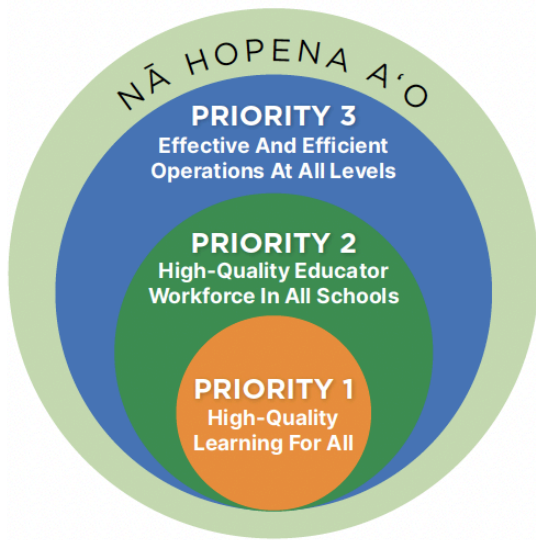


Waialua High & Intermediate Academic Plan SY 2026-2027

67-160 Farrington Hwy Waialua 96791
808-307-2400
www.whis.k12.hi.us



- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal: Christine Alexander	
	Apr 1, 2026

Approved by Complex Area Superintendent: Ernest Muh	
	04/22/2026

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

TABLE OF CONTENTS

VIABLE QUALITY CURRICULUM.....3

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS.....4

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS).....4

IDENTIFIED SCHOOL NEEDS.....5

PRIORITY 1.....7

 ★ GOAL 1.1..... 7

 ★ GOAL 1.2..... 10

 ★ GOAL 1.3..... 12

PRIORITY 2..... 14

PRIORITY 3..... 15

 ★ GOAL 3.3..... 15

 ★ Family and Community Engagement..... 16

 ★ Other Systems of Support..... 17

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM..... 18

APPENDIX B: BELL SCHEDULE.....21

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
7th	HMH Into Lit	enVision	NGSS	Stanford History Education
8th	HMH Into Lit	enVision	NGSS	TCI students of history
9th	HMH Into Lit	enVision	NGSS	McDougal & Beck: <i>World History: Patterns of Interaction</i>
10th	HMH Into Lit	enVision	NGSS	CollegeBoard
11th	Other: - HMH Into Lit	enVision Mathematics Common Core -	NGSS	CollegeBoard
12th	Other: - HMH Into Lit	enVision Mathematics Common Core -	NGSS	CollegeBoard

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
7th-12th	Rewards iReady	iReady	Innerorbit	

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered **screening, and/or other progress monitoring assessments** designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the **screening and/or progress monitoring assessments** used, and specify the grade level(s) or course name. If “Other” is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
7th	iReady SBA interim	iReady SBA interim
8th	iReady SBA interim	iReady SBA interim
9th	iReady SBA interim	iReady SBA interim
10th	iReady SBA interim	iReady SBA interim
11th	Other: ▾ iReady SBA interim	Other: ▾ iReady SBA interim
12th	Other: ▾ iReady SBA interim	Other: ▾ iReady SBA interim

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: [2023]

Type of Last Visit: Full Self-Study -

Year of Next Action: [2026]

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

Year of Next Self-Study:

[2029]

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> To increase Math Proficiency <u>Root/Contributing Cause:</u> Inconsistent implementation of curriculum across classrooms and academic mindset of students
2	<u>Student Need:</u> To Increase ELA Proficiency <u>Root/Contributing Cause:</u> Inconsistent implementation of curriculum across classrooms and academic mindset of students
3	<u>Student Need:</u> To improve overall Attendance <u>Root/Contributing Cause:</u> Some students experience difficulty attending school due to a limited sense of connection to the school community.

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> Special Education <u>Identified Student Need(s):</u> Decrease the learning gap for special education students who are performing below their peers
2	<u>Targeted Subgroup:</u> ELL <u>Identified Student Need(s):</u> Decrease the learning gap for special education students who are performing below their peers



