



Aliamanu Elementary Academic Plan SY 2026-2027

[3265 Salt Lake Blvd. Honolulu 96818]

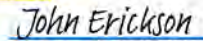
[808-421-4280]

[aliamanu.k12.hi.us]

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal: Sandra Yoshimi

Approved by Complex Area Superintendent: John Erickson

 Sandra Yoshimi	Apr 8, 2026	 John Erickson John Erickson (Apr 8, 2026 15:49:58 HST)	☐ Date
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Directions for completing the School Academic Plan template can be found in the Academic Plan Template Guidance document.

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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
	Wonders 2023 (K-g5)	Ready Math (K-g6)	Science Weekly (K-6)	Social Studies Weekly (K-6)
	Wonders 2020 (g6)			
	Other: -	Select One -		
	Select One -	Select One -		

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

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
	iReady	iReady
	1. Fall, Winter, Spring Diagnostics 2. Online Resource Tools	1. Fall, Winter, Spring Diagnostics 2. Online Resource Tools
	Select One -	Select One -
	Select One -	Select One -

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:

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: 2023]

Type of Last Visit: Full Self-Study -

Year of Next Action: 2026]

Type of Next Action: Mid-Cycle Report & Visit -

Year of Next Self-Study:

2029]

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	<u>Student Need:</u> There is a need to provide more differentiated support for all High Need students. (Sped, EL and Economically Disadvantaged) <u>Root/Contributing causes(s)</u> 1A Only 32% of all High Needs students are demonstrating proficiency in the ELA SBA assessment. Strive Hi data 24-25) 1B Achievement gap of High Needs students in Language arts has increased by 11% in the past year (Strive Hi data 24-25) 1C Only 26% of all High Needs students are demonstrating proficiency in the Math SBA assessment. Strive Hi data 24-25) 1D Achievement gap of all High Needs students in Math has increased by 2% in the past year.(Strive Hi data 24-25) 1E Teachers need more training to gain a better understanding of differentiated instruction in all curriculum areas.
2	<u>Student Need:</u> Students need to learn comprehension strategies to understand informational and narrative texts in all curriculum areas. <u>Root/Contributing Cause:</u> 2A Reading Comprehension strategies are not taught consistently in grades K-6 2B Students are not reviewing their work. 2C Students need to be provided lessons that are differentiated to address the needs of all students.

3	<u>Student Need:</u> Students need to learn how to construct a meaningful paragraph that makes a claim and identify specific evidence from the text to support that claim 3A Students do not know how to organize their thinking to construct a claim with supporting evidence. 3B Students may not know what an exemplary piece of writing may look like to review and improve their own work. 3C Writing lessons need to be more consistent and focused. 3D Thinking maps could be used to help students organize their ideas before constructing a written piece.
4	<u>Student Need:</u> Students need more opportunities to explore through inquiry and allowing them to have a Voice in their learning. <u>Root/Contributing Cause:</u> 4A Students are not exposed to many real world experiences for them to make connections to real situations. 4B Students are not using different tools to help them learn such as manipulatives, group problem solving, hands-on experiments, etc. 4C Students are not given an opportunity to choice in how to share their understanding or learning such as presentations, displays, video presentation, etc.
5	<u>Student Need:</u> Students need opportunities to explore mathematics through hands-on, physical manipulation (concrete) to visual representations (pictorial) and finally to symbolic, abstract concepts in order to build a deep understanding of mathematical concepts. <u>Root/Contributing Cause:</u> 5A Walkthrough data indicate that math manipulatives are not being used to teach concrete mathematical concepts. 5B Tier 2-3 students in math are lacking concrete understanding of basic math skills.
6	<u>Student Need:</u> Students need to continue to participate in digital literacy learning (such as coding and robotics) to prepare them for their success in the future (education and career). <u>Root/Contributing Cause:</u> 6A Grade level units do not include performance task activities that promote real world experiences. 6B Grade level units do not have creative/critical thinking activities that challenge students to solve problems.
7	<u>Student Need:</u> Students need to be assessed for data to measure student learning, track academic progress, and evaluate teaching effectiveness. <u>Root/Contributing causes(s)</u> 7A 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 7B The percentage of GAP students of the High needs students has increased in the past three years. 7C Most assessments have been paper pencil products.

