



- ☒ Title I School
☐ Non-Title 1 School

'Aiea High Academic Plan SY 2026-2027

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Submitted by Principal: Wayne Guevara

Wayne Guevara

📅 Date 3/13/26

Approved by Complex Area Superintendent: John Erickson

John Erickson

John Erickson (Apr 9, 2026 13:44:15 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
Grades 9-12	California Expository Reading and ... ▾			
Math: Geom, Alg. 1, Alg. 2		Imagine Learning Illustrative Mathe... ▾		
	Select One ▾	Select One ▾		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades 9-12 EL Students	'23 CommonLit 360 6-8 ▾			
Math: Geom, Alg. 1, Alg. 2		Delta Math, Flipped Math		

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
Grades 9-12	iReady	iReady
	Select One -	Select One -
	Select One -	Select One -

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

How does your school document **HMTSS student interventions**? Please select all that apply. If "Other" is selected, please explain.

☒ Panorama ☐ School-created template ☐ Other:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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

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

Year of Last Visit: [2025]

Type of Last Visit: Full Self-Study -

Year of Next Action: [2028]

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

Year of Next Self-Study:

[2031]

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: (Literacy) Students need to expand word recognition and language comprehension to read at grade level and meet college and career readiness standards. Root/Contributing Cause: The school needs a coherent, data-driven instructional system that connects tiered academic supports, targeted teacher development, and literacy instruction across content areas. (1C.4, 2B.6, 3B.4, 3B.12)
2	Student Need: (Math Proficiency) Students need to apply mathematical reasoning to multi-step problems to develop the higher level thinking skills used in real world situations. Root/Contributing Cause: The school needs a coherent system in mathematics that uses data to drive responsive planning, ensuring instruction that is grounded in relevance and engages all learners. (3A.2, 3A.5, 3A.6, 3B.9)
3	Student Need: (Attendance) Students need to attend school consistently and engage in personalized learning experiences in order to develop academic proficiency and social-emotional well being. Root/Contributing Cause: When schools build culturally responsive partnerships with families and community organizations to address students' mental, physical, and emotional needs and provide nontraditional and flexible learning opportunities, all students feel safe, seen, and actively engaged in a school community where families are true partners in student success. (1A.8, 2B.5, 3A.6, 3C.3, 3C.6, 4A.1, 4C.1)

To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

1 **Targeted Subgroup:** Disadvantaged Students

SBA/EOC Proficiency	SY 22-23	SY 23-24	SY 24-25
ELA (All Students)	54.2%	54.0%	55.0%
ELA (Disadvantaged)	49.5%	42.5%	42.8%
MATH (All Students)	32.5%	23.6%	33.3%
MATH (Disadvantaged)	20.3%	14.8%	23.6%
BIOLOGY (All Students)	42.9%	26.9%	42.1%
BIOLOGY (Disadvantaged)	33.3%	13.9%	28.7%

Identified Student Need(s): Increase student achievement.

2 **Targeted Subgroup:** English Learners

SBA/EOC Proficiency	SY 22-23	SY 23-24	SY 24-25
ELA (All Students)	54.2%	54.0%	55.0%
ELA (English Learners)	18.1%	23.0%	30.7%
MATH (All Students)	18.1%	7.6%	26.6%
MATH (English Learners)	32.5%	23.6%	33.3%
BIOLOGY (All Students)	42.9%	26.9%	42.1%
BIOLOGY (English Learners)	7.6%	16.6%	11.7%

