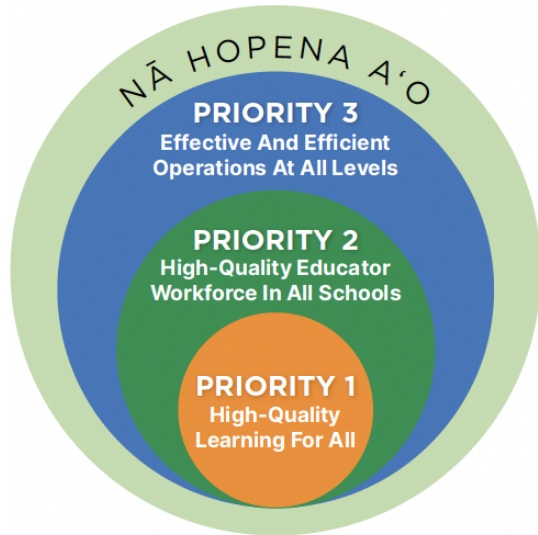
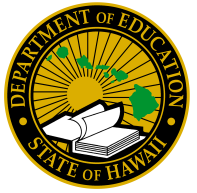




Wai‘anae Intermediate School

Academic Plan

SY 2026-2027

85-626 Farrington Highway
Wai‘anae, HI. 96792
(808)305-2700
jrseariders.org

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal John Wataoka	
	04/06/2026

Approved by Complex Area Superintendent Disa Hauge	
	☐ 04/14/2026

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

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VIABLE QUALITY CURRICULUM

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

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
English 7-8	'19 EL Education 6-8 Language Arts ▾	Select One ▾		
Math 7-8	Select One ▾	HMH Into Math ▾		
Science/Social Studies	Select One ▾	Select One ▾	Teacher Created	Teacher Created

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
Math 7-8		Freckle		
English	Freckle			

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	DnA: ▾	DnA ▾
7	STAR Reading ▾	STAR Math ▾
7 EL Potential	WIDA Screener ▾	
8	DnA: ▾	DnA ▾
8	STAR Reading ▾	STAR Math ▾
8 EL Potential	WIDA Screener ▾	

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: Student Google Survey (2x/year) on Key/significant Adult on campus

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: 2024

Type of Last Visit: Progress Report & Visit ▾

Year of Next Action: 2027

Type of Next Action: Full Self-Study ▾

Year of Next Self-Study:

2027

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: SW1</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: SW1</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: SW1</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 55% 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.

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?”		Monitoring of Progress “How will we know progress is being made?”	Title I (SW)	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?”				
Reading Proficiency						
1.1.2. All students read proficiently and those who do not 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: - ELA teachers will implement the Exploratory Learning (EL) curriculum to expose students to standards-based instruction - Social Studies curriculum exposes students to primary and secondary source texts and integrates writing standards - DnA is utilized for student assessments and provides teachers with formative data to provide targeted differentiated instruction Accountable Leads: - Administration-Coaching Team (ACT) - English Academic Coach - Social Studies Academic Coach - Social Studies teachers - English teachers		- DnA reports - SBA scores for reading and writing - STAR reading (2x/year)	SW3 SW5 SW6	WSF: \$156,000 (Academic Coaches) Title I: \$234,000 (Teachers) ----- Total: \$390,000
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 use curriculum assessments 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. - DnA is utilized for student assessments and provides teachers with formative data to provide targeted differentiated instruction Accountable Leads: - Math teachers - Math Academic Coach	- DnA reports - SBA scores for Math - STAR Math (2x/year)	SW3 SW5 SW6	WSF: \$78,000 (Academic Coaches) Title I: \$156,000 (Teachers) \$13,000 (supplies) ----- Total: \$247,000
Student Group Proficiency					
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.	Enabling Activities: - All departments will utilize DnA reports 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	- DnA reports - SBA Scores - HSA Science Scores	SW6	WSF: \$78,000 (Data Coach) - Title I: \$40,000 (Renaissance) ----- Total: \$118,000

	Root Causes: 1, 2, 3	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			
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 families in supporting student learning. Root Cause: 3	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 the upcoming school year and visit academies. - WHS staff assist students with the 9th Grade registration process (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	- Promotion data - IEPs accurately reflect placements in learning environments - Enrollment data for ASAS Summer Program and Credit Recovery - Participation data for college visits - 9th Grade Registration schedule	SW5 SW6	21st Century: \$168,000 (ASAS Contract) WSF: \$7,000 (Transportation) GEAR UP: \$10,000 (College Visits) Federal: \$40,000 (Summer Program) ----- Total: \$225,000

		opportunities available on the island. Accountable Leads: - Counselors - SSC - Administrators - ASAS - Summer Credit Recovery Program Lead			
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★ 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?”		Monitoring of Progress “How will we know progress is being made?”	Title I (SW)	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?”				
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 Student of the Quarter and 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	SW3 SW5 SW6	----- Total: \$0	

