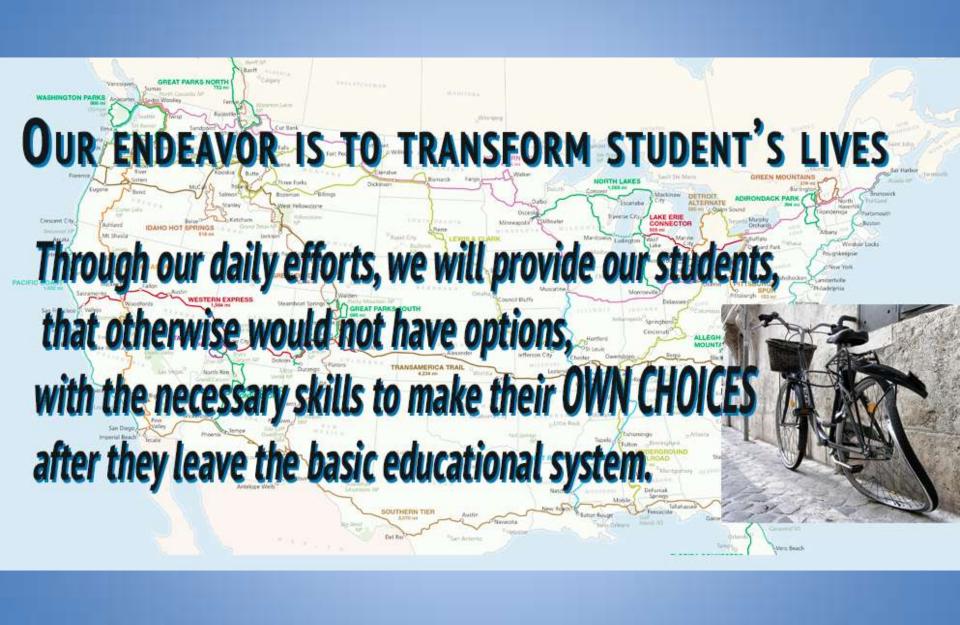
CULTURE OF PURPOSE





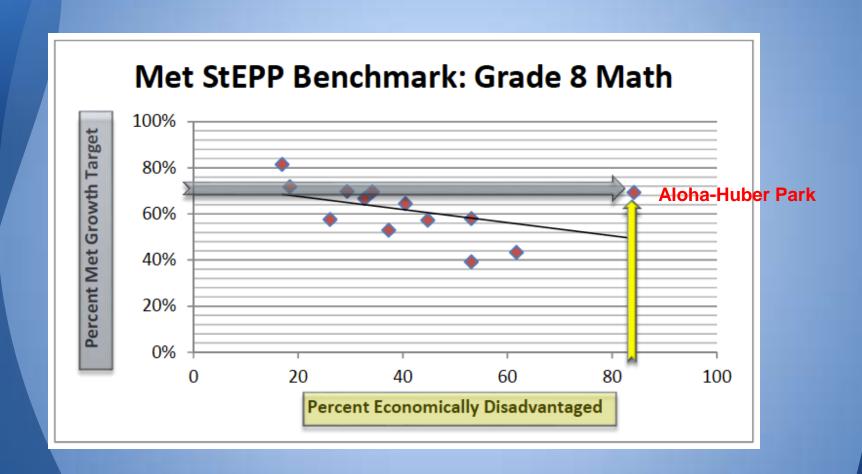
Scott Drue Alfonso Giardiello



ALOHA-HUBER BY THE NUMBERS

- -Kinder through grade 8
- 1,020 Students
- **-580** English Learners
- 85% poverty
- 53 ethnicities
- 29 languages
- -60-40 female to male teacher ratio

Oaks Test (Spring 2011)