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:** A High Needs: English Language 9% (56 students) 2024-25 Strive Hi 24-25
 Achievement gap between Non High Needs and High Need in ELA has increased in the past year
- Tier 3 students are students who are performing at 2 or more grade levels below.
 - Tier 2 students are students who are performing at 1 grade level below
 - iReady diagnostic results (Fall, Winter, Spring)

Identified Student Need(s): High Need students need extra support for ELA/Math instruction. The Achievement Gap is widening.

	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25
ELA Gap	26 %	29 %	21%	32%
Math Gap	25 %	16 %	24%	26%

- 2** **Targeted Subgroup:** B, Economically Disadvantaged 27% (174 students) 2024-25
- Identified Student Need(s):** Economically Disadvantaged students need extra support for ELA/Math instruction
 Achievement gap between Non High Needs and High Need in ELA has increased in the past year
- Tier 3 students are students who are performing at 2 or more grade levels below.
 - Tier 2 students are students who are performing at 1 grade level below
 - iReady diagnostic results (Fall, Winter, Spring)

- 3** **Targeted Subgroup:** C. Special Education group 8% (50 students) 2024-25
- Identified Student Need(s):** Special Education targeted group needs extra support for ELA/Math instruction
 Achievement gap between Non High Needs and High Need in ELA has increased in the past year
- Tier 3 students are students who are performing at 2 or more grade levels below.
 - Tier 2 students are students who are performing at 1 grade level below
 - iReady diagnostic results (Fall, Winter, Spring)



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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
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.	7A	EA1.1.1 (1) All entering kindergarten students will be assessed for social, emotional and academic readiness before entering school using KRA (Assessment team to include Curriculum coordinators, counselors, SCC and administrators) EA1.1.1 (2) All kindergarten students will be given the Kindergarten Quarterly Assessment to assess progress. (Assessment team All classroom Teachers)	.Assessment tool: 1.Kindergarten Readiness Assessment given before entering grade K. 2.Teacher made Kindergarten Assessment will be administered every quarter to assess progress.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$		

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 1D 1E 2A 2B 2C 3A 3B 3C 3D	EA1.1.2.(1)Grade Level articulation will focus on the following areas: (Curriculum coordinators, Grade level chairs, administrator) 1. Teachers will update grade level pacing guides to implement English Language Arts (ELA) aligned to the (New) Common Core standards. 2. PLC analysis for ELA using iReady diagnostic (Fall, Winter, Spring) and SBA data. EA1.1.2 (2)Teachers will continue to focus on the School's Reading Comprehension strategies and Decoding strategies to promote a consistent vocabulary and understanding for all students when reading Narrative and Informative texts. (K-6) (All Teachers) 1. PLC will focus on comprehension strategies for non-fiction and fiction text. 3. PLC discussions on using differentiated instruction (content, process, and product) to meet the needs of all tier groups. 4. Teachers will use the on-fiction texts of their science and Social Studies units to teach the students on how to read non-fiction text. EA1.1.2 (3) Teachers will continue to use Thinking Maps to teach the Reading Comprehension strategies in content areas. (Curriculum Coordinators, Administrator) EA1.1.2 (4) Teachers will continue to use Simplify Writing lessons to help students construct meaningful paragraphs that make a claim and identifying specific evidence to support the claim.	1. iReady Reading Diagnostic results and Growth reports 2. Grade level articulation agenda and minutes 3. 2023-24 SBA Assessment Data in ELA 4. RTI program data identifying # of students exiting the resource program	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$		
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Mathematics Proficiency 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. <i>Required for AMR schools.</i>	1A 1B 1C 5A 5B 7B 7C	EA1.1.3.(1) Grade Level articulation will be focused on the following areas: (Curriculum coordinators, Grade level chairs, administrator) 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. Teachers will review the use of Thinking Maps to teach the Reading Comprehension strategies in content areas. (Curriculum Coordinators, Administrator) 5. Teachers will provide opportunities to help students learn an abstract concept by using tools such as manipulatives to begin to visualize the concept. EA 1.3 (2) Students in grades 3-6 will use Focused IAB (Interim Assessment Blocks) to help students self assess areas of growth and needs (classroom teachers) EA 1.3 (4) Classroom teachers will be given Professional development opportunities to explore how to teach math concepts using tools to help students understand abstract math concepts. (Curriculum coordinators, Grade level chairs, administrator)	1. iReady Math Diagnostic results and Growth reports 2. Grade level articulation agenda and minutes 3.2023-24 SBA Assessment Data in Math	☒ 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>	1A 1B 1C 1D 1E 7A 7B 7C	EA1.1.4 (1) Aliamanu Elementary will provide support for all student groups to perform equally and well academically. (All teachers) - Provide personalized instruction for students in Tier 2 and Tier 3 to monitor their progress. 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) - 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 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) - 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	1.iReady Reading Diagnostic results and Growth reports 2.Tier 3 Reading Progress monitoring data 3.2025-26 SBA Assessment Data in ELA/Math 4. RTI/EL program data identifying # of students exiting the resource program 5. WIDA testing results	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:___ \$ ☐ Other:___ \$		
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		EA1.1.4(4) Thinking maps will continue to be implemented from preK-6 and in all curricular areas to provide students with a tool for visual representation, organization and higher level thinking for all students.				
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools</i>	NA	EA1.1.5 (1) Sixth Grade students will visit Aliamanu Middle School for an orientation day. (Grade 6 GLC, Principal) EA1.1.5 (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) EA1.1.5 (3) AVID initiatives will continue with consistency from elementary to middle school. Building the foundation of good study habits through Writing, Inquiry, Collaboration, Organization and Reading. (WICOR)	Orientation agenda	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		

