



Wai'anae High School Academic Plan (Secondary) SY 2025-2026

85-251 Farrington Highway, Wai'anae, HI
(808) 697-9400

Submitted by Principal Ray Pikelnny-Cook	
Signature here 	3/20/25

Approved by Complex Area Superintendent Disa Hauge	
	04/17/2025



Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the dropdown list to select the 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 /Course Name	English Language Arts	Mathematics	Science	Social Studies
9-12 English Language Arts	Other: ▾ Common Lit,	Other: ▾ Reveal Math	OpenSciEd	N/A
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

Please list all supplementary instructional materials used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

9th ELA - iXL				
Sped Teachers - iXL				
9-12 ELA - ReadTheory				
Sped Teachers - ReadTheory				



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: Professional Learning Community (PLC)/Data Team Minutes

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
9-12	Galileo K12 ▾	Galileo K12 ▾
9-12	Other: ▾ Common Lit	Select One ▾
	Select One ▾	Select One ▾

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:



<input checked="" type="checkbox"/>	Date completed:	11/6/2024	Current Comprehensive Needs Assessment (CNA)
<input checked="" type="checkbox"/>	Date completed:	2/14/2025	Other current accreditation self-study or external CNA (WestEd CNA, Updated)
<input checked="" type="checkbox"/>	Last full self study	4/22/2024	Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
<input checked="" type="checkbox"/>	Next full self-study	28-29	WASC (if currently in a full study cycle, estimate next full cycle)

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

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

1	<u>School Area Need:</u>	A critical need exists for improved reading skills among 9th-grade students. This deficiency impacts student success across all content areas.
	<u>Root/Contributing Cause(s):</u>	1A: Instructional teams inconsistently use student learning data and instructional strategy (practice) data to design fluid instructional groupings that respond to student needs. 1B: Teachers inconsistently create instructional plans in response to student performance on pre-tests and other methods of assessment to provide support or enhanced learning opportunities for students.
2	<u>School Area Need:</u>	A critical need exists for improved basic math skills among 9th grade students to enable them to successfully navigate Algebra I. Students need a strong algebraic understanding to access higher-level mathematics.
	<u>Root/Contributing Cause(s):</u>	2A: Data is used inconsistently in data teams to develop targeted instructional plans in order to meet student needs. 2B: Access to multiple modes of instruction specifically designed to support learning (eg. all students are engaged in actively processing via teacher-led engagement strategies that give the teacher formative feedback on student mastery of the skill or content) is inconsistent across the school.
3	<u>School Area Need:</u>	A critical need exists for improved two-way communication with families.
	<u>Root/Contributing Cause(s):</u>	3C: Parents have opportunities to engage with the school in supporting their child's learning, but they do not have readily available and robust avenues to engage in a long term two-way relationship with the school to support their child's progress.

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



1	<u>Targeted Subgroup:</u>	Special Education
	<u>Identified School Area Need(s):</u>	Special education learners are a diverse group with specific learning needs. They need access to Tier 1 instruction to the fullest extent possible as well as individualized supports as needed.
2	<u>Targeted Subgroup:</u>	English Learners + Exits
	<u>Identified School Area Need(s):</u>	Our diverse EL learners possess varied language, cultural, and socio-emotional needs, requiring personalized support. To effectively address these needs, consistent implementation of sheltered instruction strategies across all content areas is essential. This tailored approach will ensure our EL population receives the individualized support they require for academic success.
3	<u>Targeted Subgroup:</u>	
	<u>Identified School Area Need(s):</u>	
4	<u>Targeted Subgroup:</u>	
	<u>Identified Complex Area Need(s):</u>	



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 “What do we plan to accomplish?”	Root/ Contributing Cause “Why are we doing this?”	Enabling Activities “How will we achieve the desired outcome?”			Anticipated Source of Funds and Estimate of Additional Amount Needed
		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?”		



