



Aliamanu Middle Academic Plan SY 2026-2027

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- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal: Albert Hetrick	
	Mar 11, 2026

Approved by Complex Area Superintendent: John Erickson	
 John Erickson (Apr 9, 2026 13:18:58 HST)	☐ Date

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
Grade 7	'22 MyPerspectives -	HMH Into Math - HMH Into Math - Algebra	NGSS	A History of Hawaii
Grade 8	'22 MyPerspectives -	HMH Into Math - HMH Into Math Algebra HMH Into Math Geometry	NGSS	United States History Beginnings to 1877

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

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
Grade 7 and Grade 8	STAR Enterprise ▾	STAR Enterprise ▾
Grade 7 and Grade 8: Reading RTI, ELL and Special Education	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:

IDENTIFIED SCHOOL NEEDS

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

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

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

Year of Last Visit: 2024/2025

Type of Last Visit: Full Self-Study -

Year of Next Action: 2027/2028

Type of Next Action: Mid-Cycle Report (No Visit) -

Year of Next Self-Study:

2030/2031

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	<u>Student Need:</u> Students need to strengthen their ability to apply critical thinking and inquiry-based skills to complex texts and problems to meet grade-level standards. <u>Root/Contributing Cause:</u> 1A) Varied knowledge of differentiation and accommodations in instruction 1B) Teachers providing inconsistent, quality instruction within classrooms 1C) Limited availability for extra academic support for all students
2	<u>Student Need:</u> Students to develop self-assessment skills necessary to monitor their own academic progress and master learning targets. <u>Root/Contributing Cause:</u> 2A) Varied opportunities for teacher-student feedback to help drive instruction 2B) Varied knowledge on various feedback methods 2C) Lack of systematic method for collecting and evaluating effectiveness of feedback
3	<u>Student Need:</u> Students need a sense of belonging to navigate the social transition to high school while identifying personalized secondary pathways that align with college or career aspirations.

Root/Contributing Cause:

- 3A) Limited support transitioning between different levels of education (elementary to middle, middle to high school)
- 3B) Varied social-emotional learning strategies and goal setting strategies
- 3C) Varied practices for providing students with the relationships and opportunities they need in school
- 3D) Limited consistency in implementing Advisory lessons in all classrooms

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):

Students in the Special Education subgroup need to develop the specialized literacy and numeracy strategies required to independently decode and solve grade-level complex problems, closing the significant proficiency gaps in ELA and Mathematics.

- 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%
2024 - 2025	62.4%	56.6%	17.4%

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%
2024 - 2025	46.7%	31.5%	12.3%

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%
2024 - 2025	46.9%	37.5%	5.4%

Source: Strive HI

Enabling Activities:

- Identify SpEd students who are approaching proficiency on SBA
- Pull data of student growth scores
- Use Paw Time to work with students
- Chunk common CSA
- Incorporate SBA-type questions
- Need PD on differentiated instructional strategies
- Need to progress monitor
- Need to have Sped teachers observe, discuss, and reflect on general education curriculum and instructional practices

2

Targeted Subgroup: English Learners (EL)

Identified Student Need(s): Students need to master complex academic vocabulary and linguistic structures to effectively engage with grade-level content across all subject areas.

- 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. Although we have been making gains in recent years, we saw a large decline last year, and we still believe our ELL students on track to learning English is a priority subgroup for AMS.

Strive HI: EL on Track	
School Year	On-track % to English language proficiency
2020-2021	13%
2021-2022	24%
2022-2023	25%
2023-2024	29.6%
2024-2025	20.5%

Source: Strive HI

Enabling Activities:

- Implement more vocabulary exposure, drills
- Use word walls
- Use words in context
- Teach course-specific vocabulary (reinforce in EL class)
- Use common strategies to teach vocabulary
- Teach how to take notes while actively listening
- Teachers teach how to write using organization and citing evidence.
- Write regularly in all classes



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>	1A 1B 1C	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: conversations surrounding instructional practices Department Common Summative Assessments (SBA-type of questions) Learning Walk Through Tool STAR Growth Reports	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		

