical area of need: "Provide in-class, general education differentiated instruction as part of the school's multi-tiered academic system of support." (Spring 2023)</p> <p><u>Root/Contributing Cause:</u></p> <ol style="list-style-type: none"> 1. (A)Varying knowledge of how to implement differentiation in the classroom 2. (B)No record of consistent differentiation lessons used in the classroom 3. (C) With a significant percentage of our students (46%) in the High needs category there is an achievement gap between the high needs and non high needs group that ranges from 21% (ELA) and 24% (math) that needs targeted instruction.
2	<p><u>Student Need:</u> GLOs (Self-reflection/student voice)WASC critical area of need: "Through the existing grade level articulation meetings continue refining the PreK-6 Alignment of GLOs including (a) common horizontal and vertical descriptions, and (b) common horizontal and vertical student self-reflection." (Spring 2023) To support student's emotional and social growth to build their sense of belonging and growth mindset.</p> <p><u>Root/Contributing Cause:</u></p> <ol style="list-style-type: none"> 1. (A) No schoolwide common horizontal and vertical GLO descriptors 2. (B) Number of Chronic absenteeism.

	3. C) With the high student population (54%) that are connected to the military, there is a high degree of student transiency throughout the school year.
3	<p><u>Student Need:</u> Real-World performance tasks to better prepare them to be ready for future college and career experiences. This will allow students to explore through inquiry to build their thinking skills as well as giving them a voice in their learning, (Complex focus & WASC recommendation)</p> <p><u>Root/Contributing Cause:</u></p> <ol style="list-style-type: none"> 1. (A) Varying levels of Real World activities (Science/Social Studies/Digital literacy) implemented in grades PreK - 6. 2. (B) Varying levels of knowledge on how to implement Real World concepts in the classroom. 3. (c) There are no Accountability measures in place to ensure that Digital Literacy Instruction is implemented in all classrooms. 4. (D) Grade level science units do not include students to explore problem solving activities using the scientific design process Grade level units do not include performance task activities that promote real world learning experiences. 5. (E) Expand the involvement of parents, families and outside community members to support student learning.
4	<p><u>Student Need:</u> Student need explicit instruction in composing informative, narrative and argumentative writing compositions (SBA results)</p> <p><u>Root/Contributing Cause:</u> Teachers have not completed adopting a comprehensive Writing program that encompasses training and the development of a writing continuum that scaffolds from PreK - Gr 6.</p> <ol style="list-style-type: none"> 1. (A)No consistent and common writing program implemented in the school prior to 24-25 school year. 2. (B) Varying levels of knowledge of how to teach writing across the curriculum.
5	<p><u>Student Need:</u> Students need to be evaluated/supported to provide an appropriate and successful transition at critical points in your educational journey.</p> <p><u>Root/Contributing causes(s)</u></p> <ol style="list-style-type: none"> 1. (A) There is a wide range of proficiency levels amongst students entering Kindergarten. Baseline data as well as Fall, Winter and Spring screening is needed in order to deliver appropriate instruction to meet the needs of all students. 2. (B) Students leaving grade 6 to enter Middle school need transition programs to support them socially, emotionally and academically.

In order 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: High Needs Students (SPED, Disadvantaged, EL)

Identified Student Need(s):

- High need students demonstrate a need for improved achievement in ELA, Math and Science.

	SY 2021 -22	SY 2022 -23	SY 2023 -24
ELA Gap	26%	29%	21%
Math Gap	25%	16%	24%
Science Gap	64%	35.1%	47.8%

2 Targeted Subgroup:

Identified Student Need(s):

3 Targeted Subgroup:

Identified Student Need(s):



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> <i>Reference the Identified School Needs section.</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>Estimate the additional amount needed to execute the enabling activity.</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.	5A	<p>All entering kindergarten students will be assessed for social, emotional and academic readiness before entering school using KRA (Curriculum coordinators)</p> <p>All kindergarten students will be given the Kindergarten Quarterly Assessment to assess progress. (Curriculum coordinators)</p>	<p>1. Assessment tool: Kindergarten Readiness Assessment given before entering grade K.</p> <p>2. Teacher made Kindergarten Assessment will be administered every quarter to assess progress.</p>	<p> <input checked="" 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 checked="" type="checkbox"/> Other: __, \$ </p>

