NĀ HOPENA A'O

**PRIORITY 3**
**Effective Efficient Operations**

**PRIORITY 2**
**Staff Success**
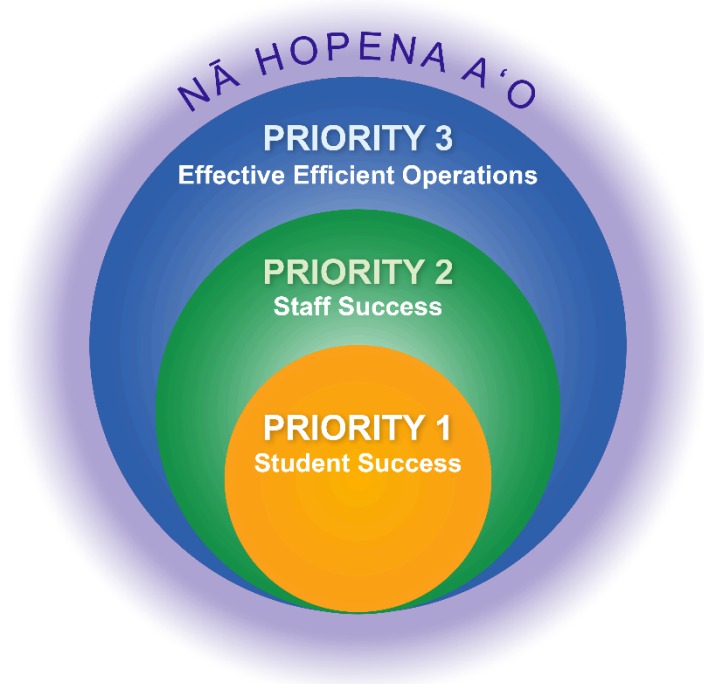
**PRIORITY 1**
**Student Success**

# Waialua High and Intermediate School Academic Plan SY 2025-2026

## 67-160 Farrington Hwy
## 808-307-2400

Directions for completing the School Academic Plan template can be found in the Academic Plan Template Guidance document.

| Submitted by Principal [Christine Alexander] | | Approved by Complex Area Superintendent [Ernest Muh] | |
|---|---|---|---|
| *Christine Alexander*<br>Christine Alexander (Apr 15, 2025 11:48 HST) | Apr 15, 2025 | *Ernest Muh*<br>Ernest Muh (Apr 14, 2025 16:32 HST) | Apr 14, 2025 |

## VIABLE QUALITY CURRICULUM

This section highlights the school's comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the <u>comprehensive instructional program(s)</u> used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

*To add additional information, please insert a new row as needed.*

| Grade Level / Course Name | English Language Arts | Mathematics | Science | Social Studies |
|---|---|---|---|---|
| 7th Grade | HMH Into Lit Rewards iReady | EnVision iReady | NGSS | Stanford History Education |
| 8th Grade | HMH Into Lit Rewards iReady | EnVision iReady | NGSS | TCI Students of History |
| 9th Grade | HMH Into Lit Rewards | EnVision Geometry | NGSS | McDougal & Beck: *World History: Patterns of Interaction* |
| 10th Grade | HMH Into Lit Rewards | EnVision Algebra I | NGSS | CollegeBoard |
| Grade 11 | HMH Into Lit Rewards AP College Board | EnVision Algebra II | NGSS | CollegeBoard |
| Grade 12 | HMH Into Lit Rewards | | NGSS | CollegeBoard |

| | AP College Board | | | |
|---|---|---|---|---|

## SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in Kindergarten through Grade 9 who may require additional academic support.

Please utilize the dropdown list to identify the underlined universal screener(s) used for English Language Arts and Mathematics and specify the grade level or course name. If "Other" is selected, please manually identify the universal screener.

