

# Waipahu Intermediate School Academic Plan

SY2025-26

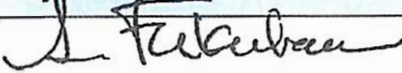
94-455 Farrington Hwy.


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

<b>Submitted by Principal:</b> Alvan Fukuhara	
	Date 04/07/2025

<b>Approved by Complex Area Superintendent:</b> Richard Fajardo	
	Date 4/15/25

**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	<u>English Language Arts</u>	<u>Mathematics</u>	Science	Social Studies
Grade 7 and Grade 8	Other: ▾ Savvas My Perspectives English Language Arts	i-Ready Classroom Mathematics ▾		
Grade 7 Pre-algebra		Other: ▾ Savvas EnVision Mathematics Accelerated Grade 7		
Grade 8 Algebra		Other: ▾ Savvas EnVision Algebra I		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade 7 and Grade 8	Achieve 3000			

## 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: House Team Meeting minutes (AAB form), Department meeting minutes

## UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

**Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment.** Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grade 7 and Grade 8	I-Ready ▾	I-Ready ▾
Grade 7 and Grade 8	WIDA Screener ▾	
Grade 7 and Grade 8	Other: ▾ Achieve 3000 - level set	

### Reference Items

- [HIDOE Implementation Plan 2023-2029](#)
- [Implementation Plan Summary - 2 Pager](#)
- [HIDOE Middle Level School Profile](#)
- [Complex Area Academic Plan 2025-26](#)
- [National Career Academy Coalition \(NCAC\) National Standards of Practice for Middle Schools \(June 2022\)](#)
- [Association of Middle Level Education \(AMLE\)](#)
- [Waipahu Intermediate School Comprehensive Needs Assessment \(CNA\)](#)
- [WASC Visiting Committee Report \(March 2024\)](#)
- [Comprehensive English Learners Plan 2024-25](#)



## 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:

- ☒ Current Comprehensive Needs Assessment (CNA)
- ☒ Other current assessment/self-study report: Panorama, WIDA Access, iReady, SQS Survey
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: March 2024

Type of Last Visit: Full Self-Study -

Year of Next Action: SY2026-27

Type of Next Action: Mid-Cycle Report & Visit -

Year of Next Self-Study:

2030

**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	<p><b><u>Student Need:</u></b> Increase overall SBA/HSA assessment scores (ELA, MATH and SCIENCE) by 2-3% per year. If the school is aiming for the 3% growth and including 3% from 2024-25, targets will be: ELA 57.9%, Math 41.8%, and Science 47.6%</p> <p><b><u>Root/Contributing cause(s):</u></b> Key Performance Indicator targets in Math, ELA, and Science to increase academic proficiency.</p>
2	<p><b><u>Student Need:</u></b> Increase daily student attendance rate to 90% (At the time of creating the Academic Plan, the latest data from 2022-23 = 73.6%)</p> <p><b><u>Root/Contributing cause(s):</u></b> Need to create and implement interventions for student attendance via HMTSS.</p>
3	<p><b><u>Student Need:</u></b> Continue implementing systems of support and explore new activities for all students to improve academic, attendance, behavior, and social emotional well-being.</p> <p><b><u>Root/Contributing Cause:</u></b> Need to clarify and implement all systems of support for all students within HMTSS.</p>
4	<p><b><u>Student Need:</u></b> Continue implementing Career Connected Education (CCE), Project Based Learning (PBL), and Transition activities. (CCE and PBL are Complex Area priorities)</p> <p><b><u>Root/Contributing cause(s):</u></b> Need to prepare students for high school, college, career, and citizenship.</p>

**In order 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	<p><b><u>Targeted Subgroup:</u></b> Increase proficiency rates for high needs students (Special Education, English Language Learners, and Economically Disadvantaged).</p> <p><b><u>Identified Student Need(s):</u></b> Lower the achievement gap between high needs and non-high needs students. Current GAP proficiency data from 2023-24 = ELA 31%, Math = 31.5%. Lower gap by 3-5%. Expand and systematize academic interventions during the school day and afterschool hours.</p>
2	<p><b><u>Targeted Subgroup:</u></b> Chronically absent and near chronically absent students.</p> <p><b><u>Identified Student Need(s):</u></b> Create and implement systems with action steps to address chronic absences and near chronically absent students.</p>