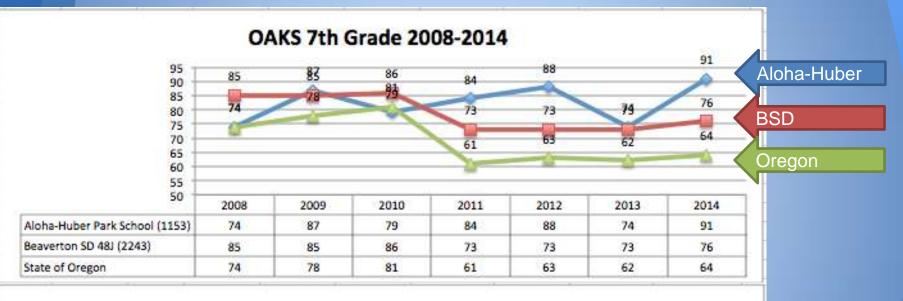






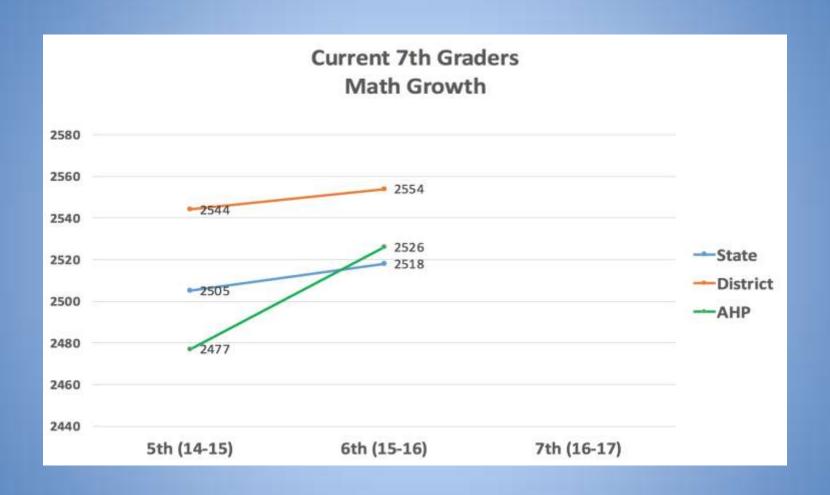
Reversing the Achievement Gap

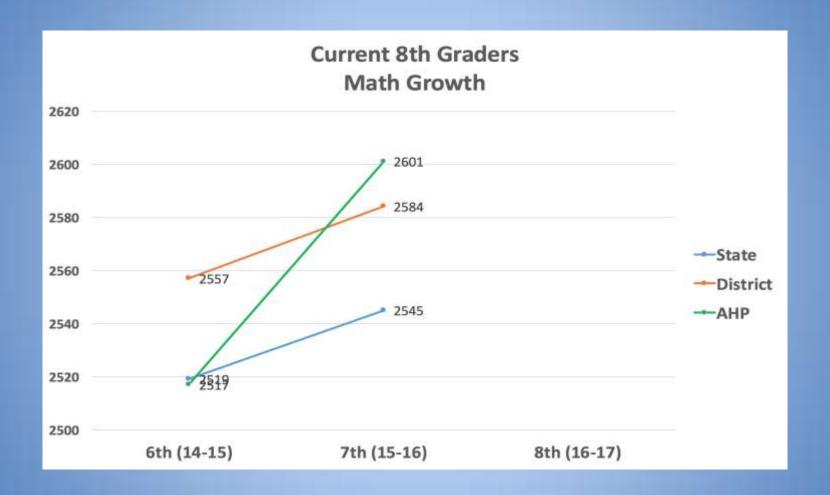
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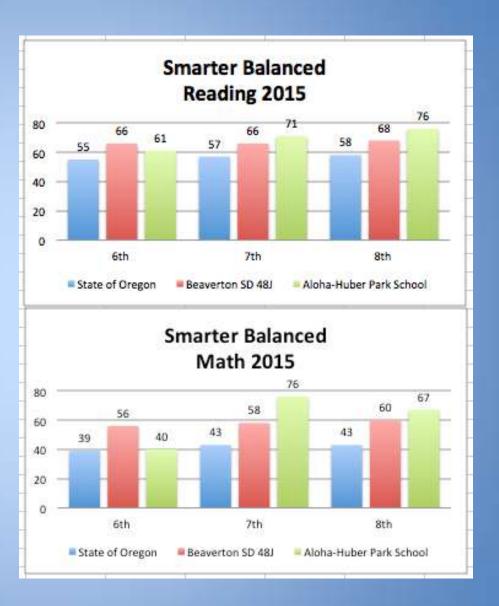
OAKS 8th Grade 2008-2014