<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 <u>receive necessary and timely support</u> to become proficient.</p>	<p>1A 1B 1C 4A 4B</p>	<p>EA1.1.2.(1)Grade Level articulation will focus on the following areas: (Curriculum coordinators)</p> <ol style="list-style-type: none"> 1. Teachers will update grade level pacing guides to implement English Language Arts (ELA) aligned to the Common Core standards 2. PLC analysis for ELA using iReady diagnostic (Fall, Winter, Spring) and SBA data <p>EA1.1.2 (2) Teachers will continue to use Thinking Maps to teach the Reading Comprehension strategies in content areas. (Curriculum Coordinators, Administrator)</p> <p>EA 1.1.2 (3) Differentiated lessons will be used to support all students to become proficient. (classroom teachers)</p>	<p>1a. iReady Reading Diagnostic results and Growth reports</p> <p>2. Grade level articulation agenda and minutes</p> <p>3. 2024-25 SBA Assessment Data in ELA</p>	<p><input checked="" 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>
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<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 <u>receive necessary and timely support</u> to become proficient.</p>	<p>1A 1B 1C 4A 4B</p>	<p>EA1.1.3.(1) Grade Level articulation will be focus on the following areas: (Curriculum coordinators, Grade level chairs, administrator)</p> <ol style="list-style-type: none"> 1. Teachers will update grade level pacing guides to implement Math standards aligned to the Common Core standards 2. PLC analysis for Math using iReady diagnostic (Fall, Winter, Spring) and SBA data 3. Identifying personalized instruction to create differentiated lessons for all students including all subgroups. 4. Implement small group differentiated instruction in the gen ed classrooms. 5. Teachers will be trained on concrete and abstract strategies for math instruction 6. Teachers will share the use of Thinking Maps to teach math concepts. (Curriculum Coordinators, Administrator) 7. Continue with the Falcon Fact Friday program. <p>EA1.1.3 (2) Students in Grades 3-6 will use Focused IAB (Interim Assessment Blocks). (Curriculum coordinators)</p>	<p>1. iReady Math Diagnostic results and Growth reports</p> <p>2. Grade level articulation agenda and minutes</p> <p>3.2024-25 SBA Assessment Data in Math</p>	<p><input checked="" 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>
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<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 4B</p>	<p>EA1.1.4 (1) Aliamanu Elementary will provide support for all student groups to perform equally and well academically. (All teachers)</p> <ul style="list-style-type: none"> Provide personalized instruction for students in Tier 2 and Tier 3 to monitor their progress. <p>EA1.1.4 (2)RTI services will be provided for students in Tier 3 with appropriate targeted interventions for all students in small groups or individually who are not meeting proficiency on grade level benchmarks. (RTI instructor)</p> <ul style="list-style-type: none"> Provide differentiated instruction to meet the needs of diverse learners (English Language, Economically Disadvantaged) RTI teacher will provide communication with homeroom teacher to support services for tier 3 students who are being serviced in RTI <p>EA1.1.4 (3)EL services will provide differentiated instruction to students in grades K-6 in each of the four EL strands. (EL instructor)</p> <ul style="list-style-type: none"> With returning students, EL teacher will initiate as needed IRI/IDI reading assessments, and utilize ACCESS test, iReady screener, SBA data and teacher feedback to determine appropriate instruction level. Informal progress monitoring of all EL students.. Collaborate with homeroom and SPED teachers(for dual certificated students) via EL monitoring form Provide ELA report card comments for students who are 2 or more reading levels below same-aged group <p>EA1.1.4 (4)SPED students in grades K-6 will have targeted personalized instruction to meet their individual needs (Curriculum Coordinators, Grade level Teachers)</p>	<p>1.iReady Reading Diagnostic results and Growth reports</p> <p>2.Tier 3 Reading Progress monitoring data</p> <p>3.2023-24 SBA Assessment Data in ELA/Math</p> <p>4. RTI/EL program data identifying # of students exiting the resource program</p> <p>5. WIDA testing results</p>	<p><input checked="" 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>
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	1C 3A 3B 3C 3D	<ul style="list-style-type: none"> Using Wonderworks for grades 2-6 to supplement ELA instruction Progress monitoring will be conducted monthly using IReady assessment data to track student progress <p>EA 1.1.4 (5) Gifted/Talented students in grades 3-6 will have challenging targeted instruction to meet their needs.</p> <ul style="list-style-type: none"> Make available educational opportunities to support student's critical and creative thinking skills. Promote problem solving and decision making skills. <p>EA1.1.4 (6)All students are proficient in the use of the Engineering Design process to problem solve, and those who are not proficient will receive necessary and timely support to become proficient</p> <ul style="list-style-type: none"> All grade levels will continue to implement Science Units that targets the development of the Engineering Design Process for all students using the Amplify Science program and Mystery Science lessons. (Curriculum Coordinators, All Grade level Teachers). Teacher groups (Cadres) will work together to update pacing guides to ensure that all units are addressing the NGSS standards and include opportunities for students to experience Real World Learning that extend outside the 4 walls of the classroom. (Curriculum Coordinators, classroom Teachers) <p>EA1.1.4 (7)All students shall experience Real World: Inquiry and Problem based activities in Social Studies/Science units that will prepare them for success in future college and career readiness.</p> <ul style="list-style-type: none"> Teachers will continue to implement the schools' continuum of technology skills to include the Code.org program to help develop students' logical thinking and building problem solving skills. (Curriculum Coordinators, Classroom Teachers) 	6..Grade level Science pacing guides. 7.2024-25 SBA Assessment Data in Science 8..Science Cadre presentations and minutes 9. Real World teacher training sessions 10. School-wide Coding curriculum continuum 11. Grade level SS pacing guides	
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		<ul style="list-style-type: none"> Students will experience inquiry activities in the C3 (College, Career, Civic) Social studies focus to prepare students to become engaged citizens. (Curriculum Coordinators, Classroom Teachers) 		
<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>	5B	<p>EA1.1.5 (1)Sixth Grade students will visit Aliamanu Middle School for an orientation day. (Grade 6 GLC, Principal)</p> <p>EA 1.1.5 (2)Basic foreign language and cultural instruction will be given to grades 4-6 to encourage further studies in foreign language as they progress to middle and high school. (Foreign Language instructor, Classroom Teachers)</p>	<p>1.Aliamanu Middle School Orientation Agenda</p> <p>2. Grade level participation in the basic foreign language class.</p> <p>3. Panorama Student Perception Survey</p>	<p><input checked="" 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 checked="" 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 Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> Reference the Identified School Needs section.	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>Estimate the additional amount needed to execute the enabling activity.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	2A 2B 2C	1.2.1 (1) Tier 1 Intervention: SOAR (Super Outstanding Attendance Rocks) Incentive: Classes (K-6) that have 10 non-consecutive days of perfect attendance are awarded a fun SOAR activity run by the school counselor. (Reference name of accountable lead(s) here: Counselor) 1.2.1 (2) Tier 2-3 Intervention: (1) Administration, counselors, and SSC meet weekly to track students that are headed towards or have reached the chronically absenteeism level and discuss intensive interventions for each student (i.e. parent-teacher-admin conference, district social work support, home visit). (Reference name of accountable lead(s) here: Principal, VP, SSC, Counselors, SBBH.) 1.2.1 (3) All students will participate in GiveThx lessons, reflections, and share Thx notes. (Curriculum Coordinators)	1. Record of school attendance 2. SOAR records 3. Student peer connection % Student/teacher connection % 4. GiveThx: Online School Well Being Gratitude program	<input checked="" 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: __, \$

