Waipahu High School
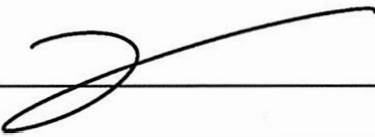# Academic Plan
SY 2025-2026

**94-1211 Farrington Hwy
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NĀ HOPENA AʻO

PRIORITY 3
Effective And Efficient
Operations At All Levels

PRIORITY 2
High-Quality Educator
Workforce In All Schools

PRIORITY 1
High-Quality
Learning For All

☐ Non-Title 1 School   ☑ Title 1 School   ☐ Kaiapuni School (Self Contained)   ☐ Kaiapuni School (Shared School Site)

Submitted by Principal Zachary Sheets		Approved by Complex Area Superintendent Richard Fajardo	
[signature]	4/2/2025	*[signature]*	9/15/25

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 <u>comprehensive instructional program(s)</u> 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
ELA 9-12	'20 Odell Education High School L… ▾	Select One ▾		
Alg1, Alg2, Geometry, AP Stats	Select One ▾	enVision Mathematics Common Core ▾		
	Select One ▾	Select One ▾		

Please list all <u>supplementary instructional materials</u> 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.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies

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 <u>screening and/or progress monitoring assessments</u> 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
ELA9	EXACT PATH ˅	Select One ˅
Algebra 1	Select One ˅	EXACT PATH ˅
Identified Student 9-12	I-Ready ˅	I-Ready ˅

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 for those needs and gaps, as identified in one or more of the following: (SW 1)

- ☑ Current Comprehensive Needs Assessment (CNA)
- ☑ Other current assessment/self-study report: NCAC Academy Reviews (ongoing)
- ☑ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: Oct. 28 - Nov. 1, 2024
Type of Last Visit: Full Self-Study ˙

Year of Next Action: 2027-2028
Type of Next Action: Mid-Cycle Report (No Visit) ˙

Year of Next Self-Study: 2031

	Please identify critical student learning needs and the root/contributing cause why these needs have been prioritized. *"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"* Please number the student need and root/contributing cause for ease of cross-referencing.
1	**Student Need:** Improvement of Math (as well as Language Arts & Science) proficiency and closing the achievement gap between non-high needs and high needs populations **Root/Contributing Cause:** To effectively support student learning and close the achievement gap, teachers and staff require continued professional development focused upon Tier 1 instructional strategies (i.e. cognitive engagement strategies), continued implementation of the Instructional Planning Cycle (IPC), and continued implementation of identifying student needs, planning targeted interventions, implementing research-based instructional strategies, and progress monitoring of student outcomes (i.e. Multi-Tiered System of Supports- MTSS).
2	**Student Need:** Address attendance and engagement which will maximize learning opportunities and contribute to a positive school climate **Root/Contributing Cause:** Student absences can lead to missed learning opportunities, making it increasingly difficult to catch up with new material. This can result in frustration and discouragement, further contributing to absenteeism. The Panorama Survey identified growth mindset, self-efficacy, and school belonging as a key area of concern.
3	**Student Need:** Continued focus upon plan for post-high school journey to increase graduation rate and freshman retention.

| | **Root/Contributing Cause:** To ensure equitable learning opportunities for all students, we must continue to focus upon refining our Academy efforts, WBL opportunities, CTE opportunities, Personal Transition Plans (PTPs) and Project-Based Learning (PBL). |

	In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.
1	**Targeted Subgroup:** English Learners **Identified Student Need(s):** Student population has increased in the last two years from 14% in SY21-22 to 16.4% in SY22-23 to 19% in SY23-24. Incoming EL students and long-term EL students need continued exposure to academic language in their courses. The number of EL students passing the SBA for ELA is 33% in SY23-24 while Math is 1 % for SY23-24.
2	**Targeted Subgroup:** Special Education **Identified Student Need(s):** Student population has remained steady over the last three school years. The number of Special Education students passing the SBA for ELA is 21 % in SY23-24 while Math is 9 % for SY23-24 (remained steady over the last four years).
3	**Targeted Subgroup:** Students Not Attending Regularly (formerly- Chronically Absent Students) **Identified Student Need(s):** Freshman attendance continues to be lower when compared to the other grade-levels at 70% regularly attending in SY23-24. The subgroups of Pacific Islander (59% regularly attending), Special Education (65% regularly attending), and English Learners (70%) are the subgroups attending school the least regularly. **Regular Attendance (17 or fewer days absent)**