Smarter Balanced 2015



2014-2016 AMAO Data



2013-14 AMAO (Annual Measurable Achievement Objectives) BSD 48

AMAO CUT SCORES	47%	9%	28%	OAKS Readin	g & Math
ELEMENTARY	AMAO 1	AMAO 2A	AMAO 2B	AMAC	3
SCHOOLS	%	%	%	ELL Growth Point	Met Status
Aloha-Huber Park School	53.42	14.89	54.29	90	Met

Seven consecutive years of exiting all eighth grade English Learners before high school...

PBIS



Be Safe
Be Respectful
Be Responsible

Behavior Referrals 2013-2015



5% Strategic

94% BENCHMARK

Where we are today...

EMBRACING THE FACTS

- High Poverty .
- Fail making AYP. Rated 5 in growth & 4+ in achievement.
- Diversity.



Overall Level: Level 4

Performance Indicator	Level	% of Points Earned	Weight	Weighted Points
Academic Achievement	Level 3	60.0%	25	15.0
Academic Growth (page 4)	90.0%	50	45.0	
Subgroup Growth (page 5)	Level 4	82.5%	25	20.6
Number of Missed Participation Targets* (page 6)	NA			
Schools do not receive points for particip However, a school's overall Level is lower category if it does not meet participation to subgroups and subjects.	Totals**		80.6	
** Schools may not be eligible for all possi Schools are not rated in categories where meet minimum student count requirements	Weigh Perce		80.6%	

Level Assignment	Weighted Percent
Level 5	87.0 or above
Level 4	70.0 to 86.9
Level 3	47.0 to 69.9
Level 2	26.5 to 46.9
Level 1	Less than 26.5

Levels are calculated using the percentage of points earned out of the total points eligible. For schools with data on all indicators, the total points possible are:

- 25 for Academic Achievement
- 50 for Academic Growth
- 25 for Subgroup Growth
 The total score is matched to the scoring guide above to determine the school's rating.

AHP Configuration

1,000 Students



Two-Way Immersion Program K-8 (Spanish-English)

Neighborhood Middle School Options Program



SUSTAINABILITY

What comes to mind??

The Leadership & Learning Teams Matrix

(L² Matrix)

Lucky

- High results, low understanding of antecedents
- · Replication of success unlikely

Leading

- High results, high understanding of antecedents
- Replication of success likely

Losing Ground

- Low results, low understanding of antecedents
- Replication of failure likely



- Low results, high understanding of antecedents
- Replication of mistakes unlikely

Understanding Antecedents/Causes

3 Key Concepts

- Think systematically...
- Govern time wisely...
- Hire as a force multiplier...

1a. Think Systematically Academics

- Guaranteed/Viable Core Programs
- Multi-Tiered System of Support
- Clear Agreements and Decision Rules
- Blending resources (Sped, ELL, etc.)





Projection

Map

Guaranteed and Viable Curriculum

GRADE 4 MATH Proficiency MAP - 2016-2017

Grade	Unit: 1 Place Value 24 Days 9/12-16/13	*Unit: J Measurement (and its) 8 Days 18/17-10/26	Mattylicates & Drouse 29 Days 10/31-12/15	57 Days 1/3-2/27	Unit: 6 Becimils 16 Days 2/28-3/24	Unit: 7 Measurement 10 Days 4/3-4/14 (with SEAC grown, review after reconstruct)	Unit: 4 Geometry In harmony monito is such groups after MithC and seaso.
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WHAT DO WE EXPECT STUDENTS TO LEARN?

Standards and Targets



Drade 4 Module 3 STANDARDS AND TARGETS Multi-Digit Multiplication and Division

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HOW WILL WE KNOW STUDENTS LEARNED WHAT WE TAUGHT?

Unit Assessment and Rubric

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HOW CAN WE DESIGN ©

AND MAXIMIZE LEARNING?

