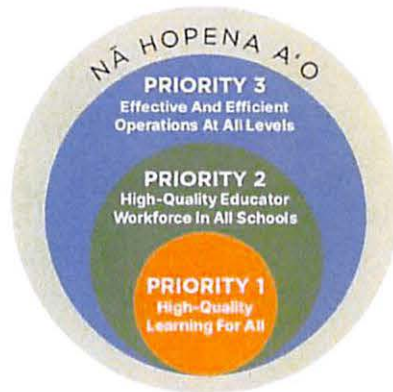




'Aiea Intermediate Academic Plan SY 2026-2027

[99-600 Kulaweia Street Aiea 96701]

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- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal: Michael Jose

Michael Jose

Michael Jose (Apr 13, 2026 13:24:16 HST)

Approved by Complex Area Superintendent: John Erickson

John Erickson

John Erickson (Apr 13, 2026 13:25:23 HST)

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
7th and 8th	Teacher Created	Amplify Desmos Math	StemScopes	

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
7th and 8th	Achieve3000	IXL	IXL	

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
7th and 8th	Achieve3000	IXL

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:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: March 2026

Type of Last Visit: Full Self-Study -

Year of Next Action:

Type of Next Action: **Select One -**

Year of Next Self-Study:

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> Low Literacy Rates - All students need to learn to comprehend grade level text (vocab, inference and analysis) in order to increase proficiency rates in ELA. <u>Root/Contributing Cause:</u> 1A. Instructional teams (department and core teams) need to use student data and instructional data to design instructional groupings in response to student needs routinely with high quality. (3A.3) 1B. Teachers need to include accommodations and/or modifications in their lessons to ensure all students have access to instruction routinely with high quality. (3B.5) 1C. Teachers need to use a variety of differentiated instructional strategies and modes (whole-class, student-directed groups, independent work, etc) routinely with high quality. (3B.4)
2	<u>Student Need:</u> High Number of Behavior Incidents - All students need to learn how to manage their emotions, thoughts, and behaviors in order to improve student behavior. <u>Root/Contributing Cause:</u> 2A. Teachers need to actively engage all students to participate in learning routinely and with high quality. (3A.6) • Differentiation with EA support as needed 2B. Teachers need to teach and reinforce social/emotional competencies (PRIDE, growth mindset, etc) routinely with high quality (3C.5) • Teach the advisory curriculum and implement it with fidelity. • Teach and reinforce PRIDE throughout the school day in every classroom.

	2C. The school needs to provide all school personnel with support on a growth mindset that encourages academic growth and success for all students through effort, self-regulation, and persistence to mastery. (4C.2) 2D. The school needs to regularly communicate with families about its expectations of them and the importance of what families can do at home to support their children's learning. 4A.3
3	<u>Student Need:</u> Low Math Proficiency - All students need to learn to solve equations (1, 2, and multi-step) in order to increase proficiency rates in Math. <u>Root/Contributing Cause:</u> 3A. Instructional teams (department and core teams) need to use student data and instructional data to design instructional groupings in response to student needs routinely with high quality. (3A.3) 3B. Teachers need to include accommodations and/or modifications in their lessons to ensure all students have access to instruction routinely with high quality. (3B.5) 3C. Teachers need to use a variety of differentiated instructional strategies and modes (whole-class, student-directed groups, independent work, etc) routinely with high quality. (3B.4)
4	<u>Student Need:</u> Low Science Proficiency - All students need to learn how to analyze and interpret data tables and graphs in order to increase proficiency rates in Science. <u>Root/Contributing Cause:</u> 4A. Instructional teams (department and core teams) need to use student data and instructional data to design instructional groupings in response to student needs routinely with high quality. (3A.3) 4B. Teachers need to include accommodations and/or modifications in their lessons to ensure all students have access to instruction routinely with high quality. (3B.5) 4C. Teachers need to use a variety of differentiated instructional strategies and modes (whole-class, student-directed groups, independent work, etc) routinely with high quality. (3B.4)

