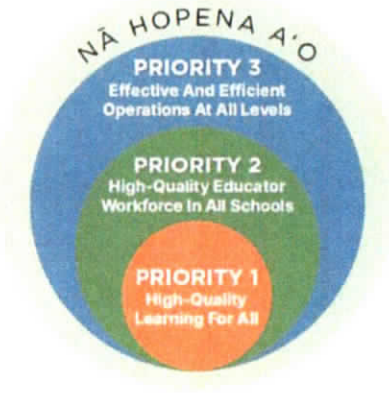




Wai'anae Intermediate School

Academic Plan

SY 2025-2026

85-626 Farrington Hwy.

Wai'anae, HI 96792

(808) 305-2700

Submitted by Principal John Wataoka

Signature here

A handwritten signature in blue ink, appearing to read 'John Wataoka'.

Date

3/20/2025

Approved by Complex Area Superintendent Disa Hauge

A handwritten signature in blue ink, appearing to read 'Disa Hauge'.

3/20/25



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
7	'19 EL Education 6-8 La... ▾	Other: ▾ Into Math	Teacher Created	Teacher Created
8	'19 EL Education 6-8 La... ▾	Other: ▾ Into Math	Teacher Created	Teacher Created

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.

7	Freckle, Open Up Resources (EL)	Freckle		
8	Freckle, Open Up Resources (EL)	Freckle		



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:

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
7	Galileo K12 ▾	Galileo K12 ▾
7	Other: ▾ STAR Reading	Other: Freckle ▾
7 EL Potential	WIDA Screener ▾	Galileo K12 ▾
8	Galileo K12 ▾	Galileo K12 ▾
8	Other: Freckle ▾	Other: ▾ Freckle
8 EL Potential	WIDA Screener ▾	Galileo K12 ▾



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:

☒	Date completed:	11/6/2024	Current Comprehensive Needs Assessment (CNA)
☒	Date completed:	3/15/2024	Other current accreditation self-study or external CNA (WestEd CNA, Updated)
☒	Last full self study	5/1/2021	Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
☐	Next full self-study	2026 - 2027	WASC Self Study (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>	Increase Academic Achievement with a Focus on Equity
	<u>Root/Contributing Cause(s):</u>	Students facing poverty, homelessness, and mobility challenges experience instability that hinders their attendance and learning.
2	<u>School Area Need:</u>	Enhance Instructional Leadership Team Support and Provide Staff Professional Development to increase Academic Rigor
	<u>Root/Contributing Cause(s):</u>	High teacher turnover is hindering the school's ability to maintain consistent and high-quality instruction, impacting academic rigor and the development of a reliable student achievement accountability system.
3	<u>School Area Need:</u>	Implement Effective Multi-Tiered Systems of Support (MTSS)
	<u>Root/Contributing Cause(s):</u>	Adolescent students often require additional support due to their developmental stage and the academic and social skill gaps they bring from feeder schools, requiring a holistic and integrated approach to monitor progress and engage families.



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>	Economically Disadvantaged
	<u>Identified School Area Need(s):</u>	Instability due to poverty, homelessness, and mobility negatively impacts student learning and attendance. To achieve success, our 77% disadvantaged students require personalized and culturally responsive instruction within a supportive environment to overcome instability.
2	<u>Targeted Subgroup:</u>	English Language Learners
	<u>Identified School Area Need(s):</u>	To overcome language and cultural barriers, EL students, with their diverse needs, require targeted language instruction, culturally responsive teaching, and individualized support to achieve academic success.
3	<u>Targeted Subgroup:</u>	Special Education
	<u>Identified School Area Need(s):</u>	Special education students, with diverse neurological differences, require personalized learning pathways, specialized instruction, and inclusive opportunities. They also need access to quality Tier 1 instruction and individualized support to address their unique learning, behavior, and communication needs.
	<u>Targeted Subgroup:</u>	
	<u>Identified Complex Area Need(s):</u>	