## 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.

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
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<p><b>Mathematics Proficiency</b>  1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.  (SW 3), (MLP 3, 7)</p>	<p><u><b>Student Need:</b></u>  Increase overall ELA, MATH and SCIENCE academic proficiency scores by 2-3% each year</p> <p><u><b>Identified Student Need(s):</b></u>  Expand and systematize academic interventions during the school day and afterschool.</p>	<p>Math department will implement the selected viable curriculum.</p> <p>WIS will continue to break down standards to success criteria and learning progressions, implement math literacy strategies, create and use assessments to align with success criteria, and adjust instruction based on student needs.</p> <p>Teachers will align standards (deconstructed learning targets and success criteria) with each students' Individualized Education Plan (IEP) to set academic standards and monitor student progress. Teachers will incorporate appropriate accommodations and modifications (students with IEPs) to assist with student growth and progress</p> <p>Out of School Time (OST) will provide opportunities for students to improve and enhance their academic skills and knowledge (Ex. through career technical student organizations, tutoring, and clubs)</p> <p>Accountable Leads:</p> <ul style="list-style-type: none"> <li>• Administrators</li> <li>• Curriculum Coordinators</li> <li>• Department chairpersons</li> <li>• Teachers</li> <li>• Directors (OST, 21 Century, Uplink etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Data Team Assessments</li> <li>• Data Team minutes and interventions</li> <li>• Common Formative Assessments and analysis</li> <li>• Student samples and artifacts</li> <li>• Universal Screener (Pre, Mid, Post)</li> <li>• Walkthrough data and documentation</li> <li>• Math proficiency and growth (SBA/ Univ. Screener)</li> </ul>	<ul style="list-style-type: none"> <li>• WSF</li> <li>• Title I</li> <li>• SPPA</li> <li>• Homeless</li> <li>• UPLINK/OST</li> </ul>
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	<u>Targeted Subgroup:</u> Close the achievement gap for: Special Education, English Language Learners, economically disadvantaged			
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. (SW 3), (MLP 3, 7)</p>	<p><u>Student Need:</u> Increase overall ELA, MATH and SCIENCE academic proficiency scores by 2-3% each year</p> <p><u>Identified Student Need(s):</u> Expand and systematize academic interventions during the school day and afterschool.</p> <p><u>Targeted Subgroup:</u> Close the achievement gap for: Special Education, English Language Learners, economically disadvantaged</p>	<p>ELA and department will implement the selected viable curriculum</p> <p>ELA teachers will review and modify instruction and student success criteria based on student data. Teachers will also review and modify assessments and rubrics to align with the success criteria.</p> <p>Science teachers will develop, implement, and modify storylines, inquiry cycle strategies and curriculum (NGSS three Dimensions: science, engineering practices, disciplinary core Ideas, crosscutting concepts) based on student data.</p> <p>Social studies teachers will focus on selected inquiry standards and engage students in the Inquiry Design Model (IDM). Teachers will develop performance tasks rubrics, practice inter-rater reliability, and analyze student data to adjust and instruction and interventions.</p> <p>Pre-academy/elective teachers will complete pacing guides and include learning targets and success criteria.</p> <p>ELL teachers will align standards (deconstructed learning targets and success criteria) with WIDA English Language Development (ELD) Standards and "Can-Do" descriptors. Teachers will set academic targets and monitor growth towards English Language Proficiency.</p> <p>CLSD - WIS will continue to implement literacy strategies and activities (Ex. content area vocabulary, common academic/career/college vocabulary, argumentative writing, presentations, etc.)</p>	<ul style="list-style-type: none"> <li>• Data Team Assessments</li> <li>• Data Team minutes and interventions</li> <li>• Common Formative Assessments and analysis</li> <li>• Student samples and artifacts</li> <li>• Universal Screener (Pre, Mid, Post)</li> <li>• Walkthrough data and documentation</li> <li>• ELA and Science SBA/HSA proficiency and growth</li> <li>• WIDA ACCESS, SBA, iReady test scores</li> <li>• Pre-academies and elective course pacing guides</li> <li>• ELL alignment of content standards, WIDA ELD Standards and "Can-Do" descriptors.</li> </ul>	<ul style="list-style-type: none"> <li>• WSF</li> <li>• Title I</li> <li>• SPPA</li> <li>• Homeless</li> <li>• UPLINK/OST</li> </ul>
