





# 'Aiea Intermediate 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 <b>Michael John Jose</b>		Approved by Complex Area Superintendent <b>John Erickson</b>	
 <small>Michael Jose (Apr 9, 2025 17:42 HST)</small>	April 09, 2025	 <small>John Erickson (Apr 9, 2025 18:06 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	<a href="#">English Language Arts</a>	<a href="#">Mathematics</a>	Science	Social Studies
7th and 8th	Teacher Created ▾	Desmos Math 6-8 ▾		

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
EL ELA 7 & 8	Imagine Language and Literacy (Imagine Learning), Finish Line 2.0			
7th and 8th		IXL		

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.

☐ Panorama      ☒ School-created template      ☐ Other:

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.

Grade Level(s)/Course Name	English Language Arts	Mathematics
7th and 8th	Other: ▾ Achieve3000	Other: ▾ IXL

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:

- Year of Last Visit: Feb. 2020  
Type of Last Visit: Full Self-Study ▾

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><b><u>Student Need:</u></b> Low literacy rates</p> <p><b><u>Root/Contributing Cause:</u></b></p> <p>1A. No school-wide focus on literacy</p> <ul style="list-style-type: none"><li>• Lack of clarity with respect to literacy goal/expectation for entire school to work towards</li><li>• No school-wide plan, process, or goal to strive towards, implement and monitor literacy progress</li><li>• Inconsistent application of Achieve3000 articles across subject areas</li></ul> <p>1B. Some students enter lacking basic literacy skills</p> <ul style="list-style-type: none"><li>• Increasing population of EL/SPED students</li><li>• Literacy practices are varied across 5 feeder schools</li></ul> <p>1C. Partially developed RTI System</p> <ul style="list-style-type: none"><li>• No specialized support for students to receive RTI in Literacy (Reading Workshop)</li></ul>
2	<p><b><u>Student Need:</u></b> High number of behavior incidents</p> <p><b><u>Root/Contributing Cause:</u></b></p> <p>2A. Unclear expectations/consequences of behavior incidents</p> <ul style="list-style-type: none"><li>• Ineffective or lack of consequences, some instances of poor behavior being rewarded</li><li>• Inconsistent enforcement → student to student, class to class, core to core</li><li>• Lack of continuous promotion and reinforcement of behavior expectations throughout the year from beginning to end including after breaks by every adult on campus</li></ul> <p>2B. Classroom management</p> <ul style="list-style-type: none"><li>• Lack of common school-wide expectations with respect to class structure/routines/rules</li><li>• Lack of consistency in all stakeholders</li></ul> <p>2C. Lack of self regulation or healthy coping skills to release big emotions/stressors</p> <ul style="list-style-type: none"><li>• Students were not taught coping skills</li><li>• Lack of self-care (sleep, water, food choices)</li><li>• Emotional immaturity</li><li>• Lack of self awareness</li></ul> <p>2D. Use of cell phones</p> <ul style="list-style-type: none"><li>• Timing and filming fights</li><li>• Cyber bullying</li></ul>