PRIORITY 1: HIGH-QUALITY LEARNING FOR ALL

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?" 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
Reading Proficiency				
1.1.2. All students read grade level text proficient enough to make adequate progress on the power standards.	Students with diverse needs require individualized instructional strategies, interventions, support, and culturally responsive teaching to achieve equitable opportunities for success. Root Causes: 1, 2, 3	Enabling Activities: - ELA teachers will implement the Exploratory Learning (EL) curriculum to expose students to standards-based instruction - Social Studies curriculum exposes students to grade-level texts and integrates writing standards - English and Social Studies departments will utilize their data trackers to analyze student assessment data to plan and implement differentiated instruction Accountable Leads: - Administration-Coaching Team (ACT) - English Academic Coach - Social Studies Academic Coach - Social Studies Department - English Department	- Department data trackers house student common and formative assessment data aligned to grade-level content standards - SBA scores for reading and writing - Galileo scores (3x/year)	English and Social Studies Academic Coaches - \$156,000 (Title I) ----- Total: \$156,000 SW5 SW6
1.1.2a. Students who do not read proficiently at grade level receive necessary and timely support to become proficient.	Students with diverse needs require individualized instructional strategies, interventions, support, and culturally responsive teaching to	Enabling Activities: - English Intervention classes (period 5) provide differentiated instruction to small targeted groups based on the analysis of student assessment data aligned to grade-level standards Accountable Leads:	- English Department data tracker - SBA scores for reading and writing - Galileo scores (3x/year)	SW5 SW6



	achieve equitable opportunities for success.	- ACT - English Academic Coach - English Department		
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.	Students with diverse needs require individualized instructional strategies, interventions, support, and culturally responsive teaching to achieve equitable opportunities for success. Root Causes: 1, 2, 3	Enabling Activities: - Math curriculum (Into Math) is aligned to grade-level standards and provides teachers with scaffolding materials to close learning gaps and moves students toward Algebra I proficiency. - Teachers pull grade-level assessment questions from the SBA testing platform to construct common summative assessments for each unit throughout the school year. - During Intervention (Period 5), Freckle is utilized for student assessments and provides teachers with formative data to provide targeted differentiated instruction Accountable Leads: - Math Department - Math Academic Coach	- Math Department data tracker - SBA scores for Math - Galileo scores - Freckle scores	Math Academic Coach - \$78,000 (Title I) ----- Total: \$78,000 SW5 SW6
1.1.3a. Students who are not proficient in math receive necessary and timely support to become proficient.	Students with diverse needs require individualized instructional strategies, interventions, support, and culturally responsive teaching to achieve equitable opportunities for success. Root Causes: 1, 2, 3	Enabling Activities: - Math Intervention classes (Period 5) provide differentiated instruction to small targeted groups based on student assessment data and grade-level CCSS - Teachers pull grade-level assessment questions from the SBA testing platform to construct common summative assessments for each unit throughout the school year. - Freckle is utilized for student assessments and provides teachers with formative data to provide targeted differentiated instruction Accountable Leads: - ACT	- Math Department data tracker - SBA scores for Math - Galileo scores - Freckle scores	Universal Screener - \$8,000 (Title I) ----- Total: \$8,000 SW5 SW6