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		<p>Out of School Time (OST) will provide opportunities for students to improve and enhance their academic skills and knowledge (Ex. through career technical student organizations, tutoring, and clubs)</p> <p>Accountable Leads:</p> <ul style="list-style-type: none"> <li>• Administrators</li> <li>• Curriculum Coordinators</li> <li>• Department chairpersons</li> <li>• Teachers</li> <li>• Directors (OST, 21 Century, Uplink etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Progress Monitoring Data for English Language Proficiency</li> </ul>	
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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. (MLP 1, 2, 3, 5, 6)</p>	<p><b><u>Student Need:</u></b> Students need supports to transition successfully to and from Waipahu Intermediate School</p>	<p><b>Enabling Activities / Strategic Actions:</b></p> <p>WIS students will experience activities that prepare them to transition from the Waipahu Complex elementary schools and later to Waipahu High School. (Ex. orientations, advisory lessons, social emotional activities, assemblies, and academic opportunities)</p> <p>Students will continue and enhance their personal transition plan.</p> <p>WIS will hold transitional meetings for special education students and their parents.</p> <p>WIS will engage families as valued partners and will invite them to orientations, showcase activities, and school performances etc.</p> <p>WIS will continue to support complex athletic activities, competitions, and orientations.</p> <p>WIS will continue to give students opportunities to participate in National Career Technical Student Organizations (CTSOs). These CTSOs are also available for them to continue at the high school.</p> <p>Student leadership development: council, student government. Ambassadors (school, academy, and house teams)</p> <p><b><u>Accountable Leads:</u></b></p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Coordinators: UPLINK, ISA, Student Activities Coordinator, Student Services</li> <li>• Academy Director and Leads</li> </ul>	<ul style="list-style-type: none"> <li>• Student attendance during summer transition activities, participation in clubs, athletics, performances, and competitions</li> <li>• Calendar of activities/agendas</li> <li>• Student Feedback from transition activities</li> <li>• Personal Transition Plans and portfolios samples</li> <li>• Orientation documentation</li> <li>• Percent of students engaging in transition activities</li> <li>• Percent of students promoted to each grade</li> <li>• Community newsletter</li> </ul>	<ul style="list-style-type: none"> <li>• WSF</li> <li>• Title I</li> <li>• OST</li> <li>• UPLINK</li> <li>• ISA</li> <li>• 21 CC</li> </ul>
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		<ul style="list-style-type: none"> <li>• Club advisors</li> <li>• Athletic director and coaches</li> <li>• Parent Community Network Coordinator</li> <li>• Student Activities Coordinator</li> <li>• Student Services Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• WIS Fresh Thoughts (student publication)</li> <li>• Parent engagement activities (agendas, reflections etc.)</li> </ul>	
Implement evidence-based instructional practices in <b>project-based learning (PBL)</b> in multiple subject areas allowing students to experience 2 high quality PBL projects. (SW 3), (MLP 3, 7)	<u>Student Need:</u> Connecting students to realistic learning experiences will increase engagement and retention, improve soft skills, and provide an alternative way to access content.	<p>WIS will continue to train teachers (beginning, new to WIS) in Project Based Learning (PBL).</p> <p>Continue to support teachers with implementation and interdisciplinary connections via professional development, PLC meeting time</p> <p>Students will have opportunities to experience PBL through their core teams and pre-academy/elective courses</p> <p>Students will have opportunities to participate in student CTSOs, science fair, and volunteer/community service</p>	<ul style="list-style-type: none"> <li>• Percentage of students completing PBL</li> <li>• Percentage of teachers trained in PBL</li> <li>• PLC and Team meeting minutes</li> <li>• Student projects</li> <li>• PBL planner documents</li> <li>• Presentations of learning</li> <li>• Community newsletter</li> <li>• WIS Fresh Thoughts (student publication)</li> </ul>	<ul style="list-style-type: none"> <li>• WSF</li> <li>• Title I</li> <li>• OST</li> <li>• UPLINK</li> <li>• ISA</li> <li>• 21st CC</li> </ul>