*To add additional information, please insert a new row and/or duplicate the dropdown list as needed.*

| Grade Level / Course Name | English Language Arts | Mathematics |
|---|---|---|
| Grade 7 | iReady ▾ | iReady ▾ |
| Grade 8 | iReady ▾ | iReady ▾ |
| Grade 9 | iReady ▾ | iReady ▾ |
| Grade 10 | iReady ▾ | iReady ▾ |
| Grade 11 | iReady ▾ | iReady ▾ |
| Grade 12 | iReady ▾ | iReady ▾ |

## 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(s) for those needs and gaps, as identified in one or more of the following:

☑ Current Comprehensive Needs Assessment (CNA)

☑ Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
   Last Full Self-Study: [2024],  Next Full Self-Study: [2030]

☑ Other current accreditation self-study

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause(s)</u> 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?"*

*To identify additional critical student needs, please insert a new row and duplicate the "Student Need" and "Root/Contributing cause(s)" text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.*

| | |
|---|---|
| 1 | <u>Student Need:</u>  To increase Math Proficiency<br><br><u>Root/Contributing cause(s):</u> 11th-grade students are performing below the state average |
| 2 | <u>Student Need:</u> To Increase ELA Proficiency<br><br><u>Root/Contributing cause(s):</u>  Students are performing below the complex area average |
| 3 | <u>Student Need:</u>  To improve overall Attendance<br><br><u>Root/Contributing cause(s):</u> Pre-COVID daily attendance rate was measured at 94.1%. Currently, our daily attendance rate is measured at 76.5%. |
| 4 | <u>Student Need:</u> Increase student satisfaction/perception on the Panorama survey or another SEL student survey.<br><u>Root/Contributing cause(s):</u> A low percentage of students who report feeling respected on campus. |

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

*To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.*

| | |
|---|---|
| 1 | Targeted Subgroup:  Special Education<br><br>Identified Student Need(s): Grade 7 and 8 special education students need to increase math and ELA  proficiency |
| 2 | Targeted Subgroup:  ELL<br><br>Identified Student Need(s): ELA, Math, and Science proficiency<br><br>We will see changes in student outcomes:<br>    o    70% of students will be attending school regularly (not chronically absent) by SY 26-27<br>    o    48% of EL will meet Growth to Target measures by SY 28-29<br>    o    At least 90% on-time graduation rate of English Learners by cohort by SY 26-27<br>We will see changes in school outcomes:<br>    o    Improvement in percentages of students meeting Growth to Target measures per school over 5 years<br>We will see changes in personnel qualifications:<br>    o    100% of teachers will be SIQ or TESOL certified by SY 26-27; new hires will be certified within 5 years of employment |

# 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 Outcomes *"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 (Initial & Intermediate Outcomes) *"How will we know progress is being made?"* | Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.* |
|---|---|---|---|---|
| Math Proficiency: Grade 8 students will increase math proficiency by 2%  11th-grade students will increase math proficiency by 5% | 8th-grade students are performing below the complex area average (School: 39.1% Complex: 41.1%)  11th-grade Students are performing below the state and complex area average (School: 20.8% Complex: 37.8% State: 24.9% ) | • We will monitor students' progress for all students in grades 7-10 using i-Ready assessments in Fall, Winter, & Spring. SBA interim assessments will be used to monitor progress from the beginning to the end of the year proficiency for grades 7, 8, & 11.<br>• We will continue to offer Math Workshop courses for those students who are not meeting grade-level proficiency.<br>• DAWGS assignments will support students earning a D or F grade during the school day.<br>• We will provide additional support for students not meeting proficiency by offering a Targeted Intervention Program (TIP) after school 3 days per week.<br>• Tutoring is available for students 3 days per week after school | SBA interim data will show a 2% increase from fall diagnostic data for grade 8 & grade 11 students  SBA math end-of-year data for grade 8 students will increase by 2%  SBA math end-of-year data | ☑ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☑ Grant:__, $<br>☑ Other:__, $ |