		- Math Academic Coach - Math Department		
Other				
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	Students with diverse needs require individualized instructional strategies, interventions, support, and culturally responsive teaching to achieve equitable opportunities for success. Root Causes: 1, 2, 3	Enabling Activities: - English and Social Studies departments will utilize their data trackers to analyze student assessment data to plan and implement differentiated instruction - English Intervention classes (period 5) provide differentiated instruction to small targeted groups based on the analysis of student assessment data aligned to grade-level standards - Math curriculum (Into Math) is aligned to grade-level standards and provides teachers with scaffolding materials to close learning gaps and moves students toward Algebra I proficiency. - Math Intervention classes (Period 5) provide differentiated instruction to small targeted groups based on student assessment data and grade-level CCSS - EL students are exposed to standards-based instruction through the Open Up Resources curriculum. - FSC students engage in interdisciplinary lessons that blend Community Based Instruction with reading, writing, and math content and skills. Accountable Leads: - Admin - Academic Coaches - Teachers	- Department Data Trackers - SBA Scores - HSA Science Scores - Galileo Scores	Data Coach - \$78,000 (WSF) ----- Total: \$78,000 SW6
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	A holistic and integrated approach is needed to monitor student progress across cognitive, socio-emotional, and physical domains, and to effectively engage	Enabling Activities: - Rising 7th grade students visit WIS as an introduction to our campus, schoolwide rituals and routines, elective class options, and the ASAS program. - Rising 9th grade students visit Wai'anae High School for a transition field trip to prepare them for	- Promotion data - IEPs accurately reflect placements in learning environments - Enrollment data for ASAS Summer Program and Credit	ASAS Contract - \$168,000 (21st Century) Transportation - \$7,000 (WSF)



	families in supporting student learning. Root Cause: 3	the upcoming school year and visit academies. - WHS staff assist students with the 9th Grade registration process (selecting AVID, Honors ELA and elective classes) - WIS administration, SSC and Care Coordinators participate in SPED transition meetings with feeder elementary schools to determine placements that are in alignment with student academic and behavior data - ASAS Summer Program for rising WIS 7th and 8th grade students exposes students to opportunities to engage with their peers in collaborative activities that build their social and emotional development. - Summer Credit Recovery Program provides small group instruction to students in need of up to 2 credits for grade-level promotion. Additionally, the program is open to current WIS students in need of academic enrichment activities for the four core content areas (Math, English, Science and Social Studies). - 7th and 8th grade students visit college campuses (UHWO and LCC) to provide exposure to college opportunities available on the island. Accountable Leads: - Counselors - SSC - Administrators - ASAS - Summer Credit Recovery Program Lead	Recovery - Participation data for college visits - Student Participation Survey (following college visits) - 9th Grade Registration schedule	College Visits - \$35,000 (GEAR UP) Summer - \$40,000 (Federal) ----- Total: \$250,000 SW5 SW6
--	--	---	---	--



★ **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.	A holistic and integrated approach is needed to monitor student progress across cognitive, socio-emotional, and physical domains, and to effectively engage families in supporting student learning. Root Causes: 1, 3	Enabling Activities: - Middle School Committee plans and delivers quarterly professional development sessions around effective Middle School practices to the entire staff to build knowledge of the middle school child. - PBIS Committee will plan and hold quarterly events highlighting students who meet the criteria for Principal's List, Caught You Being Good, and Jr. SeaReader Campaign - Weekly visits from Truancy Court staff assist with identifying chronically absent students and providing timely interventions as needed to increase daily attendance. - The ASAS program provides extra curricular activities for all students and builds individuals' academic and social skills. The program offers a variety of activities (i.e., sports, technology based programs, culinary, arts and crafts). Students and their families participate in quarterly community events held on campus which highlights students and the programs they are involved in. Accountable Leads: - Middle School Committee - PBIS Committee - attendance office - Counselors - ASAS staff	- Attendance data - Truancy Court data - Middle School and PBIS Committee events on Master Calendar - ASAS participation attendance	AMLE Conference - \$15,000 (Title I) PBIS Conference - \$15,000 (Title I) ----- Total: \$30,000 SW5 SW6