	<ul style="list-style-type: none"> <li>• Failure to demonstrate GLO 6 (Effective and Ethical User of Technology)</li> </ul> <p>2E. Lack of a “calm/safe space”</p> <ul style="list-style-type: none"> <li>• Lack of resources to create a “calm/safe space”</li> <li>• Insufficient information for the need of a “calm/safe space” and training to implement in a classroom setting</li> </ul> <p>2F. Absence of a trusted adult or positive role model</p> <ul style="list-style-type: none"> <li>• No specialized support staff</li> </ul>
3	<p><b><u>Student Need:</u></b> Low math proficiency</p> <p><b><u>Root/Contributing Cause:</u></b></p> <p>3A. Changing math curriculum</p> <ul style="list-style-type: none"> <li>• Inconsistent math curriculum (3rd curriculum in 3 years)</li> <li>• Lack of consistency in implementation of curriculum</li> </ul> <p>3B. “Newer” teachers in the math department</p> <ul style="list-style-type: none"> <li>• Less collaboration time for grade level planning and alignment</li> </ul> <p>3C. Partially developed RTI System</p> <ul style="list-style-type: none"> <li>• No common process in place for the use of universal screener data to guide next steps for instructional support</li> <li>• Shortage of personnel to provide Tier 2 services (Math Workshop) for both 7th and 8th graders</li> <li>• Undefined Tier 3 services</li> </ul> <p>3D. Students lacking basic math skills</p> <ul style="list-style-type: none"> <li>• Current curriculum, Desmos, doesn’t support review of past skills requiring additional work before starting the unit</li> <li>• Insufficient space/time in curriculum to reteach skills</li> </ul> <p>3E. Teaching practices</p> <ul style="list-style-type: none"> <li>• In need of more professional development</li> <li>• Outdated instructional materials</li> </ul>



In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u> . Enabling activities should address identified subgroup(s) and their needs.	
1	<p><b><u>Targeted Subgroup:</u></b> Special Education</p> <p><b><u>Identified Student Need(s):</u></b></p> <ul style="list-style-type: none"><li>• Low proficiency rates in Language Arts, Math, and Science</li></ul>
2	<p><b><u>Targeted Subgroup:</u></b> English Language Learners</p> <p><b><u>Identified Student Need(s):</u></b></p> <ul style="list-style-type: none"><li>• High percentage of chronically absent students</li><li>• Low proficiency rates in Language Arts, Math, and Science</li></ul>
3	<p><b><u>Targeted Subgroup:</u></b> Disadvantaged - Low SES</p> <p><b><u>Identified Student Need(s):</u></b></p> <ul style="list-style-type: none"><li>• High percentage of chronically absent students</li><li>• Low proficiency rates in Language Arts, Math, and Science</li></ul>



## 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>  <b>and Name of Accountable Lead(s)</b> <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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026



One-Year Academic Plan SY 2025-2026 for AMR Schools

<p><b>Reading Proficiency</b> 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><b>AIS Measurable Outcome:</b> - At least 75% of students will reach their Achieve growth goal from Initial to End of year. - At least 65% of students will meet or exceed SBA ELA/Literacy proficiency.</p>	<p>1A 1B 1C</p>	<p>EA 1.1.2 (1) Create our own HMTSS Reading Plan Develop a schoolwide system to diagnose and respond to student learning needs (Plan Do Check Act - PDCA)</p> <ul style="list-style-type: none"> <li>A. Teams review the results of screening and common formative assessments to make decisions about the curriculum and instruction and to identify students in need of intervention;</li> <li>B. Teachers create instructional and intervention plans, implement plans, and monitor progress; <ul style="list-style-type: none"> <li>a. School-wide Achieve3000 plan for professional development and implementation of Achieve3000 across different subjects and advisories</li> </ul> </li> <li>C. The school continues offering literacy workshop courses to address student literacy needs (Tier 2).</li> <li>D. Provide professional development to build teacher knowledge and skills to address the needs of all learners</li> </ul> <p>EA 1.1.2 (2) Implement Advisory literacy activity depending on advisory schedule.</p> <ul style="list-style-type: none"> <li>A. Student monitoring of their own growth</li> <li>B. Achieve Day/Short Readings/SCOPE Magazines</li> </ul> <p>EA 1.1.2 (3) Implement school-wide writing structure (ACES) across all content areas.</p> <p>[Name of accountable lead(s): Ku, Lambert, Shire]</p>	<p>EA 1.1.2 (1) Achieve data</p> <p>EA 1.1.2 (2) Advisory calendar/Literacy day curriculum</p> <p>EA 1.1.2 (3) Writing diagnostic and benchmark tests.</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant: CLSD, \$ <input type="checkbox"/> Other: __, \$</p>		
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One-Year Academic Plan SY 2025-2026 for AMR Schools