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

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly. (MLP 1, 2, 4, 5, 6, 8)</p>	<p><u>Student Need:</u> Increase daily student attendance</p> <p><u>Root/Contributing cause(s):</u> Need for continuum of interventions</p> <p><u>Targeted Subgroup:</u> Students who are chronically absent and near chronically absent</p>	<p>WIS Students will be provided an array of activities and experiences that will help them develop positive social, emotional, and physical health.</p> <p>Provide school staff with professional development and time to monitor and implement HMTSS systems which address positive behaviors at WIS.</p> <p>Documentation and interventions through House Teams (AAB forms)</p> <p>Kūpono program data</p> <p>Provide opportunities for the school community (parents, guardians, business partners, etc.) to support students with positive behaviors</p> <p>Align SEL and Advisory activities with the Association for Middle Level Education (AMLE) and Hawai'i middle level profile elements.</p>	<p><u>The following relevant data will be used to support WIS' outcomes:</u></p> <ul style="list-style-type: none"> <li>• Quarterly meeting agendas and minutes</li> <li>• House Team Minutes &amp; AAB tracking form</li> <li>• Student SEL Panorama Surveys</li> <li>• School Community Event Exit Surveys</li> <li>• Achievement of Advisory Goals</li> <li>• SEL Advisory Lessons</li> <li>• Team data for Boost</li> </ul>	<p>WSF Title I OST UPLINK ISA MVA 21st CC</p>

