Waiākea High School Academic Plan SY 2025-2026

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

Submitted by Principal Kelcy Koga		Approved by Complex Area Superintendent Esther Kanehailua	
[signature]	March 14, 2025	*[signature]*	04.09.25

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

VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
9th grade/ELA	'20 Odell Education High School L… ▾			
10th grade/ELA	'20 Odell Education High School L… ▾			
11th grade/ELA	'20 Odell Education High School L… ▾			
12th grade/ELA	'20 Odell Education High School L… ▾			
9th grade/Algebra 1		HIDOE Alg 1, Geom, Alg 2 ▾		
10th grade/Geometry		enVision A/G/A ▾		
11th grade/Algebra 2		enVision A/G/A ▾		
9th grade/Physical Science			Paul Hewitt: Conceptual Physics	
10th grade/Biology			Bio1: Prentice Hall Biology Bio1H: BSCS Biology	
11th grade/Chemistry			Chemistry: Matter and Change, Glencoe Chemistry H: Chemistry 4th Edition, Addison Wesley	
9th grade/US History				Teacher Created
10th grade/World History				World History: The Modern Era

11th/PID/MHH				Teacher Created

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
9th grade/ELA	CommonLit 360 9-12 ▾			
10th grade/ELA	CommonLit 360 9-12 ▾			
11th grade/ELA	CommonLit 360 9-12 ▾			
12th grade/ELA	CommonLit 360 9-12 ▾			
9th grade/Algebra 1		Teacher Created ▾		
10th grade/Geometry		Teacher Created ▾		
11th grade/Algebra 2		Teacher Created ▾		
9th grade/Physical Science			Teacher Created	
10th grade/Biology			Teacher Created	
11th grade/Chemistry			Teacher Created	
9th grade/US History				History Day
10th grade/World History				Teacher Created
11th/PID/MHH				Teacher Created

NEW 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:

REVISED UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
9th grade/ELA 9	I-Ready ⌄	
9th grade/Algebra 1 or Geometry 9		I-Ready ⌄

REVISED 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: NCAC Academy Reviews
☑ Current Western Association of Schools and Colleges (WASC) report

Year of <u>Last Visit</u>: 2024   Year of <u>Next Action</u>: 2027   Year of <u>Next Self-Study</u>:
Type of <u>Last Visit</u>: Full Self-Study ‾   Type of <u>Next Action</u>: Mid-Cycle Report (No Visit) ‾   2030

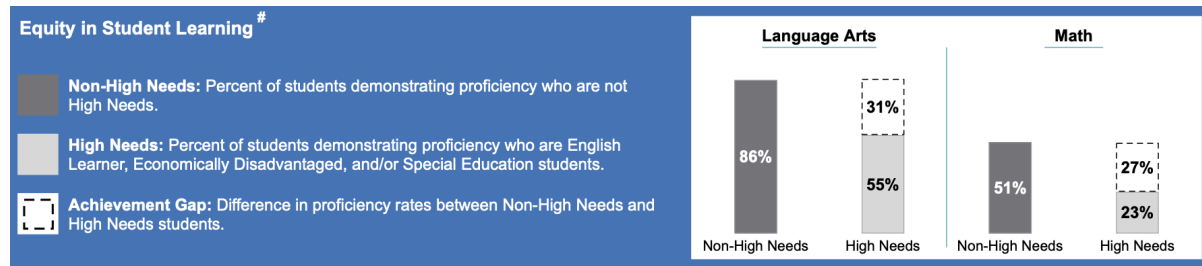|	
Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> why these needs have been prioritized. *"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"* Please number the student need and root/contributing cause for ease of cross-referencing.	
1	**Student Need:** Strengthen focus on the 4 C's of Project Based Learning (creativity, collaboration, communication, and critical thinking) to foster a greater sense of belonging and classroom engagement. **Root/Contributing Cause:** The integration of the 4 C's in PBL not only enhances academic learning but also equips high school students with a versatile skill set that prepares them for success in college, careers, and life in the community. These skills contribute to a well-rounded education that goes beyond memorization and fosters the development of individuals who are adaptable, communicative, and analytical in a rapidly evolving world.
2	**Student Need:** Increase support for growing special populations and all students in a post-covid landscape. **Root/Contributing Cause:** Our English Language Learner student population has increased from 1.5% in 2017-18 to approximately 5.4% in 2024-25. Our Special Education population has increased from 9.7% in 2017-18 to approximately 11.7% in 2024-25. As we continue to recover from the pandemic, we've seen an increase in students experiencing anxiety and other issues. Our 504 population has increased from 2.3% in 2017-18 to approximately 5.7% in 2024-25. Prioritizing the development of positive and supportive relationships with students is crucial. Fostering collaboration and teamwork among students, providing holistic support, and utilizing tailored approaches are essential. These efforts aim not only to meet the academic needs of our growing special populations but also to create an inclusive and supportive learning environment for all students in our post-COVID landscape.