SUBGROUP	SY 2021-22	SY 2022-23	SY 2023-24
All Students	75.7%	82.1%	82.0%
Disadvantaged	66.7%	75.5%	75.8%
Special Education	59.5%	65.9%	64.9%
English Learner + Exits	68.2%	70.1%	70.1%
Female	75.3%	81.5%	81.9%
Male	76.0%	82.7%	82.1%
High Needs	67.9%	75.6%	75.3%
Non-High Needs	85.7%	90.6%	90.8%
Asian (Excluding Filipino)	83.8%	87.4%	92.0%
Filipino	83.1%	87.5%	87.0%
Pacific Islander	51.3%	60.9%	58.9%
Native Hawaiian	56.2%	73.2%	72.1%
Black	65.6%	65.5%	73.0%

White	71.2%	78.0%	80.9%
Hispanic	70.0%	92.3%	78.5%

Regular Attendance by Grade

SCHOOL YEAR	9	10	11	12	TOTAL
2021-22	68.5%	73.8%	78.9%	84.4%	**75.7%**
2022-23	74.4%	81.7%	85.0%	89.4%	**82.1%**
2023-24	70.1%	84.7%	84.2%	89.0%	**82.0%**

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?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. | Root/Contributing Cause #1, #2 & #3 | A) WHS students will be provided opportunities within the Academy Structure to:
• Demonstrate acquisition of skills and mindsets aligned with graduate profile measures
• Express voice and/or choice in their career pathway and college and/or career themed learning activities
• Apply acquired skills and mindsets towards college and/or career themed learning experiences
(SW 5, 6)
Accountable Leads: APs, Academy Executive Director, Academy Directors

B) WHS will provide students with academic instruction aligned to the standards and evidence based strategies received through professional development opportunities. The evidence-based strategies include cognitive engagement strategies, literacy grant strategies, project-based instruction, and concept-based instruction. (SW 6)
Accountable Leads: SIRTs, Academy Executive Director

C) Implement universal screener for students in the following courses: ELA 9-12 and Algebra 1. (SW 5, 6)
Accountable Leads: AP for ELA, AP for Math, Data Lead

D) Implementation of the instructional planning cycle within department professional learning communities to formatively assess students progress, discuss instructional strategies, and adjust/refine curriculum & instruction as indicated by results. (SW 6)
Accountable Leads: Principal, APs, PLC Leads, NCT PLC support, WASC/PD Lead | <u>Key Checkpoints</u>
ELA SBA Prof, EOC Exam, Univ. Screener

Math SBA Prof, EOC Exam, Univ Screener | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

		E) Implementation of academy support meetings to monitor students needing tiered support with attendance, behavior, grades and/or social-emotional needs. (SW 6) **Accountable Leads: APs, Academy Directors, Academy Counselors**		

| 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. | Root/Contributing Cause #2 & #3 | A) WHS students will experience/participate in social emotional learning opportunities through the Choose Love program, and understand school-wide learning and behavioral expectations. (SW 6)
Accountable Leads: AP for Counselors, Counselors

B) WHS will engage in conversations supporting transitioning all students (struggling, proficient, gifted) from intermediate to high school (in ELA, Math, Science, SPED, and Summer Learning Opportunities) and high school to college/career (see list below).
High school to college/career efforts:
Academy Enrollment
Student 10-year Personal Transition Plan
Dual Credit Course
Industry Certifications
Advisory Boards
WHS Portfolio
Schoolwide test prep opportunities
Business partnerships
College Center support and resources
Career Center support and resources
(SW 5, 6)
Accountable Leads: Principal, APs, CTE Coordinator, Academy Director | SEL PD/Lessons

Academy Reviews

Academy Meeting Minutes

Advisory Board Minutes

Early College Data/Enrollment

8th Grade & Freshman Orientation | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

		C) WHS will work with our feeder intermediate school to improve articulation and alignment in the areas of ELA, Math and Special Education with the assistance of complex area support. (SW 5, 6) **Accountable Leads: Principal, APs**		

★ 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?" Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" *and* Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
1.2.1. All students desire to and attend school regularly.	Root/Contributing Cause #1 & #2	A) Academy structure and resources creates smaller learning communities for students to increase their sense of belonging and connection to consistent staff on campus. (SW 6) **Accountable Lead: Principal, APs, Academy Executive Director, Academy Directors** B) Continue to refine our MTSS process across the academies to ensure dedicated time to review student attendance data, identify and implement interventions. (SW 6) **Accountable Lead: APs, Counselors**	Daily Attendance Rate Monitoring of Chronically Absent students KPI % of students attending 90+% of instructional days	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| 1.2.2. All students demonstrate positive behaviors at school. | Root/Contributing Cause #2 | A) WHS will continue to provide students with opportunities geared towards college and career readiness through:
    ○ National Honor Society (NHS)
    ○ Phi Theta Kappa (PTK)
    ○ National Technical Honor Society (NTHS)
    ○ Industry certifications
    ○ AP credit earned
    ○ Early College
    ○ Dual Credit opportunities
    ○ AVID Program
(SW 5, 6)
Accountable Leads: Early College Director, Advisors, Academy Executive Director, Academy Directors, AVID Leads