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 (Student of the Quarter and Jr.SeaREADer Campaign) 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	WSF: \$5,000 (PBIS Events) ----- Total: \$5,000
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	Enabling Activities: - Science department implements 'āina-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., Keawa'ula field trips, Paepae 'O He'eia 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 teachers - Science Academic Coach - Science Department Head - FSC teachers	-Field trip attendance	SW5 SW6 ----- Total: \$0

	supporting student learning.				
	Root Causes: 1, 2, 3				
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 engage families in supporting student learning. Root Causes: 1, 3	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 (Student of the Quarter and Jr.SeaREADer Campaign) 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	- Suspension data from the School Status and Improvement Report - Attendance data - Retention data - ASAS participation Data - Daily tutoring attendance - Student Progress Log	SW5 SW6	WSF: \$15,000 (PBIS Incentives) ----- Total: \$15,000

		- ASAS - Counselors - 7th and 8th Grade Teams			

★ **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?"	Title I (SW)	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 and 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 and Career Week activities engage students in continued learning about colleges and careers. Career Day is the culminating activity of College and Career Week where guest speakers share job-related information with students and expose students to post high school careers. - The ASAS program provides extracurricular 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 'āina-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., Keawa'ula field trips, Paepae 'O He'eia field trips, Big Island field trip, Mt. Ka'ala).	- College and Career Week projects - Student Participation Survey (following college visits) - ASAS participation data / daily attendance -Field trip attendance	SW3 SW5	GEAR UP: \$10,000 (College Campus Activities) ----- Total: \$10,000

		- FSC classes work collaboratively with Hoa Aina O Makaha with community based instruction and connect students with the 'āina. Accountable Leads: - 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 (Thriving Community) 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 and 3	Enabling Activities: - Science department implements 'āina-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., Keawa'ula field trips, Paepae 'O He'eia field trips, Big Island field trip, Mt. Ka'ala). Accountable Leads: - Science Department - Science Coach - Science Department Head	-Field trip attendance	SW6	WSF: \$16,000 (Transportation) ----- Total: \$16,000
K-12 Alignment					
1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and	A holistic and integrated approach is needed to monitor student	Enabling Activities: - Core content classrooms implement a standards-based curriculum that includes common formative and summative assessments aligned to grade level standards	- DnA reports are used for student common and formative assessment data	SW6	

advanced-level coursework aligned to career pathways.	progress across cognitive, socio-emotional, and physical domains, and to effectively engage families in supporting student learning. Root Causes: 1 and 3	- Career Day is the culminating activity of College and Career 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 - Counselors - College and Career Readiness Committee	aligned to grade-level content standards - SBA scores for reading and writing - SBA scores for Math - Post Career Day student survey - Student Participation Survey (following WHS visit)		
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PRIORITY 2: HIGH-QUALITY EDUCATOR WORKFORCE IN ALL SCHOOLS

★ All students are taught by effective teachers.

★ All schools are fully staffed by effective support staff.

★ All schools are led by effective school administrators.

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?”	Title I (SW)	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?”				
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.	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 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		- Weekly classroom observation data - Coaches’ debrief notes - Peer Observation calendar - ACT meeting minutes - PD resources from WestEd	SW3 SW5 SW6	Title I: \$52,500 (WestEd Consultant) ----- Total: \$52,500

	Root Causes: 1, 2, 3	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 leadership. Additionally, the WestEd consultant will facilitate whole staff PD sessions to support ongoing implementation of academic conversations. Accountable Leads:	- ACT meeting minutes - DnA reports - Debrief notes - PD resources from WestEd	SW5 SW6	

		- Admin - Academic Coaches			
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PRIORITY 3: EFFECTIVE AND EFFICIENT OPERATIONS AT ALL LEVELS

★ GOAL 3.3: Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" 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?"	Title I (SW)	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 and parent feedback. Accountable Leads: - Principal - SCC Chair	- SCC meeting minutes	SW5	

★ GOAL 3.3: Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

3.3.2. Family/community engagement consists both of opportunities to engage in	A holistic and integrated approach is	Enabling Activities: - The Community and Parent Engagement Committee will coordinate Quarterly Parent	- Sign-in sheets will be done at each event to	SW6	Title I: \$7,500 (Parent/Family Engagement)
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promoting student success as well as forums for parent and family concerns.	needed to monitor student progress across cognitive, socio-emotional, and physical domains, and to effectively engage families in supporting student learning. Root Cause: 3	Meetings to promote student success. Accountable Leads: - Community and Parent Engagement Committee	measure the level of Participation -Parent surveys at events to gather parent feedback		Activities) ----- Total: \$7,500

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. **SW2**

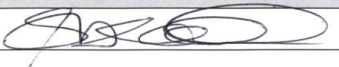
Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The Waianae Intermediate School 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 Meeting was conducted on _____ to share the school data and gather input on student priorities.
☒ A School Community Meeting was conducted on 3/4/2026 to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.