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	<u>Targeted Subgroup:</u> Special Education <u>Identified Student Need(s):</u> • Low proficiency rates in Language Arts, Math, and Science ◦ All students need to learn to comprehend grade level text (vocab, inference and analysis) in order to increase proficiency rates in ELA. ◦ All students need to learn to solve equations (1, 2, and multi-step) in order to increase proficiency rates in Math. ◦ All students need to learn how to analyze and interpret data tables and graphs in order to increase proficiency rates in Science.
2	<u>Targeted Subgroup:</u> English Language Learners <u>Identified Student Need(s):</u> • High percentage of chronically absent students ◦ All students need to learn to demonstrate PRIDE and GLOs to maintain regular attendance. • Low proficiency rates in Language Arts, Math, and Science ◦ All students need to learn to comprehend grade level text (vocab, inference and analysis) in order to increase proficiency rates in ELA. ◦ All students need to learn to solve equations (1, 2, and multi-step) in order to increase proficiency rates in Math. ◦ All students need to learn how to analyze and interpret data tables and graphs in order to increase proficiency rates in Science.
3	<u>Targeted Subgroup:</u> Disadvantaged - Low SES <u>Identified Student Need(s):</u> • High percentage of chronically absent students ◦ All students need to learn to demonstrate PRIDE and GLOs to maintain regular attendance. • Low proficiency rates in Language Arts, Math, and Science ◦ All students need to learn to comprehend grade level text (vocab, inference and analysis) in order to increase proficiency rates in ELA. ◦ All students need to learn to solve equations (1, 2, and multi-step) in order to increase proficiency rates in Math. ◦ All students need to learn how to analyze and interpret data tables and graphs in order to increase proficiency rates in Science.



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

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. AIS Annual Target SY 26-27: - At least 74% of all students will reach their relative, projected Achieve goal from Initial to End of year. - At least 61% of students will meet or exceed SBA ELA/Literacy proficiency.	1A 1B 1C	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) A. Literacy/ELA 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 B. The Literacy Team and ELA teachers create instructional and intervention plans, implement plans, and monitor progress C. The school will plan and implement a system of delivering Tier 2 Reading Interventions D. The school provides planning & collaboration (P & C) opportunities and professional development to build teacher knowledge and skills to address the needs of all learners. E. Participation in the CLSD grant which includes monitoring of the HMTSS-R plan and services provided by trained literacy coach EA 1.1.2 (2) School-wide Literacy Strategy - Marking the Text A. Literacy Team develops and in-services AIS staff on marking the text strategy B. All advisory teachers implement marking the text activities in advisory C. All teachers implement marking the text strategies within their content areas	EA 1.1.2 (1) - Implementation • Monthly Literacy Team meeting minutes • Sign-in sheets for P & C and PDs EA 1.1.2 (1) - Effectiveness • CFA data EA 1.1.2 (2) - Implementation • Activity completion rates EA 1.1.2 (2) - Effectiveness • Activity scores based on common rubric. • CFA data	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: CLSD \$ ☐ Other:___ \$		
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		EA 1.1.2 (3) School-wide Literacy Strategy - Vocabulary A. Implement school-wide or department-wide vocabulary strategy [Name of accountable lead(s): Shire, Lobo]	EA 1.1.2 (3) - Implementation • Department meeting minutes EA 1.1.2 (3) - Effectiveness • Screener data • Student work samples			
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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. AIS Annual Target SY 26-27: - 100% of students (full school year) will improve their diagnostic score by at least 100 points on IXL Diagnostic from Beginning to End of year. - At least 51.5% of students will meet or exceed SBA Math proficiency. - Growth Target: 67% - Gap Target: Decrease gap from 27% in SY 25-26 to 25% in SY 26-27. <i>Required for AMR schools.</i>	3A 3B 3C	EA 1.1.3 (1) Develop a schoolwide system to diagnose and respond to student learning needs (Plan Do Check Act - PDCA) A. Math teachers utilize IXL as a universal screener and for foundational skills practice to respond to student learning needs B. Math teachers strengthen Tier 1 instruction in all Math classrooms C. Math teachers continue to develop and refine Tier 2 Math supports D. The school continues to explore and develop Tier 3 Math supports EA 1.1.3 specifics [Name of accountable lead(s): Ching & Toyama]	EA 1.1.3 (1) - Implementation • Dept Meeting Minutes • Sign-in sheets for P & C and PDs EA 1.1.3 (1) - Effectiveness • IXL Diagnostic Reports • SBA Interim Assessments • SBA Summative	☒ 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. AIS Annual Target SY 26-27: SPED: - At least 8% of students will meet or exceed SBA ELA/Literacy proficiency. - At least 8% of students will meet or exceed SBA Math proficiency. - At least 9% of students will meet or exceed on the HSA Science EL: - At least 30% of students will meet or exceed SBA ELA/Literacy proficiency. - At least 22% of students will meet or exceed SBA Math proficiency.	1A 1B 1C 3A 3B 3C 4A 4B 4C	EA 1.1.4 (1) Faculty and staff further develop a Professional Development plan to implement appropriate accommodations and differentiated instruction for all students and monitor its impact on student achievement/growth. (WASC 2) A. The school will research high-impact instructional strategies to determine the professional learning that helps teachers implement appropriate accommodations and differentiation. B. At the conclusion of the PD sessions, staff will share their biggest takeaways and planned application during a meeting to share best practices with all. C. Following PD sessions, staff will share a "modified artifact" with colleagues reflecting new knowledge or skills gained from the training. D. The school develops a system for monitoring the impact of PD on student achievement/growth.	EA 1.1.4 (1) - Implementation • PD reflection survey EA 1.1.4 (1) - Effectiveness • Staff "modified artifact" sharing meeting • SBA Summative	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		
		EA 1.1.4 (2) All students review and analyze the data based on their assessments and other test scores to set realistic academic goals to be successful. (WASC 5, AMLE CIA) A. The school develops a system for students to create realistic academic goals to be successful in all classes by increasing student ownership of learning.	EA 1.1.4 (2) - Implementation • Department minutes • % of students with academic goals EA 1.1.4 (2) - Effectiveness • % of students to meet/exceed academic goals			