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>
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Mathematics Proficiency 1.1.3. 46% of students at 3 or above on SBA Summative for 8th grade students. 32% of students at 3 or above on SBA Summative for 11th grade students.	The school's overall math proficiency rate for 2024–2025 was 41%, which is lower than the complex area average of 55% but aligns with the statewide average of 41% 7th-grade students are performing slightly below the complex area average (School: 51%, Complex: 52%; State: 38%) 8th-grade students are performing below the complex area average (School: 44%, Complex: 47%; State: 36%) 11th-grade Students are performing below the complex area average (School: 26%, Complex: 38%, State: 26%)	Increasing use of data tracking & chats in learning teams to guide diagnostic practices. (Data Wall) Embedding professional development in differentiated and conceptual math teaching (Castle Grant) Incentivize exam success by (door dash or raffle/drawing)... (Admin, ELA teachers) Increase proctoring protocol during testing - Extended hour staff training (CC)	Students in all grade levels will show a 2% increase on math proficiency rates on 2026-2027 SBA Summative.	☐ 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. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	ELA Proficiency: 59% Math Proficiency: 55% Science Proficiency: 46%	• Monitor progress through iReady & SBA diagnostics/interim reports • SBA interim assessment items will be utilized in math and ELA instruction to support test readiness • Data chats in learning teams • Student-led Conferences (SLC) in which students create a portfolio to reflect and report on their own learning • Learning logs in Advisory to track current progress in classes 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 End-of-year SBA data will show the following proficiency increases for our EL/SPED students: ELA: 3% increase Math: 2% increase Science: 3% increase 2% of students will be on grade level at the winter benchmark period as measured by universal screener ELA: 1% Increase Math: 2% Increase	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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			2% of students will be on grade level at the spring benchmark period as measured by universal screener ELA: 1% Increase Math: 2% Increase	
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>	On-time graduation rate: 91% 9th grade retention rate: 99%	• Provide transition and informational meetings for elementary feeder schools • Provide parent information nights for both incoming middle and high schoolers • Design your future events for all students in grades 6-11, in which they get to preview courses to select for the next year • Quarterly grade reports monitored by counselors 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, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.1.6 60% of students will be at Level 3 or above in English Language Arts on the Smarter Balanced Assessment.	Eleventh-grade proficiency dropped from 67% in 2023–2024 to 52% in 2024–2025 11th-grade students are performing below the state & complex area averages (School: 52%, Complex: 63%; State: 57%)	Increase proctoring protocol during testing - Extended hour staff training (CC) Incentivize exam success by (door dash or raffle/drawing?)... (Admin, ELA teachers) Use SBA interim data to plan interventions and supports with 11th grade ELA teacher (CC & ELA teachers) Ongoing coaching/PD for HS ELA teachers (specific dates/# of sessions) Increase communication to students regarding test expectations (grade level meetings, Advisory, & ELA class) Increase communication to parents regarding test expectations (letter, school messenger)	55% of eleventh graders at 3 or higher on SBA Winter Interim (70% of 11th grade students scored 3 or higher on the SBA interim) 58% of eleventh graders will score 3 or higher on SBA Summative	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.7 6% Increase in daily attendance rate (equal to complex)	Overall student attendance remains below the complex area average (School: 78%; Complex: 84%; State: 76%). Special education students (66%) and Disadvantaged students (70%) attended regularly at substantially lower rates than their non-high-needs peers (84%) Native Hawaiian students (70%) fell below school-wide attendance rate Grade-level data reveal more variability in middle school (Grades 7–8, averaging 73–81%)	Implement early identification and intervention protocols for students trending toward chronic absenteeism (ABC Meetings). MTS Strengthen home-school communication and outreach efforts to address barriers proactively. (newsletter, second cup of coffee, at home visits) Stronger family-school partnerships: 2Educate families, community, etc. Reconfigure course schedule to incentivize attendance among Native Hawaiian and SPED populations (move Hawaiian Language course to beginning of the day) Increase Intermediate school attendance incentives	Daily attendance rates will increase by 3% by end of the year.	☐ 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 <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>	Panorama survey student responses for "sense of belonging" 55% Daily attendance rate is measured at 79.85%	• Foster a positive school environment that encourages student voice and participation in decision-making processes • Teachers provide innovative curriculum using a variety of learning platforms & instructional strategies • Parent and community involvement in school activities and collaboration in decision-making processes • Continuous evaluation of student perception of school • Providing and actively promoting opportunities for involvement in a wide range of clubs and sports in order to strengthen a sense of belonging. Accountable Lead: Admin, Counselors, Curriculum coordinators, teachers	Panorama results for favorable responses on students' valuing of school will increase by 5% the end of the year. Daily student attendance will increase by 5%	☐ 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>	Intermediate Incentive day eligibility rate 48% Panorama student survey results for Self-Management: <i>How well students manage their emotions, thoughts, and behaviors in different situations</i>: 68%	- Staff will establish and communicate clear expectations and procedures for all students and staff members - Student planner distributed to all staff & students - Utilize a tiered system of support for noncompliance - Durable skills are taught during advisory periods with a focus on social/emotional well-being, bullying, & respect - Attendance, Behavior, and Cores (ABC) meetings to discuss student needs weekly - School-wide (Bulldog Strong Recognition) and incentive days are awarded to students exhibiting positive behaviors Accountable Lead: Admin, Counselors, Curriculum coordinators, teachers	Increase Intermediate Incentive day eligibility rate by 5% Increase favorable responses on student Panorama Results for self-management by 3% by the end of the year.	☐ 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>	Panorama survey responses for "sense of belonging": 55%	- Principles of Nā Hopena A'o are embedded in our Hawaiian Language Courses and Āina programs - School-wide May Fest & Culture Night in which we celebrate Waialua culture and heritage - Advisory lessons address belonging, responsibility, and total well-being - School-wide theme & bulletin boards reflect Hawaiian values of respect & aloha Accountable Lead: Admin, SAC, Counselors, Curriculum coordinators, teachers	Favorable responses on the Panorama Survey for student "sense of belonging" will increase by 5% by the end of the year. 100% of High School students will have the opportunity to participate in clubs.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

