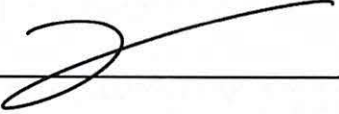


Waipahu High School Academic Plan SY 2026-2027

94-1211 Farrington Hwy
Waipahu, HI 96797
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STATE OF HAWAII
DEPT OF EDUCATION
LEEWARD OAHU DIST
26 MAR 23 AM 5:53
ADMINISTRATION

- ☒ Title I School
☐ Non-Title I School

Submitted by Principal Zachary Sheets	
	Mar 23, 2026

Approved by Complex Area Superintendent Richard Fajardo	
	Mar 23, 2026 4/15/26

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
ELA 9-12	'20 Odell Education High School Lit... ▾	Select One ▾		
Alg1, Alg2, Geometry, AP Stats	Select One ▾	enVision Mathematics Common Core ▾		
	Select One ▾	Select One ▾		

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

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
ELA 9-12	I-Ready ▾	Select One ▾
Alg 1, Geom, MOW 2	Select One ▾	I-Ready ▾
	Select One ▾	Select One ▾

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document **HMTSS student interventions**? Please select all that apply. If "Other" is selected, please explain.

☒ Panorama ☒ School-created template ☐ Other:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- ☒ Current CNA
- ☒ Other current assessment/self-study report: National Career Academy Coalition- Review Process
- ☒ 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: Students require stronger skills in abstract problem-solving and data interpretation, especially in Mathematics and Science, to overcome low proficiency levels and close the significant achievement gaps persisting across multiple subgroups. 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: Students must develop their self-efficacy, resilience, and sense of belonging to increase academic perseverance. This directly addresses the low self-efficacy noted and is crucial for improving overall engagement and motivation. Root/Contributing Cause: Self-efficacy and student agency are not explicitly embedded into daily instruction or systematically reinforced through schoolwide practices.

3	<u>Student Need:</u> Students need stronger skills to manage their time, stay organized, follow routines, and take responsibility for their learning in order to improve attendance, engagement, and key transition outcomes (e.g., 9th-grade promotion, graduation rate). <u>Root/Contributing Cause:</u> Planning, organization, and self-management skills are not consistently taught, tracked, or reinforced through coordinated academic, behavioral, and attendance supports (i.e. MTSS)
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To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

1	<u>Targeted Subgroup:</u> 9th Grade Promotion: Disadvantaged, Pacific Islander <u>Identified Student Need(s):</u> For 9th-grade promotion, Disadvantaged students consistently demonstrate lower promotion rates around 80–81%. Pacific Islanders have the lowest, ranging from 60–70%. Furthermore, Pacific Islander students, though continuing to struggle with the lowest regular attendance, improved from 58.9% to 62.5%.
2	<u>Targeted Subgroup:</u> Special Education <u>Identified Student Need(s):</u> Consistently demonstrate lower attendance rate of 75.3% when compared to the overall school rate of 84.9%.
3	<u>Targeted Subgroup:</u> English Learners <u>Identified Student Need(s):</u> Consistently demonstrate lower attendance rate of 74.3% when compared to overall school rate of 84.9%.



PRIORITY 1: High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
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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 Alg 1, Geom, MOW 2. (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:__, \$
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		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		
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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 (SW 5, 6) Accountable Leads: Principal, APs, CTE Coordinator, Academy Director 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	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: __, \$
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly.	Root/Contributing Cause #1, #2, & #3	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 and department PLCs through IPC 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:__, \$
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1.2.3. All students experience a Nā Hopena A'o 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:__, \$
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	Root/Contributing Cause #1 & #2	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 - Mathematical skills (SW 6)	% 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:__, \$

		Accountable Lead: Principal, Assistant Principal, SIRTs, WASC/PD Lead, AVID Lead, AVID Teachers		
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.	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 ○ 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 complete one PBL in each academy grade-level. Concept-Based Instruction to be used to support the Academy GL PBL. <i>9th-11th: One per Academy grade level (Interdisciplinary/Cross-Content). 12th: PBL through Work-Based Learning (Integration w/in individual project)</i> (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 (SW 5, 6) Accountable Leads: Principal, APs, Academy Director, Post-High School Counselors	Early College Enrollment Industry Certifications WBL#s Academy Data P20 College Readiness Report	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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PRIORITY 2: High-Quality Educator Workforce In All Schools

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
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 (SW 6) Accountable Leads: Principal, APs, SIRTs C. WHS teachers will receive PD and continued support in content specific strategies.	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:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		○ 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		
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PRIORITY 2: High-Quality Educator Workforce In All Schools

		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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	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: __, \$

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.2 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 • Marauder Weekly Newsletters • WHS Website • WHS Social Media accounts (SW 5, 6) Accountable Leads: APs, PCNC	Based on: ☐ Participation data ☐ Marauder Weekly Newsletter & # of Subscribers ☐ Monthly Submitted Requests to Marauder Newsletter ☐ Monthly Submitted Requests for document translation	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

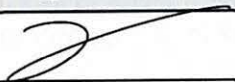
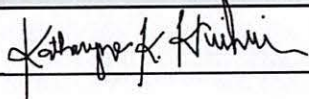
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

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

The **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 of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Nov 6, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 3, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Leadership Meeting (2/11/2026) & Faculty/Staff Meeting (2/17/2026)
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: ☐ **March 3, 2026**

Attested:

Waipahu High School Principal	Signature	Date
Zachary Sheets		Mar 23, 2026
SCC Chairperson	Signature	Date
Katheryne Huihui		Mar 23, 2026

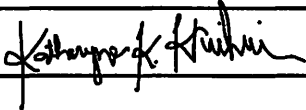
SCC Recommendations to the Academic Plan and Financial Plan:

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

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
NA		

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

Attested:

SCC Chairperson	Signature	Date
Katheryne Huihui		Mar 23, 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>	1,117 hours/year
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Waipahu High School Bell Schedule: Waipahu High School Bell Schedule	