

Waipahu Intermediate School Academic Plan SY 2026-2027

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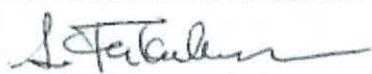
ADMINISTRATION

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STATE OF HAWAII
DEPT. OF EDUCATION
LEWARD OAHU DIST

<https://www.waipahuintermediate.org>

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal: Alvan Fukuhara	
	Date 3/27/26

Approved by Complex Area Superintendent: Richard Fajardo	
	Date 4/15/26

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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
7th and 8th/English Language Arts	Other: ▾ Savvas My Perspectives English Language Arts	i-Ready Classroom Mathematics ▾		
Pre-algebra		Other: ▾ Savvas EnVision Mathematics Accelerated Grade 7		
Algebra		Other: ▾ Savvas EnVision Algebra I		

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
7th and 8th/English Language Arts	Achieve 3000 Nearpod		Achieve 3000	Achieve 3000

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
7th and 8th	I-Ready ▾	I-Ready ▾
7th and 8th/English Language Learners	WIDA Screener ▾	

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☒ Panorama
 ☒ School-created template (AAB Form)
 ☒ School-created template
 ☒ Other: Pre-academy meetings

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 Draft](#)
- ☒ Other current assessment/self-study report: [Self Study Report - March 2024](#).
- ☒ Current Western Association of Schools and Colleges (WASC) report: [Visiting Committee Report - March 2024](#)

Year of Last Visit: 2023-24

Type of Last Visit: Full Self-Study ▾

Year of Next Action: 2026-27

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

Year of Next Self-Study:

2029-30

Please identify critical student learning needs and the root/contributing cause why these needs have been prioritized. <i>"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?"</i>	
Please number the student need and root/contributing cause for ease of cross-referencing.	
1	Student Need: Show continued growth on Key Performance Indicators (KPIs) = 2 to 3 % growth in Smarter Balanced Assessment (SBA)/Hawai'i State Assessment (HSA) at 2% growth the proficiency goals are: ELA = 65%, Math = 44%, Science = 53%. Note that in SY2024-25 WIS had already surpassed its 5 year growth for ELA, 2 year growth for Math, and 4 year growth for science. Root/Contributing Cause: At the beginning of the year, approximately half of the students are 3 or more grade levels below proficiency on the iReady Universal screener. At the end of the year, students show some growth, are closer to grade level proficiency, but some are still not on grade level. Teachers may benefit from additional professional development in foundational skills in Math, Reading, and Science. Students may also need additional support with relevant experiences in these areas to ensure knowledge is retained throughout the years.
2	Student Need: Improve regular attendance = from 78% to 85%; ultimately striving for 90% Root/Contributing Cause: Students need to attend school regularly. Students should be motivated to attend school and the school needs to continue efforts to improve progress monitoring, interventions, parent communication, and social emotional activities that help students make a positive change. Staff may benefit from additional professional development in working with parents collaboratively to support student attendance and in creating an environment where students want to actively participate. Students may benefit from

	additional SEL support during the school day which indirectly impacts student learning. Adults on campus benefit when student support systems are known and there is consistent implementation. Every adult on campus needs an understanding of their role within a students' learning and must be able to contribute to an environment which supports learning.
3	<u>Student Need:</u> Close the achievement gap between high-needs vs. non-high needs students. Improve gap rate between high-needs and non-high needs (using SBA/HSA as a measure) by 2-3% (lower the proficiency percentage difference between high-needs and non-high needs). At 2% gap rate reduction = ELA goal 27%, Math goal 28% <u>Root/Contributing Cause:</u> Although there were proficiency gap rate improvements over the last three years in Math, ELA, and Science; there is still a large gap between high needs and non-high needs students. Every adult must be equipped with the necessary skills to support the students' learning experiences. With an increase of new teachers and varied experiences in Tier 1 and Tier 2, teachers require professional development to support improvements with content delivery and instruction.