B) WHS students will experience/participate in social emotional learning opportunities through the Choose Love program, and understand school-wide learning and behavioral expectations. (SW 6)

Accountable Leads: AP for Counselors, Counselors | SQS Results

SEL Survey Results | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 1.2.3. All students experience a Nā Hopena Aʻo environment for learning. | Root/Contributing Cause #2 & #3 | A) WHS will continue to provide students a positive, engaging learning environment in order to increase sense of belonging for all through the following:
   ○ Improvements to campus facilities (e.g. outdoor seating areas, shade structures, murals, etc)
   ○ Resources for educational equipment to support instruction
   ○ Resources to promote individual academies as well as the school
(SW 6)
Accountable Leads: Principal
B) WHS will continue to provide students with co- and extracurricular opportunities through:
   ○ Athletics
   ○ Clubs
   ○ Band/Choir
   ○ Competitions (beyond the classroom walls)
   ○ Performances (on and off campus)
   ○ Conferences/Conventions
(SW 6)
Accountable Leads: Student Activities Coordinator, Athletic Director, CTE Director, Club Advisors, CTSO Advisors | SQS and SEL Survey Results

Student participation #s in identified areas | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** **(Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.*	Root/Contributing Cause #1, #2, & #3	A) WHS will continue to build and refine the academies experience for all by: ○ Meeting the National Career Academy Coalition's (NCAC) National Standards of Practice (NSOP) ○ Providing PD for teachers on the Academy Structure ○ Continuing Early College and AP courses alignment with Academy structure ○ Collaborating with feeder schools for alignment and cross-curricular planning (SW 5, 6) **Accountable Lead: Principal, APs, Academy Director, Academy Leads** B) WHS will continue to implement research-based and culturally relevant strategies– including AVID strategies & cognitive engagement strategies–across all content areas to prepare students for college and career by developing students': ○ Critical thinking skills ○ Literacy skills	% of students participating in CCE # of Students completing formal work-based learning opportunities Academy Reviews and Academy Data AVID enrollment #s	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

		○ Mathematical skills (SW 6) **Accountable Lead: Principal, Assistant Principal, SIRTs, WASC/PD Lead, AVID Lead, AVID Teachers**		

K-12 Alignment	Root/Contributing Cause #2, & #3			

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) WHS students will be provided opportunities within the Academy Structure to:
		    ○ Demonstrate acquisition of skills and mindsets aligned with graduate profile measures
		    ○ Express voice and/or choice in their career pathway and college and/or career themed learning activities
		    ○ Apply acquired skills and mindsets towards college and/or career themed learning experiences
		    ○ Participate in on- and off-campus work-based learning experiences
		    ○ Take early college programs and courses aligned to each academy and its pathways
		    ○ Earn industry-valued certifications within each academy and its pathways
		(SW 5, 6)
		Accountable Leads: APs, Academy Executive Director, Academy Directors, Early College Director
		
		B) WHS students will experience 1-2 interdisciplinary tasks through the utilization of Concept-Based Interdisciplinary Instruction and/or PBL. As necessary, PD will be provided for teachers to refine their PBL offerings.
		(SW 5, 6)
		Accountable Leads: APs, Academy Executive Director, Academy Directors, WASC/PD Lead
			WBL #s
			
			Industry Certifications
			
			PBL 1-2x/Yr for each student
				☑ WSF, $
				☑ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Other:__, $

| 1.3.3. All students graduate high school with a personal plan for their future. | Root/Contributing Cause #1 & #3 | WHS will engage in conversations supporting transitioning all students from high school to college/career (see list below).
• High school to college/career efforts:
    ○ Academy Enrollment
    ○ **Student 10-year Personal Transition Plan**
    ○ Dual Credit Courses
    ○ Industry Certifications
    ○ Advisory Boards
    ○ WHS Portfolio
    ○ Schoolwide test prep opportunities
    ○ Business partnerships
    ○ College Center support and resources
    ○ Career Center support and resources
(SW 5, 6)
Accountable Leads: Principal, APs, Academy Director, Post-High School Counselors | Early College Enrollment

Industry Certifications

WBL#s

Academy Data | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

Priority 2
High-Quality Educator Workforce In All Schools

★ All students are taught by effective teachers.
★ All schools are staffed by effective support staff.
★ All schools are led by effective school administrators.