<p><b>Mathematics Proficiency</b> 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><b>AIS Measurable Outcome:</b> - At least 80% of Sped and EL students (full school year) will improve their diagnostic score by at least 50 points on IXL Diagnostic from Beginning to End of year.  - At least 80% of Gen ed students (full school year) will improve their diagnostic score by at least 75 points on IXL Diagnostic from Beginning to End of year.</p>	<p>3A 3B 3C 3D 3E</p>	<p>EA 1.1.3 (1) Develop a schoolwide system to diagnose and respond to student learning needs (Plan Do Study Act - PDSA)</p> <ul style="list-style-type: none"> <li>A. Utilize IXL as a universal screener and for foundational skills practice to respond to student learning needs</li> <li>B. Strengthen Tier 1 instruction in all Math classrooms (WASC 3)</li> <li>C. Continue to develop and refine Tier 2 Math supports</li> <li>D. Continue to explore and develop Tier 3 Math supports</li> </ul> <p>EA 1.1.3 (2) Build student ownership of learning mathematics (AMLE Recommendation) in Advisory</p> <ul style="list-style-type: none"> <li>A. Students participate in goal setting, reflecting, and celebrating student progress. (WASC 2)</li> <li>B. Students practice individual recommended skills and update diagnostic level</li> </ul> <p><a href="#">EA 1.1.3 specifics</a></p> <p>[Name of accountable lead(s): Ching &amp; Toyama]</p>	<p>AIS Measurable Outcome:</p> <ul style="list-style-type: none"> <li>a) IXL Diagnostic Reports</li> <li>b) SBA Interim Assessments</li> <li>c) SBA Summative</li> </ul> <p>EA 1.1.3 (1)</p> <ul style="list-style-type: none"> <li>a) IXL Diagnostic Reports</li> <li>b) SBA Interim Assessments</li> <li>c) Quarterly Check-ins/ Reflections</li> </ul> <p>EA 1.1.3 (2)</p> <ul style="list-style-type: none"> <li>a) Student quarterly Diagnostic arena progress reflection</li> <li>b) Core Team % of student goals achieved</li> <li>c) Core Team Check-ins/ Reflections</li> </ul>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>		
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One-Year Academic Plan SY 2025-2026 for AMR Schools

<p>- At least 50% of students will meet or exceed SBA Math proficiency.</p> <p><i>Required for AMR schools.</i></p>						
<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>1A 1B 3A 3B 3C</p>	<p><a href="#">See EA 1.1.2 (1)</a> <a href="#">See EA 1.1.3 (1)</a></p> <p>[Name of accountable lead(s): ART Leads]</p>	<p><a href="#">See EA 1.1.2 (1)</a> <a href="#">See EA 1.1.3 (1)</a></p>	<p><input checked="" type="checkbox"/> WSF, \$  <input checked="" type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant: __, \$  <input type="checkbox"/> Other: __, \$</p>		