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	Targeted Subgroup: High need students: Special Education, English Language Learners, others (MVA, free-reduced lunch) Identified Student Need(s): Improve student proficiency (SBA/HSA) and close the achievement gap (current gap rate from previous year ELA = 29%, Math = 30%)
2	Targeted Subgroup: High need students: Special Education and English Language Learners Identified Student Need(s): Improve regular attendance. From last school year 2024-25 Panorama data - attendance gap rates between SPED vs. entire school = 14% gap, ELL vs. entire school 6% gap.
3	Targeted Subgroup: Special Education, English Language Learners, and school's ethnic minorities Identified Student Need(s): Improve social emotional learning - SEL perceptual survey

Reference Items

- [HIDOE Implementation Plan 2023-2029](#)
- [Implementation Plan Summary - 2 Pager](#)
- [HIDOE Middle Level School Profile](#)
- [Complex Area Academic Plan 2025-26 \(update to 2026-27 when received\)](#)
- [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 2025-26](#)



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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Mathematics Proficiency 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. <i>PWCA Intermediate Academic Plans</i>	<u>Student Need:</u> Increase overall ELA, MATH and SCIENCE academic proficiency scores by 2-3% each year <u>Identified Student Need(s):</u> Expand and systematize academic interventions during the school day and afterschool.	ELA and Math departments will implement the selected viable curriculum. WIS will break down standards to success criteria and learning progressions, implement literacy strategies, create and use assessments to align with success criteria, and adjust instruction based on student needs. Teachers will continue to create and adjust curriculum maps and pacing guides. 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 Out of School Time (OST) will provide opportunities for students to improve and enhance their academic skills and knowledge (Ex. through Career and Technical Student Organizations (CTSOs), tutoring, and clubs) Accountable Leads: • Administrators • Curriculum Coordinators • Department chairpersons • Teachers • Directors (OST, Uplink etc.)	• Data Team Assessments • Data Team minutes and interventions • Common Formative Assessments and analysis • Student samples and artifacts • Universal Screener (Pre, Mid, Post) • Walkthrough data and documentation • Math proficiency and growth (SBA/ Univ. Screener)	• WSF • Title I • SPPA • Homeless • UPLINK/OST
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	<u>Targeted Subgroup:</u> Close the achievement gap for: Special Education, English Language Learners, economically disadvantaged			
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>All schools</i>	<u>Student Need:</u> Increase overall ELA, MATH and SCIENCE academic proficiency scores by 2-3% each year <u>Identified Student Need(s):</u> Expand and systematize academic interventions during the school day and afterschool. <u>Targeted Subgroup:</u> Close the achievement gap for: Special Education, English Language Learners, economically disadvantaged	ELA & Math department will implement the selected viable curriculum ELA & Math 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. 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. 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. Pre-academy/elective teachers will complete pacing guides and include learning targets and success criteria. 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. Out of School Time (OST) will provide opportunities for students to improve and enhance their academic skills and knowledge (Ex. through Career and Technical Student Organizations (CTSOs), tutoring, and clubs) Accountable Leads:	• Data Team Assessments • Data Team minutes and interventions • Common Formative Assessments and analysis • Student samples and artifacts • Universal Screener (Pre, Mid, Post) • Walkthrough data and documentation • ELA and Science SBA/HSA proficiency and growth • WIDA ACCESS, SBA, iReady test scores • Pre-academies and elective course pacing guides • ELL alignment of content standards, WIDA ELD Standards and “Can-Do” descriptors.	• WSF • Title I • SPPA • Homeless • UPLINK/OST
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		• Administrators • Curriculum Coordinators • Department chairpersons • Teachers • Directors (OST, 21-Century, Uplink etc.)	• Progress Monitoring Data for English Language Proficiency	
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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. <i>All schools</i>	<u>Student Need:</u> Students need supports to transition successfully to and from Waipahu Intermediate School	Enabling Activities / Strategic Actions: WIS students will experience activities that prepare them to transition from the Waipahu Complex elementary schools, from 7th going to 8th grade, and 8th grade going to Waipahu High School. (Ex. orientations, advisory lessons, social emotional activities, assemblies, academic opportunities, Pre-academies, and extra-curricular activities) Students will continue to improve and complete their personal transition plan. WIS will hold transitional meetings for special education students and their parents. WIS will engage families as valued partners and will invite them to orientations, showcase activities, and school performances etc. WIS will continue to support complex athletic activities, competitions, and orientations. WIS will continue to give students opportunities to participate and compete at district, state, national, and possibly international level. Student leadership development: council, student government, ambassadors (school, academy, and house teams) <u>Accountable Leads:</u> • Administration • Coordinators: UPLINK, ISA, Student Activities Coordinator, Student Services • Academy Director and Leads	• Student attendance during summer transition activities, participation in clubs, athletics, performances, and competitions • Calendar of activities/agendas • Student Feedback from transition activities • Personal Transition Plans and portfolios samples • Orientation documentation • Percent of students engaging in transition activities • Percent of students promoted to each grade	• WSF • Title I • OST • UPLINK • ISA • REACH • MSEA
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		• Club advisors • Athletic director and coaches • Parent Community Network Coordinator • Student Activities Coordinator • Student Services Coordinator	• Community newsletter • WIS Fresh Thoughts (student publication) • Parent engagement activities (agendas, reflections etc.)	
Implement evidence-based instructional practices in project-based learning (PBL) in multiple subject areas allowing students to experience 2 high quality PBL projects. <i>PWCA Intermediate Academic Plans</i>	<u>Student Need:</u> Connecting students to realistic learning experiences will increase engagement and retention, improve work place ready skills, and provide an additional way to access content.	WIS will continue to train teachers (beginning teachers and those new to WIS) in Project Based Learning (PBL). Continue to support teachers with implementation and interdisciplinary connections via professional development, PLC meeting time Students will have opportunities to experience PBL through their core teams and Pre-academy/elective courses Students will have opportunities to participate in student CTSOs, science fair, and volunteer/community service	• Percentage of students completing PBL • Percentage of teachers trained in PBL • PLC and Team meeting minutes • Student projects • PBL planner documents • Presentations of learning • Community newsletter • WIS Fresh Thoughts (student publication)	• WSF • Title I • OST • UPLINK • ISA