1.2.2. All students demonstrate positive behaviors at school.	A holistic and integrated approach is needed to monitor student progress across cognitive, socio-emotional, and physical domains, and to effectively engage families in supporting student learning. Root Causes: 1, 3	Enabling Activities: - PBIS quarterly events (Jr.SeaREADer Campaign, Principal List Awards, Caught you Being Good) highlight students who have demonstrated positive behaviors in school. - PD delivered by the Middle School Committee provides ongoing staff learning opportunities to provide a supportive and nurturing learning environment that meets the needs of the middle school adolescent. Accountable Leads: - PBIS Committee - Middle School Committee	- Suspension data from the School Status and Improvement Report - Middle School Committee events on Master Calendar	PBIS Events - \$5,000 (WSF) ----- Total: \$5,000 SW6
1.2.3. All students experience a Nā Hopena A'o environment for learning.	A holistic and integrated approach is needed to monitor student progress across cognitive, socio-emotional, and physical domains, and to effectively engage families in supporting student learning. Root Causes: 1, 2, 3	Enabling Activities: - Science department implements aina-based learning in all classrooms. Students are exposed to hands-on learning experiences that integrate content skills and knowledge with cultural and community responsibilities (i.e., Keawaula field trips, Big Island field trip, Mt. Ka'ala). - FSC classes work collaboratively with Hoa Aina O Makaha with community based instruction and connect students with the 'aina. Accountable Leads: - Science Department - Science Academic Coach - Science Department Head - FSC Classes	-Field trip attendance	Science Coach - \$78,000 (Title I) ----- Total: \$78,000 SW5 SW6
1.2.4. All students are supported by a school culture driven by PBIS and HMTSS systems that encourage them to have positive behaviors.	A holistic and integrated approach is needed to monitor student progress across cognitive, socio-emotional, and physical domains, and to effectively	Enabling Activities: - Intervention (Period 5) classes (Social Studies and Science) provide goal setting and SEL learning activities for all students to address their academic, social and emotional needs. - PBIS quarterly activities (Jr.SeaREADer Campaign, Principal List Awards, Caught you Being Good)	- Suspension data from the School Status and Improvement Report - Attendance data - Retention data - ASAS participation data	PBIS Incentives - \$15,000 (WSF) ----- Total: \$15,000



	engage families in supporting student learning. Root Causes: 1, 3	highlight students who have demonstrated positive behaviors in school. - The ASAS program provides extra curricular activities for all students and builds individuals' academic and social skills. The program offers a variety of activities (i.e., sports, technology based programs, culinary, arts and crafts). Students and their families participate in quarterly community events held on campus which highlights students and the programs they are involved in. - After school tutoring provides all students' with individual or group support from our instructional staff to improve their academic performance. - Counselors provide individualized check-ins with students as needed to address social, emotional, and/or academic needs. - Team meetings provide teachers and counselors the opportunity to dialogue about students' strengths and areas for growth. Additionally, team meeting time allows for timely and open communication with students and their families. Accountable Leads: - ACT - Social Studies and Science Academic Coaches - PBIS Committee - ASAS - Counselors - 7th and 8th Grade Teams	- Daily tutoring attendance - Student Progress Log	SW6
--	---	---	---	------------



★ **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.	A holistic and integrated approach is needed to monitor student progress across cognitive, socio-emotional, and physical domains, and to effectively engage families in supporting student learning. Root Causes: 1, 3	Enabling Activities: - All students are invited to participate in college visits to UHWO and LCC. These events allow for exposure to college and careers post high school. - College Week activities, led by AVID students, engage students in continued learning about colleges and careers. Career Day is the culminating activity of College Week where guest speakers share job-related information with students and expose students to post high school careers. - The ASAS program provides extra curricular activities for all students and builds individuals' academic and social skills. The program offers a variety of activities (i.e., sports, technology based programs, culinary, arts and crafts). Students and their families participate in quarterly community events held on campus which highlights students and the programs they are involved in. - Science department implements aina-based learning in all classrooms. Students are exposed to hands-on learning experiences that integrate content skills and knowledge with cultural and community responsibilities (i.e., Keawaula field trips, Big Island field trip, Mt. Ka'ala). - FSC classes work collaboratively with Hoa Aina O Makaha with community based instruction and connect students with the 'aina.	- Participation data for college visits - AVID students' College Week projects - Student Participation Survey (following college visits) - Post Career Day student survey - ASAS participation data / daily attendance -Field trip attendance	College Campus Activities - \$10,000 (WSF) ----- Total: \$10,000 SW6