		<p>Implement a consistent Schoolwide Advisory System which addresses HMTSS components.</p> <p>Continue to implement, market, and improve Kūpono program (Ex. 4 Core values, Kūpono Store/Bucks, Counselor's Corner, Makana Aloha, Assemblies, Honor Role, Attendance incentives/rewards)</p> <p><u>Accountable Leads:</u></p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Counselors</li> <li>• House Team Leads and Teachers</li> <li>• Coaches, Club Advisors, OST Coordinators</li> <li>• Athletic Director</li> <li>• Student activities coordinator</li> <li>• Student Services Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Jr. Marauder Cup data</li> <li>• Inter School Athletics data</li> <li>• Community newsletter</li> <li>• WIS Fresh Thoughts (student publication)</li> <li>• KPI % attending 90%+ days of instruction</li> </ul>	
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<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p><u><b>Student Need:</b></u> Create and implement systems of support for all students within HMTSS</p> <p><u><b>Root/Contributing cause(s):</b></u> Determine, clarify and implement all systems of support for all students within HMTSS.</p>	<p>Provide school staff with professional development and time to monitor and implement HMTSS systems which address positive behaviors at WIS.</p> <p>Documentation and interventions through House Teams (AAB forms)</p> <p>Kūpono program data</p> <p>Provide opportunities for the school community (parents, guardians, business partners, etc.) to support students with positive behaviors</p> <p>Align SEL and Advisory activities with the Association for Middle Level Education (AMLE) and Hawai'i middle level profile elements.</p> <p><u><b>Accountable Leads:</b></u></p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Counselors</li> <li>• House Team Leads</li> <li>• Teachers</li> <li>• Coaches, Club Advisors, OST Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>• School's SQS and Panorama Data (student, staff, parents)</li> <li>• Discipline data</li> <li>• House Team AAB documentation and data</li> <li>• KPI data</li> </ul>	<ul style="list-style-type: none"> <li>• WSF</li> <li>• Title I</li> <li>• SPPA</li> <li>• MVA</li> <li>• OST</li> <li>• UPLINK</li> <li>• ISA</li> <li>• 21<sup>st</sup> CC</li> </ul>
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<p>1.2.3. All students experience a Nā Hopena A'o environment for learning. (MLP 1, 2, 5, 6, 7)</p>	<p><b><u>Student Need:</u></b> Create and implement systems of support for all students within HMTSS, Nā Hopena A'o, Kūpono program, Pre-academies, and Middle Level Elements (Teams)</p>	<p>WIS will provide experiences around Nā Hopena A'o in and outside of the classroom</p> <p>Provide professional development/training in social emotional learning (SEL)</p> <p>Provide opportunities for students to develop and strengthen GLOs and Nā Hopena A'o in classes, clubs, and athletics, extra-curricular activities, and out of school time activities</p> <p>Explore ways to implement Nā Hopena A'o and the message of its six outcomes (strengthened statements) along with our Kūpono program in the school physical environment (ex. murals, signage, banners etc.)</p> <p>Accountable Leads:</p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Counseling Department</li> <li>• House Teams and Teachers</li> <li>• Club advisors and coaches</li> <li>• Student activities coordinator</li> <li>• Athletic director</li> </ul>	<p>The following relevant data will be used progress monitor outcomes:</p> <ul style="list-style-type: none"> <li>• Professional Development/ Training Agendas</li> <li>• Panorama Survey</li> <li>• Course pacing guides</li> <li>• PBL Documentation</li> <li>• Staff/Student Reflections</li> <li>• Physical space documentation and outcomes</li> <li>• Community newsletter</li> <li>• WIS Fresh Thoughts (student publication)</li> </ul>	<ul style="list-style-type: none"> <li>• WSF</li> <li>• Title I</li> <li>• Title IV</li> <li>• Uplink</li> <li>• 21st CC</li> <li>• OST</li> </ul>
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. (MLP 3, 4, 6, 8)</p>	<p><u>Student Need:</u> Students need to be college, career, and citizenship ready.</p> <p>Our complex K-12 shared commitment to prepare students to be globally competitive and locally committed.</p>	<p>WIS will continue to implement career connected learning through our Pre-Academy school design.</p> <p>Enabling Activities/Strategic Actions:</p> <p>WIS will provide instructional and extracurricular opportunities that supports college and career themed skills, content, and GLOs</p> <p>Students will participate in two Project Based Learning (PBL) activities and lessons</p> <p>Sustain and expand pre-academy/CTE courses that lead to the Academies at the high school. Courses that lead to high skill, high demand, and high wage careers.</p> <p>Continue to implement college and career exploration (ex. Career fair, college visits, CTSOs participation and competitions etc.)</p> <p>Develop and use common language, understanding, and practices for pre-academies and implementation of NCAC National Standards of Practice</p>	<p>Progress toward the attainment of the desired outcome will be measured by:</p> <ul style="list-style-type: none"> <li>• Master schedule development</li> <li>• Pre-academies Activities/Projects and Interdisciplinary Units</li> <li>• PBL Documentation and project planners</li> <li>• Student work, presentations, and competition participation and results</li> </ul>	<ul style="list-style-type: none"> <li>• WSF</li> <li>• SPPA</li> <li>• Homeless</li> <li>• Title I</li> <li>• Title III</li> <li>• Title IV</li> <li>• SAF</li> </ul>