<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>2A 2B 2C</p>	<p>EA 1.2.2 (1) Counselors will teach 2 character education lessons per quarter (gr. K-6) focused around the 6 pillars of characters. (Counselors)</p> <p>EA 1.2.2 (2) The coveted golden spatula will be awarded each quarter (during awards assembly) to one class in each grade level who displays the most appropriate cafeteria behavior. (Counselors)</p> <p>EA 1.2.2 (3) AES will focus on reaffirming the school-wide descriptors for the 6 GLOs (General Learner Outcomes) and have students reflect on how they are obtaining each GLO. (Curriculum Coordinators)</p> <p>EA 1.2.2.(4) Continue the Gotcha Being Good rewards program to promote good behavior. (Administrators)</p> <p>EA 1.2.2 (5) All students will participate in GiveThx lessons, reflections, and share Thx notes. (Curriculum Coordinators)</p>	<p>1. Gotcha Records</p> <p>2. GLO student reflections</p> <p>3. Golden Spatula sticker chart & certificates</p> <p>4. Number of Gotchas redeemed and behavior referrals</p> <p>5. GiveThx: Total, type, and distribution of behaviors thanked Thx note analysis to gauge understanding</p>	<p><input checked="" 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>
<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>2A 3A 3C</p>	<p>EA. 1.2.3 (1) Teachers will engage their classes in gratitude lessons, reflections, and thank you notes aligned with co-defined HĀ values and character education areas. (Curriculum Coordinators)</p> <p>EA 1.2.3 (2) All students will participate in Problem Based Learning projects to promote a Real World learning experience. (Curriculum Coordinators)</p> <p>[Reference name of accountable lead(s) here]</p>	<p>1a. GiveThx: Co-definition of HA values/character ed completed.</p> <p>1b. GiveThx: #, type, distribution of HĀ values thanked</p> <p>2. Problem Based Learning Showcase</p>	<p><input checked="" 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 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>3A 3E</p>	<p>EA 1.3.1 (1) School community will provide opportunities for student-led activities.(Service Group advisors: Anchored 4 Life, FSP, Student Council, PCNC, Students)</p> <p>1.3.1 (2) AES AVID Night allows the students to interact with real people with various different careers and colleges, engage in student success skills (curriculum Coordinators, AVID coordinator)</p> <p>1.3.1 (3) School community will participate in daily service responsibilities (gr. 4-6) (Students)</p>	<p>1.Student evaluations</p> <p>2. Student reflections</p> <p>3. AVID Night evaluations</p> <p>4. Parent evaluations or surveys</p>	<p><input checked="" 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>