Lessons Benchmark

Strategic

Intensive







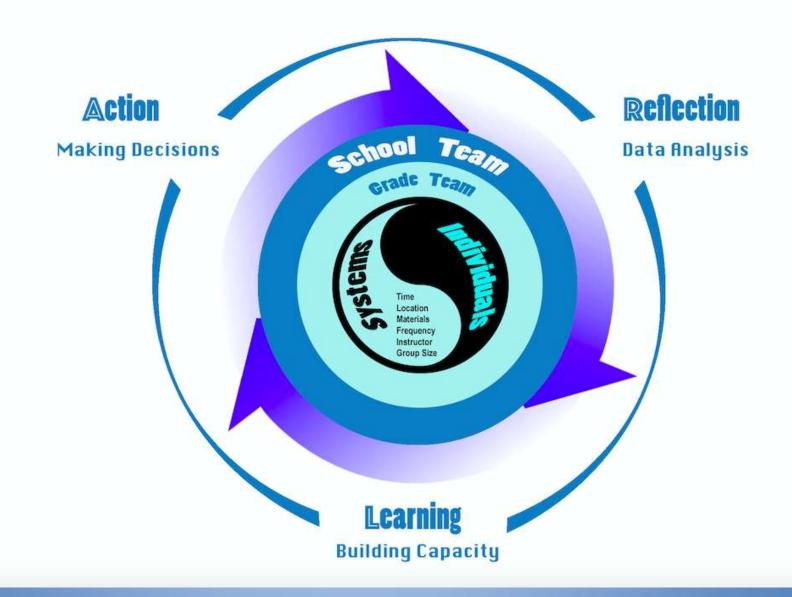
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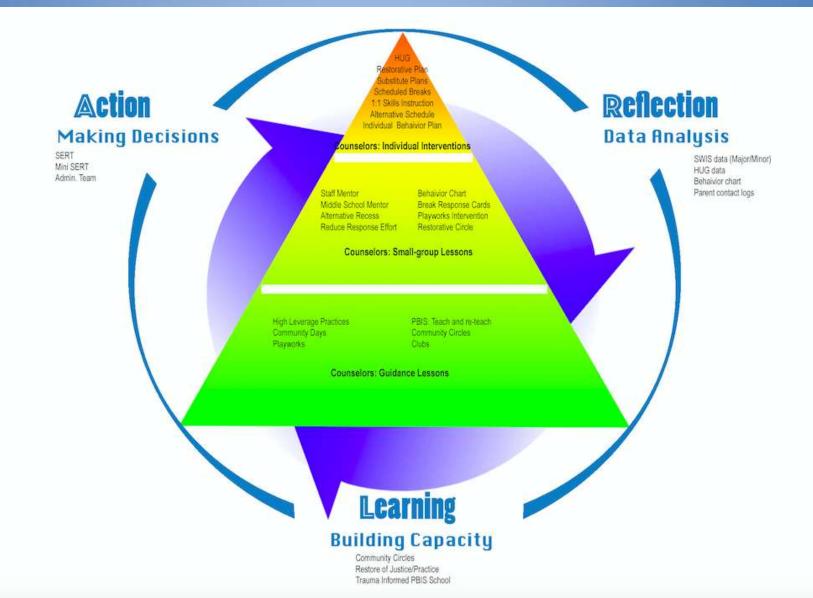
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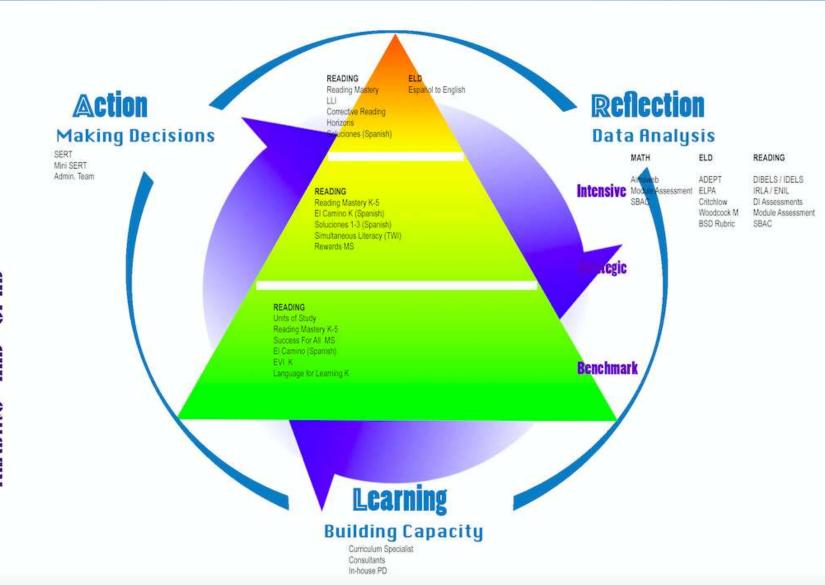
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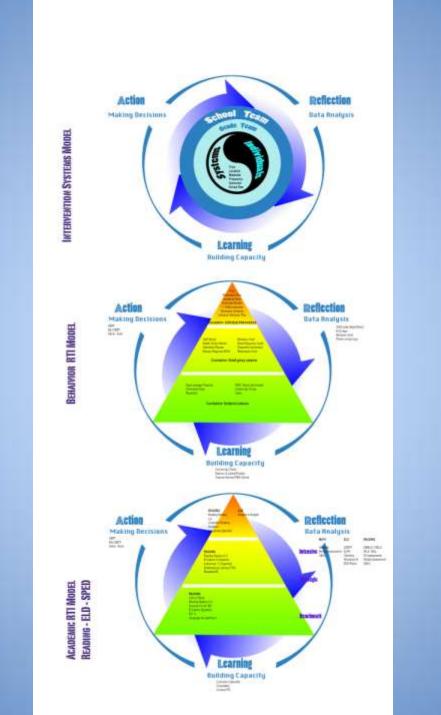