Science Proficiency 1.1.6 All students are proficient in the use of the Engineering Design process to problem solve, and those who are not proficient receive necessary and timely support to become proficient.	4A 4B 4C 6A 6B	EA1.1.6 (1) All grade levels will implement Science Units that targets the development of the Engineering Design Process for all students using the Amplify Science program and the Defined Learning Performance Tasks (Curriculum Coordinators, All Grade level Teachers). EA1.1.6 (2) Teachers will be provided PD in Design Thinking to increase opportunities for students to experience Real World Learning that extends outside the 4 walls of the classroom. (Curriculum Coordinators, classroom Teachers) EA1.1.6 (3) All grades K-6 will continue to implement the Science Weekly program units to focus on the NGSS content standards as the Scientific Design process. (Curriculum Coordinators, classroom Teachers)	1. Grade level articulation minutes focusing on Curriculum Development 2. Grade level pacing guides 3. 2023-24 HSA Science Assessment Data	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		
Social Studies Proficiency 1.1.7 All students shall experience Problem Based activities that will prepare them for success in future college and career readiness	2A 2B 2C 4A 4B 4C 6A 6B	EA1.1.7 (1) Teachers will continue to implement the schools' continuum of technology skills for all students in grades PreK-6 (Curriculum coordinators and all Teachers) EA1.1.7 (2) Teachers will be trained in teaching students about computer coding to help develop students' logical, building problem solving skills through the Coding.org program. (Curriculum Coordinators, Classroom Teachers) EA1.1.7 (3) Students will be introduced to a program, Code.org, to learn about the internet and how to use technology to communicate. (Curriculum coordinators and all Teachers)	1. Grade level articulation minutes focusing on Curriculum Development 2. Grade level pacing guides			

1.1.8 All teachers in grades PreK-6 will implement updated pacing guides that are aligned to the common core standards	3A 3B 3C 3D 4A 4B 4C 6A 6B 7A 7B	- Students will learn that an extension of learning to code is the use of robots. EA1.1.7 (4) All grades K-6 will continue to implement the Weekly Social Studies program units to focus on the C3 content standards and to include performance tasks that allow the students to develop an understanding of the inquiry approach to learning, decision making and problem solving. (Curriculum Coordinators, classroom Teachers) EA.1.1.8 (1))Grade Level articulation will focus on the following areas: - Update and implement grade level pacing guides in ELA, Math, Science and Social studies aligned to the Common Core, NGSS, C3 standards - Develop and use common assessments for all 4 core subject areas. - Assessments may include a variety of modes to differentiate for all learners. (Curriculum coordinators, Grade level chairs, administrator) EA 1.1.8 (2) Teachers will design grade level units to include performance tasks that allow the students to develop an understanding of the inquiry approach to learning, decision making and problem solving. (Curriculum coordinators, Grade level chairs, administrator)	1.Articulation agenda and minutes 2.Grade level pacing guides for ELA, Math, Science and Social Studies 3.Common Formative and Summative assessments 4. Writing Continuum			
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		EA 1.1.8 (3)Aliamanu Elementary will continue to develop and refine a school-wide (K-6) writing continuum using the Simplify Writing program during grade level articulation and PLC discussions, (Curriculum Coordinators, All teachers) 1. Writing continuum will include rubric and exemplars for: • Informative/ExplanatoryWriting • Narrative Writing • Argumentative/opinion	5. Writing Rubrics 6. Thinking Maps work samples			
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