	Identified Student Need(s): Increase student achievement.																
3	Targeted Subgroup: Students with IEPs <table><tr><th>SBA/EOC Proficiency</th><th>SY 22-23</th><th>SY 23-24</th><th>SY 24-25</th></tr><tr><td>ELA</td><td>10.5%</td><td>12.5%</td><td>14.2%</td></tr><tr><td>MATH</td><td>10.5%</td><td>6.2%</td><td>7.1%</td></tr><tr><td>BIOLOGY</td><td>10.0%</td><td>5.2%</td><td>10.0%</td></tr></table> Identified Student Need(s): Increase student achievement.	SBA/EOC Proficiency	SY 22-23	SY 23-24	SY 24-25	ELA	10.5%	12.5%	14.2%	MATH	10.5%	6.2%	7.1%	BIOLOGY	10.0%	5.2%	10.0%
SBA/EOC Proficiency	SY 22-23	SY 23-24	SY 24-25														
ELA	10.5%	12.5%	14.2%														
MATH	10.5%	6.2%	7.1%														
BIOLOGY	10.0%	5.2%	10.0%														



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

Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. <i>Required for AMR schools.</i> Profile of a Graduate & Nā Hopena A'o Alignment College, Career & Life Ready/ Excellence Technology Proficient/ Total Well-Being Financially Proficient / Responsibility Effective Communicators & Collaborators/ Aloha	Root Causes The school needs a coherent system in mathematics that uses data to drive responsive planning, ensuring instruction that is grounded in relevance and engages all learners.	Enabling Activities EA.1.13 (1) Offer MOW 1 to students who are not yet ready to enroll in Algebra 1. Eligible students are recommended by their current math teachers. EA.1.13 (2) Study hall (Nā Ali'i time) is available for students needing extra support. EA.1.13 (3) Mana'olana offers a smaller learning community for "at promise" students. Eligible students opt in after meeting requirements and receiving counselor recommendation. EA.1.13 (4) Provide an after-school math workshop for students lacking foundational skills. Eligible students are determined through a pre-test and invited to join. Teacher(s) monitor progress through formative assessments. EA1.13 (5) Professional development aligned to math curriculum. Teachers will attend state/district sponsored workshops for student engagement and to increase achievement. Strategies will be implemented and shared during PLC meetings. EA.1.1.3 (6) Implement a viable curriculum in Geometry, Algebra I, and Algebra II. EA.1.1.3 (7) Part-time classroom support to increase student achievement and support literacy. Leads: Susan Gonsalves, Brent Muraoka WASC 3, 4	Measures to Monitor Progress 1. Beg, mid, end of year i-Ready scores - leading indicator 2. MTSS documentation in Panorama- leading indicator 3. Attendance data- leading indicator 4. DDIC meeting minutes - leading indicator 5. 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. <i>Required for all schools.</i> Profile of a Graduate & Nā Hopena A'o Alignment College, Career & Life Ready / Excellence Technology Proficient / Total Well-Being Financially Proficient / Responsibility Effective Communicators & Collaborators / Aloha	Root Causes The school needs a coherent, data-driven instructional system that connects tiered academic supports, targeted teacher development, and literacy instruction across content areas.	Enabling Activities EA.1.1.4 (1) Provide dedicated MTSS meeting times to address student needs. EA.1.1.4 (2) Provide dedicated DDIC meeting times to vertically align skills and monitor implementation of strategies to improve literacy. EA.1.1.4 (3) Teachers will engage in Discovery Rounds (walkthroughs) to support high-level classroom instruction and implement literacy strategies. EA.1.1.4 (4) Curriculum, supplies, and equipment will be provided to improve academic achievement. EA.1.1.4 (5) Curriculum coordinator provides support to teachers. EA.1.1.4 (6) Professional development to shift from teacher-led instruction to student-centered agency. EA.1.1.4 (7) Literacy coach provides support to teachers. EA.1.1.4 (8) Part-time classroom support to increase student achievement and literacy. Henri Aylward, Mitchell Martinez WASC 1, 2, 3	Measures to Monitor Progress 1. Average daily attendance-leading indicator 2. Beg, mid, end of year i-Ready scores - leading indicator 3. Discovery Rounds data-leading indicator 4. MTSS progress documented in Panorama-leading indicator 5. Disaggregated SBA proficiency rates- lagging indicator 6. Course grades- lagging indicator	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: CLSD, \$ ☐ Other: __, \$		
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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. <i>Required for all schools.</i> Profile of a Graduate & Nā Hopena A'o Alignment: College, Career & Life Ready / Excellence Technology Proficient / Total Well-Being Financially Proficient / Responsibility Effective Communicators & Collaborators / Aloha	Root Causes The school needs a coherent, data-driven instructional system that connects tiered academic supports, targeted teacher development, and literacy instruction across content areas.	Enabling Activities EA.1.1.5 (1) Mana'olana cohorts "at promise" students, supporting their transition to high school. EA.1.1.5 (2) Hire a Community School Coordinator (CSC) to engage families, support student transitions, and work with community partners. EA.1.1.5 (3) Engage in transition activities with complex feeder schools. EA.1.15 (4) Literacy coach collaborates with feeder schools and district personnel. EA.1.15 (5) SEL lessons are implemented in Advisory. Mitchell Martinez, Carlos Ramirez WASC 1, 2, 3	Measures to Monitor Progress 1. Student average daily attendance - leading indicator 2. Retention rates by grade level-lagging 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: ALPSS \$		
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i> Profile of a Graduate & Nā Hopena A'o Alignment: College, Career & Life Ready / Excellence Technology Proficient / Total Well-Being Financially Proficient / Responsibility Effective Communicators & Collaborators / Aloha	Root Causes When schools build culturally responsive partnerships with families and community organizations to address students' mental, physical, and emotional needs and provide nontraditional and flexible learning opportunities, all students feel safe, seen, and actively engaged in a school community where families	Enabling Activities EA.1.2.1 (1) Include SEL lessons from Panorama into the advisory curriculum. All teachers receive training at the start of the year and receive weekly lesson plans. EA.1.2.1 (2) Provide early college/dual credit opportunities. EA.1.2.1 (3) Dedicate time for academy-based meetings to address student needs. EA.1.2.1 (4) Incorporate Positive Behavior Interventions and support strategies. EA.1.2.1 (5) Professional development to strengthen clarity and support school-wide literacy. EA.1.2.1 (6) Engage in discovery rounds to enhance instruction. EA.1.2.1 (7) Provide academy access to all students, connecting students, teachers and community members into a smaller learning community. Piilani Chun, Lachelle Sablan, Brent Muraoka	Measures to Monitor Progress 1. Sense of Belonging through Panorama Survey- leading indicator 2. MTSS progress- leading indicator 3. Course grades- lagging indicator 4. Disaggregated average daily attendance- lagging indicator	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: CLSD, \$ ☐ Other: __, \$		