Guaranteed and Viable Curriculum The Land 加加 1817 1875 100 Man. WHAT DO WE EXPECT STUDENTS TO LEARN? Standards and Targets 2 HOW WILL WE KNOW STUBENTS LEARNED WHAT WE TAUGHT? AND MAXIMIZE LEARNING? HOW CAN WE DESIGN 😅 EFFECTIVE INSTRUCTION Data SMART GOALS (Program Goal & Growth Goal) Analysis Protocol 4 WHAT IS OUR TEAM'S RESPONSE?



1b. Think Systematically

<u>Behavior</u>

Trauma-informed PBIS

Restorative practices (beginning with Tier 1)

2. Govern Time Wisely

Admin Directed Master Schedule

- Moving Support
- Protected blocks (Read, Math, ELD)
- Time critical to implementing agreements

	K version Nov18	Kinder	First	Second	Third	Fourth	Fifth	MS
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	9:00					Reading	CORE 8:50-9:15 (25m)	(45m)
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Blocks	11:15	11:00-11:30 (30m)		L: 11:20	R: 11:20	Math 10:45-12:05	Math 10:45-12:05	Math/
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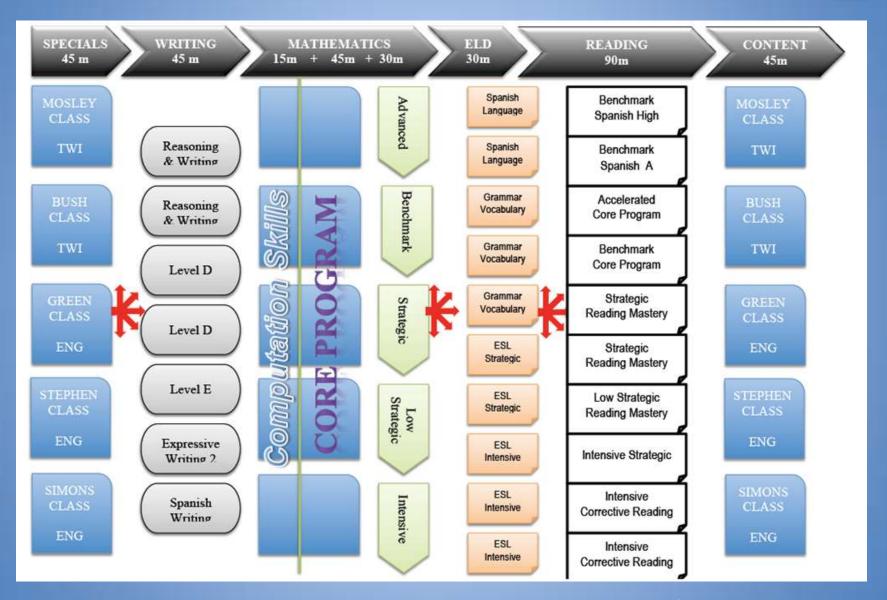


Common Daily Grade Level Plan Time

> 90 minute Math/Writing Blocks, 6-8

Multi-tiered System of Support





3. Hire as a Force Multiplier

The quality of any educational organization can NEVER exceed the quality of it's staff.