		Accountable Leads: - AVID teacher - College and Career Readiness Committee - ASAS - Science Department - Science Academic Coach - Science Department Head - FSC Classes		
1.3.1a. All students will participate in a complex-wide Ola Moku civic learning experience at a DOK4 level.	A holistic and integrated approach is needed to monitor student progress across cognitive, socio-emotional, and physical domains, and to effectively engage families in supporting student learning. Root Causes: 1, 2, 3	Enabling Activities: - Science department implements aina-based learning in all classrooms. Students are exposed to hands-on learning experiences that integrate content skills and knowledge with cultural and community responsibilities (i.e., Keawaula field trips, Big Island field trip, Mt. Ka'ala). Accountable Leads: - Science Department, - Science Coach - Science Department Head	-Field trip attendance	Transportation - \$16,000 (WSF) ----- Total: \$16,000 SW6
K-12 Alignment				
1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	A holistic and integrated approach is needed to monitor student progress across cognitive, socio-emotional, and physical domains, and to effectively engage families in supporting student learning. Root Causes: 1, 3	Enabling Activities: - Core content classrooms implement a standards-based curriculum that includes common formative and summative assessments aligned to grade level standards - Career Day is the culminating activity of College Week where guest speakers share job-related information with students and expose students to post high school careers. - Rising 9th grade students visit Wai'anae High School for a transition field trip to prepare them for the upcoming school year and visit academies. Accountable Leads: - ACT - Academic Coaches	- Department data trackers house student common and formative assessment data aligned to grade-level content standards - SBA scores for reading and writing - Math Department data tracker - SBA scores for Math - Galileo scores - Freckle scores - Post Career Day student survey - Student Participation	SW6



		- Department Heads - Teachers	Survey (following WHS visit)	
1.3.3. All students enter high school with exposure to career pathways.	A holistic and integrated approach is needed to monitor student progress across cognitive, socio-emotional, and physical domains, and to effectively engage families in supporting student learning. Root Causes: 1, 3	Enabling Activities: - Rising 9th grade students visit Wai'anae High School for a transition field trip to prepare them for the upcoming school year and visit academies. - WHS staff assist students with the 9th Grade registration process (selecting AVID, Honors ELA and elective classes) - College Week activities, led by AVID students, engage students in continued learning about colleges and careers. Career Day is the culminating activity of College Week where guest speakers share job-related information with students and expose students to post high school careers. - Career Day is the culminating activity of College Week where guest speakers share job-related information with students and expose students to post high school careers. Accountable Leads: - Admin - Counselors - AVID Teacher - College & Career Readiness Committee	- Participation data from CTE visit - Post Career Day student survey	College and Career Week - \$5,000 (WSF) ----- Total: \$5,000 SW6



PRIORITY 2: HIGH-QUALITY EDUCATOR WORKFORCE IN ALL SCHOOLS

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.	To ensure consistent and high-quality instruction, the critical need is to improve academic rigor and instructional quality through targeted teacher and PLC development, addressing the negative impact of high teacher turnover. Root Causes: 1, 2, 3	Enabling Activities: - Coaches and individual teachers engage in weekly debriefs during team meeting time. Discussions center around coaches' weekly observation data around academic conversations, formative assessments, and higher order thinking. - Teachers participate in weekly PD sessions during Team Meeting time. PD sessions target researched-based instructional strategies and middle school concepts essential to students' academic success. - Coaches run quarterly coaching cycles with identified teachers to include, but not limited to, lesson planning, co-teaching, whisper coaching, modeling, etc. - Teachers and coaches participate in Peer Observations that facilitate shared-learning	- Weekly classroom observation data - Coaches' debrief notes - Peer Observation calendar - ACT meeting minutes - PD resources from WestEd	WestEd Consultant - \$87,500 (Title I) ----- Total: \$87,500 SW5 SW6