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

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>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	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 • Student body government to provide leadership opportunities and collaboratively plan for a variety of activities • Provide hands-on, real-world learning experiences for students to observe and investigate different career fields • Hosting community events such as craft fairs, movie nights, etc., to bring all stakeholders together in support of our school community • Career Days are held in which guest speakers communicate about their careers and inspire our students to dream big. • Dedicated position for College and Career Readiness 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 club options based on student interest Increase club participation by 5%	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

1.3.3. All students graduate high school with a personal plan for their future.	100% of graduating seniors will complete the 20 service hour requirement 100% of seniors will complete a senior portfolio that includes a presentation to faculty	• 20 service hours requirement ○ Students are given various opportunities throughout the year to complete these hours • Advisory lessons focused on senior portfolio completion ○ Quarterly benchmark assignments to monitor successful portfolio completion Accountable Lead: Admin, Curriculum coordinators, advisory teachers	100% of graduating seniors will continue to have completed the 20 service hour requirement 100% of seniors will continue to have completed a senior portfolio that includes a presentation to faculty	☐ 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>
Provide opportunities for <i>Staff engagement through SEL and team bonding activities</i>	According to Panorama survey results, the percentage of teachers responding favorably to "sense of belonging" is 64%	- Professional development days and extended hour sessions that align with our school-wide expectations and procedures - Innovative and creative experiences are created for staff bonding sessions such as scavenger hunts, escape rooms, potlucks/BBQs, and sports activities/tournaments. - Celebrate successes by showcasing student projects, best practices, and teacher innovations across different subjects and grades. Accountable Lead: Admin, Curriculum coordinators	Panorama faculty survey - sense of belonging will increase by 3% 100% of staff will participate in team bonding experiences during the school year	☐ 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>
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>	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 • 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. Accountable Lead: Admin	100% of stakeholders will continue to be represented at each monthly SCC meeting	☐ 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>
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 Participation rate for learning walks among classroom teachers: 100%	• Create ongoing professional development on school-wide expectations and best practices • Collaborative school-wide instructional planning time weekly • Collect school-wide data on school initiatives and instructional practices through quarterly peer learning walks • Regularly conduct admin walkthroughs to ensure high-quality learning takes place across all classrooms • Monitor department deliverables for instructional rigor and consistency among all faculty Accountable Lead: Admin, Curriculum coordinator	100% learning teams attendance among faculty Continue 100% participation in learning walks among classroom teachers	☐ 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 **Waialua High & Intermediate** 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 **Apr 21, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Apr 21, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list):
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: **Apr 21, 2026**

Attested:

Waialua High & Intermediate Principal	Signature	Date
Christine Alexander		Apr 21, 2026

SCC Chairperson	Signature	Date
Racquel Hill-Achiu		Apr 21, 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:
None at this time		

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

None at this time

Attested:

SCC Chairperson	Signature	Date
Racquel Hill-Achiu		Apr 21, 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 <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>	Intermediate: 1,870 Minutes High: 1,870 Minutes
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☒ No ☐ N/A, we meet the requirement
Waialua High & Intermediate Bell Schedule:	

MON * TUES * THURS * FRI

IS: Block A (75)
HS: Period 1/2 (75)
8:00 - 9:15

Break (15)
9:15 - 9:30

IS: Block B (70)
HS: Period 3/4 (70)
9:35 - 10:45

IS: Block C (70)
10:50 - 12:00
HS: Period 5/6 (65)
10:50 - 11:55

Intermediate School
Lunch (30)
12:00 - 12:30
Power Block (45)
12:35 - 1:20

High School
Power Block (45)
12:00 - 12:45
Lunch (30)
12:45 - 1:15

Period 7/8 (65/70)
IS: 1:25 - 2:30 | HS: 1:20 - 2:30

Teacher Time (30)
2:30 - 3:00

WED

IS: Block A (65)
HS: Period 1/2 (65)
8:00 - 9:05

Break (20)
9:05 - 9:25

IS: Block B (65)
9:30 - 10:35
HS: Period 3/4 (60)
9:30 - 10:30

Intermediate School
Lunch (30)
10:35 - 11:05
Block C (60)
11:10 - 12:10

High School
Period 5/6 (60)
10:35 - 11:35
Lunch (30)
11:35 - 12:05

Period 7/8 (55/60)
IS: 12:15 - 1:10 | HS: 12:10 - 1:10

Teacher Time (55)
1:10 - 2:00

Staff Meeting (60)
2:00 - 3:00