☐ Other (list): (Examples: School Leadership Team, Curriculum Committee, School Safety Committee)
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: 3/4/2026.

Attested:

Waianae Intermediate School Principal	Signature	Date
John Wataoka		3/4/2026
SCC Chairperson	Signature	Date
Tammy Cabral		3/4/2026

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

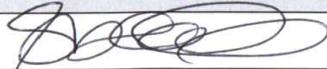
SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. **If no recommendations were made, please write "N/A." SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A		

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

Attested:

SCC Chairperson	Signature	Date
Tammy Cabral		3/4/2026

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>	1,835 instructional minutes per week
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Wai'anae Intermediate School Bell Schedule: + Waianae Intermediate Bell Schedule	

Wai'anae Intermediate																			
MONDAY				TUESDAY				WEDNESDAY				THURSDAY				FRIDAY			
8:20-2:35	MIN	Start	End	8:20-2:35	MIN	Start	End	8:20-2:35	MIN	Start	End	8:20-2:35	MIN	Start	End	8:20-1:21	MIN	Start	End
Homeroom1	12	8:20	8:32	Homeroom1	12	8:20 a	8:32 a	Homeroom1	12	8:20 a	8:32 a	Homeroom1	12	8:20 a	8:32 a	Homeroom1	12	8:20 a	8:32 a
Passing4	4	8:32	8:36	Passing4	4	8:32 a	8:36 a	Passing4	4	8:32 a	8:36 a	Passing4	4	8:32 a	8:36 a	Passing4	4	8:32 a	8:36 a
Instruction(1)	51	8:36	9:27	Instruction(1)	51	8:36 a	9:27 a	Instruction(1)	51	8:36 a	9:27 a	Instruction(1)	51	8:36 a	9:27 a	Instruction(1)	51	8:36 a	9:27 a
Passing4	4	9:27	9:31	Passing4	4	9:27 a	9:31 a	Passing4	4	9:27 a	9:31 a	Passing4	4	9:27 a	9:31 a	Passing4	4	9:27 a	9:31 a
Instr/AdmTime	51	9:31	10:22	Instr/AdmTime	51	9:31 a	10:22	Instr/AdmTime	51	9:31 a	10:22	Instr/AdmTime	51	9:31 a	10:22	Instr/AdmTime	51	9:31 a	10:22
Recess	15	10:22	10:37	Recess	15	10:22	10:37	Recess	15	10:22	10:37	Recess	15	10:22	10:37	Recess	15	10:22	10:37
Passing3	3	10:37	10:40	Passing3	3	10:37	10:40	Passing3	3	10:37	10:40	Passing3	3	10:37	10:40	Passing3	3	10:37	10:40
Instruction(1)	51	10:40	11:31	Instruction(1)	51	10:40	11:31	Instruction(1)	51	10:40	11:31	Instruction(1)	51	10:40	11:31	Instruction(1)	51	10:40	11:31
Passing1	4	11:31	11:35	Passing1	4	11:31	11:35	Passing1	4	11:31	11:35	Passing1	4	11:31	11:35	Passing1	4	11:31	11:35
Instruction(1)	51	11:35	12:26	Instruction(1)	51	11:35	12:26	Instruction(1)	51	11:35	12:26	Instruction(1)	51	11:35	12:26	Instruction(1)	51	11:35	12:26
Passing4	4	12:26	12:30	Passing4	4	12:26	12:30	Passing4	4	12:26	12:30	Passing4	4	12:26	12:30	Passing4	4	12:26	12:30
Advisory1	40	12:30	13:10	Advisory1	40	12:30	1:10 p	Advisory1	40	12:30	1:10 p	Advisory1	40	12:30	1:10 p	Instruction(1)	51	12:30	1:21 p
Lunch1	30	13:10	13:40	Lunch1	30	1:10 p	1:40 p	Lunch1	30	1:10 p	1:40 p	Lunch1	30	1:10 p	1:40 p	Lunch1	30	1:21 p	1:51 p
Passing4	4	13:40	13:44	Passing4	4	1:40 p	1:44 p	Passing4	4	1:40 p	1:44 p	Passing4	4	1:40 p	1:44 p	Passing4	4	1:51 p	1:55 p
Instruction(1)	51	13:44	14:35	Instruction(1)	51	1:44 p	2:35 p	Instruction(1)	51	1:44 p	2:35 p	Instruction(1)	51	1:44 p	2:35 p	Meeting1	40	1:55 p	2:35 p
Prep, common1	45	14:35	15:20	Prep, common1	45	2:35 p	3:20 p	Prep, common1	45	2:35 p	3:20 p	Prep, common1	45	2:35 p	3:20 p	Prep, common1	45	2:35 p	3:20 p
Note: Instr/Adm Time means students are in classes and some teachers participate in Admin Time staff development.																			