★ 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. <i>All schools</i>	<u>Student Need:</u> Increase daily student attendance <u>Root/Contributing cause(s):</u> Need for continuum of interventions <u>Targeted Subgroup:</u> Students who are chronically absent and near chronically absent, high need students	WIS Students will be provided an array of activities and experiences that will help them develop positive social, emotional, and physical health. Provide school staff with professional development and time to monitor and implement HMTSS systems which address positive behaviors at WIS. Documentation and interventions through House Teams (AAB - Academic, Attendance, Behavior forms) Continue to support and enhance the Kūpono program, (Ex. 4 Core values, Kūpono Store, Counselor's Corner, Makana Aloha, Assemblies, Honor Role, Attendance incentives/rewards etc.) Provide opportunities for the school community (parents, guardians, business partners, etc.) to support students with positive behaviors and activities that engage students Enhance and systematize SEL and Advisory activities and lessons that help improve Panorama indicators. Implement purposeful advisory lessons <u>Accountable Leads:</u>	• Quarterly meeting agendas and minutes • House Team Minutes & AAB tracking form • Student SEL Panorama Surveys • School Community Event Exit Surveys • Advisory lesson samples • Team data for Boost • Jr. Marauder Cup data	• WSF • Title I • OST • UPLINK • ISA • MVA • MSEA • REACH