3	**Student Need:** Enhance emphasis on preparing all students for success in college, careers, and community engagement through the academy model.
	Root/Contributing Cause: While a considerable number of students are actively working towards meeting college entrance requirements and career readiness, there's a need to increase this participation. Our goal is to continue using the academy model and specifically focus on providing opportunities for all students to enhance their preparedness for college, careers, and community engagement.

	In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.
1	**Targeted Subgroup:** Students with Disabilities (SPED), English Learners (ELs), Economically Disadvantaged **Identified Student Need(s):** *For Language Arts, our achievement gap for the state assessment has gone from 36% in 2020-21 to 31% in 2023-24 (unfortunately up from 21% in 2022-23). For Mathematics, our achievement gap has gone from 31% in 2020-21 to 27% in 2023-24 (unfortunately up from 17% in 2022-23).*
2	**Targeted Subgroup:** **Identified Student Need(s):**
3	**Targeted Subgroup:** **Identified Student Need(s):**

Priority 1
High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.					
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*	

Strat Plan Measures:
Data disaggregated by student group (Sped, EL) (1.1.4)
% of EL's who are meeting or on track to meet EL proficiency (1.1.4)
% of ES with transition activities for newly entering Ss (1.1.5)

HWCA Focus Measures
Indicator 3: % of Ss w/IEP's that participate in state assessment
% of Ss w/IEP's that are proficient on state assessment progress Monitoring Measurement: iReady/Star
Indicator 5: % of Ss with IEP's enrolled and where they are served a) Inside the regular class 80% or more of the day, and b) Inside the regular class less than 40% of day Measurement: Child Count Report Goal: 80% or more of SWDs spending 80% or more of their day in Gen ed (start of school day until the end of the school day is considered school day)

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

Required for all schools. | #2 | **EA 1.1.4 (1)** Waiākea High School finalizes their College and Career Continuum, ensuring a shared academic and academy experience among all students. (2024 WASC VC Critical Area for Follow-Up #5)

Leads - Academy & Curriculum Coordinator and Academy Leads
a. Academy Coordinator to update 2018 drafts
b. Academy Leads to share school-wide draft with each academy for input/feedback and academy-specific additions
c. Focus on expectations for all 10th and 11th graders (since 9th and 12th grade already have culminating projects expected of all students)
EA 1.1.4 (2) Waiākea High School Academies continue fine-tuning and implementing a distinct focus on curricular integration, including standards and instruction and college and career connections, to ensure a consistent, relevant academic and academy experience for all students. (2024 WASC VC Critical Area for Follow-Up #4)

Leads - Academy & Curriculum Coordinator, Academy Leads, Department Chairs

EA 1.1.4 (3) Waiākea High School further refines the collection, communication, and utilization of data to inform instructional decisions at both the classroom and school level, ensuring a purposeful and impactful approach to data-driven practices. (2024 WASC VC Critical Area for Follow-Up #6)

Leads - Academy & Curriculum Coordinator, Academy Data Leads, Registrar

EA 1.1.4 (4) Administer universal screener to all 9th grade students three times a year. (Complex) | Waiakea High College & Career Continuum finalized for 2025-26 school year

Academy meeting minutes, participation in externships through Uplifting Non-Degree Careers grant

Shared drive of data
Monthly academy data meeting minutes

Universal screener participation rate | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☑ Grant:__, $
☐ Other:__, $ |

		Leads - Testing Coordinator and Department Chairs for ELA and math a. Identify students who are not meeting typical growth and provide support.	Disag. Universal screener % meeting typical growth	
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. *Required for all schools.*	#1, #3	**EA 1.1.5 (1)** Waiākea High School continues to promote articulation efforts with middle schools regarding academic content and the integration of academies for enhanced collaboration and a smoother transition into high school for 9th grade students. (2024 WASC VC Critical Area for Follow-Up #1) **Leads -** Freshman Academy Vice-Principal, Freshman Academy Lead/Teachers/Counselor, CTE Coordinator, Registrar	Panorama Surveys Off Track indicators for students in 9th grade Diploma progress report Gr. 9 Percent of 9th grade promotion (StriveHI) Participation in Summer Bridge program (8th to 9th grade) Waiākea academies participation in Career Fairs at intermediate (and elementary)	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*