		<p>WIS students will attain skills, knowledge, and experiences to prepare them for career, college, and citizenship.</p> <p>WIS students will have opportunities to attend field trips related to career and college exploration and preparation</p> <p>Provide opportunities for teachers to be trained/retrained in AVID strategies, and promote/implement AVID strategies in courses</p> <p>Continue to offer AVID and AVID Excel electives</p> <p>Accountable Leads:</p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Academy Director</li> <li>• PBL Non-classroom teacher/admin support</li> <li>• House Team and Academy Leads</li> <li>• Teachers</li> <li>• Counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Peer and Industry feedback</li> <li>• Student Self Reflections</li> <li>• Academies and Teams Agenda and Meeting Minutes</li> <li>• Career Fair Data</li> <li>• Industry partnerships</li> <li>• Teacher externship and professional development activities</li> <li>• Industry and college field trip attendance and agendas</li> <li>• School Pre-Academy structure</li> <li>• NCAC NSOP progression and rubric</li> <li>• PD/PLC participation reflections</li> </ul>	
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<p><b>K-12 Alignment</b></p> <p>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.</p>	<p><u><b>Student Need:</b></u> Students will successfully transition to high school. They will be prepared for the Academies at Waipahu High School.</p> <p>Students will be college, career, and citizenship ready.</p> <p><u><b>Root/Contributing cause(s):</b></u> WIS will continue to implement NCAC NSOPs</p>	<p><b>Enabling Activities / Strategic Actions:</b></p> <p>Further develop the school's Pre-academies and expand involvement of stakeholders (ex. teachers, staff, parents, industry and community partners) in the improvement process</p> <p>Support for CTSOs (ex. during and after school activities, competitions, internships, and travel)</p> <p>Continue implementation of NCAC National Standards of Practice (NSOPs), PBL, and Core integration activities</p> <p>Communicate common language, understanding, and practices of the NSOPs with teachers, staff, parents, students, and industry partners</p> <p>Create opportunities for students and teachers to connect with Academies at Waipahu High School (WHS)</p> <p>Strengthen the school's industry advisory board</p> <p>Provide students and teachers industry experiences</p> <p>Continue implementation and improve the student personal transition plan (PTP). Start implementation of showcase portfolios (Ex. Google Slides and/or Sites)</p> <p>Continue to offer high school credit courses. Look for options to expand the master schedule to add more courses that offer high school credit (Ex. CTE foundational courses, other languages)</p> <p>Accountable Leads:</p>	<ul style="list-style-type: none"> <li>● Pre-Academies Agenda &amp; Minutes</li> <li>● PD attendance</li> <li>● Articulation documents between WIS &amp; WHS</li> <li>● Career fair documents</li> <li>● Student PTPs and portfolios. PTP participation</li> <li>● Master schedule</li> <li>● PBL Documentation and project planners</li> <li>● Student work, presentations, and competition participation and results</li> <li>● Academies and Teams Agenda and Meeting Minutes</li> <li>● Career Fair Data</li> <li>● Industry partnerships</li> </ul>	<ul style="list-style-type: none"> <li>● WSF</li> <li>● SPPA</li> <li>● Homeless</li> <li>● Title I</li> <li>● Title III</li> <li>● Title IV</li> <li>● SAF</li> </ul>
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		<ul style="list-style-type: none"> <li>• Administration</li> <li>• Academy Director</li> <li>• Academy Leads</li> <li>• Teachers</li> <li>• Advisory Board Members</li> </ul>	<ul style="list-style-type: none"> <li>• Industry and college field trip attendance and agendas</li> <li>• School Pre-Academy structure</li> <li>• NCAC NSOP progression and rubric</li> <li>• PD/PLC participation reflections</li> </ul>	
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1.3.3. All students graduate high school with a personal plan for their future. (MLP 2, 3, 6)

**Student Need:**  
Students will successfully transition to high school. They will be prepared for the Academies at Waipahu High School and post-secondary opportunities. Students will be college, career, and citizenship ready.

WIS students will demonstrate acquisition of content and skills in line with the Waipahu Complex graduate profile

Students will continue to develop a Personal Transition Plan (PTP)

Students will continue to take interest surveys and have opportunities to do career research

WIS will explore opportunities for student job shadowing or community mentorship

Accountable Leads:

- Administration
- Academy Director and Leads
- Teachers
- Counselors

- PTP documents and student samples

- Student portfolios

- Career lessons, interest surveys, and reflections

- WSF
- SPPA
- Homeless
- Title I
- SAF



## 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.

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
2.1.2 All teachers are effective or receive the necessary support to become effective. (MLP 1, 3, 5, 7)	<b>Teacher Need:</b> Teachers need support to be successful, effective, and highly qualified.	<p>WIS will provide professional development/training in various topics that address school and student needs:</p> <p>WIS will provide professional development for: Educator Effectiveness System (EES), literacy, standards and alignment, curriculum pacing and assessments, differentiation, team collaboration, and leadership development</p> <p>Department chairpersons, non-classroom teachers, and academy leads will be members of the steering committee</p>	<ul style="list-style-type: none"> <li>• PD/Training schedule</li> <li>• PD/PLC participation</li> <li>• PD survey and reflections</li> <li>• HQT/NHQT Reports</li> <li>• I&amp;M School Status Reports and data</li> <li>• eHQ report of TESOL certified and EL certified teachers</li> </ul>	WSF SPPA Title I Title III Title IV SAF