		• Administration • Counselors • House Team Leads and Teachers • Coaches, Club Advisors, OST Coordinators • Athletic Director • Student Activities Coordinator • Student Services Coordinator	• Inter School Athletics data • Community newsletter • WIS Fresh Thoughts (student publication) • KPI % attending 90%+ days of instruction • Pre-academy goals data	
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1.2.2. All students demonstrate positive behaviors at school. <i>All schools</i>	<u>Student Need:</u> Create and implement systems of support for all students within HMTSS <u>Root Contributing cause(s):</u> Determine, clarify and implement all systems of support for all students within HMTSS.	Provide school staff with professional development and time to monitor and implement HMTSS systems which address positive behaviors Documentation and interventions through House Teams (AAB forms) Kūpono program implementation Provide opportunities for the school community (parents, guardians, business partners, etc.) to support students with positive behaviors Use resources from the Association for Middle Level Education (AMLE) and Hawai'i middle level profile elements along with SEL advisory curriculum to assist with improving student behaviors <u>Accountable Leads:</u> • Administration • Counselors • House Team Leads • Teachers • Coaches, Club Advisors, OST Coordinators	• School's SQS and Panorama Data (student, staff, parents) • Discipline data • House Team AAB documentation and data • KPI data	• WSF • Title I • SPPA • MVA • OST • UPLINK • ISA
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>All schools</i>	<u>Student Need:</u> Create and implement systems of support for all students within HMTSS, Nā Hopena A'o, Kūpono program, Pre-academies, and Middle Level Elements (Teams)	WIS will provide experiences around Nā Hopena A'o in and outside of the classroom Provide professional development/training in social emotional learning (SEL) 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 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, communication mediums - student magazine, community newsletter, marquee etc.) Accountable Leads: • Administration • Counseling Department • House Teams and Teachers • Club advisors and coaches • Student activities coordinator • Athletic director	The following relevant data will be used progress monitor outcomes: • Professional Development/Training Agendas • Panorama Survey • Course pacing guides • PBL Documentation • Staff/Student Reflections • Physical space documentation and outcomes • Community newsletter • WIS Fresh Thoughts (student publication)	• WSF • Title I • Title IV • Uplink • OST • REACH • MSEA
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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. <i>All schools.</i>	Student Need: Students need to be ready for secondary school, college and career. And demonstrate citizenship. Our complex K-12 shared commitment to prepare students to be globally competitive and locally committed.	WIS will continue to implement career connected learning through our Pre-academy school design. WIS will provide instructional and extracurricular opportunities that supports college and career themed skills, content, and GLOs Students will participate in two Project Based Learning (PBL) activities and lessons Sustain and expand Pre-academy/CTE courses that lead to the Academies at the high school and professions that have high skill, high demand, and high wage. Continue to implement college and career exploration (ex. Career fair, college visits, CTSOs participation and competitions etc.) Develop and use common language, understanding, and practices for Pre-academies and implementation of the NCAC National Standards of Practice WIS students will have opportunities to attend field trips related to career and college exploration and preparation	Progress toward the attainment of the desired outcome will be measured by: • Master schedule development • Pre-academies Activities/Projects and Interdisciplinary Units • PBL Documentation and project planners • Student work, presentations, and competition participation and results	• WSF • SPPA • Homeless • Title I • Title III • Title IV • SAF