	are true partners in student success.	WASC 1, 2, 3, 4				
1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i> Profile of a Graduate & Nā Hopena A'o Alignment: Confident & Compassionate Citizens / Belonging Technology Proficient / Total Well-Being Financially Proficient / Responsibility Effective Communicators & Collaborators / Aloha	Root Causes When schools build culturally responsive partnerships with families and community organizations to address students' mental, physical, and emotional needs and provide nontraditional and flexible learning opportunities, all students feel safe, seen, and actively engaged.	Enabling Activities EA.1.2.2 (1) Greet all students at the beginning of every class. EA.1.2.2 (2) Advisory classes provide SEL activities. All teachers receive training at the start of the year and receive weekly lesson plans. EA.1.2.2 (3) Hold quarterly celebratory assemblies. EA.1.2.2 (4) Share positive behavior matrix with families. Piilani Chun, Lachelle Sablan WASC 4	Measures to Monitor Progress 1. Student safety per SQS survey- leading indicator 2. Student participation in sports, clubs, academic teams- leading indicator 3. Panorama SEL Self-assessment survey- leading indicator 4. Student referrals from teachers- lagging indicator 5. Disaggregated discipline incidents- lagging indicator	☒ 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 A'o environment for learning. <i>Required for all schools.</i> Profile of a Graduate & Nā Hopena A'o Alignment Confident & Compassionate Citizens / Belonging Technology Proficient / Total Well-Being Financially Proficient / Responsibility Effective Communicators & Collaborators / Aloha	Root Causes When schools build culturally responsive partnerships with families and community organizations to address students' mental, physical, and emotional needs and provide nontraditional and flexible learning opportunities, all students feel safe, seen, and actively engaged.	Enabling Activities EA.1.2.3 (1) Makahiki/Hōiuke is an annual event. EA.1.2.3 (2) Class sponsored activities, supporting a sense of belonging, are held throughout the year. EA.1.2.3 (3) Campus beautification will improve facilities. EA.1.2.3 (4) Athletic facility upgrades are completed and accessible to all stakeholders. Henri Aylward, Kerene Izumigawa WASC 4	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: __ \$		
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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?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i> Profile of a Graduate & Nā Hopena A'o Alignment College, Career & Life Ready / Excellence Confident & Compassionate Citizens / Belonging Technology Proficient / Total Well-Being Financially Proficient / Responsibility	Root Causes for Attendance When schools build culturally responsive partnerships with families and community organizations to address students' needs and provide nontraditional and flexible learning opportunities, all students feel safe, seen, and actively engaged.	Enabling Activities EA.1.3.1 (1) College/Career Field Trips EA.1.3.1 (2) Career Fair is held annually. EA.1.3.1 (3) CTE certifications are available to students through their program of study. Students and parents select the program of study and classes during registration. EA.1.3.1(4) The AHS academy structure offers community and civic opportunities. Students in both academies select activities based on interest and future plans. EA.1.3.1(5) The advisory period addresses the college and career continuum. EA.1.3.1 (6) Financial Literacy course will be implemented. Piilani Chun, Kerene Izumigawa WASC 1, 3, 4	Measures to Monitor Progress - Community service hours - leading indicator - Guest speakers for student awareness-leading indicator - Field Trip Attendance-leading indicator # CTE certifications achieved-lagging indicator - Completion of PTP portfolio-lagging indicator	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:CTE \$		