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.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
1.2.1. All students desire to and attend school regularly. <i>Required for all schools</i>	NA	EA1.2.1 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) EA1.1.2. (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.Student Panorama Survey Fall and Spring 2.SOAR records 3.Record of school attendance	☒ 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>	NA	EA1.2.2 (1) Counselors will teach 2 character education lessons per quarter (gr. K-6) focused around the 6 pillars of characters. (Counselors) EA1.2.2 (2) AES will implement the following programs to promote positive behaviors at school: - Quarterly awards assembly will be held to recognize students who demonstrate the targeted Pillars (2 per quarter). (Counselors) - 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) - Students have the option of going to the cafeteria during first recess to play quiet games, read, or draw. (Administrator) EA1.2.2 (3) AES will focus on reaffirming the school-wide descriptors (Rules) for positive behavior, Rules will be posted in every classroom to reinforce the message. (Classroom Teachers, Administration, and Students) EA1.2.2 (4) AES will develop a PBIS matrix that expands the understanding of what positive behavior is appropriate in different situations or places. (Classroom teachers, administration, and Students)	1. Golden Spatula sticker chart & certificates 2. Student Panorama Survey 3. GLO student reflection	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		
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		EA1.2.2(5)All grade levels will continue to implement the Health and Wellness Studies Weekly program.				
1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools</i>	NA	EA1.2.3 (1) At the beginning of the school year, relook and reflect on schoolwide expectations and core values that promote a safe, nurturing, and culturally responsive learning environment. (Curriculum Coordinators, Administration, and Teachers) EA.1.2.3 (2) Teachers will participate in a relationship inventory & action plan quarterly. (Curriculum Coordinators, Teachers)	1.Opening Day agenda 2. Results of the Student Panorama Survey 3.Teacher Relationship Inventories	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$		

★ 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.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
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>	NA	EA1.2.1(1)AES will provide the following opportunities to promote career, community and civic responsibilities: - School community will participate in daily service responsibilities (gr4-6) (Students) - School community will provide opportunities for student-led activities.(Service Group advisors: Anchored 4 Life, FSP, Student Council, PCNC, Students) - AES' AVID Career Day allows the students to interact with real people with various different careers. They share information about their jobs and what is required for a career in this field(Curriculum Coordinators, Teachers, Students, Administrators). - Real World Learning projects focused around civic, cultural, and environmental issues.	1.School calendar (Service Days Record) 2. Service club activity records 3. AVID certification document	☐ 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.	NA	EA1.3.2 (1) Teachers in grades PreK-6 will infuse AVID strategies into daily instruction. (AVID Coordinators, Classroom teachers) EA1.3.2 (2) Teachers will be provided staff development to revisit school-wide efforts in the implementation of WICOR strategies, Costa's levels of Questioning, the teaching of organizational skills through Go Binders in grade 1-6. Grade K communicates with parents using Go Folders. (AVID Coordinators, Classroom teachers) EA1.3.2 (3) To assess the professional development evaluation process, all teachers will be trained in using the Kirkpatrick model or alternative framework to assess the impact on teacher practice and student learning.	1. AVID evidence folder and certification document 2. Record of Staff Development 3. Training Reflections by Teachers	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		
1.3.3. All students graduate high school with a personal plan for their future.		EA1.3.3 (1) All students pre-K-6 will participate in our Annual Career Day (AVID Coordinators) EA1.3.3(2) Grades K and 1 learn about community helpers and identify different careers (Librarian) EA1.3.3 (3) Grades 3, 5 and 6 students do career research in the library (Librarian)	1. Career day exit pass 2. Sample worksheets on identifying different careers. 3. Career research projects	☐ 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

