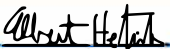





Aliamanu Middle School Academic Plan SY 2025-2026

3271 Salt Lake Blvd.
(808) 307-8000
Aliamanumiddle.org

- ☒ Non-Title 1 School ☐ Title 1 School ☐ Kaiapuni School (Self Contained) ☐ Kaiapuni School (Shared School Site)

Submitted by Principal Albert Hetrick		Approved by Complex Area Superintendent John Erickson	
 Albert Hetrick (Apr 9, 2025 11:17 HST)		 John Erickson (Apr 9, 2025 11:32 HST)	
April 09, 2025		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 <u>comprehensive instructional program(s)</u> 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 7	'22 MyPerspectives ▾	HMH Into Math ▾		
Grade 8	'22 MyPerspectives ▾	HMH Into Math ▾		

Please list all <u>supplementary instructional materials</u> 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
Grade 7 and 8 RTI, ELL and Special Education	i-Ready	i-Ready		



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 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 & 8th ELA	STAR Enterprise ▾	STAR Enterprise ▾
7th & 8th MATH	STAR Enterprise ▾	STAR Enterprise ▾



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

Year of Last Visit: [2021]

Type of Last Visit: Mid-Cycle Report & Visit -

Year of Next Action: [2025]

Type of Next Action: Full Self-Study -

Year of Next 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	<p><u>Student Need:</u> Increase achievement in ELA specifically critical reading skills to access, interpret, and analyze information and coherent writing skills to effectively and appropriately communicate ideas for multiple purposes and audiences</p> <p><u>Root/Contributing Cause:</u></p> <p>1A) Varied knowledge on instructional practices to include differentiation and accommodations</p> <p>1B) Varied understanding of content mastered to provide students with the same quality education in every classroom</p> <p>1C) Limited availability for extra academic support for all students</p>
2	<p><u>Student Need:</u> Receive consistent feedback in all classes.</p> <p><u>Root/Contributing Cause:</u></p> <p>2A) Varied opportunities for teacher-student feedback to help drive instruction</p> <p>2B) Varied knowledge on various feedback methods</p> <p>2C) Lack of systematic method for collecting and evaluating effectiveness of feedback</p>
3	<p><u>Student Need:</u> Student-generated plans for secondary programs through Advisory Program</p> <p><u>Root/Contributing Cause:</u></p> <p>3A) Limited support transitioning between different levels of education (elementary to middle, middle to high school)</p> <p>3B) Varied approaches to promote all students confidence and resilience for students to adapt, engage, and participate</p> <p>3C) Varied practices for providing students with the relationships and opportunities they need in school</p> <p>3D) Limited consistency in implementing Advisory lessons in all classrooms</p>



In order 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:** Special Education (SPED) Students

Identified Student Need(s): Provide extra support to **Special Education** students to close the achievement gap.

SY 2023-2024 shows 6% of the special education subgroup met/exceeded the proficiency standard for English Language Arts compared to the 55% “All Students” group. 2% of the special education subgroup met the proficiency standard for mathematics compared to the 47% “All Students” group.

- Limited articulation between general education and Special education teachers
- Lack of student engagement
- Varied knowledge on differentiation and accommodations in instruction
- Limited availability for extra academic support for all students

Smarter Balanced Assessment Proficiency in Reading/ELA

School Year	All Students	Disadvantaged	SPED
2020-2021	67.8%	57.9%	12.2%
2021-2022	62.9%	46.3%	16.9%
2022-2023	62.6%	54.6%	19.2%
2023-2024	54.9%	45.2%	6.1%

Source: Strive HI

Smarter Balanced Assessment Proficiency in Math

School Year	All Students	Disadvantaged	SPED
2020-2021	37.9%	26.5%	9.4%
2021-2022	45.8%	34.6%	4.5%
2022-2023	42.3%	32.3%	9%
2023-2024	47.1%	33.8%	2.4%

Source: Strive HI

HSA: Proficiency in Science

School Year	All Students	Disadvantaged	SPED
2020-2021	41.3%	30%	5.2%
2021-2022	59.5%	43.7%	14.8%
2022-2023	53.5%	41.3%	22.5%
2023-2024	45.5%	31%	7.1%

Source: Strive HI

**Enabling Activities:**

- Proactively identify SpEd students nearing SBA proficiency
- Proactively utilize Paw Time to work with students
- Break down common CSA content into manageable segments
- Integrate SBA-style questions into regular instruction for practice
- Enhance instructional capacity through professional development
- Continue a system for ongoing progress monitoring to track student growth
- Facilitate opportunities for SpEd teachers to observe, discuss, and reflect on general education curriculum and instructional practices

2

Targeted Subgroup: English Learners (EL)

Identified Student Need(s): Increase the percentage of **English Learners** who are on-track to English language proficiency (Strive HI)

- Need to learn vocabulary (can pronounce, but don't understand words)
- Need to learn test-taking skills
- Need to work on organizing their thoughts when writing

English Language

Approximately 4% of the student population qualifies for English Learner services. Previous years showed a steady decline in the percentage of students on track to learning English. Although we have been making gains in recent years we still believe our ELL students on track to learning English is a priority subgroup for AMS.

