NĀ HOPENA AʻO

PRIORITY 3
Effective And Efficient
Operations At All Levels

PRIORITY 2
High-Quality Educator
Workforce In All Schools

PRIORITY 1
High-Quality
Learning For All

**ʻAiea High School
Academic Plan
SY 2025-2026**

98-1276 Ulune Street
(808)305-6500
https://www.aieahs.k12.hi.us

☐ Non-Title 1
School

☑ Title 1
School

☐ Kaiapuni School
(Self Contained)

☐ Kaiapuni School
(Shared School Site)

Submitted by Principal, Wayne Guevara	
Wayne Guevara	3/11/2025

Approved by Complex Area Superintendent, John Erickson	
John Erickson John Erickson (Apr 9, 2025 14:16 HST)	April 09, 2025

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

VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the dropdown list to select the comprehensive instructional program(s) being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade 9	California Expository Reading and … ⌄	Imagine Learning Illustrative Mathe… ⌄		
Grade 10	California Expository Reading and … ⌄	Imagine Learning Illustrative Mathe… ⌄		
Grade 11	California Expository Reading and … ⌄	Imagine Learning Illustrative Mathe… ⌄		
Grade 12	California Expository Reading and … ⌄			

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
Grades 9-12	English Speakers of Other Languages (ESOL) Lab	Math Workshop, Delta Math		
Grades 9-12	SPED Study Skills	SPED Study Skills		

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.
☐ Panorama   ☑ School-created template   ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the <u>screening and/or progress monitoring assessments</u> 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**
Grade 9	I-Ready ⌄	I-Ready ⌄
Grade 10	I-Ready ⌄	I-Ready ⌄
Grade 11	I-Ready ⌄	I-Ready ⌄
Grade 12	I-Ready ⌄	I-Ready ⌄ (Students enrolled in Math)
Grades 9-12	Other: ⌄ CommonLit	
Grades 9-12	Other: ⌄ GRADE (SPED students)	Other: GMADE (SPED students)

IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

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

Year of Last Visit: [2022]   Year of Next Action: [2025]   Year of Next Self-Study:
Type of Last Visit: Mid-Cycle Report & Visit ▾   Type of Next Action: Full Self-Study ▾   [2025]

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.
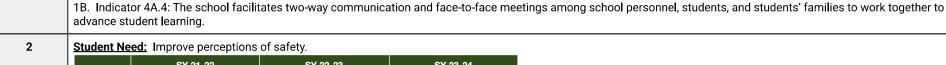
1	**Student Need:** Increase average daily attendance

	SY 21-22	SY 22-23	SY 23-24
Average Daily Attendance % **Target: 95%**	88.8%	89.9%	90.2%
Regular Daily Attendance (17 or fewer absences)	**SY 21-22**	**SY 22-23**	**SY 23-24**
All Students	71.1%	73.9%	74.1%
Non-High Need	84.9%	87.5%	81.5%
High Needs	59.6%	63.4%	68.3%
Disadvantaged	57.8%	63.2%	68.2%
IDEA	64.3%	67.0%	65.0%
English Learner + Exits	61.7%	56.1%	67.9%

Root/Contributing Cause:
1A. Indicator 3A.6: Teachers actively engage all students (e.g., encourage students to participate) in learning.

	1B. Indicator 4A.4: The school facilitates two-way communication and face-to-face meetings among school personnel, students, and students' families to work together to advance student learning.
2	**Student Need:** Improve perceptions of safety. Root/Contributing Cause: **2A.** Indicator 1A.10: The school documents referrals, services received, and evaluation of student/personnel satisfaction with services received. **2B.** Indicator 1C.4: School leaders ensure a schoolwide continuum of integrated support that is organized into a three-tiered framework is available and used by teachers to provide equitable access to resources for all students.
3	**Student Need:** Increase parent engagement with student learning. **Root/Contributing Cause:** **3A.** Indicator 2B.5: Professional development programs for teachers include assistance in working effectively with families. **3B.** Indicator 4C.1: Teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.
4	**Student Need:** Increase student achievement in English Language Arts (ELA), math and science.