<p>K-12 Alignment</p> <p>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.</p>	<p>3A 1A</p>	<p>EA 1.3.2 (1) Students will participate in Real-World Projects connected to relevant careers.(Curriculum coordinators, classroom teachers)</p> <p>EA 1.3.2 (2) Teachers in grades PreK-6 will infuse AVID strategies into daily instruction. (AVID Coordinators, Classroom teachers)</p> <p>EA 1.3.2 (3) Teachers will be provided staff development to revisit school wide efforts in the implementation of WICOR strategies, Costa's levels of Questioning, Thinking Maps, (AVID coordinators Classroom Teachers.</p> <p>Accountable Leads: AVID LEAD, CC's</p>	<p>1. Parent evaluations</p> <p>2. Student evaluations</p> <p>3.Displays and projects</p> <p>4.Staff development evaluations</p>	<p><input checked="" 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>
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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> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
All Teachers in grades PreK-6 will be provided with opportunities to build on their instructional practices and professional development	1A 3A 3B 4B	EA (1) Administration will evaluate and provide feedback to identified teachers using the Educator Effectiveness System (EES) which includes the following components: (Administrators, Classroom teachers) <ul style="list-style-type: none"> • Observations using the Hawaii Framework for Teaching • Student Learning Objectives (SLOs) • Working Portfolios • Core Professionalism Professional Development Plan (PDP) 	1. Administrator and classroom teacher conferences 2. BERC group instructional Habits Rubric chart 3. Articulation notes 4. Teacher evaluations	<input checked="" 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: __, \$