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| | | <ul><li>WHIS will continue to utilize iReady as a universal screener and use the diagnostic data to make informed instructional decisions</li><li>Saturday Interventions are mandated for those students who are failing math and for those students who demonstrate the need for additional support on a bi-weekly basis.</li></ul>Accountable Lead: Admin, Curriculum coordinators, Math teachers, counselors | for grade 11 students will increase by 5% | |
| Reading Proficiency Grade 7 & 8 students will increase ELA proficiency by 3%. Grade 11 students will increase ELA proficiency by 1% | 7th-grade students are performing below the complex area average (School: 55.8% Complex: 62.7%)<br><br>8th-grade students are performing below the complex area average (School: 51% Complex: 62.1%)<br><br>11th-grade students are performing below the complex area average (School: 67% Complex: 68%) | <ul><li>We will monitor students' progress for all students in grades 7-10 using i-Ready assessments in Fall, Winter, & Spring. SBA interim assessments will be used to monitor progress from the beginning to the end of the year proficiency for grades 7, 8, & 11.</li><li>We will continue to offer Reading Workshop courses for those students who are not meeting grade-level proficiency.</li><li>DAWGS assignments will support students earning a D or F grade during the school day.</li><li>We will provide additional support for students not meeting proficiency by offering a Targeted Intervention Program (TIP) after school 3 days per week.</li><li>Tutoring is available for students 3 days per week after school</li><li>WHIS will continue to utilize iReady as a universal screener and use the diagnostic data to make informed instructional decisions</li><li>Saturday Interventions are mandated for those students who are failing ELA and for those students who demonstrate the need for additional support on a bi-weekly basis.</li></ul>Accountable Lead: Admin, Curriculum coordinators, ELA teachers, counselors | SBA interim data will show a 1% increase from fall diagnostic data for grades 7, 8, and 11 students<br><br><br>SBA end-of-year data will show the following increases in ELA proficiency: 3% - gr 7 & 8 1% - gr 11 | ☑ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☑ Grant:__, $<br>☑ Other:__, $ |

| Attendance All students will increase daily attendance by 5%. | Daily attendance rate is measured at 76.5%. | <ul><li>Continue to utilize our tardy tracker system</li><li>Perfect Attendance Recognition each quarter</li><li>"Most Improved" Bulldog Recognition</li><li>ABC Meetings (Home Visits) where team members collaborate to discuss student needs</li><li>Saturday School Intervention</li><li>Continue to provide the opportunity for students to participate in ALC</li><li>Reduce Truancy by regular and timely truancy petition submissions</li></ul>Accountable Lead: Admin, Counselors | Daily student attendance will increase by 5%. | ☐ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.<br><br>*Required for all schools.* | ELA Proficiency: 58%<br>*High needs: 44%*<br>*Non high needs: 75%*<br><br>Math Proficiency: 37.3%<br>*High needs: 30%*<br>*Non high needs: 46%*<br><br>Science Proficiency: 36.5%<br>*High needs: 25%*<br>*Non high needs: 51%* | • Monitor progress through iReady & SBA diagnostics/interim reports<br>• SBA interim assessment items will be utilized in math and ELA instruction to support test readiness<br>• Data chats in learning teams<br>• Student-led Conferences (SLC) in which students create a portfolio to reflect and report on their own learning<br>• Learning logs in Advisory to track current progress in classes<br><br>Accountable Lead: Admin, Counselors, Curriculum coordinators, Teachers | Interim SBA data for 11th grade high needs students will show a 1% increase from fall diagnostic data in ELA & Math proficiency<br><br>End-of-year SBA data will show the following proficiency increases for our high needs students:<br>ELA:<br>3% increase<br>Math:<br>2% increase<br>Science:<br>3% increase<br><br>2% of students will be on grade level at the winter benchmark period as measured by universal screener<br>ELA:<br>1% Increase | ☐ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☑ Other:__, $ |

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| | | | Math:<br>2% Increase<br><br>2% of students will be on grade level at the spring benchmark period as measured by universal screener<br>ELA:<br>1% Increase<br>Math:<br>2% Increase | | |
| 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.<br><br>*Required for all schools.* | On-time graduation rate: 96%<br><br>9th grade retention rate: 99% | • Provide transition and informational meetings for elementary feeder schools<br>• Provide parent information nights for both incoming middle and high schoolers<br>• Design your future events for all students in grades 6-11, in which they get to preview courses to select for the next year<br>• Quarterly grade reports monitored by counselors<br><br>Accountable Lead: Admin, Registrar, Counselors, SSC, Curriculum coordinators | 9th grade retention and on-time graduation rates will remain above state and complex area averages | ☑ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ | |

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| All EL students will receive high-quality instruction within a rigorous curriculum. | ACCESS results: 28% of EL students scored a 4 or above | • Provide a research- and standards-based curriculum that is innovative, collaborative, creative, and communicative across all classrooms<br>• Ongoing student diagnostic testing and progress monitoring across all classes<br>• Ensure all students participate in ESOL elective course for additional support<br><br>Accountable Lead: Admin, EL coordinator, Curriculum coordinators | 40% of EL students will score a 4 or above on ACCESS | ☐ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☑ Other:__, $ |

| ★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment |
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| Desired Outcomes<br>*"What do we plan to accomplish?"* | Root/<br>Contributing Cause<br>*"Why are we doing this?"* | Enabling Activities<br>*"How will we achieve the desired outcome?"*<br><br>*and* Name of Accountable Lead(s)<br>*"Who is responsible to oversee and monitor implementation and progress?"* | Monitoring of Progress<br>(Initial & Intermediate Outcomes)<br>*"How will we know progress is being made?"* | Anticipated Source of Funds<br>*"What funding source(s) should be utilized?"*<br>*Please estimate the additional amount needed to execute the enabling activity.* |
| --- | --- | --- | --- | --- |
| 1.2.1. All students desire to and attend school regularly.<br><br>*Required for all schools.* | Panorama survey student responses for "valuing of school": 54%<br><br>Daily attendance rate is measured at 76.5%. | • Foster a positive school environment that encourages student voice and participation in decision-making processes<br>• Teachers provide innovative curriculum using a variety of learning platforms & instructional strategies<br>• Parent and community involvement in school activities and collaboration in decision-making processes<br>• Continuous evaluation of student perception of school<br>• Providing and actively promoting opportunities for involvement in a wide range of clubs and sports in order to strengthen a sense of belonging.<br><br><br>Accountable Lead: Admin, Counselors, Curriculum coordinators, teachers | Panorama results for favorable responses on students' valuing of school will increase by 5%<br><br><br>Daily student attendance will increase by 5% | ☑ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

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| 1.2.2. All students demonstrate positive behaviors at school.<br><br>*Required for all schools.* | Suspension rate related to assault incidents in 24-25: 6 students<br><br>Intermediate Incentive day eligibility rate 48.88%<br><br>Panorama student survey results for Self-Management: *How well students manage their emotions, thoughts, and behaviors in different situations*: 66% | ● Staff will establish and communicate clear expectations and procedures for all students and staff members<br>   ○ Student planner distributed to all staff & students<br>   ○ Utilize a tiered system of support for noncompliance<br>● Durable skills are taught during advisory periods with a focus on social/emotional well-being, bullying, & respect<br>● Attendance, Behavior, and Cores (ABC) meetings to discuss student needs weekly<br>● School-wide (Bulldog Strong Recognition) and incentive days are awarded to students exhibiting positive behaviors<br><br>Accountable Lead: Admin, Counselors, Curriculum coordinators, teachers | Decrease incidents of assault in 25-26 by 50%<br><br>Increase Intermediate Incentive day eligibility rate by 5%<br><br>Increase favorable responses on student Panorama Results for self-management by 3% | ☑ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☑ Other:__, $ |
| 1.2.3. All students experience a Nā Hopena Aʻo environment for learning.<br><br>*Required for all schools.* | Panorama survey responses for "sense of belonging": 51% | ● Principles of Nā Hopena Aʻo are embedded in our Hawaiian Language Courses and Āina programs<br>● School-wide May Fest & Culture Night in which we celebrate Waialua culture and heritage<br>● Advisory lessons address belonging, responsibility, and total well-being<br>● School-wide theme & bulletin boards reflect Hawaiian values of respect & aloha: "Kūlia i ka Pono: Growing in Respect, Rooted in Aloha."<br><br>Accountable Lead: Admin, SAC, Counselors, Curriculum coordinators, teachers | Favorable responses on the Panorama Survey for student "sense of belonging" will increase by 5% | ☑ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☑ Grant:__, $<br>☐ Other:__, $ |

