



August Ahrens Elementary Academic Plan SY 2026-2027

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STATE OF HAWAII
DEPT OF EDUCATION
LEEMANU OAHU DIST
26 APR 30 P 3:12
ADMINISTRATION

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Hanh Nguyen	
	Mar 27, 2026

Approved by Complex Area Superintendent Richard Fajardo	
	Date 4/15/26

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	<u>English Language Arts</u>	<u>Mathematics</u>	Science	Social Studies
K-6	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	Teacher developed curriculum based on NGSS	Teacher developed curriculum based on HCSSS

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
K-3	Yoshimoto Orton-Gillingham			
2-6	Yoshimoto Morphology			

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
K-6	I-Ready ▾	I-Ready ▾
1-6	DIBELS ▾ ORF	
K-6	Other: ▾ Running Records w/leveled materials (half pint decodable, Reading A to Z)	

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:
Type of Last Visit:

Year of Next Action:
Type of Next Action:

Year of Next Self-Study:

Please identify **critical student learning needs** and the **root/contributing cause** why these needs have been prioritized.

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

Please number the student need and root/contributing cause for ease of cross-referencing.

1	Student Need: Students in Grades K-2 need to learn and develop strong foundational reading skills (phonemic and phonological awareness, phonics, and fluency) and math skills (number sense and counting, basic operations, and place value understanding) through consistent participation in early learning experiences in order to access grade-level standards and demonstrate academic proficiency. Root/Contributing Cause: 1A: Instructional quality varies across classrooms 1B: Limited schoolwide structures to ensure consistent implementation and monitoring of evidence-based early literacy instructional practices 1C: Inconsistent systems for collaborative planning and data use 1D: Developing use of formative data to adjust Tier 1 and Tier 2 instruction 1E: Inconsistent systems for early attendance monitoring and follow-up 1F: Insufficient shared understanding between the school and families about attendance expectations and the impact of missed instructional time 1G: Instructional systems lack consistent structures to address learning gaps caused by frequent student absences
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2	<u>Student Need:</u> Students in Grades 3-6 need to learn and strengthen reading comprehension and mathematical problem-solving skills in order to analyze complex texts, apply mathematical reasoning, and solve multi-step grade-level problems. <u>Root/Contributing Cause:</u> 2A: Inconsistent implementation of evidence-based, standards-aligned ELA and Math instructional practices 2B: Inconsistent systems for collaborative planning and data use 2C: Insufficient language scaffolds and structured discourse routines to support understanding and explanation of thinking 2D: Limited opportunities for students to engage in mathematical reasoning and multi-step problem solving 2E: Developing use of differentiated and scaffolded supports limits students' ability to access grade-level learning and demonstrate proficiency. 2F: Professional learning has not been sufficiently sustained or job-embedded to ensure confident implementation of high-leverage instructional practices
3	<u>Student Need:</u> Multilingual learners need to learn and practice academic language skills, including vocabulary, comprehension, and academic discourse (explaining, discussing, and justifying ideas) so they can access grade-level reading and mathematics content and clearly demonstrate their learning. <u>Root/Contributing Cause:</u> 3A: Inconsistent use of language supports and scaffolds 3B: Inconsistent systems for collaborative planning and data use 3C: Teacher capacity in effective ML instructional strategies varies 3D: Limited opportunities for academic discourse and language practice 3E: Developing family engagement practices limit meaningful partnerships with Multilingual Learner families, reducing their ability to support academic learning and contribute to student success.
4	<u>Student Need:</u> Students need to learn and practice social-emotional competencies (self-awareness, self-management, relationship skills, and responsible decision-making) and participate in enriching learning experiences while expanding their awareness of future opportunities and real-world applications of learning. <u>Root/Contributing Cause:</u> 4A: Inconsistent implementation of explicit SEL instruction across classrooms 4B: Emerging integration of SEL embedded within daily instruction 4C: Project Based Learning practices are still developing and not yet consistently implemented with levels of rigor and quality 4D: Developing exposure to future pathways and career connections 4E: Developing exposure to a variety of enrichment classes