		experiences and dialogue around researched-based instructional strategies. - Quarterly visits from the WestEd consultant provides Academic Coaches and Administrators with the necessary tools for instructional leadership. Additionally, the WestEd consultant will facilitate whole staff PD sessions to support ongoing implementation of academic conversations. Accountable Leads: - Admin - Academic Coaches		
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.	To ensure consistent and high-quality instruction, the critical need is to improve academic rigor and instructional quality through targeted teacher and PLC development, addressing the negative impact of high teacher turnover. Root Causes: 1, 2, 3	Enabling Activities: - School Administration sets up school systems and structures that allow for consistent instructional support in ALL classrooms - Coaches and individual teachers engage in weekly debriefs during team meeting time. Discussions center around coaches' weekly observation data around academic conversations, formative assessments, and higher order thinking. - Teachers participate in weekly PD sessions during Team Meeting time. PD sessions target researched-based instructional strategies and middle school concepts essential to students' academic success. - Coaches run quarterly coaching cycles with identified teachers to include, but not limited to, lesson planning, co-teaching, whisper coaching, modeling, etc. - Teachers and coaches participate in Peer Observations that facilitate shared-learning experiences and dialogue around researched-based instructional strategies. - Quarterly visits from the WestEd consultant provides Academic Coaches and Administrators with the necessary tools for instructional	- ACT meeting minutes - Department Data Trackers - Debrief notes - PD resources from WestEd	SW5 SW6



		leadership. Additionally, the WestEd consultant will facilitate whole staff PD sessions to support ongoing implementation of academic conversations. Accountable Leads: - Admin - Academic Coaches		
--	--	--	--	--



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?” 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
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	A holistic and integrated approach is needed to monitor student progress across cognitive, socio-emotional, and physical domains, and to effectively engage families in supporting student learning. Root Cause: 3	Enabling Activities: - Quarterly SCC meetings are conducted to review the school’s Academic Plan. Accountable Leads: - Principal - SCC Chair	- SCC meeting minutes	Parent/Family Engagement Activities - \$500 (Title I) ----- Total: \$500 SW5
3.3.2. Family/community engagement consists both of opportunities to engage in promoting student success as well as forums for parent and family concerns.	A holistic and integrated approach is needed to monitor student progress across cognitive, socio-emotional, and physical domains, and to effectively engage families in supporting student learning.	Enabling Activities: - The Community and Parent Engagement Committee will coordinate Quarterly Parent Meetings to promote student success. Accountable Leads: - Community and Parent Engagement Committee	- Sign-in sheets will be done at each event to measure the level of participation	Parent/Family Engagement Activities - \$4,000 (Title I) ----- Total: \$4,000 SW5



Root Cause: 3

SW6

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 Waianae Intermediate's 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)

1,100 Student Hours

Did your school submit a SCC Waiver Request Form? Please explain. N/A. Current Bell Schedule meets the required number of instructional minutes per week, and instructional hours per school year. Furthermore, the current bell schedule adheres to the Teacher contractual number of instructional minutes.

Bell Schedule:

	MON/TUE/WED/THR		FRIDAY
HOMEROOM	8:20 - 8:32	HOMEROOM	8:20 - 8:32
PERIOD 1	8:36 - 9:27	PERIOD 1	8:36 - 9:27
PERIOD 2	9:31 - 10:22	PERIOD 2	9:31 - 10:22
RECESS	10:22 - 10:37	RECESS	10:22 - 10:37
PERIOD 3	10:40 - 11:31	PERIOD 3	10:40 - 11:31
PERIOD 4	11:35 - 12:26	PERIOD 4	11:35 - 12:26
LUNCH 7 TH GR	12:26 - 12:56	PERIOD 6	12:30 - 1:21
PERIOD 5 (8 TH)	12:30 - 1:10		
LUNCH 8 TH GR	1:10 - 1:40		
PERIOD 5 (7 TH)	1:00 - 1:40		
PERIOD 6	1:44 - 2:35		