		Provide opportunities for teachers to be trained/retrained in AVID strategies, and promote/implement AVID strategies in courses Continue to offer AVID and AVID Excel electives Accountable Leads: • Administration • Academy Director • PBL Non-classroom teacher/admin support • House Team and Academy Leads • Teachers • Counselors	• Advisory board meeting minutes • Student Self Reflections • Academies and Teams Agenda and Meeting Minutes • Career Fair Data • Industry partnerships • Teacher externship and professional development activities • Industry and college field trip attendance and agendas • School Pre-academy structure • NCAC NSOP progression and rubric • PD/PLC participation reflections	
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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.	<u>Student Need:</u> Students will successfully transition to high school. They will be prepared for the Academies at Waipahu High School. Students will be prepared for success at high school. And be ready for college and career. <u>Root/Contributing cause(s):</u> WIS will continue to implement NCAC NSOPs	Enabling Activities / Strategic Actions: Further develop the school's Pre-academies and expand involvement of stakeholders (ex. teachers, staff, parents, industry and community partners) WIS will support CTSOs (ex. during and after school activities, competitions, internships, and travel) WIS will continue to improve implementation of NCAC National Standards of Practice (NSOPs), PBL, and Core integration activities Communicate common language, understanding, and practices of the NSOPs with teachers, staff, parents, students, and industry partners Create opportunities for students and teachers to connect with Academies at Waipahu High School (WHS) Explore ways to increase student opportunities and experiences through the school's industry advisory board. Also strengthen operations and communication between the school and advisory board. Provide students and teachers industry experiences (ex. Internships and externships) Students will experience two PBLs throughout the year and PBL will incorporate career connected learning. Continue implementation and improve the student personal transition plan (PTP). Continue implementation of portfolios in grade 8 and/or Pre-academy courses.	● Pre-academies Agenda & Minutes ● PD attendance ● Articulation documents between WIS & WHS ● Career fair documents ● Student PTPs and portfolios. PTP participation ● Master schedule ● PBL Documentation and project planners ● Student work, presentations, and competition participation and results ● Academies and Teams Agenda and Meeting Minutes ● Career Fair	● WSF ● SPPA ● Homeless ● Title I ● Title III ● Title IV ● SAF ● OST
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		Explore more opportunities to expand the master schedule and course content to increase courses that offer high school credit or certification. (ex. Improve implementation of CTE standards and collaborate with Waipahu High School to possibly offer credit for foundation course types) Accountable Leads: • Administration • Academy Director • Academy Leads • Teachers • Advisory Board Members	• Industry partnership list and activities • Industry and college field trip attendance and agendas • School Pre-academy structure • NCAC NSOP progression and rubric • PD/PLC participation reflections	
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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. (MLP 1, 3, 5, 7)	<u>Teacher Need:</u> Teachers need support to be successful, effective, and highly qualified.	WIS will provide professional development for school initiatives that address student and teacher needs WIS will continue professional development for: Educator Effectiveness System (EES), literacy, standards and alignment, curriculum pacing and assessments, differentiation, team collaboration, and leadership development Department chairpersons, non-classroom teachers, administration, and academy leads will be members of the steering committee WIS will participate in leadership and learning opportunities within the complex area, district, state, and national levels. WIS will explore/provide opportunities for teacher industry externships and certifications	• PD/Training schedule • PD/PLC participation • PD survey and reflections • HQT/NHQT Reports • I&M School Status Reports and data • eHQ report of TESOL certified and EL certified teachers • #/% of first and second year teachers participating	• WSF • SPPA • Title I • Title III • Title IV • SAF



PRIORITY 2: High-Quality Educator Workforce In All Schools

		WIS will continue to implement activities, training, and supports for beginning and non-tenured teachers via the mentor and induction program Teachers will continue to complete the required ELL credits by SY2026-27 WIS will continue to explore and implement ways to celebrate and recognize faculty and staff for their accomplishments Accountable Leads: • Administration • Curriculum coordinators • Academy Director and Leads • House team leads • Department chairpersons, Steering Committee • Mentor teachers	in state I&M programs • # of pd opportunities for support staff • EEES/ PAS tools • 21 Hours professional development	
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.	WIS will provide training and opportunities for classified staff to be involved in the school improvement process, and engage in positive social emotional activities Support staff will be provided opportunities to be part of various school improvement teams and meetings (ex. school meetings, School Community Council, Safety Committee, and support staff supervisor meetings)	• Survey of need areas • Training agenda's • Staff Reflections • Training schedules and calendar • SCC meeting minutes	• WSF • SPPA • Title I • Title IV • SAF