Strat Plan
% of Ss attending 90% or more days of instruction
% of Ss, parents/guardians and staff agreeing the school encourages positive behaviors
# of schools, state and complex area offices that have completed the Hā orientation and/or training

HWCA Focus Measures
Indicator 5: LRE: Appropriate transition between and within schools for SWDs Measurement: Number of transition meetings held for SWDS: a) between grade levels, b) change in setting (e.g., Gen Ed to SPED or SPED to Gen Ed), c) between schools (e.g., elementary -> middle -> high).
Indicator 4: Suspension: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.
Progress Monitoring Measurement: a) % of SWDs suspended, b) Mean days of suspension for SWDs c) % of SWDs who have in-school suspension, d) Mean days of in-school suspension for SWDs, e)% of SWDs who have had an Manifestation Determination Meeting within 8-11 days of suspension, f) % of students who have had an IEP and/or BSP revision meeting after issuance of in-school suspension or suspension.

| 1.2.1. All students desire to and attend school regularly.

Required for all schools. | #1 | **EA 1.2.1 (1)** Continue to implement attendance proactive and intervention strategies (Complex)
Leads - Administrators, Counselors, Teachers
    a. Continue Attendance Is Mandatory program

EA 1.2.1 (2) Continue positive efforts to raise student perception survey data related to safety. (In 2023-24, there was concern about a decrease in students' sense of safety down from 72.6% in 2018-19 to 59.3% in | Panorama SEL Survey - Sense of Belonging

Daily attendance rate

Chronic absenteeism rate

SQS | ☐ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $ |

		2022-23. However, this rose to 66.5% in 2023-24) (2024 WASC VC Critical Area for Follow-Up #10) **Leads** - Administrators, Counselors, Teachers		☐ Other:__, $
1.2.2. All students demonstrate positive behaviors at school. *Required for all schools.*	#1, #2	**EA 1.2.2 (1)** Waiākea High School finalizes their College and Career Continuum, ensuring a shared academic and academy experience among all students. (2024 WASC VC Critical Area for Follow-Up #5) **Leads -** Academy & Curriculum Coordinator and Academy Leads **EA 1.2.2 (2)** Enhance the use of data to empower academies in establishing meaningful goals for students facing challenges, fostering improved overall support for student needs. This comprehensive approach should encompass both academic and Social-Emotional Learning (SEL) data. (2024 WASC VC Critical Area for Follow-Up #8) **Leads -** Academy Leads and Academy Data Leads	Completion of College and Career Continuum items LEI Kulia MMSS Behavior Risk Disaggregated suspension rates (Indicator 4) Panorama SEL Survey	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

1.2.3.   All students experience a Nā Hopena Aʻo environment for learning.
 	
Required for all schools.
	#1, #3	**EA 1.2.3 (1)** Nā Hopena Aʻo Activities (Complex)
		Leads - Academy Leads, Student Activities Coordinator
		  a. Monthly values (employability skills)
		  b. Smaller Learning Communities/Academies
		  c. Wellness/SEL activities
		  d. Sustainability/Service activities
		  e. Activities that promote inclusivity and celebrate diversity
		
		EA 1.2.3 (2) Culture-based learning opportunities/activities (Complex)
		Leads - Club Advisors
			Academy and SAC survey of activities
			
			Club survey of activities
				☐ WSF, $
				☐ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Other:__, $

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.					
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*

Strat Plan
% of schools offering career exploration and development activities for students
Number of HS students completing formal work-based learning experiences
% of schools offering opportunities to participate in civic learning and active civic engagement
% of first time 9th graders promoted to 10th grade on time
Number of HS offering college and career counseling during the summer
Additional measure TBD based on revisions to the PTP
% of graduates earning an industry-valued credential or completing advanced coursework (e.g., Advancement Placement, IB, college-level courses).

Complex-specific
9-12 High School Career Pathways
9-12 CTE IT Pathway

HWCA Focus Measures
*Indicator 13 for (Middle and High Schools): **Goal**: 100% of IEPs meet Post-High School Transition audit. **Progress Monitoring:** Audit 2 IEPs a quarter that were completed in the previous quarter for quality adherence to the Monitoring and Compliance Requirements (Complex will audit).*

| 1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.