AHP Guiding Principles

6



All adult action(s) impact student learning.



Collaboration drives instructional practices within established systems.



Teachers are responsible for 100% student engagement.



Instructional practices are aligned and coordinated to support all students.



We operate in a complex and flexible system based on student need and proven practices.



All students will achieve regardless of race, disability, SES, and all other variables.



Multi-Step Selection Process for Hiring

- 1. Writing test
- 2. First Interview
- 3. Demo lesson
- 4. Feedback/Debrief
- 5. 2nd Demo (30%)
- 6. Final Interview/AHP Overview PPT
- 7. Reference Checks
- 8. Hire Offer from HR



Our Experience Tells Us That...

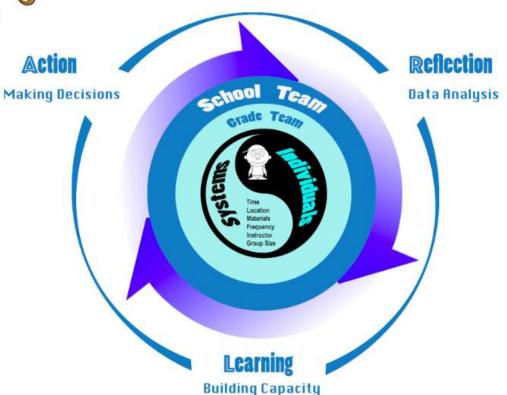
- The tougher the process, the better the result.
- Our retention is 90 to 95% over the past 5 years.
- Teams embrace new members and serve to reinforce the SIX Principles.
- New staff become highly trained for any future positions.

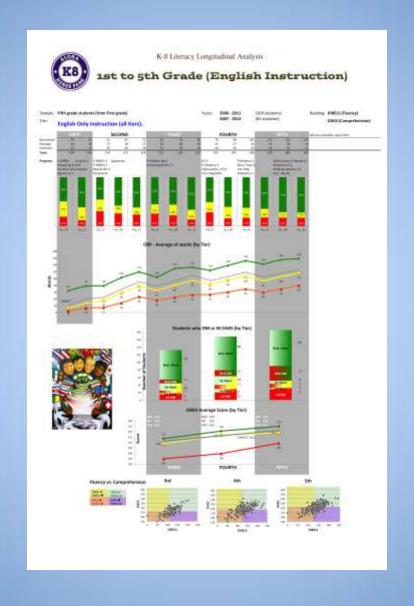


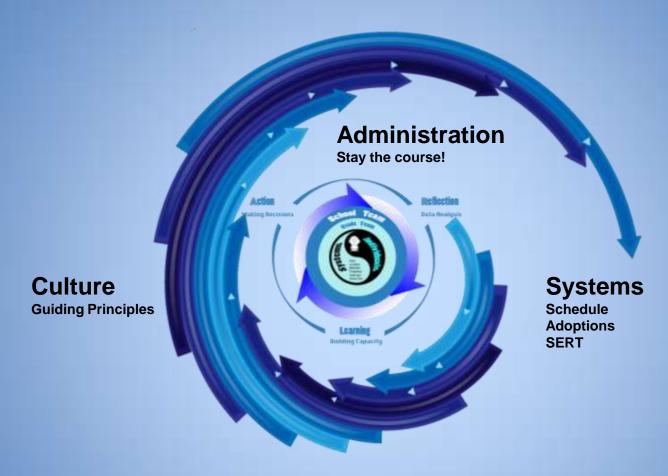


Multi-tiered Systems of Support (RTI) Academic - Behavior

INTERVENTION SYSTEMS MODEL







Team / Staffing
Guiding coalition
(Hiring)

Questions????