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

1	<u>Targeted Subgroup:</u> Multilingual Learners <u>Identified Student Need(s):</u> • Increase proficiency in ELA and Mathematics • Increase growth in ELA and Mathematics
2	<u>Targeted Subgroup:</u> Disadvantaged <u>Identified Student Need(s):</u> • Increase attendance • Increase growth and achievement for ELA and Mathematics • Essential resources, including school supplies, nutritious meals, and comprehensive support for overall health and development • Family and Community Engagement (stronger school-family partnerships, parent workshops on literacy, college/career readiness) • Enrichment and Extracurricular Opportunities • Funding support for field trips and extended learning opportunities
3	<u>Targeted Subgroup:</u> Native Hawaiian and Pacific Islanders <u>Identified Student Needs:</u> • Increase attendance • Increase proficiency and growth in ELA and Mathematics
4	<u>Targeted Subgroup:</u> Special Education <u>Identified Student Need(s):</u> • Increase attendance • Increase proficiency and growth in ELA and Mathematics • Behavior and academic support • Specially designed instruction



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>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning. <i>Required for PWCA Elem Academic Plan</i>	1A 1B 1C 1D 1E 1F 1G	1.1.1(1) AAES will administer KEA to all Kindergarten students 1.1.1(2) AAES will continue to administer the Kindergarten Quarterly Assessment Summary to track academic progress quarterly 1.1.1(3) Entering kindergarten students will have the opportunity to participate in Kinder Summer Ramp Up prior to the start of SY26-27 [Shane Ige, ELA Coach] SW6 (i, ii, iii)	95% of Kindergartners are assessed using KEA Quarterly monitoring of reading foundations (CAS) Quarterly monitoring using the Behavioral Universal Screener K Summer Ramp up attendance	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