		<p>WIS will participate in leadership and learning opportunities within the complex area, district, state, and national levels.</p> <p>WIS will explore/provide opportunities for teacher industry externships and certifications</p> <p>Develop/improve school-wide communication systems WIS will continue to implement activities, training, and supports for beginning and non-tenured teachers via the mentor and induction program</p> <p>Teachers will continue to complete the required ELL credits by SY2026-27</p> <p>WIS will continue to explore and implement ways to celebrate and recognize faculty and staff for their accomplishments</p> <p>Accountable Leads:</p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Curriculum coordinators</li> <li>• Academy Director and Leads</li> <li>• House team leads</li> <li>• Department chairpersons, Steering Committee</li> <li>• Mentor teachers</li> </ul>		
2.2.2 All schools' support staff are effective or receive the necessary support to become effective. (MLP 1, 3, 5, 7)	<u>Staff Need:</u> Staff need support to be successful, effective, and efficient.	<p>WIS will provide training and opportunities for classified staff to be involved in the school improvement process, and engage in positive social emotional activities</p> <p>Support staff will be provided opportunities to be part of various school improvement teams and meetings (ex.</p>	<ul style="list-style-type: none"> <li>• Survey of need areas</li> <li>• Training agenda's</li> <li>• Staff Reflections</li> </ul>	<ul style="list-style-type: none"> <li>• WSF</li> <li>• SPPA</li> <li>• Title I</li> <li>• Title IV</li> <li>• SAF</li> </ul>

		<p>school meetings, School Community Council, Safety Committee, and support staff supervisor meetings)</p> <p>WIS will celebrate and recognize individual and collective achievements of our classified staff</p> <p>Provide opportunities for support staff to attend state and possibly national conferences</p> <p>Accountable Leads:</p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Classified supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• Training schedules and calendar</li> <li>• SCC meeting minutes</li> <li>• WASC and NCAC accreditation meeting minutes</li> </ul>	
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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.**
- ★ **Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.**

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. (MLP 1, 3, 5, 7)</p>	<p><u>School Need:</u> All HIOE schools need a School Community Council.</p> <p>Members will include all stakeholders and actively help to provide input and contribute to the success of the school.</p>	<p>Enabling Activities / Strategic Actions:</p> <p>Conduct School Community Council (SCC) meetings to address school activities, issues and/or concerns</p> <p>Create parent/community opportunities and events throughout the school year to teach, inform and showcase various programs and activities on campus. Conduct open house in the fall</p> <p>Offer Pre-Academies and House Teams (core content) events to inform our parents and community about our Pre-Academies structure and offerings</p>	<ul style="list-style-type: none"> <li>• SCC Agenda &amp; minutes</li> <li>• SCC principal review form and feedback</li> <li>• List of events and outcomes</li> <li>• List of participants</li> <li>• Reflections &amp; feedback on activities</li> </ul>	<ul style="list-style-type: none"> <li>• WSF</li> <li>• Title I</li> <li>• SAF</li> </ul>

		<p>SCC members will provide input into the academic plan, financial plan, WASC and NCAC accreditation</p> <p>Accountable Leads:</p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• SCC members</li> </ul>		
<p>3.2.2 All Department of Education programs, human resources, organizational structure, and finances are structured to accomplish the strategic plan goals and outcomes. (MLP 1, 4, 6, 8)</p>	<p><u>School Need:</u> Waipahu Intermediate needs to operate efficiently and effectively.</p>	<p>Align school's academic and financial plan to HDOE implementation plan, complex goals, and school design goals.</p> <p>Allocate resources (human, financial, and facilities) to facilitate a successful school design and accomplish school and complex area goals</p>	<ul style="list-style-type: none"> <li>• Financial Plan</li> <li>• Expenditure reports</li> <li>• Purchase orders</li> <li>• PD/Substitute workshop forms</li> <li>• Pre-academy documentation of NSOPs</li> <li>• WASC Data and report</li> </ul>	<ul style="list-style-type: none"> <li>• WSF</li> <li>• Title I</li> <li>• UPLINK/OST</li> <li>• 21st CC</li> <li>• SAF</li> </ul>

## APPENDIX: SCHOOL BELL SCHEDULE

### 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 Intermediate school's current bell schedule(s) and total student instructional hours per year.