- At least 11% of students will meet or exceed on the HSA Science Disadvantaged: - At least 49% of students will meet or exceed SBA ELA/Literacy proficiency. - At least 40% of students will meet or exceed SBA Math proficiency. - At least 29% of students will meet or exceed on the HSA Science <i>Required for all schools.</i>		EA. 1.1.4 (3) To develop and implement a common standards-based system of grading (WASC 1) A. Teachers establish a common and thorough understanding of the standards they teach. B. Teachers break down the standards to develop common understanding of well-below, approaches, meets, and exceeds proficiency. C. Teachers develop a standard system for assigning grades according to the different levels of proficiency.	EA 1.1.4 (3) - Implementation • Department minutes EA 1.1.4 (3) - Effectiveness • Student grade horizontal course-alike consistency • Student grade and common assessment comparison			
		EA. 1.1.4 (4) To review and refine how school teams use data to guide instructional adjustments and collaborative actions A. Teachers reflect on student learning data to identify impactful and effective instructional practices. B. Teachers have collaborative conversations to share wonderings, insights, instructional strategies and possible adjustments. C. Teachers will share an instructional adjustment based on their collaborative conversations and describe its impact on student learning	EA 1.1.4 (4) - Implementation • Team minutes EA 1.1.4 (4) - Effectiveness • Compilation of teacher instructional practices			

		EA.1.1.4 (5) Implement intentionally scheduled RTI Flex Days A. Teachers provide strategic grouping and timely intervention or extension opportunities for all students. [Name of accountable lead(s): ART Leads]	EA 1.1.4 (5) - Implementation • RTI Flex day reflection survey • Teacher- Student selection sheet EA 1.1.4 (5) - Effectiveness • RTI Flex day reflection survey			
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. AIS Annual Target SY 26-27: 1.1.5 (1) - 100% of Aiea Complex elementary feeder schools will complete transition activities (meeting and campus tour) 1.1.5 (2) - 80% of 8th grade students will attend AHS transition field trip <i>Required for all schools.</i>	N/A	EA 1.1.5 (1) Coordinate transition to AIS including transition activities for incoming 7th graders A. The school (SSC/Counselors) contacts 6th grade teams to schedule the annual transition meetings with Sped, 504, and At Risk students a. The SSC coordinates with AIS Counselors, BHS, and Sped DH on conducting feeder school transition meetings and documenting using a Google Form B. AIS counselors collaborate with elementary feeder school counselors to organize 6th-grade campus tours. C. The school (SSC/Counselors/Registrar) honors special requests for individualized campus tours (private school, out of complex/district, homeschool, special Sped cases) D. The registrar coordinates Jumpstart Days in July to provide students with start of the school year information (MLSP #5 - Lead)	EA 1.1.5 (1) - Implementation • % of elementary feeder schools scheduled • % of elementary feeder schools attended • % of Sped, 504, or At Risk students transition meeting conducted EA 1.1.5 (1) - Effectiveness • % of elementary students attend campus tour • Student campus tour evaluations	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$		
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		EA 1.1.5 (2) Work with AHS to further develop transition activities for incoming 9th graders A. AIS collaborates with AHS to plan, prepare for and execute the AHS campus transition visitation B. AIS and AHS reviews the student feedback from the AHS field trip on the Google forms EA 1.1.5 (3) Implement research-based middle school structures, such as advisory and teaming A. Advisory teachers serve as adult advocates, cultivating supportive relationships B. Core team teachers foster a sense of belonging and build meaningful relationships with students beginning with the 7th-grade orientation day (PF #1 - Pos Rel; MLSP #2 - Org) [Name of accountable lead(s): Kawamura & Lacar]	EA 1.1.5 (2) - Implementation • Field trip schedule/ flyer • Field Trip Form Collection sheet EA 1.1.5 (2) - Effectiveness • % of students attend campus visit • Student feedback form EA 1.1.5 (3) - Implementation • Team Meeting minutes EA 1.1.5 (3) - Effectiveness • Student feedback form • Q1 Connectedness Survey			
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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. AIS Annual Target SY 26-27: <i>Attendance rate of 94% of students will attend 90%+ of school days</i> <i>Required for all schools.</i>	2A 2B 2C	EA 1.2.1 (1) All teachers implement schoolwide procedures of greeting students at the door at the start of the period, helping to encourage attendance and build a sense of belonging. (PF #2 - Safe, Pred, Nur Learn Environ, MLSP #1 - Know)	EA 1.2.1 (1) - Implementation % of teachers greeting at the door (bimonthly) - Observational notes EA 1.2.1 (1) - Effectiveness % of students coming on time to class	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		