Reading Proficiency				
1.1.2. All students read grade level text proficiently enough to make adequate progress on the power standards.	IA,1B	<p>Data Analysis and Disaggregation: ELA teachers meet weekly in their Professional Learning Community (PLCs/course-alikes) during non-instructional time (NIT) blocks to use the Data Team process to analyze student performance data, to identify student groups falling behind and pinpoint specific areas of difficulty, and to select high-impact instructional strategies.</p> <p>Coaching/Mentoring/Professional Development: •ELA Academic Coaches and department chairs support ELA and Social Studies teachers through walkthroughs, whisper coaching, data cycle dialogue focused on CFAs, formative assessment results, academic discourse, and other high-yield instructional strategies. •Administrators will conduct walkthroughs and provide timely feedback.</p> <p><i>Accountable Leads:</i> • <i>Course Alike Lead/DH Head</i> • <i>Instructional Coaches</i> • <i>Admin</i></p>	•CFAs •Galileo Benchmark Assessments •Walkthrough data •Data Cycle minutes, inclusive of student groups and targeted interventions.	----- Total: \$0
1.1.2a. Students who do not read proficiently at grade level receive necessary and timely support to become proficient.	IA,1B	<p>Targeted Interventions: During weekly Professional Learning Community (PLCs/course-alikes) meetings during non-instructional time (NIT) blocks, teachers identify groupings based on Common Formative Assessments (CFAs) and design lesson plans that include targeted interventions and strategies tailored to the specific needs of each student group. This may include: •Tiered instruction with differentiated instruction for struggling learners and advanced students. •After-school programs for additional support and summer school opportunities for both recovery and enrichment. •Provide small group instruction that cater to diverse learning styles. •Curriculum, instructional supports, and access to technology</p>	•CFAs •Galileo Benchmark Assessments •Walkthrough data •Data Cycle minutes, inclusive of student groups and targeted interventions.	----- Total: \$0



		& tools needed to service the range of student learners. <i>Accountable Leads:</i> <ul style="list-style-type: none"> • Course Alike Lead/DH Head • Instructional Coaches • Admin 		
Mathematics Proficiency				
1.1.3. All students are proficient in Algebra I by the end of 9th grade. and those who are not proficient receive necessary and timely support to become proficient.	2A,2B	Data Analysis and Disaggregation: Math teachers meet weekly in their PLCs/course-alikes during non-instructional time (NIT) blocks to analyze student performance data, to identify student groups falling behind and pinpoint specific areas of difficulty, and to select high-impact instructional strategies. Coaching/Mentoring/Professional Development: <ul style="list-style-type: none"> • Math Academic Coaches and department chairs support ELA and Social Studies math teachers through walkthroughs, whisper coaching, data cycle dialogue focused on Common Formative Assessments (CFAs), academic discourse, and other high-yield instructional strategies. • Administrators will conduct walkthroughs and provide timely feedback. <i>Accountable Leads:</i> <ul style="list-style-type: none"> • Course Alike Lead/DH Head • Instructional Coaches • Admin 	<ul style="list-style-type: none"> • CFAs • Galileo Benchmark Assessments • Walkthrough data • Data Cycle minutes, inclusive of student groups and targeted interventions. 	WSF: \$50000 ----- Total: \$50000
1.1.3a. Students who are not proficient in math receive necessary and timely support to become proficient.	2A,2B	Targeted Interventions: During weekly PLC meetings, teachers identify groupings based on CFAs and design lesson plans that include targeted interventions and strategies tailored to the specific needs of each student group. This may include: <ul style="list-style-type: none"> • Tiered instruction with differentiated instruction for struggling learners and advanced students. • After-school programs for additional support and summer school opportunities for both recovery and enrichment. • Provide small group instruction that cater to diverse learning 	<ul style="list-style-type: none"> • CFAs • Galileo Benchmark Assessments • Walkthrough data • Data Cycle minutes, inclusive of student groups and targeted interventions. 	WSF: \$50000 ----- Total: \$50000