Reading Proficiency 1.1.2.1: Students in grades K-2 will learn and develop strong reading foundational skills (phonological and phonemic awareness, phonics and fluency). 1.1.2.2: AAES students will build their knowledge base and become skilled readers who can think critically.	1A 1B 1C 1D 1G 2A 2B 2C 2E	1.1.2.1(1) AAES students . . . - in grades K-2 will receive 45 minutes of a structured literacy approach characterized by explicit, systematic, and multisensory instruction (Yoshimoto Orton-Gillingham) 1.1.2.2(1) AAES students will - have a protected 90-minute literacy block - receive explicit instruction around the language comprehension and word recognition strands of Scarborough's Reading Rope. - have structured opportunities to engage in meaningful discussions that build oral language skills, text-based analysis, and writing about reading 1.1.2.2(2) AAES will . . . - continue to implement and refine our high-quality instructional materials (HQIM) . - continue to build Teacher Clarity by deconstructing the standards so there is a unified understanding of what students are learning, how they will get there and why it's important. - begin to align assessments with learning intentions and success criteria. [Shane Ige, ELA Coach] SW6 (i, ii, iii)	Academic Success & ELA PLC Plans Quarterly Walkthroughs Progress Monitoring Checks iReady Diagnostic GL Classroom Assessment Summary SBA Interim Blocks SBA Summative School Level Assessments (Unit Assessments, CFAs)	☒ WSF, \$ ☒ Title I, \$ ☒ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$
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Mathematics Proficiency 1.1.3.1. Students in grades K-2 will build strong foundational math skills, including number sense and operations, place value understanding, and mathematical reasoning. 1.1.3.2. Students in grades 3-6 will demonstrate improved mathematical problem-solving skills by applying reasoning, using multiple strategies, and engaging in mathematical discourse to solve grade-level tasks.	1A 1D 1E 1F 1G 2A 2C 2D 2E 2F	1.1.3.1&1.1.3.2 AAES Students will... - receive at least 60 minutes of well-planned, well-executed mathematics instruction including active engagement in thought-provoking tasks, productive discussion about mathematical ideas, and individual and collective construction of understanding via problem-solving and inquiry AAES will... - continue to build Teacher Clarity by deconstructing the standards so there is a unified understanding of what students are learning, how they will get there and why it's important. - begin to align assessments with learning intentions and success criteria - continue using the current math curriculum while strategically adjusting instruction to strengthen student number sense, deepen student thinking and reasoning, and engagement in mathematical discourse - begin to redefine mathematical success by integrating social-emotional belonging with academic rigor so that students see their personal reasoning and identity as the primary drivers of academic growth - begin to evolve our formative assessment practices to move beyond data compliance; we will design and refine current assessments that pinpoint conceptual gaps and trigger immediate, differentiated responses to student thinking Lead: Ariel Maeda (SW6 i, ii, iii)	Math PLC plan Quarterly Walkthroughs iReady Diagnostic GL Classroom Assessment Summary SBA Interim Blocks SBA Summative School Level Assessments (Unit Assessments, CFAs)	☒ WSF, \$ ☒ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$
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1.1.4.1 All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	1A 1B 1C 1D 2A 2C 2D 2E 2F 3A 3C 3D	1.1.4.1(1) AAES students • who are not developing strong reading foundational skills will receive targeted, skill-based interventions aligned to specific needs (e.g., phonemic awareness, phonics, fluency), along with frequent progress monitoring to ensure growth. • who are not developing strong math foundational skills will receive targeted, skill-based support focused on key areas such as number sense, counting, place value, and basic operations. 1.1.4.1(2) AAES will • continue to improve and refine our MTSS Academic domain to address the needs of all students ◦ Improve our progress monitoring system so that all students will have the foundational skills necessary to read proficiently ◦ Begin to design a system so that all students will have foundational math skills ◦ Implement a common GL RtI block • strengthen tier 1 instruction with clear learning intentions and success criteria, model thinking and provide guided practice, use visuals, sentence frames, and structured discourse to support understanding. • use common formative assessments and data cycles to monitor subgroups (ML, SpEd, Disadvantaged), identify gaps, and plan targeted instructional responses during grade level articulations. • collaborate in grade level teams to ensure collective responsibility and effective instructional practices. • specially designed instruction (SDI), accommodations, and modifications will be evident during instruction and students' IEPs will be consistently progress monitored to ensure supports are implemented with fidelity and effectively meeting individual student needs. Lead: Leadership Team	Quarterly Walkthroughs iReady Diagnostic Progress Monitoring Checks GL Classroom Assessment Summary Progress Monitoring Checks SBA Interim Blocks SBA Summative WIDA Assessment Results School Level Assessments (Unit Assessments, CFAs)	☒ WSF, \$ ☒ Title I, \$ ☒ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$
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		(SW6 i, ii, iii-III)		
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>	4D 4E	1.1.5(1) AAES students will • be exposed to departmentalization in grades 5 and 6 • participate in 6th grade exit portfolios and interviews • Be exposed to elective courses in grade 6 • take the RIASEC and Learning Style Inventory in Grade 6 as part of their Personal Transitions Plans for Waipahu Intermediate • participate in walkovers 1.1.5(2) AAES will . . • continue partnerships with Waipahu Intermediate School and Waipahu High School • have scheduled transition meetings between PreK and Kinder • have transition meetings for Grade 6 SpEd/504 students with Waipahu Intermediate Lead: Leadership Team SW6 (ii, iii-II)	Grade 5 & 6 Schedules Exit portfolios and rubric scores Student Surveys Agendas and minutes of transition meetings	☒ WSF, \$ ☒ Title I, \$ ☒ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.1.6 Implement evidence-based instructional practices in project-based learning (PBL) in multiple subject areas allowing students to experience 2 high quality PBL projects. <i>Required for PWCA Elem Academic Plan</i>	4C	AAES students will . . . • Participate in 2 high-quality PBL experiences AAES will . . . • provide teachers time in Grade Level Articulations to plan, collaborate, and continuously improve the PBL experience for students • continue to train all teachers in PBL 101 • begin making career connections within the PBL experience (e.g., building connections with experts, aligning with our school's continuum of experiences) Lead: Ashley Ichimura SW6 (i, ii, iii)	Revisions to PBL plans 100% of teachers will be trained in PBL 101 GL Articulation Agenda and Minutes PBL Tracker Surveys	☒ WSF, \$ ☒ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ Homeless, \$ ☐ Grant:____, \$ ☒ Other:____, \$ TOTAL = \$
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