<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><b>AIS Measurable Outcome:</b></p> <p><b>1.1.5 (1)</b> All feeder schools in Aiea Complex to complete transition activities (mtg &amp; campus tour)</p> <p><b>1.1.5(2)</b> 23-24: 75% 24-25: 67%</p> <p>25-26: 75% of 8th grade students will attend AHS transition field trip</p> <p><b>1.1.5(3)</b> 25-26: 100% of teachers use the Advisory PRIDE Curriculum Calendar</p> <p><i>Required for all schools.</i></p>	N/A	<p>EA 1.1.5 (1) Coordinate 6th-grade transition visits to AIS</p> <p>EA 1.1.5 (2) Work with AHS to further develop transition activities to include both 7th and 8th graders, in a phased approach</p> <p>A. Coordinated meeting prior to visit to better organize and better prepare (AIS teachers have something to use to prep the students)</p> <p>B. Possibly request a video of courses/classes available (preview of what the school is)</p> <p>C. Review the student feedback from the AHS field trip on the Google forms</p> <p>EA 1.1.5 (3) Implement research-based middle school structures, such as advisory and teaming</p> <p>A. Teachers follow and implement the Advisory PRIDE curriculum calendar</p> <p>B. Create a Google Form for Students for Reflection and Goal Setting, revisit/implement SMART Goal Template Schoolwide through Advisory (WASC 2)</p> <p>EA 1.1.5 (4) Discuss transition plans for Special Education students to support them as they transition from 6th to 7th and 8th to 9th grade.</p> <p>A. Collaboration between Sped departments and SSCs to discuss placements</p> <p>[Name of accountable lead(s): Lacar &amp; Foumai &amp; Hopoi]</p>	<p>EA 1.1.5 (1) Meetings Schedule &amp; Agenda</p> <p>EA 1.1.5 (2)</p> <p>a) Meeting schedule</p> <p>b) Track students attending</p> <p>c) Student feedback forms</p> <p>EA 1.1.5 (3)</p> <p>a) Google Form</p> <p>b) Students SMART goals/reflections</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 type="checkbox"/> Other:__, \$		
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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?"  Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?"  and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
1.2.1. All students desire to and attend school regularly.  <b>AIS Measurable Outcome:</b> - Attendance rate of 92% of students will attend 90%+ of school days  <i>Required for all schools.</i>	N/A	EA 1.2.1 (1) Implement AIS Attendance Policy: <ul style="list-style-type: none"> <li>Tier 1: Advisory teacher contacts parent after four unexcused absences/six unexcused tardies</li> <li>Tier 2: Referral to counselor at six unexcused absences/nine unexcused tardies to develop action plan for next steps</li> <li>Tier 3: After eight unexcused absences, admin initiated conference with parent</li> </ul> [Name of accountable lead(s): Goo & Kawamura]	EA 1.2.1 (1) <ul style="list-style-type: none"> <li>a) Infinite Campus</li> <li>b) Student Action Plan</li> </ul>	<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: __, \$		

'Aiea Intermediate School Academic Plan, Version #1, Feb 25, 2025



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<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><b>AIS Measurable Outcome:</b></p> <p><i>Required for all schools.</i></p>	<p>2A 2B 2C 2D 2E 2F</p>	<p>EA 1.2.3 (1) Educate all staff on HĀ</p> <p>A. Goo will be the lead to reintroduce HĀ.</p> <p>B. Staff responsible for supporting.</p> <p>EA 1.2.3 (2) Advisory introduce and review HĀ</p> <p>[Name of accountable lead(s): Goo &amp; Kawamura]</p>	<p>EA 1.2.3 (1)</p> <p>Sign-in sheet</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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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★ 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? Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?"  and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
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1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.  <b>AIS Measurable Outcome:</b>  <b>EA 1.3.1 (1)</b> 100% of students visiting at least 1 career station during Career Fair  <i>Required for all schools.</i>	N/A	EA 1.3.1 (1) Provide students with career exploration opportunities A. Career 101 series (ClimbHI) B. Career Fair  EA 1.3.1 (2) Using Find Your Grind  [Name of accountable lead(s): Lacar & Foumai & Hopoi]	EA 1.3.1 (1) a) Attendance b) Debriefing survey in Google Forms school wide  EA 1.3.1 (2) FYG usage data	<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: __, \$		





## 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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?"  and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
N/A				<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$		



### 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>  <b>and Name of Accountable Lead(s)</b> <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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
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3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.  <b>AIS Measurable Outcome:</b> - 80% membership  <i>Required for all schools.</i>	N/A	EA 3.3.1 (1) The School Community Council will meet monthly (last Tuesday of the month) to share school information, provide feedback on school plans, and provide input on school policies.  [Name of accountable lead(s): LoPresti & Lobo]	EA 3.3.1 (1) - SCC meeting invites/minutes	<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: __, \$		