Row 2 — Safety table:

Rate/Dimension	SY 21-22			SY 22-23			SY 23-24		
	Students	Parents	Teachers	Students	Parents	Teachers	Students	Parents	Teachers
Return Rate	80.4%	14.0%	78.5%	56.8%	18.8%	100.0%	92.1%	29.8%	100.0%
Safety	61.8%	69.6%	60.3%	61.6%	82.1%	73.5%	57.5%	72.8%	71.3%

Row 4 — Achievement table:

Content	SY 21-22	SY 22-23	SY 23-24
ELA	54.9%	54.2%	54.0%
Math	22.0%	32.5%	23.6%
Science	32.2%	42.9%	26.9%

	Root/Contributing Cause: 4A. Indicator 2B.1: The school demonstrates strategic management of human, material, and fiscal resources in alignment with the school's identified needs and priorities to improve student performance and organizational effectiveness. 4B. Indicator 3A.1: Instructional teams meet regularly (at least monthly) to review practice implementation data (e.g., documents from walkthroughs, practice fidelity, lesson review). 4C. Indicator 3A.2: Instructional teams meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction. 4D. Indicator 3C.1: The school provides all students extended learning opportunities (e.g., summer bridge programs, afterschool and supplemental educational services, Saturday academies, enrichment programs) to keep students on track for graduation.

In order to address student subgroup(s) achievement gaps, please list the underlined targeted subgroup(s) and their underlined identified need(s). Enabling activities should address identified subgroup(s) and their needs.

1 **Targeted Subgroup:** Students from disadvantaged backgrounds

Identified Student Need(s): Increase student achievement in ELA, Math, Science

SBA/EOC Proficiency (Disadvantaged)	SY 21-22	SY 22-23	SY 23-24
English Language Arts	51.5%	49.5%	42.5%
Math	17.4%	20.3%	14.8%
Biology	27.5%	33.3%	13.9%

2 **Targeted Subgroup:** Students for whom English is a second language

Identified Student Need(s): Increase student achievement in ELA, Math, Science

SBA/EOC Proficiency (English Learners)	SY 21-22	SY 22-23	SY 23-24
English Language Arts	18.7%	18.1%	23.0%
Math	5.8%	18.1%	7.6%
Biology	20%	7.6%	16.6%

3

Targeted Subgroup: Students with an individualized education plan

Identified Student Need(s): Increase student achievement in ELA, Math, Science

SBA/EOC Proficiency (SPED))	SY 21-22	SY 22-23	SY 23-24
English Language Arts	11.1%	10.5%	12.5%
Math	4.7%	10.5%	6.2%
Biology	5.0%	10.0%	5.2%

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 *"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
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. *Required for AMR schools.*	**Root Causes** 4A 4B 4C 4D	**Enabling Activities** **EA.1.13 (1)** Offer MOW 1 to students requiring additional support prior to enrolling in Algebra 1. **EA.1.13 (2)** Study hall (Nā Aliʻi time) is available to provide extra support to students. **EA.1.13 (3)** Manaʻolana cohorts "at promise" students to ease transition to high school. **EA.1.13 (4)** Provide an after-school math workshop for students needing foundational skills. Leads: Susan Gonsalves, Brent Muraoka <mark>WASC</mark> tbd	**Measures to Monitor Progress** 1. Beg, mid, end of year i-Ready scores - leading indicator 2. Math quarter grades- lagging indicator	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☑ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☑ Other: ALPSS $		

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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. *Required for all schools.*	**Root Causes** 1A 4A 4C	**Enabling Activities** **EA1.1.4 (1)** Provide dedicated MTSS meeting times to address student needs. **EA1.1.4 (2)** Provide dedicated DDIC meeting times to vertically align skills and monitor implementation of strategies to improve literacy. **EA1.1.4 (3)** Teachers will engage in Discovery Rounds (walkthroughs) to support high level classroom instruction and implement literacy strategies. Leads: Henri Aylward, Literacy Coach <mark>WASC</mark> tbd	**Measures to Monitor Progress** 1. Course grades- lagging indicator 2. Average daily attendance- leading indicator 3. Disaggregated SBA proficiency rates- lagging indicator	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $		
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. *Required for all schools.*	**Root Causes** 1A 1B	**Enabling Activities** **EA1.1.5 (1)** Manaʻolana cohorts "at promise" students, easing their transition to high school. **EA1.1.5 (2)** Hire a PCNC to engage families, support student transitions, and work with community partners. **EA1.1.5 (3)** Engage in transition activities with complex feeder schools. **EA1.15 (4)** Literacy coach will collaborate with feeder schools and district personnel. Leads: Jennifer Lau, Literacy Coach, Brent Muraoka <mark>WASC</mark> tbd	**Measures to Monitor Progress** 1. Retention rates by grade level- lagging indicator 2. Course grades- lagging indicator 3. Student average daily attendance- leading indicator	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☑ Grant: CLSD, $ ☑ Other: ALPSS, $		