Strive HI: EL on Track	
School Year	% of students learning English are on track to English language proficiency
2020-2021	13.1%
2021-2022	24.1%
2022-2023	25.0%
2023-2024	29.6%

Enabling Activities:

- Increase vocabulary exposure and practice through targeted drills
- Develop and utilize interactive word walls for vocabulary reinforcement
- Integrate vocabulary instruction by demonstrating and practicing word usage within contextualized examples
- Provide explicit instruction and reinforcement of course-specific vocabulary in both content and EL classes
- Implement and model common vocabulary acquisition strategies
- Instruct and practice active listening and note-taking techniques



- | | |
|--|---|
| | <ul style="list-style-type: none">• Provide explicit instruction and modeling of writing organization and evidence-based citation• Incorporate regular writing activities across all subject areas |
|--|---|



Priority 1 High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
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>	N/A	All students will be provided with department-aligned common curricula tied to high-impact learning targets and depth of learning across all classes. EA 1.1.3 (1) Developing and implementing horizontally and vertically aligned standards-based curricula within departments EA 1.1.3 (2) Developing clear learning targets for department's priority standards EA 1.1.3 (3) Implementing SBA-type questions within their department's curriculum EA 1.1.3 (4) Utilizing department STAR diagnostic testing for math placement and monitoring (K. Naseman & C. Teraoka)	Department pacing guides/scope and sequence Department minutes Data Team documentation Department Common Summative Assessments (SBA-type of questions) STAR Growth Reports	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$		



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

<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>1C Varied knowledge on differentiation and accommodations in instruction</p>	<p>All students will participate in learning opportunities that challenge and support thinking, problem-solving, and application of knowledge and skills.</p> <p>EA 1.1.4 (1) Exploring community issues and/or other real-world experiences to develop Project Based Learning opportunities in a department or grade level</p> <p>EA 1.1.4 (2) Students will share feedback in multiple ways so that teachers may adjust instruction and improve lessons.</p> <p>(CC: K. Naseman & C. Teraoka)</p>	<p>Student samples of PBL projects</p> <p>Formative Assessments and or surveys (to check for understanding)</p> <p>Data Teams documentation</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:___ \$</p> <p><input type="checkbox"/> Other:___ \$</p>		
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One-Year Academic Plan SY 2025-2026 for AMR Schools

<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>3A 3D</p>	<p>All students will participate in the Advisory program for personalized support and work to complete assignments that will enable them to advance toward success in career, college, and community.</p> <p>EA 1.1.5 (1) Work with the Advisory Committee and teachers to create common practices and grade-level curriculum for Advisory lessons that will support students in developing a personal academic plan and/or personal career.</p> <p>EA 1.1.5 (2) Consistency of implementation in Advisory lessons.</p> <p>EA 1.1.5 (3) In Advisory, building student-driven personal plans to support and monitor the success of transitioning between the different levels of education</p> <p>EA 1.1.5 (4) Continue offering courses at AMS that support the transition for students to be successful from elementary to middle and middle to high</p> <p>EA 1.1.5 (5) Hosting parent information nights prior to registration for students transitioning from elementary to middle as well as bringing students to the middle school prior to the year's end to preview the campus and classrooms</p> <p>(Vice Principal/Counselor)</p>	<p>Advisory Curriculum/ Lessons</p> <p>Student samples of personal academic plans</p> <p>Student samples of career plans</p> <p>Registration Guide</p> <p>Summer Bridge Program</p> <p>Scheduled Parent Nights Calendar</p> <p>Scheduled Visits with Elementary Schools</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>		
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One-Year Academic Plan SY 2025-2026 for AMR Schools