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>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	1E 1F	1.2.1(1) AAES students will - be nurtured in an environment that is inclusive and provides a sense of belonging and community by participating in SEL lessons and activities and understanding school-wide learning and behavioral expectations. - Choose Love - PBIS assemblies - Keiki Bucks Store - Be REAL program - Peace Place - Game room 1.2.1(2) AAES will - celebrate students' daily attendance with our Perfect Attendance tier-I incentives and individual Perfect Attendance certificates. - provide interventions for attendance barriers to include - Attendance letters - Parent phone calls - Home visits - Attendance team meetings - Court interventions - begin to develop an early warning attendance system for students in grades K-2	Attendance Data Panorama and SQS Surveys	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$

		Lead: Counselors SW6 (i, ii, iii-III)		
1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	4A 4B	1.2.2(1) AAES student will - participate in BE R.E.A.L during the first 10 days of school - Introduction to the 4 Core Values, GLOs, and Choose Love Pillars - Classroom routines and expectations - Get to know students and build relationships - Read Alouds with different themes (kindness, honesty, mistakes, etc.) - be recognized for demonstrating positive behaviors - Keiki Bucks - Keiki Marauder Award - PBIS and Choose Love Certificates - Grade Level / Class Incentives - experience/participate in Choose Love lessons - demonstrate and apply school-wide behavioral expectations that are identified in the GLO Rubric 1.2.2(2) AAES will continue to improve our Multi-Tiered System of Support to address the needs of all students - Strengthen Tier 1 practices by providing teachers training and support - Behavior Management - SEL (e.g. Choose Love) - HMTSS - Use data from the Behavior Screener and Panorama to identify and address the behavioral and SEL needs of students Lead: Counselors SW6 (i, ii, iii-I)	GL schedules of the first 10 days of school (BE REAL) Student Review Weekly Meetings Behavior Universal Screener Panorama Discipline Data Admin and Counselor Walkthroughs Admin and counselor weekly meetings	☒ 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>		1.2.3 AAES will incorporate the Na Hopena A'o framework through our Vision and Mission, Choose Love Pillars, General Learner Outcomes, and 4 Core Values to strengthen HA in ourselves, students, and our school community. Lead: Counselors	Goals and objectives for Hawaiiana Behavior Universal Screener Panorama Discipline Data	☒ 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.
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>	4D 4E	1.3.1(1) AAES students will be exposed to the continuum of experiences some of which are stated below • Enrichment Classes (Performing Arts, PE/Health, STEAM/Natural Resources, Computer Science, Financial Literacy, Hawaiiana) • Brilliant Pathways • Career Fair • College Visits • Community Service Projects • Field Trips • Assemblies • Student Government activities Lead: Leadership SW6 (i, ii, iii-II) 1.3.1(2) AAES will continue to identify and train students to be Aloha Ambassadors Leads: Counselors	Engagement Progression - (Enrichment Classes) Beable data Feedback from students and teachers Surveys GL/Dept Agendas	☒ WSF, \$ ☒ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☒ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