| ★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement |

| Desired Outcomes *"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 (Initial & Intermediate Outcomes) *"How will we know progress is being made?"* | Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.* |
|---|---|---|---|---|
| 1.3.1. All students, throughout their K-12 experience, engage in various career, community, and civic opportunities. *Required for all schools.* | Student college visitations 100% of students have the opportunity to participate in a variety of clubs, sports, and field trips Currently 13 club options are available | • Offer a robust CTE program that includes courses such as robotics, agriculture, construction, and media to provide students with creative opportunities for career exploration and workforce development<br>• Student body government to provide leadership opportunities and collaboratively plan for a variety of activities<br>• Provide hands-on, real-world learning experiences for students to observe and investigate different career fields<br>• Hosting community events such as craft fairs, movie nights, etc., to bring all stakeholders together in support of our school community<br>• Career Days are held in which guest speakers communicate about their careers and inspire our students to dream big.<br>• Dedicated position for College and Career Readiness<br><br>Accountable Lead: Admin, Counselors, Curriculum coordinators, SAC | Increase college visit attendance by 5% 100% of students will have the opportunity to participate in a variety of clubs, sports, and field trips Continue to maintain and increase club options based on student interest | ☑ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☑ Other:__, $ |

| | | | Increase club participation by 5% | |
|---|---|---|---|---|
| Promote community engagement and personal development for all WHIS graduates; seniors will participate in a minimum of 20 service hours and complete a senior portfolio | 100% of graduating seniors will complete the 20 service hour requirement<br><br>100% of seniors will complete a senior portfolio that includes a presentation to faculty | ● 20 service hours requirement<br>   ○ Students are given various opportunities throughout the year to complete these hours<br>● Advisory lessons focused on senior portfolio completion<br>   ○ Quarterly benchmark assignments to monitor successful portfolio completion<br><br>Accountable Lead: Admin, Curriculum coordinators, advisory teachers | 100% of graduating seniors will continue to have completed the 20 service hour requirement<br><br>100% of seniors will continue to have completed a senior portfolio that includes a presentation to faculty | ☐ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ 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 Outcomes *"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?"* *Please estimate the additional amount needed to execute the enabling activity.* |
|---|---|---|---|---|
| Provide opportunities for *Staff engagement through SEL and team bonding activities* | According to Panorama survey results, the percentage of teachers responding favorably to "sense of belonging" is 53% | • Professional development days and extended hour sessions that align with our school-wide expectations and procedures<br>• Innovative and creative experiences are created for staff bonding sessions such as scavenger hunts, escape rooms, potlucks/BBQs, and sports activities/tournaments.<br>• Celebrate successes by showcasing student projects, best practices, and teacher innovations across different subjects and grades.<br><br>Accountable Lead: Admin, Curriculum coordinators | Panorama faculty survey - sense of belonging will increase by 5%<br><br>100% of staff will participate in team bonding experiences during the school year | ☐ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☑ Other:___, $ |