★ 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. *Required for all schools.*	**Root Causes** 1A 1B 2A 2B	**Enabling Activities** **EA1.2.1(1)** SEL lessons from Panorama are included in the advisory curriculum. **EA1.2.1(2)** Provide early college/dual credit opportunities. **EA1.2.1(3)** Hold academy-based MTSS meetings to address student needs. **EA1.2.1(4)** Incorporate Positive Behavior Interventions and support strategies. **EA1.2.1 (5)** Provide professional development to enhance literacy in all students. **EA1.2.1 (6)** Engage in discovery rounds to support instruction. Leads: Henri Aylward, Jennifer Lau, Brent Muraoka WASC tbd	**Measures to Monitor Progress** 1. Disaggregated average daily attendance- leading indicator 2. Sense of Belonging through the Panorama Survey- leading indicator 3. Course grades- lagging indicator	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☑ Grant: CLSD $ ☐ Other:__, $		

| 1.2.2. All students demonstrate positive behaviors at school.

Required for all schools. | **Root Causes**

1A
1B
2A
2B
3B | **Enabling Activities**

EA1.2.2(1) Greet all students at the beginning of every class.
EA1.2.2(2) Advisory classes provide SEL activities.
EA1.2.2(3) Offer quarterly celebratory assemblies.
EA1.2.2(4) Share positive behavior matrix with families.

Leads: Lachelle Sablan, Piilani Chun, Jennifer Lau
==WASC== | **Measures to Monitor Progress**

1. Disaggregated discipline incidents - leading indicator
2. Student safety per SQS survey
3. Student participation in sports, clubs, academic teams
4. Self-management per Panorama survey | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ | | |

| 1.2.3. All students experience a Nā Hopena Aʻo environment for learning.

Required for all schools. | Root Causes

2B
3A
3B | **Enabling Activities**

EA1.2.3(1) Makahiki becomes an annual event.
EA1.2.3(2) Class sponsored activities, supporting a sense of belonging, will be held throughout the year.
EA1.2.3(3) Campus beautification will improve our facilities.
EA1.2.3(4) All football home games will be played on campus, welcoming all stakeholders.

Leads: Brent Muraoka, Ken Kang, David Lane
<mark>WASC</mark> tbd | **Measures to Monitor Progress**

1. Sense of Belonging per Panorama survey - leading indicator
2. Average daily attendance - lagging indicator | ☑ 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?* *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**
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.*	**Root Causes** 1A 1B 2B 4A 4D	**Enabling Activities** **EA1.3.1(1)** College/Career Field Trips **EA1.3.1(2)** Career Fair is held annually. **EA1.3.1(3)** Students may qualify for CTE certifications through their program of study. **EA1.3.1(4)** The AHS academy structure offers community and civic opportunities. **EA1.3.1(5)** The advisory period addresses the college and career continuum, including financial literacy. Leads: Lachelle Sablan, Kerene Izumigawa, Piilani Chun ==WASC== tbd	**Measures to Monitor Progress** 1. Completion of PTP portfolio-leading indicator 2. # CTE certifications achieved-lagging indicator 3. Community service hours - leading indicator 4. Attendance for Field Trips - leading indicator	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☑ Other: CTE, $		

K-12 Alignment	Root Causes	Enabling Activities	Measures to Monitor Progress			
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.	1B 2B 4C 4D	**EA1.3.2(1)** All students are enrolled in a CTE program of study. **EA1.3.2(2)** 7th grade students visit AHS and are introduced to elective options within our Academy structure. **EA1.3.2(3)** 8th grade students visit AHS to expose them to the offered programs of study. **EA1.3.2(4)** Host the Aiea Complex Learning Summit, bringing all complex teachers together. **EA1.3.2(5)** CTE Bridging the Gap meetings with Aiea Intermediate will continue. **EA1.3.2(6)** Transition Meetings for students with IEPs or 504 plans will continue. Leads: Lachelle Sablan, Piilani Chun, Kerene Izumigawa ==WASC==	1. Registration of all students in a program of study - leading indicator 2. Attendance numbers for school visits- leading indicator 3. Course offerings for Summit- leading indicator 4. Agendas for transition meetings- leading indicator	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☑ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☑ Other: CTE, $		
1.3.3. All students graduate high school with a personal plan for their future.	1B 2B 3B 4D	**EA1.3.3(1)** Students develop a portfolio showcasing growth and their future plans. **EA1.3.3(2)** Naviance provides college/career exploration opportunities. **EA1.3.3(3)** IEP transition plans illuminate future aspirations. Leads: Piilani Chun, Jennifer Lau ==WASC== tbd	1. PTP credit - lagging indicator 2. IEP (indicator 13) - lagging indicator	☑ 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?"* 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
2.1 Effective teachers and administrators are required to fully implement a school-wide academy structure. *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)*	**Root Causes** 1A 1B 2B 3A 4A	**Enabling Activities** **EA2.1 (1)** Attend Academy, NCAC, and ISTE/ASCD, Insite/Onsite conferences **EA2.1 (2)** Professional development to support teachers in literacy, academies, instructional strategies. Lead: Wayne Guevara, Carlos Ramirez WASC tbd	**Measures to Monitor Progress** 1. Participant post-survey results 2. Academy action plan progress	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☑ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☑ Grant: CLSD, $ ☐ 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 *"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**
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.*	**Root Causes** 1B 4A	**Enabling Activities** **EA3.3.1(1)** SCC engages in regular meetings and contributes to our CNA and Academic Plan. **EA3.3.1(2)** Principal/SCC Chair Communications occur as needed. Leads: Wayne Guevara/Ken Kang WASC tbd	**Measures to Monitor Progress** 1. SCC meeting minutes 2. SCC waivers for PD and/or schedule amendments	☑ 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?* 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**
3.4.1 Families and community members actively participate in capstone projects and school-sponsored symposia.