Effective Communicators & Collaborators / Aloha						
K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	Root Causes When schools build culturally responsive partnerships with families and community organizations, provide nontraditional and flexible learning opportunities, all students feel safe, seen, and actively engaged..	Enabling Activities EA.1.3.2 (1) All students are enrolled in a CTE program of study. EA1.3.2 (2) 8th grade students visit AHS to expose them to the offered programs of study. EA.1.3.2 (3) Host the Aiea Complex professional development day, bringing all complex teachers together. EA.1.3.2 (4) CTE Bridging the Gap meetings with 'Aiea Intermediate will continue. EA1.3.2 (5) Transition Meetings for students with IEPs or 50.4 plans will continue. EA.1.3.2 (6) Curriculum, supplies, and equipment will be provided for coursework aligned to career pathways. Kerene Izumigawa, Merica Mitchell, Ken Kang WASC 1, 4	Measures to Monitor Progress 1. Registration of all students in a program of study - leading indicator 2. Attendance for school visits- leading indicator 3. Agendas for transition meetings- leading indicator 4. CTE completers- lagging indicator	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: CTE, \$		
Profile of a Graduate & Nā Hopena A'o Alignment: College, Career & Life Ready / Excellence Confident & Compassionate Citizens / Belonging Technology Proficient / Total Well-Being Financially Proficient / Responsibility Effective Communicators & Collaborators / Aloha						