- ★ 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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
All new teachers to the school shall be provided the support of a mentor	NA	EA (1) Mentors will provide support for new teachers with different aspects of teaching such as: - Curriculum/ lesson planning - Classroom Management - Grading - Communication with parents - Homework - Best practices - Assessment - SEL	1. Teacher/Mentor conferences 2. KickUp Log	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		
Teachers in grades PreK-6 will be provided with opportunities to build on their instructional practices	NA	EA (1) Administration will evaluate and provide feedback to identified teachers using the Educator Effectiveness System (EES) which includes the following components: Observations using the Hawaii Framework for Teaching	1. Admin/Teacher conferences 2. Teacher Reflections			



PRIORITY 2: High-Quality Educator Workforce In All Schools

and professional development		• Student Learning Objectives (SLOs) • Working Portfolios • Core Professionalism Professional Development Plan (PDP) Administration will conduct informal walkthroughs using the BERC group Instructional Habits Rubric. EA (3) Time will be structured during grade level articulation for teachers to: • 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	3. Articulation minutes 4. Walkthrough Data			
Support Staff will be trained in the most current information and topics	NA	EA (1) Support staff will be trained in • Safety Care • Suicide Prevention • Instructional Practices	1. Reflection survey 2. Training schedule and agenda			



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 "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.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
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>	NA	3.3.1 (1)EA The membership of the School Community Council will include Parents, Teachers, Administrators, and Community representatives. The SCC will: - 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 (SCC membership, Teachers,, Administrators)	1.SCC meeting agenda and 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 "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.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
3.3.2 Aliamanu Elem. will promote activities that honors the military community and supports the military families.	NA	EA3.3.2 (1) AES will create opportunities for children to have a Voice and select an area of interest such as: • Intramurals Basketball, volleyball, Track (gr5-6) • Choir • Art Club • Computer Science (coding, robotics) • Library Club EA3.3.2 (3) AES will host a Military Appreciation Parade/Assembly in April (Month of the Military Child). (PCNC, ADMIN) Aliamanu Elem. will host Parent-Child activities that focuses on various curricular areas: • AES will host a Real-World Learning showcase (All Teachers, Parents and Student) • 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)	1. Record of events or showcases 2. Student reflections 3. Military Appreciation Day Photos/Videos	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		

		Librarian will host a Literacy Night that invites students and parents to interact with authors and learn more about what resources are available to everyone at AES and the public library. Hands-on activities will also help to promote the enjoyment of reading.				
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★ Other Systems of Support						
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.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
Aliamanu Elem will provide support the needs for all students in their behavioral and academic growth	NA	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. - 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.	1. Progress monitoring conference notes 2. Quarterly Progress report card 3. iReady diagnostic results (Fall, Winter, Spring) 4. Panorama student survey	☒ 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.

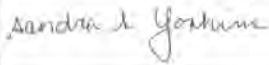
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Aliamanu Elementary** 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 **Apr 2, 2026** to share the school data and gather input on student priorities.
 - ☐ A School Community Meeting was conducted on **Date** 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: **Date**

Attested:

Aliamanu Elementary Principal	Signature	Date
Sandra Yoshimi		April 6, 2026
SCC Chairperson	Signature	Date
Dawn Shiraishi	Dawn Shiraishi	Apr 6, 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:
*Under Priority 3: Add "Honor community during the month of April for Military Child Appreciation Month"	It is a tradition that AES has honored for over 11 years. It shows our Military partners and volunteers how much we appreciate their service to our country and the support they provide to our school.	Will add this enabling activity to the academic plan.
1,3,3 All students graduate high school with a personal plan for the future- • Add career research through library lessons for upper grades (3-6) • Add Community helper research through library lessons for lower grades (K-2)	It is important for students to learn about different careers that are available for them in the future. Through these mini-research lessons, students learn the importance of coming to school to learn specific subjects as well as learn specific skills that will help build character for their future.	Will add these enabling activities to the academic plan.

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

None

Attested:

SCC Chairperson	Signature	Date
Dawn Shiraishi	Dawn Shiraishi	Apr 6, 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 (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1089 hours per year
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☒ Yes ☐ No ☐ N/A, we meet the requirement
Aliamanu Elementary Bell Schedule :	