(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)

Required for AMR schools. | **Root Causes** 1B 4A 4D | **Enabling Activities** **EA3.4.1(1)** Family and community members serve as mentors for student projects. **EA3.4.1 (2)** Family and community members participate in the annual career fair. **EA3.4.1 (3)** Family and community members serve on the school's advisory board. **EA3.4.1 (4)** Communication with families and community members for ongoing sense of partnership. | **Measures to Monitor Progress** 1. Complete community support forms 2. Career Fair documentation 3. Documentation of guest speakers 4. Advisory Board minutes 5. Update website, marquee, social media, newsletter | ☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___ $ ☑ Other: CTE $ | | |

★ Other Systems of Support						
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**
3.4.2 Teachers will engage in professional development to support the literacy of all students. *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)* *Required for AMR schools.*	**Root Causes** 1A 2B 3A 4B	**Enabling Activities** **EA3.4.2 (1)** Virtual professional development courses will be completed by all teachers. **EA3.4.2 (2)** Quarterly discovery rounds will be implemented and documented. Lead: <mark>Literacy Coach</mark>, Henri Aylward <mark>WASC</mark> tbd	**Measures to Monitor Progress** 1. All teachers complete PD.- leading indicator 2. Walkthrough data- leading indicator 3. ELA SBA proficiency- lagging indicator	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant: CLSD, $ ☐ Other:___, $		

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 High Schook'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.	
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)*	1083 student hours
Did your school submit a SCC Waiver Request Form? Please explain.	No

Bell Schedule:

'Aiea High School Bell Schedule

MONDAY SCHEDULE A	TUESDAY SCHEDULE B	WEDNESDAY SCHEDULE A	THURSDAY SCHEDULE B	FRIDAY SCHEDULE C
7:50-9:05 Period 1	7:50-9:05 Period 5	7:50-9:05 Period 1	7:50-9:05 Period 5	7:50-8:25 Period 1
				8:30-9:05 Period 2
9:05-9:20 Recess	9:05-9:20 Recess	9:05-9:20 Recess	9:05-9:20 Recess	9:05-9:20 Recess
9:25-10:40 Period 2	9:25-10:40 Period 6	9:25-10:40 Period 2	9:25-10:40 Period 6	9:25-10:00 Period 3
				10:05-10:40 Period 4
10:45-12:00 Period 3	10:45-12:00 Period 7	10:45-12:00 Period 3	10:45-12:00 Period 7	10:45-11:20 Period 5
12:00-12:30 Lunch	12:00-12:30 Lunch	12:00-12:30 Lunch	12:00-12:30 Lunch	11:20-11:50 Lunch
12:35-1:50 Period 4	12:35-1:40 Advisory/Nā Ali'i Time	12:35-1:50 Period 4	12:35-1:40 Advisory/Nā Ali'i Time	11:55-12:30 Period 6
				12:35-1:10 Period 7
1:50-1:55 Closing	1:40-1:45 Closing	1:50-1:55 Closing	1:40-1:45 Closing	1:10-1:15 Closing
2:00-2:45 IEP/504/Collab	1:50-2:45 Academy/MTSS	2:00-2:45 IEP/504/Collab	1:50-2:45 Faculty/Dept/DDIC	1:20-2:45 Common Prep

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