1.3.3. All students graduate high school with a personal plan for their future. Profile of a Graduate & Nā Hopena A'o Alignment: College, Career & Life Ready / Excellence Confident & Compassionate Citizens / Belonging Technology Proficient / Total Well-Being Financially Proficient / Responsibility Effective Communicators & Collaborators / Aloha	Root Causes When schools build culturally responsive partnerships with families and the community to address students' needs and provide nontraditional and flexible learning opportunities, all students feel safe, seen, and actively engaged.	Enabling Activities EA.1.3.3 (1) Students develop a portfolio showcasing growth and future plans. EA.1.3.3 (2) Naviance provides college/career exploration opportunities. EA.1.3.3 (3) IEP transition plans illuminate future aspirations. Piilani Chun, Merica Mitchell, Lachelle Sablan WASC 1, 2, 3, 4	Measures to Monitor Progress 1. Advisory Grades-leading indicator 2. PTP credit - lagging indicator 3. IEP (indicator 13) - lagging indicator	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:___ \$ ☐ Other:___ \$		
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PRIORITY 2: High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
2.1 Effective teachers and administrators are required to fully implement a school-wide academy structure. Profile of a Graduate & Nā Hopena A'o Alignment: Confident & Compassionate Citizens / Belonging Technology Proficient / Total Well-Being Financially Proficient / Responsibility	Root Causes When school leaders build purposeful community partnerships to address students' needs, and equip teachers through professional development to engage families as true partners, teachers actively engage all students in learning	Enabling Activities EA.2.1 (1) Attend Academy, NCAC, ISTE/ASCD, and Insite/Onsite conferences. EA.2.1 (2) Professional development to support teachers in literacy, academies, instructional strategies, and curriculum. PD includes: Ohio Literacy, Hawai'i Academies, literacy and academic coaching, mentoring, DDIC meetings, whole school Academy/MTSS meetings, faculty meetings. EA.2.1 (3) Dedicate Academy meetings for curriculum and MTSS. EA.2.1 (4) Implement PBL lessons (classroom supplies/equipment, curriculum, etc).	Measures to Monitor Progress 1. College and Career Fair participant post-survey results- leading indicator 2. Academy action plan progress- leading indicator 3. Student achievement scores by Academy-lagging indicator	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: CLSD, \$ ☐ Other: __, \$		



PRIORITY 2: High-Quality Educator Workforce In All Schools

Effective Communicators & Collaborators / Aloha		Piilani Chun, Kerene Izumigawa WASC 1, 2, 3	4. Academy certification-lagging indicator			
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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> <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
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i> Profile of a Graduate & Nā Hopena A'o Alignment College, Career & Life Ready / Excellence Confident & Compassionate Citizens / Belonging	Root Causes When schools build culturally responsive partnerships with families and community organizations, all students feel safe, seen, and actively engaged in a school community where families are true partners in student success.	Enabling Activities EA.3.3.1 (1) SCC holds meetings regularly and contributes to our CNA and Academic Plan. EA.3.3.1 (2) Principal/SCC Chair Communications occur throughout the year. Wayne Guevara	Measures to Monitor Progress 1. SCC meeting minutes- leading indicator 2. SCC participation in CNA and Academic Plan development- leading indicator 3. SCC waivers for PD and/or schedule amendments- lagging indicator	☒ 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

Technology Proficient / Total Well-Being Financially Proficient / Responsibility Effective Communicators & Collaborators / Aloha						
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

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
3.4.1 Families and community members actively participate in projects and school-sponsored activities. <i>Required for AMR schools.</i> Profile of a Graduate & Nā Hopena A'o Alignment: College, Career & Life Ready / Excellence Confident & Compassionate Citizens / Belonging Technology Proficient / Total Well-Being	Root Causes When schools build culturally responsive partnerships with families and community organizations to address students' mental, physical, and emotional needs and provide nontraditional and flexible learning opportunities, all students feel safe, seen, and actively engaged in a school community	Enabling Activities EA.3.4.1 (1) Family and community members serve as mentors for student projects. EA.3.4.1 (2) Family and community members participate in the annual career fair. EA.3.4.1 (3) Family and community members serve on the school's advisory board. EA.3.4.1 (4) Parent/Family engagement events to encourage involvement with AHS. Categorize purpose as information, academic, or both. EA.3.4.1 (5) Update website, marquee, social media, newsletter Kerene Izumigawa, Ken Kang, Wayne Guevara	Measures to Monitor Progress - Community support forms-leading indicator - Career Fair Participation-leading indicator - Guest speakers-leading indicator - Advisory Board minutes-leading indicator - Attendance sheet- leading indicator - Quarter grades-lagging indicator	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other: CTE, ALPSS, \$		