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

Desired Outcome <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>
2.1. All students receive high-quality instruction and support through effective teaching, strong collaboration, and purposeful school leadership, resulting in improved student achievement, growth, and engagement across all subgroups.	1A 1B 1C 2A 2C 2D 2E 2F 3A 3C	2.1.1. Provide teachers with targeted professional development to increase effectiveness some of which are stated below • Teacher Clarity • Yoshimoto OG and Morphology • Explicit Instruction • School and complex I&M Program for BT • 1:1 conferences w/ coaches and admin • Professional readings • Complex, State, and National Conferences (ML PD, ISTE, NAESP) 2.1.2. Provide targeted training and ongoing support to strengthen teacher collaboration • PLC @ Work • Grade Level Articulations • 21 Hours • Learning Walks Leads: Instructional Coaches - Gerrainne Kutaka, Shane Ige, Ariel Maeda, Sydney Young SW6 (iii-IV)	Walkthroughs SBA Summative ELA and Math CAS Progress Monitoring Data PD Surveys Teacher SIPs 100% of BT will be paired with an instructional mentor	☒ 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 "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.
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>	3E	AAES will continue to hold SCC meetings once a month with full membership comprised of the 6 stakeholder groups (Principal, Certificated, Classified, Parent Representative/s, Community Representative/s, and Student Government officers) Lead: Hanh Nguyen, Principal SW2, SW3	SCC agenda and minutes	☒ 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>
AAES will build strong and meaningful partnerships between families, the school, and the community to create a supportive learning environment that improves student academic achievement, performance, and overall success	1E 3E	Provide opportunities for families, staff, and the community to have access to relevant information and be involved in the overall success of AAES - Schoolwide communication (Parent Square, AAES website, parent newsletters, parent handbook, student planners, social media) - Surveys - Meet and Greet - Parent Teacher Conferences - Family Engagement Events Leads: Parent Involver, Admin SW2, SW4	Student/Family Attendance and Survey Results Planning documents and agendas School Quality Survey	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☒ Other:____, \$
AAES will use organizational resources to implement and refine systems to empower the whole child	1E 1F 4D 4E	Whole Child Empowerment Students will . . . - participate in after-school academic and/or enrichment activities - participate in summer Learning Leads: Admin. SW6 (i, ii, iii-I)	Planning Documents and agendas Attendance and Survey Results iReady Diagnostic Results	☒ 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.

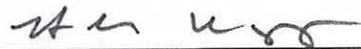
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **August Ahrens Elementary** 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 **10-16-25** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **11-20-25** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): PLC Leads on **12-12-25**, Academic Review Team on **02-18-26**
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: **02-19-26**

Attested:

August Ahrens Elementary Principal	Signature	Date
Hanh Nguyen		03-27-26
SCC Chairperson	Signature	Date
Arianne Anbe		03-27-26

SCC Recommendations to the Academic Plan and Financial Plan:

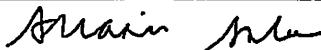
The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the 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.

N/A

Attested:

SCC Chairperson	Signature	Date
Arianne Anbe		03-27-26

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 <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1089
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
August Ahrens Elementary Bell Schedule: AAES Bell Schedule	

Title I Addendum to the School Year 2026-2027 Academic Plan (AcPlan)

School Name: August Ahrens Elementary

Date: March 27, 2026



Administrator's Signature

The Title I Addendum is an assurance that a Title I school will meet the following Schoolwide (SW) Program Requirements for the school year.

Directions:

1. All schoolwide (SW) program plan requirements must be addressed and labeled in the AcPlan, if applicable
2. Check each box indicating the SW was met in the AcPlan process

Title I Schoolwide Program Requirements	Component Met
SW1: The school's Academic Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing to meet the challenging academic standards.	☒
SW2: The school's Academic Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, complex area staff, to the extent feasible, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals as determined by the school.	☒
SW3: The school's Academic Plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.	☒
SW4: The school's Academic Plan is available to the Hawaii Department of Education, parents, and the public and the information contained in such plan is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.	☒

SW5: If appropriate and applicable, the Academic Plan is developed in coordination and integration with other federal, state, and local services, resources, and programs (e.g., programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities).	☒
SW6: The Academic Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will— (i) provide opportunities for all children, including each of the subgroups of students (i.e. economically disadvantaged, major racial and ethnic groups, children with disabilities, English learners) to meet the challenging State academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include— (I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas; (II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools); (III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); (IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and (V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs	☒