		<p>styles.</p> <ul style="list-style-type: none"> •Curriculum, instructional supports, and access to technology & tools needed to service the range of student learners. <p><i>Accountable Leads:</i></p> <ul style="list-style-type: none"> • <i>Course Alike Lead/DH Head</i> • <i>Instructional Coaches</i> • <i>Admin</i> 		
Other				
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	1A,1B,2A,2B, 3C	<p>Staffing, Certification, and Professional Development</p> <ul style="list-style-type: none"> •Recruitment and Retention - Actively recruit and retain certified teachers in Sped and EL. Also, direct community resources (i.e. Kalama InPeace) with supporting teachers currently obtaining sped and EL licensure. •General Educator Training in Inclusive Practices - identify strategies for supporting EL and Sped students in general education classrooms. •ELL Success Plan - the school and complex area will develop a 3-year EL Success Plan to enrich all students with language experiences. <p><i>Accountable Leads:</i></p> <ul style="list-style-type: none"> • <i>Course Alike Lead/DH Head</i> • <i>Instructional Coaches</i> • <i>Admin</i> 	<ul style="list-style-type: none"> •increase in HQT Sped teachers •increase in TESOL certified teachers •increase PD opportunities for Sped and EL inclusive practices •attendance rosters, teacher reflections/feedback •NWCA 3-year English Language Success Plan 	<p>WSF: \$50000 Title I: \$457467 CSI/MRI: \$394200 ----- Total: \$901667</p>
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	3C	<p>Streamlining Student Transition from Middle to High</p> <p>1. Articulation meetings - to identify students who might benefit from extra student support (Sped, EL, Foster Care, Homeless, struggling learners) with academic support services, social-emotional learning programs, and transition counseling upon entering high school.</p> <p>2. IEP Transition meetings - to hold collaborative IEP meetings at the middle school with both middle and high school staff involved to foster smooth transitions to high school.</p> <p>3. 8th Grade Transition Field Trip to WHS Career and</p>	<ul style="list-style-type: none"> •9th Grade SSO •Minutes to monitor student success •9th Grade referral data •9th Grade academic data •9th Grade CTE schedule changes •Feedback from staff, community and family 	<p>----- Total: \$0</p>



		<p>Technical Education programs - Interactive tours led by current CTE high school students including co-curricular activities.</p> <p>4. 9th Grade Orientation on the First Day - Dedicate the first day of school for incoming 9th graders to familiarize themselves with the school building and layout, meet key staff members (counselors, advisors, etc.), and learn about school procedures and expectations.</p> <p>5. Incoming 9th Grade Parent Night - to introduce the 9th grade support team; block scheduling, graduation requirements, standards-based grading, Chapter 19, CTE, and club sign-ups.</p> <p><i>Accountable Leads:</i></p> <ul style="list-style-type: none"> •PCNC •Admin 	<p>to improve school programs and processes</p> <ul style="list-style-type: none"> •Increased parent satisfaction rating. •Increased communication between teachers, students, and families on academic progress. 	

★ GOAL 1.2: All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome "What do we plan to accomplish?"	Root/Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" 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 and Estimate of Additional Amount Needed
1.2.1. All students desire to and attend school regularly.	1B, 2B, 3C	<p>Fostering a Positive and Engaging School Environment</p> <p>Wai'anae High School is committed to holistic student success by enhancing Student Support Offices as central hubs for comprehensive academic, behavioral, and attendance assistance, expanding engagement opportunities through diverse</p>	<ul style="list-style-type: none"> •SSO minutes •Midterm checks •number and variety of 	<p>WSF: \$5000</p> <p>Title I: \$5000</p> <p>-----</p> <p>Total: \$10000</p>



		<p>electives and extracurricular activities, and providing personalized support for alternative program students through individualized counseling, credit recovery, and strong family partnerships, thereby ensuring all students have the resources and opportunities to thrive.</p> <p><i>Accountable Leads:</i></p> <ul style="list-style-type: none"> • Admin • Academy SSO 	<p>chartered clubs</p> <ul style="list-style-type: none"> •percentage of students in sports •student satisfaction surveys •number of student activity events •feedback from staff, community, and family to improve school programs and processes. 	
<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>1B, 2D, 3B, 3C</p>	<p>Implement PBIS (Positive Behavioral Intervention System) -Provide positive behavioral supports, model and reinforce positive behaviors, create a safe and supportive environment</p> <p>Revisit School Rules, Teach Set Clear Expectations: -Involve students and staff in the development of school-wide behavior expectations and develop a reinforcement system</p> <p>Teach Social-Emotional Skills (eg. conflict management, self-management, responsible decisionmaking): -Integrate social-emotional learning (SEL) into the advisory curriculum where they can practice conflict resolution, communication, and empathy through role-playing, group discussions, and cooperative learning activities during advisory period. -Offer targeted interventions and support from academy SSO offices for students who may struggle with social-emotional skills or behavior management.</p> <p><i>Accountable Leads:</i></p> <ul style="list-style-type: none"> • Admin • Academy SSO 	<ul style="list-style-type: none"> •Panorama survey •Advisory surveys •Referral data •Number of students participating in groups •Attendance records at PCNC,Community Specialist events •Increased parent satisfaction rating on the SQS •Increased communication between teachers and students/families on academic progress. 	<p>----- Total: \$0</p>