		EA 1.2.1 (2) The school engages and celebrates students to encourage regular attendance A. Core team teachers track advisory attendance rates throughout the quarter B. The school celebrates the core team and/or advisory class that achieves the highest average attendance rate at quarterly assemblies C. All teachers develop and implement high interest student activities rooted in PRIDE values D. AIS Counselors rewards students that have perfect or improved attendance EA 1.2.1 (3) The school encourages students to participate in extra-curricular activities A. The school will host a club rush to expose students to a wide variety of extra-curricular activities and encourage them to sign up. B. Club and sports advisors will announce meeting/event logistics in the morning bulletin and school newsletters. [Name of accountable lead(s): Goo & Hopoi]	EA 1.2.1 (2) - Implementation • Core team meeting minutes • Core team attendance data EA 1.2.1 (2) - Effectiveness • % of students coming on time to class or school • % for regular attendance EA 1.2.1 (3) - Implementation • Club rush sign-in sheets EA 1.2.1 (3) - Effectiveness • Uplink sports/club data • Attendance rate (regular & activity attendance)			
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1.2.2. All students demonstrate positive behaviors at school. AIS Annual Target SY 26-27: - To keep the total suspensions below 52 - To keep the total referrals below 50 <i>Required for all schools.</i>	2A 2B 2C	EA 1.2.2 (1) Revisit, clarify, and communicate consistent school-wide behavioral expectations and celebrations for all stakeholders A. All teachers apply three non-negotiables of classroom management to deter behaviors that happen inside and outside of the classroom. B. All teachers teach, share, implement, and refer to the Schoolwide PRIDE Behavior Matrix to help students manage their behavior (PF #3 - Self Reg) C. All Core Teams conduct quarterly core assemblies to address/revisit behavioral expectations, concerns, and celebrations at the core team level to allow for more specificity D. All staff implement "Give 'em 5" Responsibility-Centered Discipline and use the updated referral form as part of the discipline referral process EA 1.2.2 (2) The school explores and develops a "catch them showing Kamali'i PRIDE" system A. FOL Team researches different PBIS programs appropriate for middle school. B. FOL Team designs a plan for implementation of the program. [Name of accountable lead(s): Goo & Hopoi]	EA 1.2.2 (1) - Implementation • Core Team minutes • Core Quarterly Assembly • Classroom Observation EA 1.2.2 (1) - Effectiveness • # of referrals • Incident reports EA 1.2.2 (2) - Implementation • Meeting minutes	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		
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		EA.1.2.2 (3) Modify Supervision Protocol during Non-Instructional Time A. The administration reviews and updates the routes students use to reach designated locations during non-instructional time (wiki and lunch recess). B. The administration provides clear duty schedules for all monitors. C. The administration implements and reviews the modified supervision protocol during non-instructional time (wiki and lunch recess). [Name of accountable lead(s): Goo & Hopoi]	EA 1.2.2 (3) - Implementation • # of monitors in assigned area • Meeting minutes EA 1.2.2 (3) - Effectiveness • Observational data (Admin) • Informational feedback from staff • Incident reports in non-instructional time locations			
1.2.3. All students experience a Nā Hopena A'o environment for learning. AIS Annual Target SY 26-27: 100% of the staff participates in professional development focused on HĀ <i>Required for all schools.</i>	2A 2B 2C	EA 1.2.3 (1) Educate all staff on HĀ A. Goo coordinates a reintroduction of HĀ to the faculty and staff through professional development. B. The staff explores ways to incorporate HĀ into AIS (possibly through advisory) C. The staff explores community based projects to build a sense of place and responsibilities. [Name of accountable lead(s): Goo & Hopoi]	EA 1.2.3 (1) - Implementation • Faculty Sign-in EA 1.2.3 (1) - Effectiveness • Staff reflections	☒ 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 <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
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. AIS Annual Target SY 26-27: 90% of students will experience, engage in a variety of community and civic opportunities <i>Required for all schools.</i>	N/A	EA 1.3.1 (1) The school leadership reviews and refine the college and career opportunities provided for students by the faculty, staff, and community partners. (WASC 4) A. The TC schedules and implements the Career 101 Series (ClimbHI) B. The TC schedules and hosts the Career Exposure Fair (ClimbHI) C. The school explores incorporating college exposure opportunities for all students. [Name of accountable lead(s): Kawamura & Lacar]	EA 1.3.1 (1) - Implementation • Career 101 presentations • Career Exposure Fair EA 1.3.1 (1) - Effectiveness • Average attendance rate • Student reflections (Career 101) • Student passports (Career Exposure Fair)	☒ 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 "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
N/A				☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		