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this? Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
2.1.2 All **teachers** are effective or receive the necessary support to become effective.	Root/Contributing Cause #1	A. WHS will continue to develop, monitor, and refine the MTSS process by providing the following: ○ PD focused upon core instruction strategies (tier 1 strategies) ○ PD focused upon aligning and improving tier 2 and 3 interventions and processes (SW 5, 6) **Accountable Leads: Principal, APs, Academy Leads, SIRTs** B. WHS staff will be provided experiences and opportunities to: ○ Share best practices through PD & peer observations ○ Build comradery through a variety of well-being activities	KPI #/% of first and second year teachers participating in state I&M programs TESOL #s HQT #sf	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

		(SW 6)
		Accountable Leds: Principal, APs, SIRTs
		
		C. WHS teachers will receive PD and continued support in content specific strategies.
		   ○ IPC/PLC Team
		   ○ PBL/CBI
		   ○ Tier 1 strategies- Cognitive Engagement
		   ○ Complex Area PD and articulation with intermediate school teachers
		   ○ Local and National PD (in-person and/or virtual)
		(SW 6)
		Accountable Leads: SIRTs
		
		D. WHS teachers will participate in Professional Learning Communities (K-12) and receive PD to focus on the Induction & Mentoring Program.
		   ○ Beginning Teacher PD
		   ○ Mentor Teacher PD
		   ○ Kiano Tools/Metrics
		   ○ Induction and Mentoring Forums
		   ○ NHQT
		
		(SW 6)
		Accountable Lead: Principal, APs, I&M Coordinator
		
		E. WHS staff will receive PD to focus on curriculum, differentiated instruction, and appropriate assessments for exceptional student populations.
		   ○ Local and National PD (in-person and/or virtual)
		   ○ Workgroup PD with EL Coordinator, Guest Speakers, and/or Community Partners
		   ○ SIRTs		

		(SW 6)
		Accountable Leads: SIRTs, EL Coordinator
		
		F. Select WHS teachers will receive PD to improve research-based pedagogy in specific areas.
		    ○ NHQT
		    ○ TESOL certification
		    ○ Advanced Placement Summer Academy
		(SW 5, 6)
		Accountable Leads: Principal, APs, EL Coordinator		

2.2.2 All schools' **support staff** are effective or receive the necessary support to become effective.	Root/Contributing Cause #1	WHS support staff will receive PD as necessary at the school-level as well as PD offered by the complex area and state. (SW 6) **Accountable Leads: Principal, APa, Head Custodian, SASA, Cafe Manager**	# of pd opportunities for support staff	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

Priority 3
Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* *and* **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Root/Contributing Cause #1	WHS's School Community Council will meet regularly to discuss the school improvement process, review relevant data, discuss the CNA and academic plan as well as financial plan, and discuss ways to improve student achievement and experiences. (SW 2, 3) **Accountable Lead: Principal**	SCC agenda and minutes	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
3.3.2 Increase parent and family engagement within the school community.	Root/Contributing Cause #2	WHS will continue to use the PCNC as a liaison to promote parent events, inform the community of school events, and share resources that support effective parent-student-school communication. • CRASH nights	Based on: • Participation data • Marauder Weekly Newsletter & # of Subscribers	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $

		• Marauder Weekly Newsletters • WHS Website • WHS Social Media accounts (SW 5, 6) **Accountable Leads: APs, PCNC**	• Monthly Submitted Requests to Marauder Newsletter • Monthly Submitted Requests for document translation	☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

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 Waipahu High School'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*)	1,117 hours/year
Did your school submit a SCC Waiver Request Form? Please explain. Yes, see column.	• Waiver Days: August 4, 2025 & February 27, 2026 to provide professional development to our faculty • Modified Assessment Schedule for Quarters 2 & 4 the final five days of each quarter • Early Submittal of Grades for Quarter 2/Semester 1 by students last day prior to Winter Break • Early Commencement
Bell Schedule: WHS Bell Schedule	

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

The __Waipahu High 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 or 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 to share the school data and gather input on student priorities.

    Date of School Community Meeting: __12/12/2024__

    [✓] A School Community Meeting was conducted to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.

    Date of School Community Meeting: __04/01/2025__

    [✓] Other (list) Examples: School Leadership Team, Curriculum Committee
    School Safety Committee, School CSSS Cadre

    __School Leadership Team__   __School Faculty and Staff__

    _____   _____

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: Date __04/01/2025__.

Attested:

Zachy Shut3	_Signature_	_4/1/25_
Typed name of school principal	Signature	Date
Katheryne K. Huihui	_Katheryne B. Buhr_	_04/01/25_
Typed name of SCC chairperson	Signature	Date

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.

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

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

N/A

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