1.2.3. All students experience a Nā Hopena A'o environment for learning.	1B, 2D, 3B, 3C	<p>Wai'anae High School will foster a thriving community through the BREATH framework: building Belonging with advisories and clubs, instilling Responsibility through strong relationships, pursuing Excellence with comprehensive support and diverse opportunities, embedding ALOHA in the school culture, prioritizing Total Wellness, and grounding everything in Hawai'i's values and traditions through professional development for staff and parents, and creating integrated lessons with the HA framework that can be implemented with students through advisory.</p> <p><i>Accountable Leads:</i></p> <ul style="list-style-type: none"> • Camille & Lei • SAC 	<ul style="list-style-type: none"> • Panorama survey results • Advisory/connect edness survey results 	<p>-----</p> <p>Total: \$0</p>
1.2.4. All students are supported by a school culture driven by PBIS and HMTSS systems that encourage them to have positive behaviors.	1B, 2D, 3B, 3C	<p>HMTSS Systems</p> <ol style="list-style-type: none"> 1. A school-wide HMTSS system will be refined and implemented to support all students in connecting to school through clubs, student activities, and common school-wide expectations with consistent and predictable rewards and consequences. 2. All students will receive an evidence-based social-emotional learning curriculum designed to increase coping and problem-solving skills during the advisory period. 3. A restorative justice system of learning consequences will be in place to support social and emotional health. 4. Students will have opportunities to express their voice about their learning and experiences in our school. 5. Students will have opportunities to showcase their learning in school social events open to the community CTE showcases, band performances, collage and career nights, club gatherings, and parent nights. <p><i>Accountable Leads:</i></p> <ul style="list-style-type: none"> • Admin • Academy SSO 	<ul style="list-style-type: none"> • Chapter 19 data • Panorama survey • Advisory/connect edness survey • Number of opportunities to showcase student achievement • Number of attendees for student showcase events 	<p>-----</p> <p>Total: \$0</p>



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

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" 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 and Estimate of Additional Amount Needed
1.3.1. All students engage in a variety of career, community, and civic opportunities.	1B, 2D, 3B, 3C	<p>Empowering Students through Preparation, Exploration, Engagement, Advocacy, and Real-World Learning Experiences</p> <p>Wai'anae High School prepares students for post-secondary success through a comprehensive strategy that includes advisory programs for career skills, expanded industry certifications and student organizations, robust work-based learning, early college opportunities, and integrated civic engagement, ensuring students are ready for both higher education and community contributions.</p> <ul style="list-style-type: none"> •CTE coordinator •WBL coordinator •Admin 	<ul style="list-style-type: none"> •Number of students identified as: -CTE completers -earning CTE honors -completing industry certification -WBL experiences held and internships completed -completing job interviews -passing their Personal Transition Plan (PTP) credit -number of service learning, civic engagement, or volunteer experiences offered 	Title I: \$45000 CSI/MRI: \$25000 ----- Total: \$70000
1.3.1a. All students will participate in a complex-wide Ola Moku civic learning experience at a DOK4 level.	1B,2B,3C	Teachers will be trained on the complex area-wide initiative, <i>Ola Moku</i> ("a thriving community") and will be given opportunities to join a cohort and earn PD credits for developing integrated lessons at a DOK4 level that weaves	<ul style="list-style-type: none"> •DOK4 Ola Moku lessons and student work 	CSI/MRI: \$10000 ----- Total: \$10000