PRIORITY 3: Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.						
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> 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. AIS Annual Target SY 26-27: - 80% membership <i>Required for all schools.</i>	N/A	EA 3.3.1 (1) The School Community Council will meet monthly (second Tuesday of the month) to share school information, provide feedback on school plans, and provide input on school policies. [Name of accountable lead(s): Lambert & LoPresti]	EA 3.3.1 (1) - Implementation AIS Website will be updated with SCC meeting minutes each month	☒ 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
AIS Annual Target SY 26-27: - 13% parent return rate (SQS) - 81% parent involvement/engagement rate (SQS) <i>Required for AMR schools.</i>		EA AIS.2 (1) The school provides at least one family engagement opportunity per semester A. Parent Nights; (i.e. Open House, EL Family Night, Stargazing, Movie Night, PRIDE Night, etc.) B. Parent Involvement (i.e. Band Booster, Drama Club, volunteers, chaperones) EA AIS.2 (2) Ensure regular two-way, meaningful communication between family members and school staff A. Quarterly Admin facilitated parent sessions (i.e. coffee hour) [Name of accountable lead(s): Lambert & LoPresti]	EA AIS.2 (1) - Implementation • Sign-in sheets • Participant Survey EA AIS.2 (1) - Effectiveness • SQS data EA AIS.2 (2) - Implementation • Sign-in sheets EA AIS.2 (2) - Effectiveness • SQS data	☒ 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.

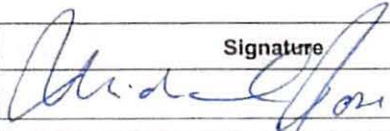
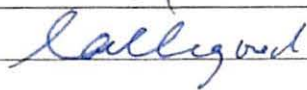
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 'Aiea Intermediate 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 **Oct 14, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 24, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): **[Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]**
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: ☒ **Date**

Attested:

'Aiea Intermediate Principal	Signature	Date
Michael Jose		Mar 25, 2026
SCC Chairperson	Signature	Date
Sara Allegood		Mar 24, 2026

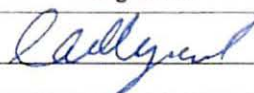
SCC Recommendations to the Academic Plan and Financial Plan:

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

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

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

Attested:

SCC Chairperson	Signature	Date
Sara Allegood		Mar 24, 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 <u>hours per year</u> (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1080 hours per year
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement

'Aiea Intermediate Bell Schedule:

Time	Monday	Tuesday	Thursday	Friday	Time	Wednesday
7:50	OPENING BELL				7:50	OPENING BELL
7:55 - 8:25	ADVISORY				7:55 - 8:28	ADVISORY
8:30 - 9:23	1	6	3	2	8:33 - 9:26	5
9:23 - 9:38	WIKI				9:26 - 9:41	WIKI
9:43 - 10:36	2	1	4	3	9:46 - 10:39	6
10:41 - 11:34	3	2	5	4	10:44 - 11:37	1
11:34 - 12:04	LUNCH				11:37 - 12:12	LUNCH
12:09 - 1:02	4	3	6	5	12:17 - 1:10	2
1:07 - 2:00	5	4	1	6		