AMS.1 Instruction All students receive consistent, quality instruction that allow them to work towards demonstrating achievement of academic standards and the GLOs.	1A 1B 1C 2A 2B 2C	<p>EA AMS.1 (1) Providing a variety of instructional practices for students to demonstrate their understanding of what they are learning</p> <p>EA AMS.1 (2) Reviewing, refining and implementing student data and teacher instructional practices through the Data Team process to include:</p> <ul style="list-style-type: none"> standards-based, instructionally aligned common formative and summative assessments; data collection and analysis. <p>(CC: K. Naseman & C. Teraoka)</p>	<p>Student GLOs</p> <p>Reflection sample</p> <p>Data Analysis to inform instruction from:</p> <ul style="list-style-type: none"> Quarterly CSA Data Analysis Data Team minutes Department minutes: conversations surrounding instructional practices 	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:___ \$ <input type="checkbox"/> Other:___ \$		
AMS.2 Feedback All teachers will provide students a variety of teacher-student feedback to help drive instructional practices.	2A 2B 2C	<p>EA AMS.2.A. Teachers will provide students a variety of teacher-student feedback to help drive instructional practices.</p> <p>(CC: K. Naseman & C. Teraoka)</p>	<p>Survey from Teachers: What types of standards-based, instructional practices are being implemented</p> <p>Teacher-Student Feedback System created and documented in department minutes</p>	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:___ \$ <input type="checkbox"/> Other:___ \$		



★ 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. <i>Required for all schools.</i>	1C 2A 3B 3C	EA 1.2.1(1) Providing real-world learning experiences and giving students more voice and choice EA 1.2.1(2) Providing opportunities for AMS students involvement in contributing ideas for school improvement (CC: K. Naseman & C. Teraoka)	Student surveys Student Summit Contest opportunities PBL Projects SCC meetings SBG meetings with the Principal.	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$		



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

<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>1B 1C</p>	<p>EA 1.2.2 (1) Providing a variety of learning opportunities for all types of students and their interests</p> <p>EA 1.2.2 (2) Providing a culture of kindness and appreciation at AMS with clear expectations so students have a safe environment and are "Ready to Learn"</p> <p>(CC: K. Naseman & C. Teraoka)</p>	<p>Photos of a variety of Learning Opportunities at AMS</p> <p>Walkthrough data of AMS' instructional framework (Ready to Learn)</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:___ \$</p> <p><input type="checkbox"/> Other:___ \$</p>		
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>3C</p>	<p>EA 1.2.3 (1) Incorporating the components of Na Hopena A'o - Belonging, Responsibility, Excellence, Aloha, and Total Well-Being, into our curriculum and school procedures. Examples include: teaching responsibility through literature selections, science projects, field trips, working in groups, joining clubs, New Student Transition Program and participating in sports</p> <p>EA 1.2.3 (2) Greeting students at the door for the first period of the day</p> <p>(Principal: A. Hetrick)</p>	<p>New Student Transition Program and Center Slide Decks</p> <p>Photos of a variety of Learning Opportunities at AMS</p> <p>Observations</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:___ \$</p> <p><input type="checkbox"/> Other:___ \$</p>		



★ 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. <i>Required for all schools.</i>	3D	<p>All students will participate in the Advisory program for personalized support and work to complete assignments that will enable them to advance toward success in career, college, and community.</p> <p>EA 1.3.1(1) Providing consistent implementation of Advisory lessons</p> <p>EA 1.3.1(2) Collaborate with the Advisory Committee and teachers to create common practices and grade level curriculum for Advisory lessons that support students in developing a personal academic plan</p> <p>EA 1.3.1(3) Providing all students the opportunity to participate in department PBL projects where there is a connection to outside community professionals</p> <p>(Vice Principal/Counselor)</p>	<p>Advisory Curriculum/ Lessons</p> <p>Student samples of personal academic plans</p> <p>Student samples of career plans</p> <p>Student samples of PBL projects</p>	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$		



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

<p>K-12 Alignment</p> <p>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.</p>	<p>1C</p>	<p>EA 1.3.2(1) Facilitate collaboration and alignment within departments on curriculum and standards</p> <p>EA 1.3.2(2) Provide additional professional development opportunities to enhance instructional practices</p> <p>EA 1.3.2(3) Provide ongoing support and time for departments to improve and expand common PBL opportunities</p> <p>EA 1.3.2(4) Facilitate collaborative conversation with HS</p> <p>EA 1.3.2(5) Provide course offerings that are challenging and offer advanced-levels in the AMS Registration Guide</p> <p>EA 1.3.2(6) Monitor and review bell schedule to continue matching the HS</p> <p>(CC: K. Naseman & C. Teraoka)</p>	<p>Department pacing guides/scope and sequence</p> <p>Department minutes</p> <p>Summer Planning Day Agenda</p> <p>Data Team documentation</p> <p>Student samples of PBL Projects from every core department</p> <p>Registration Guide</p>	<p><input checked="" type="checkbox"/> WSF, \$20,000</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:___ \$</p> <p><input type="checkbox"/> Other:___ \$</p>		
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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> <i>Reference the Identified School Needs section.</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 (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
AMS.3. All AMS teachers will participate in school-level professional development sessions to enhance and improve instruction and student learning.	1A	EA AMS.3(1) Provide all AMS teachers professional development opportunities based on teachers' interests and school needs. EA AMS.3(2) Provide all AMS teachers PD on co-teaching (inclusion) strategies, explicit instruction, differentiated instructional strategies (CC: K. Naseman & C. Teraoka)	Teacher PD Interest survey Attendance documented with sign-in sheets and/or reflections. Walkthrough Data	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$		