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding 1080 multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)

Did your school submit an SCC Waiver Request Form? Please explain.

Yes - to add one waiver day for professional development, WASC and NCAC preparation.

#### Bell Schedule

Mondays, Tuesdays, Thursdays, Fridays (2:10pm Dismissal)				Wednesdays (12:55pm Dismissal)				Wednesdays (*Special Rotation/12:55pm Dismissal) **for 4-day weeks			
START TIME	END TIME	MINUTES		START TIME	END TIME	MINUTES		START TIME	END TIME	MINUTES	
7:55 AM	8:00 AM	5	Passing	7:55 AM	8:00 AM	5	Passing	7:55 AM	8:00 AM	5	Passing
8:00 AM	9:35 AM	95	Class 1	8:00 AM	8:40 AM	40	Class 1	8:00 AM	9:20 AM	80	Class 1
9:30 AM	9:45 AM	15	Recess	8:40 AM	8:45 AM	5	Passing	9:20 AM	9:35 AM	15	Recess
9:45 AM	9:50 AM	5	Passing	8:45 AM	9:20 AM	35	Class 2	9:35 AM	9:40 AM	5	Passing
9:50 AM	11:15 AM	85	Class 2	9:20 AM	9:25 AM	5	Passing	9:40 AM	10:05 AM	75	Class 2
11:15 AM	11:20 AM	5	Passing	9:25 AM	10:00 AM	35	Class 3	10:05 AM	11:00 AM	5	Passing
11:20 AM	11:50 AM	30	Lunch 1/Class 3	10:00 AM	10:15 AM	15	Break	11:00 AM	11:30 AM	20	Lunch 1/Class 3
11:50 AM	11:55 AM	5	Passing	10:15 AM	10:20 AM	5	Passing	11:30 AM	11:35 AM	5	Passing
11:55 AM	12:25 PM	30	Lunch 2/Class 3	10:20 AM	10:55 AM	35	Class 4	11:35 AM	12:05 PM	30	Lunch 2/Class 3
12:25 PM	12:30 PM	5	Passing	10:55 AM	11:00 AM	5	Passing	12:05 PM	12:10 PM	5	Passing
12:30 PM	1:25 PM	55	Ext. Class 3	11:00 AM	11:35 AM	35	1st Lunch/Class 5	12:10 PM	12:55 PM	45	Extended Class 3
1:25 PM	1:30 PM	5	Passing	11:35 AM	11:40 AM	5	Passing	12:55 PM	1:05 PM	10	Passing
1:30 PM	2:10 PM	40	Advisory	11:40 AM	12:15 PM	35	2nd Lunch/Class 5	1:05 PM	2:10 PM	65	Teacher Meeting Time
				12:15 PM	12:20 PM	5	Passing				
				12:20 PM	12:55 PM	35	Class 6				
				12:55 PM	1:05 PM	10	Passing				
				1:05 PM	2:10 PM	65	Teacher Meeting Time				

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

The Waipahu Intermediate 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 to share the school data and gather input on student priorities.

Date of School Community Meeting: 2/11/25, 3/10/25

☒ 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: 2/11/25, 3/10/25

☒ Other (list) Examples: School Leadership Team, Curriculum Committee  
School Safety Committee, School CSSS Cadre

Steering Committee 2/19/25, 3/5/25

Advisory Board Meeting 3/18/25

Department Meetings 2/19/25, 3/12/25

Academy Meeting 2/26/25, Faculty 4/2/25

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: 3/10/2025.

Attested:

Alvan Fukuhara

Typed name of school principal



Signature

3/10/25

Date

John Ramiscal

Typed name of SCC chairperson



Signature

3/10/2025

Date



3/10/2025, 4:00 PM

[illegible]