		place-based education into their curriculum. Teachers will be asked to share their implementation plans and student work. •PCNC •Community School Specialist •Admin		
K-12 Alignment				
1.3.2. All students exit high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	1A,2B	<p>To ensure all students graduate with a strong academic foundation aligned with career pathways, we will strengthen vertical articulation between middle and high school through a standardized curriculum, pre-algebra readiness programs, early identification of advanced learners, and aligned career pathway pipelines. Within the high school, targeted academic support will be provided through tiered instruction, credit recovery programs, and afterschool tutoring and mentoring. Crucial to these efforts is ongoing professional development for teachers, focusing on content-specific training, data cycle analysis, and effective instructional strategies, empowering them to deliver progressively challenging coursework and support all students' success.</p> <p><i>Accountable Leads:</i></p> <ul style="list-style-type: none"> • Admin • Instructional Coaches 	<ul style="list-style-type: none"> •Galileo data •Number of students in AP, honors, early college •Number of students enrolled in credit recovery programs •Number of students who were "off track" for graduation who became "on track" •Course alike minutes following data cycle protocol based on CFA and benchmark data •Curriculum maps and pacing guides 	<p>-----</p> <p>Total: \$0</p>
1.3.3. All students graduate high school with a personal plan for their future.	3C	<p>Advisory, Personal Transition Plan, and Counseling</p> <p>1. Advisory - All students will belong to an advisory class led by an advisory teacher that meets regularly each week. A sequence of lessons are taught to increase self-awareness and confidence in their future goals.</p> <p>Accountable Lead:</p> <ul style="list-style-type: none"> •Instructional Coaches <p>2. Personal Transition Plan - All students will work towards completing their Personal Transition Plan graduation requirement in advisory which includes but not limited to the following:</p> <ul style="list-style-type: none"> •Grade 9 - building community, taking interest inventories and 	<ul style="list-style-type: none"> •Number of students earning 0.5 PTP credit on time •Number of students accessing CCC •Number of students attending college presentations •Number of attendees for FAFSA and other college community events •Number of students 	<p>CSI/MRI: \$10000</p> <p>-----</p> <p>Total: \$10000</p>



		<p>exploring career pathways</p> <ul style="list-style-type: none"> •Grade 10 - researching careers, writing a timeline, writing goals statements and skills challenges •Grade 11 - preparing resumes and identifying three references •Grade 12 - experience job readiness and practicing job interviews <p><i>Accountable Leads:</i></p> <ul style="list-style-type: none"> •CTE & WBL Coordinators <p>3. College and Career Readiness Support - Students will be provided with college and career opportunities including College Week for students and their families and other college and career readiness events conducted by the College and Career Center. Counselors and coaches will be meeting with each senior to identify supports (e.g. Peer Forward supporting seniors with FSA-ID). Additional supports will be provided for those entering directly into the workforce.</p> <p><i>Accountable Leads:</i></p> <ul style="list-style-type: none"> •College and Career Center •Counselors 	participating in CTE internships	



PRIORITY 2: HIGH-QUALITY EDUCATOR WORKFORCE IN ALL SCHOOLS

★ GOAL 2.1: All students are taught by effective teachers who are committed to quality teaching and learning for all.



★ GOAL 2.2: All schools are fully staffed by effective support staff who are committed to providing quality services to support students.

★ GOAL 2.3: All schools are led by effective school administrators who are committed to supporting all staff and students.