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

AMS.4. AMS teachers will participate in professional development opportunities beyond the school level.	1A	<p>EA AMS.4(1) Provide opportunities for teachers to participate in professional development activities aligned to the school's Academic Plan and/or Department's Scope and Sequence.</p> <p>(Principal: Al Hetrick)</p>	<p>Participation will be documented with participants' names, dates, and professional development course titles.</p> <p>Post professional development reflections</p> <p>Walkthrough Data</p>	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$		
AMS.5. 100% of teachers who are non-tenured and/or are new to AMS will be provided monthly support through Aliamanu Induction and Mentoring (AIM) program as they acclimate to teaching and/or to AMS.	1C	<p>EA AMS.5(1) Provide tiered support for teachers new to AMS that builds common understanding and belief in school programs, initiatives and educational philosophies that supports students' progress.</p> <p>EA AMS.5(2) Support and monitor instructional practice using focused walkthroughs.</p> <p>(CC: K. Naseman & C. Teraoka)</p>	<p>Documentation of participation list</p> <p>AIM meeting agendas/ slide decks</p> <p>New Teacher Orientation (Slide deck)</p> <p>AMS walkthrough data</p>	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$		

**Priority 3****Effective and Efficient Operations At All Levels****★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
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>	Continue strengthening ways to engage all stakeholders including: parents, students and the community in analyzing data and determining school needs as a part of the self study process.	EA 3.3.1(1) Provide monthly Parent Coffee Hours where families have the opportunity to discuss school vision, mission, learning opportunities, academic performance and any concerns/feedback EA 3.3.1(2) Host monthly SCC (School Community Council) Meetings with regular share outs about school business, events, learning opportunities, celebrations and challenges (Principal: A. Hetrick)	Coffee Hour Invitations/ Agendas SCC Meeting Agendas	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:___ \$ <input type="checkbox"/> Other:___ \$		



★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.						
Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
AMS.6. Opportunities will be provided for stakeholders (parents, students, and the community) to participate in the self-study process. <i>Required for AMR schools.</i>	Continue strengthening ways to engage all stakeholders including: parents, students and the community in analyzing data and determining school needs as a part of the self study process. (WASC)	EA AMS.6(1) Offering students multiple opportunities to be a part of the school improvement process which includes, but is not limited to: Focus On Learning, School Community Council, and Student Body Government meetings with the principal. EA AMS.6(2). Providing feedback by the SCC (School Community Council) throughout the self-study process. (Principal: A. Hetrick)	Participation will be documented with participants' names and dates SCC Meeting Minutes	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$		



★ Other Systems of Support						
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
AMS.7. All identified Tier 2 and Tier 3 students will receive support to address their learning needs. (WASC Critical Area for Follow-Up #5) 50% of all (Tier 2 and Tier 3) students receiving support will be at or above grade level on the universal screener. <i>Required for AMR schools.</i>	1A 1B	EA AMS.7(1) Provide ongoing coaching to teachers for differentiation strategies. EA AMS.7(2) Provide PD on co-teaching (inclusion) strategies, explicit instruction, differentiated instructional strategies. EA AMS.7(3) Provide multiple opportunities for students to receive extra support such as tutoring, PAW Time, RTI and classroom differentiation. (CC: K. Naseman & C. Teraoka)	Monitor progress using universal screener Conduct formative progress monitoring assessments RTI Reading rosters Tutoring Logs	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: ___ \$ <input type="checkbox"/> Other: ___ \$		



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 [Aliamanu Middle] 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 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)

1095 Hours per year

Did your school submit a SCC Waiver Request Form? Please explain.

No SCC Waiver Form was needed as our minutes made the requirements.

Bell Schedule: [AMS Bell Schedule](#)