★ 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?" Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?"  and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
<p>AIS.1 Provide parents with meaningful information and opportunities for involvement. (WASC 1)</p> <p><b>AIS Measurable Outcome:</b></p> <p><i>Required for AMR schools.</i></p>	N/A	<p>EA AIS.1 (1) Coordinate training with community members to gain a better understanding of the Micronesian culture and how to work with families in our diverse community; (WASC 1)</p> <p>EA AIS.1 (2) Provide quarterly family engagement opportunities</p> <p>A. Parent Nights; (i.e. EL Family Night, Stargazing, etc.)</p> <p>B. Parent Involvement (i.e. Band Booster, Drama Booster, volunteers, chaperones)</p> <p>EA AIS.1 (3) Ensure regular two-way, meaningful communication between family members and school staff.</p> <p>A. Quarterly Admin facilitated coffee hour with parents and families</p> <p>B. Quarterly Drive-thru survey before or after school (NJHS and STUCO to facilitate)</p>	<p>AIS.1 (1) Parent sign in</p> <p>AIS.1 (2) Parent sign in</p> <p>AIS.1 (3) Parent sign in</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>		



One-Year Academic Plan SY 2025-2026 for AMR Schools

		[Name of accountable lead(s): LoPresti & Lobo]				
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★ Other Systems of Support						
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>  <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
<p>AIS.2 Refine schoolwide HMTSS framework to provide equitable access to resources and support for all students.</p> <p><i>Required for AMR schools.</i></p>	<p>1A 1C 2A 3C</p>	<p><b><u>Academic</u></b>  <a href="#">See EA 1.1.2 (1)</a> - Reading Proficiency  <a href="#">See EA 1.1.3 (1)</a> - Math Proficiency</p> <p><b><u>Behavior</u></b>  <a href="#">See EA 1.2.2 (1)</a> - Schoolwide Behavior Expectations  <a href="#">See EA 1.2.2 (2)</a> - Schoolwide Discipline Flowchart</p> <p><b><u>SEL</u></b>  <a href="#">See EA 1.1.5 (3)</a> - Advisory PRIDE Curriculum</p> <p><b><u>Physical</u></b>  <a href="#">See EA 1.2.1 (1)</a> - Regular Attendance</p> <p>[Name of accountable lead(s): ART Leads]</p>	<p><a href="#">See EA 1.1.2 (1)</a>  <a href="#">See EA 1.1.3 (1)</a>  <a href="#">See EA 1.2.2 (1)</a>  <a href="#">See EA 1.2.2 (2)</a>  <a href="#">See EA 1.1.5 (3)</a>  <a href="#">See EA 1.2.1 (1)</a></p>	<p><input checked="" type="checkbox"/> WSF, \$  <input checked="" type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:____, \$  <input type="checkbox"/> Other:____, \$</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 ‘Aiea Intermediate School’s 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](#) ([link to AIS tool](#)).

<b>Total student instructional hours per year</b> <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1080
<b>Did your school submit a SCC Waiver Request Form? Please explain.</b>	N/A

Bell Schedule:

Time	Monday	Tuesday	Thursday	Friday
7:50	OPENING BELL			
7:55 - 8:25	ADVISORY			
8:30 - 9:23	1	6	3	2
9:23 - 9:38	WIKI			
9:43 - 10:36	2	1	4	3
10:41 - 11:34	3	2	5	4
11:34 - 12:04	LUNCH			
12:09 - 1:02	4	3	6	5
1:07 - 2:00	5	4	1	6

Time	Wednesday
7:50	OPENING BELL
7:55 - 8:28	ADVISORY
8:33 - 9:26	5
9:26 - 9:41	WIKI
9:46 - 10:39	6
10:44 - 11:37	1
11:37 - 12:12	LUNCH
12:17 - 1:10	2