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|---|---|---|---|---|
| Expand IC3 initiative through interdisciplinary project-based learning (PBL) opportunities to further enhance student engagement | Panorama survey responses for students responding favorably on the topic of "classroom engagement": 46% | <ul><li>Provide and monitor professional development opportunities in areas such as AVID and PBL through learning teams and extended hours</li><li>Provide time during learning teams to continue developing staff's understanding on PBL and to enhance planning and implementation</li><li>Use of learning walks to provide teachers the opportunity to see PBL implementation in other classrooms</li><li>Extended hours used for PBL PD & faculty collaboration</li></ul>Accountable Lead: Admin, Curriculum coordinators | Quarterly Learning walk data will show at least 80% of faculty observed implementing components of PBL in the classroom<br><br>100% of faculty will participate in PBL-focused professional development during the school year<br><br>The number of students responding favorably on Panorama Survey results for "classroom engagement" will increase by 5% | ☐ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☑ 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. |
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| Desired Outcomes<br>*"What do we plan to accomplish?"* | Root/<br>Contributing Cause<br>*"Why are we doing this?"* | Enabling Activities<br>*"How will we achieve the desired outcome?"*<br><br>*and* Name of Accountable Lead(s)<br>*"Who is responsible to oversee and monitor implementation and progress?"* | Monitoring of Progress<br>*"How will we know progress is being made?"* | Anticipated Source of Funds<br>*"What funding source(s) should be utilized?"*<br>*Please estimate the additional amount needed to execute the enabling activity.* |
|---|---|---|---|---|
| 3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.<br><br>*Required for all schools.* | 100% of stakeholders are represented at each monthly SCC meeting | • Collaborative monthly School Community Council meetings to discuss educational issues related to our school community<br>• Parents and community members are invited to attend the Principal's second cup of coffee and have the opportunity to talk about school-related topics in an informal setting.<br><br>Accountable Lead: Admin | 100% of stakeholders will continue to be represented at each monthly SCC meeting | ☐ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☑ Other:___, $ |

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

| Desired Outcomes *"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?"* *Please estimate the additional amount needed to execute the enabling activity.* |
|---|---|---|---|---|
| | | | | |

## ★ Other Systems of Support

| Desired Outcomes *"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?"* *Please estimate the additional amount needed to execute the enabling activity.* |
|---|---|---|---|---|
| Continue to foster a shared commitment to school-wide expectations that promote common values and support consistency among staff | Lack of attendance tracking for faculty participation in learning teams<br><br>Participation rate for learning walks among classroom teachers: 100% | • Create ongoing professional development on school-wide expectations and best practices<br>• Collaborative school-wide instructional planning time weekly<br>• Collect school-wide data on school initiatives and instructional practices through quarterly peer learning walks<br>• Regularly conduct admin walkthroughs to ensure high-quality learning takes place across all classrooms<br>• Monitor department deliverables for instructional rigor and consistency among all faculty<br><br>Accountable Lead: Admin, Curriculum coordinator | 100% learning teams attendance among faculty<br><br>Continue 100% participation in learning walks among classroom teachers | ☑ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ Other:___, $ |

## APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) 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 Waialua High & Intermediate 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](#).

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|---|---|
| **Total student instructional <u>hours per year</u>** *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)* | Intermediate: 1,870 Minutes<br>High: 1,870 Minutes |
| **Did your school submit a SCC Waiver Request Form? Please explain.** | No |

**Bell Schedule:**

| MON * TUES * THURS * FRI | WED |
|---|---|
| IS: Block A (75)<br>HS: Period 1/2 (75)<br>8:00 - 9:15 | IS: Block A (65)<br>HS: Period 1/2 (65)<br>8:00 - 9:05 |
| Break (15)<br>9:15 - 9:30 | Break (20)<br>9:05 - 9:25 |
| IS: Block B (70)<br>HS: Period 3/4 (70)<br>9:35 - 10:45 | IS: Block B (60)<br>HS: Period 3/4 (60)<br>9:30 - 10:30 |
| IS: Block C (70)<br>HS: Period 5/6 (70)<br>10:50 - 12:00 | **Intermediate School**<br>Lunch (30)<br>10:30 - 11:00 |
| **Intermediate School**<br>Lunch (30)<br>12:00 - 12:30<br>Power Block (45)<br>12:35 - 1:20 | Block C (65)<br>11:05 - 12:10 |
| **High School**<br>Power Block (40)<br>12:05 - 12:45<br>Lunch (30)<br>12:45 - 1:15 | **High School**<br>Period 5/6 (60)<br>10:35 - 11:35<br>Lunch (30)<br>11:35 - 12:05 |
| Period 7/8 (65/70)<br>IS: 1:25 - 2:30 \| HS: 1:20 - 2:30 | Period 7/8 (55/60)<br>IS: 12:15 -1:10 \| HS: 12:10 -1:10 |
| Teacher Time (30)<br>2:30 - 3:00 | Teacher Time (55)<br>1:10- 2:00 |
| | Staff Meeting (60)<br>2:00 - 3:00 |