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?" 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 and Estimate of Additional Amount Needed
2.4.1. All staff are effective or receive the necessary support to become effective through a system of support that includes robust coaching.	1A,2A,1B,2B	Wai'anae High School provides robust support for its staff through a multi-tiered approach: new teachers receive comprehensive preparation via a week-long summer orientation and ongoing professional learning communities led by the ILT team; course-alike support is offered through dedicated academic coaches who provide observation, feedback, resource development, and collaborative planning; and consistent collaboration time during non-instructional blocks allows teachers to engage in data-driven planning and receive guidance from academic coaches on analyzing student performance and implementing effective interventions, ensuring a continuous cycle of professional growth and improved student outcomes. <i>Accountable Leads:</i> •ILT team	•Beginning teacher orientation attendance •Professional development calendar •PLC meeting notes •Walkthrough data	CSI/MRI: \$50000 ----- Total: \$50000
2.4.2. All teachers are supported by an Instructional Leadership team (ILT) led by the principal that charts the school's improvement plan, gives regular classroom feedback, provides professional development opportunities, and supports teams in Professional Learning Communities.	1A,2A,1B,2B	The Instructional Leadership Team, under the principal's guidance, will empower teacher professional learning communities through two key strategies: first, they will establish a clear instructional vision by revisiting and communicating expectations, creating visual aids, and implementing consistent meeting templates; second, a robust coaching system will provide professional development for coaches and administrators, establish coaching cycles, build reflective practice tools, organize peer observations, and focus on effective lesson planning aligned with curriculum standards and formative assessment practices. A continued focus on lesson planning: aligning curriculum and pacing Maps, PD on	• Walkthrough data by administration and coaches •Teacher Panorama data •PD surveys •PD attendance records •PD feedback and/or reflections •Curriculum maps and pacing guides	CSI/MRI: \$64000 ----- Total: \$64000



		<p>professional practices, academic conversations, formative assessments, and DOK2 discussion and tasks that engage student learning.</p> <p>The admin team will observe every teacher and provide them with constructive feedback twice per month using the school walkthrough form. The ILT will use this data to triangulate PD and coaching needs in order to provide teachers with support.</p> <p><i>Accountable Leads:</i></p> <ul style="list-style-type: none">• <i>Instructional Coaches</i>• <i>Admin team</i>		



PRIORITY 3: EFFECTIVE AND EFFICIENT OPERATIONS AT ALL LEVELS

★ **GOAL 3.1:** All school facilities are safe, well-maintained, compliant with all laws and regulations, clean, and attractive to provide a positive and inviting learning environment for students and staff.

★ **GOAL 3.2:** All operational and management processes are aligned and implemented in an equitable, transparent, effective, and efficient manner.

★ **GOAL 3.3:** Families and staff are informed of and engaged in planning and decision-making processes affecting students in a meaningful and timely manner.

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?”		Monitoring of Progress “How will we know progress is being made?”	Anticipated Source of Funds and Estimate of Additional Amount Needed
		Name of Accountable Lead(s) “Who is responsible to oversee and monitor implementation and progress?”			
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	3C	School Community Council (SCC) meets on the 2nd Wednesday of each month. The SCC chairperson sends an agenda to the Principal, who ensures it is posted to the school's website and marquee. Monthly meeting minutes are taken and posted on the website. Two public SCC meetings are offered each year for reporting on student achievement and for providing input into the school's Academic Plan. <i>Accountable Leads:</i> <ul style="list-style-type: none">• <i>Principal</i>• <i>PCNC</i>• <i>SCC</i>		•SSC minutes •Feedback from staff, community and family to improve school programs and processes •Increased parent satisfaction rating	----- Total: \$0
3.3.2. Family/community engagement consists both of opportunities to engage in promoting student success as well as forums for parent and family	3C	Wai’anae High School is committed to strengthening family communication through a multifaceted approach: our website will serve as a dynamic resource, continually updated with vital information, events, and opportunities for feedback; the School Community Team, comprised of SAC, PCNC, and the		•Number of participants at events held at the school •Parent panorama survey data	Title I: \$125000 CSI/MRI: \$130000 ----- Total: \$255000



concerns.		<p>Community Schools Specialist, will actively engage families through events focusing on academic progress and school updates, while also facilitating teacher professional development and parent workshops; and school leadership will consistently communicate expectations and provide actionable strategies for families to support their children's learning at home, ensuring a collaborative partnership for student success.</p> <p><i>Accountable Leads:</i></p> <ul style="list-style-type: none"> • Community School Specialist • PCNC • Administration 	<ul style="list-style-type: none"> • Feedback from staff, community and family to improve school programs and processes • Increased parent satisfaction rating 	

APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to Hawaii Revised Statutes Section (HRS) 302A-251, as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.

This section showcases Wai'anae High current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	[Insert value; refer to cell D58 in the bell schedule tool]
Did your school submit a SCC Waiver Request Form? Please explain.	



Bell Schedule: [Please link, embed a table, or insert an image of your school bell schedule here]	