		<p>EA (2) Administration will conduct informal walkthroughs using the BERC group Instructional Habits Rubric. (Administrators, Classroom teachers)</p> <p>EA (3) Time will be structured during grade level articulation for teachers to:</p> <ul style="list-style-type: none"> • Develop and refine curriculum pacing guides • Develop common lessons/assessments/rubrics • Organize and analyze data • Share ideas, insights, resources to support instruction • Develop differentiated lessons to meet the needs of all students <p>(Curriculum Coordinators, Classroom teachers)</p> <p>EA (4) Teachers will be provided professional development for school initiatives: Problem Based Learning and Simplify Writing (Administrators, Classroom Teachers, Curriculum Coordinators)</p> <p>EA (5) Mentors will provide support for all new teachers with the different aspects of teaching</p> <p>EA (6) All new teachers will have training in all school Focuses</p>	<p>5. Professional Development agenda</p> <p>6. Teacher/Mentor conferences</p> <p>7. Kiano Log</p> <p>8. Teacher evaluations after training</p>	
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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> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>	3E	<p>EA (1)The membership of the School Community Council will include Parents, Teachers, Administrators, and Community representatives.The SCC will:</p> <ul style="list-style-type: none"> • Meet regularly • Participate with the respective school to build a positive school climate for everyone • Share latest student and school activities • Review Academic and Financial Plan • Review and Revise school policies <p>(SCC membership, Teachers,, Administrators)</p>	SCC meeting agenda and minutes	<p><input checked="" 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>

★ 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> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
<p>Aliamanu Elem. will host Parent-Child activities that focuses on various curricular areas</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i></p>	<p>3A 3B 3C 3D 3E</p>	<p>EA. (11) AES will host a Real-World Learning showcase (All Teachers, Parents and Student)</p> <p>EA (2) Art Teacher will coordinate an Art Day where parents and families can view student projects completed during the year. (Art Teacher, Grade level Teachers and Students)</p> <p>EA (4) Parent child activities will be planned to share school focus and curriculum with topics such as:</p> <ul style="list-style-type: none"> • AVID Night • Thinking Maps • Math strategies • Science Inquiry • Literacy Night partnership with public library <p>[Curriculum Coordinators, Principal]</p>	<p>1. Parent survey of the event</p> <p>2. Student reflections</p> <p>3. Event agendas</p>	<p><input checked="" 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>

★ Other Systems of Support

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
<p>Aliamanu Elem will provide support the needs for all students in their behavioral and academic growth</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i></p>	<p>1C</p>	<p>EA (1)AES will utilize the school's HMTSS flowchart to systematically provide early intervention and support to meet both the academic and behavioral needs of students in all three tiers. (RTI coordinator, Classroom teachers, SSC, Administrators, EL coordinator)</p> <ul style="list-style-type: none"> • Universal Screening tools: Students will be screened in reading and math three times a year (fall-winter-spring) using IReady reading and math screeners. Students will be given the panorama screener three times a year to monitor the Social Emotional needs of all students. • Student support teams will collaborate to make sound data-driven team-based decisions based on screening data, student work/assessments and teacher observations. • Students will be progressed monitored to ensure fluidity between tiers with the goal being for all students to reach tier 1 levels of support. <p>Accountable Leads: RTI teacher, CC's</p>	<p>1.RTI Meeting agendas</p> <p>2.iReady diagnostic data and interventions (fall, winter, spring)</p> <p>3.Progress Monitoring conferences notes</p> <p>4.Quarterly Progress report cards</p> <p>5. Parent Teacher conferences</p>	<p><input checked="" 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>

APPENDIX A: SCHOOL 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.**

This section showcases Aliamanu 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 hours per year *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*

1,089 hours per year

Did your school submit a SCC Waiver Request Form? Please explain.

[Waiver Days for SY 2025-26](#)

SCC has requested 4 additional waiver days for SY 25-26.

Bell Schedule: [Aliamanu Elementary School Bell Schedule 2025-26](#)