PRIORITY 2: High-Quality Educator Workforce In All Schools

		WIS will celebrate and recognize individual and collective achievements of our classified staff Provide opportunities for support staff to attend state and possibly national conferences Accountable Leads: • Administration • Classified supervisors	• WASC and NCAC accreditation meeting minutes	
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PRIORITY 3: Effective and Efficient Operations At All Levels

★ 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>
3.2.2 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)	<u>School Need:</u> Waipahu Intermediate needs to operate efficiently and effectively.	Align school's academic and financial plan to HIDEOE implementation plan, complex goals, and school design. Allocate resources (human, financial, and facilities) to facilitate a successful school design and accomplish school and complex area goals. Improve school infrastructure to support student and staff needs. (ex. repair/maintenance, capitol improvements etc.) SCC and the Pre-academy industry advisory board will actively participate and provide feedback for school improvement.	- Financial Plan - Expenditure reports - Purchase orders - PD/Substitute workshop forms - Pre-academy documentation of NSOPs - WASC Data and report	- WSF - Title I - UPLINK/OST - SAF - CIP - Deferred maintenance

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

3.3.1. All School Community Councils have full membership,	<u>School Need:</u> All HIDEOE schools need a	Conduct School Community Council (SCC) meetings to address school activities, issues and/or concerns	SCC Agenda & minutes	- WSF - Title I - SAF
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PRIORITY 3: Effective and Efficient Operations At All Levels

meet regularly, and are engaged with their respective school principal. (MLP 1, 3, 5, 7)	School Community Council. SCC members will include representatives from each stakeholder group that actively contributes to the success of the school.	Create parent/community opportunities and events throughout the school year to teach, inform and showcase various programs and activities on campus. Continue to implement activities that engage and inform parents about WIS programs, initiatives, and accomplishments (ex. Open House, showcases, exhibits, performance, assemblies, community forums etc.) Offer Pre-academies, House Teams (core content), and transitional events to inform our parents and community about our Pre-academies structure and offerings SCC members will provide input for school improvement (ex. academic plan, financial plan, accreditation etc.) Accountable Leads: • Administration • SCC members	• SCC principal review form and feedback • List of events and outcomes • List of participants • Reflections & feedback on activities	
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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 Intermediate School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☐ A School Community Council Meeting was conducted on 9/23/25, 12/1/25, and 3/9/26 to share the school data and gather input on student priorities.
 - ☐ A School Community Meeting was conducted on 3/9/26 to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): Steering Committee (2/2/26, 3/9/26), Department Meetings (2/11/26, 2/25/26, 3/4/26, 3/25/26), Academy Meeting (2/18/26), and Administrative Meetings (3/20/26, 3/25/26)
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: **Mar 9, 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:

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

None

Attested:

SCC Chairperson	Signature	Date
Insert name of SCC chairperson ✖		
Members		
Jennica Mary Gondezza	<i>Jennica</i>	3/9/26
* John Gabriel BASILIO (Chair)	<i>Basilio</i>	3/9/26
Alvan Fukuhara	<i>Alvan Fukuhara</i>	3/9/26
Gemma Lasqueru	<i>Gemma Lasqueru</i>	3/9/26

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:

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

Attested:

SCC Chairperson	Signature	Date
Insert name of SCC chairperson		
Members		
<i>Louise M. M. M. M.</i>		3/9/24
<i>Shana Tokunaga</i>		3/9/26
<i>LOUISE M. M. M. M. (parent)</i>		03.09.26
<i>Gayleen Baker (community)</i>		3-9-26

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.**

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)	1,086 Hours
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement

Waipahu Intermediate School 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	9:30 AM	90	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	10:55 AM	75	Class 2
11:15 AM	11:20 AM	5	Passing	9:25 AM	10:00 AM	35	Class 3	10:55 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	30	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 AM	12:55 PM	35	Class 6				
				12:55 PM	1:05 PM	10	Passing				
				1:05 PM	2:10 PM	65	Teacher Meeting Time				