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>	1A 1C	All students will participate in learning opportunities that challenge and support thinking, problem-solving, and application of knowledge and skills. 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 EA 1.1.4 (2) Students will share actionable feedback so that teachers may adjust instruction and improve lessons. (CC: K. Naseman & C. Teraoka)	Student samples of PBL projects Formative Assessments and or surveys (to check for understanding) Department minutes: conversations surrounding instructional practices GLO Department Data	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ 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>	3A 3B 3C	EA 1.1.5 (1) Advisory Committee and teachers to create common practices and grade-level curriculum for Advisory lessons that support and monitor the success of transitioning between elementary to middle and middle to high EA 1.1.5 (2) Consistency of implementation in Advisory lessons. EA 1.1.5 (3) In Advisory, building a student-driven career plan (7th grade) and college plan (8th grade) 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 EA 1.1.5 (5) Hosting parent information sessions 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 (Vice Principal/Counselor)	Advisory Curriculum/ Lessons Team Minutes for Advisory Lesson Implementation Check-ins/Pacing Student samples of college plans Student samples of career plans Registration Guide Summer Bridge Program Scheduled Parent Info Sessions Calendar Scheduled Visits with Elementary Schools Teacher Feedback on Advisory Lessons	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	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>	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 that interest students such as relevant elective courses, and school-led activities EA 1.2.1(3) Providing each student an adult advocate (CC: K. Naseman & C. Teraoka)	Student surveys Student Summit Contest opportunities PBL Projects SCC meetings Registration Guide Advisory Lessons	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools,</i>	3A 1B	EA 1.2.2 (1) Providing a variety of learning opportunities for all students based on their interests 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" EA 1.2.2 (3) Provide an incentive system for students with positive school behaviors (Caught Being Good program or Positive Office Referral System) EA 1.2.2. (4) Identify at-risk behavior students and provide them mentor check-ins (Counselor/VP)	Photos of a variety of Learning Opportunities at AMS Walkthrough data of AMS' instructional framework (Ready to Learn) Incentive System Photos At-Risk Student/ Mentor Check-in Logs	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		
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1.2.3. All students experience a Nā Hopena A'o (Sense of Belonging) environment for learning. <i>Required for all schools,</i>	3B 3C	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. EA 1.2.3 (2) Greeting students at the door for the first period of the day EA 1.2.3 (3) Running a student-led New Student Transition Program EA 1.2.3 (4) Administering a student inventory to gather student interests and struggles in order to better equip our teachers in relationship building (Principal: A. Hetrick)	New Student Transition Program and Center Slide Decks Photos of a variety of Learning Opportunities at AMS Observations 7th Grade Social Studies Curriculum Student Inventory Team Meeting Minutes (student inventory conversations)	☐ 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>	3D	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. EA 1.3.1(1) Consistent implementation of Advisory lessons. EA 1.3.1(2) Work with the Advisory Committee and teachers to create common practices and grade level curriculum for Advisory lessons that will support students EA 1.3.1(3) All students participate in department PBL projects where there is a connection to outside community professionals. (Vice Principal/Counselor)	Advisory Curriculum/ Lessons Team Minutes for Advisory Lesson Implementation Check-ins/Pacing Student samples of college & career plans Student samples of PBL projects	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		

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.	1B	EA 1.3.2(1) Departments will collaborate and align on curriculum and standards. EA 1.3.2(2) Additional professional development will be provided to enhance instructional practices EA 1.3.2(3) Departments will have ongoing support and time to improve and expand common PBL opportunities. EA 1.3.2(4) Collaborative conversation with HS EA 1.3.2(5) Course offerings in the AMS Registration Guide EA 1.3.2(6) Bell Schedule matching the HS (CC: K. Naseman & C. Teraoka)	Department pacing guides/scope and sequence Department minutes Summer Planning Day Agenda Data Team documentation Student samples of PBL Projects from every core department Registration Guide	☐ 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
AMS.1. All AMS teachers will participate in school-level professional development sessions to enhance and improve instruction and student learning.	1B	EA AMS.1(1) All AMS teachers will be provided professional development opportunities based on teachers' interests and school needs. EA AMS.1(2) AMS teachers will continue PD on differentiated instructional strategies (CC: K. Naseman & C. Teraoka)	Teacher PD Interest survey Attendance documented with sign-in sheets and/or reflections.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		
AMS.2. AMS teachers will participate in professional development	1A 1B	EA AMS.2(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.	Participation will be documented with participants' names, dates, and professional	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$		



PRIORITY 2: High-Quality Educator Workforce In All Schools

opportunities beyond the school level.		(Principal: Al Hetrick)	development course titles. Post professional development reflections	☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		
AMS.3. 100% of teachers who are non-tenured and/or are new to AMS will be provided support through Aliamanu Induction and Mentoring (AIM) program as they acclimate to teaching and/or to AMS.	1B	EA AMS.3(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. EA AMS.3(2) Support and monitor instructional practice using focused walkthroughs. (CC: K. Naseman & C. Teraoka)	Documentation of participation list AIM meeting agendas/ slide decks New Teacher Orientation (Slide deck) AMS walkthrough data	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		



PRIORITY 3: Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <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>	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) Monthly SCC (School Community Council) Meetings with regular share outs about school business, events, learning opportunities, celebrations and challenges. (Principal: A. Hetrick)	SCC Meeting Agendas	☐ 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 <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
AMS.4. 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.4(1) Students will be offered 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.4(2). SCC (School Community Council) provides feedback throughout the self-study process. (Principal: A. Hetrick)	Participation will be documented with participants' names and dates SCC Meeting Minutes	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:___ \$ ☐ 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>	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
AMS.5. 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.5(1) Provide ongoing coaching for differentiation strategies. EA AMS.5(2) Department focused analysis of Tier 2/Tier 3 Math and ELA students following STAR diagnostic screeners to include identifying students and documenting strategies. EA AMS.5(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 Rosters Tutoring Logs	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Aliamanu Middle** 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 21, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 11, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): [Insert text. *Examples: School Leadership Team, Curriculum Committee, School Safety Committee*]
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 11, 2026**

Attested:

Aliamanu Middle Principal	Signature	Date
Albert Hetrick		Mar 11, 2026

SCC Chairperson	Signature	Date
Amanda Pinkston	<i>Amanda Pinkston</i>	Mar 11, 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
Amanda Pinkston	<i>Amanda Pinkston</i>	☐ Date Mar 11 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)	1095 hours
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Aliamanu Middle Bell Schedule: AMS Bell Schedule	