Financially Proficient / Responsibility Effective Communicators & Collaborators / Aloha			5. Parent submissions of SQS survey- lagging indicator			
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★ Other Systems of Support						
Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
3.4.2 Establish a sustainable culture of literacy. <i>Required for AMR schools.</i> Profile of a Graduate & Nā Hopena A'o Alignment: College, Career & Life Ready / Excellence Confident & Compassionate Citizens / Belonging Technology Proficient / Total Well-Being Financially Proficient / Responsibility Effective Communicators & Collaborators / Aloha	Root Causes The school needs a coherent, data-driven instructional system that connects tiered academic supports, targeted teacher development, and literacy instruction across content areas.	Enabling Activities EA.3.4.2 (1) Universal screening for all grades in Qtrs. 1, 2, and 3 in ELA and math. EA.3.4.2 (2) i-Ready lessons for students reading below the ninth grade level, following the diagnostic tests in Qtrs. 2, 3, 4 EA.3.4.2 (3) Cross curricular implementation of literacy strategies. Literacy observations, coaching, and data collection begins in September. The Literacy team will analyze the data quarterly. EA.3.4.2 (4) Part-time classroom literacy support to increase student achievement in math, science classes. EA.3.4.2 (5) Professional development and resources to empower the leadership team to cultivate high-performing PLCs and advance the progress of student literacy in all content areas. (Qtr. 1) EA.3.4.2 (6) Scaffolded, multi-modal texts for EL and students with IEPs selected by the literacy coach, EL coordinator, and SPED DH. Brent Muraoka, Mitchell Martinez	Measures to Monitor Progress 1. Growth on i-Ready scores-leading indicator 2. Teachers complete literacy modules-leading indicator 3. Course grades-lagging indicator 4. Standardized test scores-lagging indicator	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant:CLSD, \$ ☐ 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 High 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 **Jan 20, 2026** to share the school data and gather input on student priorities. (and March 24, 2026)
 - ☒ A School Community Meeting was conducted on **Feb 17, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): School Leadership Team
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 High Principal	Signature	Date
Wayne Guevara	<i>Wayne Guevara</i>	Apr 1, 2026

SCC Chairperson	Signature	Date
Richard Mizusawa	Hard copy available	Apr 1, 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
Richard Mizusawa	Hard Copy Available	Apr 1, 2026

APPENDIX B: BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1083
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement

'Aiea High Bell Schedule:



**'Aiea High School
Bell Schedule**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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
9:05 - 9:20 Recess	9:05 - 9:20 Recess	9:05 - 9:20 Recess	9:05 - 9:20 Recess	8:30 - 9:05 Period 2
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
10:45 - 12:00 Period 3	10:45 - 12:00 Period 7	10:45 - 12:00 Period 3	10:45 - 12:00 Period 7	10:05 - 10:40 Period 4
12:00 - 12:30 Lunch	12:00 - 12:30 Lunch	12:00 - 12:30 Lunch	12:00 - 12:30 Lunch	10:45 - 11:20 Period 5
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	11:20 - 11:50 Lunch
1:50 - 1:55 CLOSING	1:40 - 1:45 CLOSING	1:50 - 1:55 CLOSING	1:40 - 1:45 CLOSING	11:55 - 12:30 Period 6
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	12:35 - 1:10 Period 7
				1:10 - 1:15 CLOSING
				1:20 - 2:45 Common Prep