Required for all schools. | #3 | **EA 1.3.1 (1)** Waiākea High School finalizes their College and Career Continuum, ensuring a shared academic and academy experience among all students. (2024 WASC VC Critical Area for Follow-Up #5)
Leads - Academy & Curriculum Coordinator and Academy Leads

CTE Road Map | Completion of College and Career Continuum items | ☐ 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.

Required for all HW HS | #3 | **EA 1.3.3 (1)** Waiākea High School academies persist in refining mission-related goals articulated in Academy Action Plans, ensuring they are specific, time-bound, measurable, regularly reviewed, and oriented towards guiding students toward industry certifications, promising credentials and living wage, in-demand jobs. (2024 WASC VC Critical Area for Follow-Up #3)
Leads - Academy Leads

EA 1.3.3 (2) Continue opportunities to complete advanced coursework (e.g., AP, IB, college-level courses) (Complex)
Leads - Early College Coordinator, Counselors | PTP

Completion of industry-valued credentials

Enrollment in advanced coursework | ☐ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

Priority 2
High-Quality Educator Workforce In All Schools

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

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* Reference the Identified School Needs section.	Enabling Activities *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
Strat Plan-% of first year and second year teachers participating in the state approved I&M program # of T's participating in PD beyond the 21 hours of teacher's job embedded training required by the CBA ***HWCA Focus Measures*** ***Indicator 3: Reading Proficiency:*** Special Education teachers know and implement evidence-based practices in the Science of Reading for Phonemic Awareness, Phonics, and Fluency to support Reading Comprehension **Progress Monitoring:** Pre- and Post- assessment in Passage Reading Fluency and or Word Reading Fluency.				

2.1.2 All teachers are effective or receive the necessary support to become effective. *All HW Schools*
 	
 (To add additional desired outcomes,
	#1	**EA 2.1.2 (1)** Induction & Mentoring Activities (Complex)
		 Leads - I&M Coordinator, New Warrior PLC Lead
		    a. Complex Area I & M program
		    b. School level I & M activities including New Warrior PLC
		
		 EA 2.1.2 (2) Professional Development (Complex) and partially Academies and Departments work with the
			Participation
			
			 PD Plan
				☐ WSF, $
				 ☐ Title I, $
				 ☐ Title II, $
				 ☐ Title III, $
				 ☐ Title IV-A, $
				 ☐ Title IV-B, $
				 ☐ IDEA, $
				 ☐ SPPA, $

duplicate this row, including source of funds checkboxes)		leadership to develop a professional development plan that addresses the identified critical areas to track student performance outcomes. (2024 WASC VC Critical Area for Follow-Up #11)
		
		Leads - Academy & Curriculum Coordinator, Academy Leads, Department Chairs
		  a. School-level PD including AVID strategies and best practices for ELL students
		  b. School-level PD incorporates the 4 C's of Project Based Learning (creativity, collaboration, communication, and critical thinking).
		  c. Designated time for teacher sharing and reflection related to school-level PD
			Use of Non-Teaching Periods throughout the year
			
			Reduction in gap rate for high-needs and non-high needs students (StriveHI)
				☐ Homeless, $
				☐ Grant:___, $
				☐ Other:___, $

Priority 3
Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
Strat Plan-% of schools with all required stakeholders represented in SCC membership % of schools with overall positive rating on the SCC self-assessment rating				

3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.
 	
Required for all schools.
		EA 3.3.1 (1) Conduct Orientation/Training Session for new SCC members on roles and responsibilities (Complex)
		Leads - SCC Student Chair, Student Activities Coordinator
		   a. Monitor Academic Plan
		   a. Hold two community meetings annually
		   b. Nominate and hold elections for new members
		   c. Complete SCC Self Assessment & Principal Survey
			SCC member roster and agendas
			
			SCC Self Assessment Survey
			
			Principal Survey
				☐ 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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
HWCA Focus Measures *Indicator 8: Parent Involvement: Goal:* 100% of parents are provided the annual survey during the annual IEP meeting. **Progress Monitoring:** % of confirmed survey distribution to parents at every annual IEP meeting for all SWDs.				
3.3.2 All families and staff can easily learn about and participate in feedback processes that inform decision making at the school, complex area, and state levels *All HW Schools* *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)*		**EA 3.3.2 (1)** Communicate with the school community through school website and/or social media. (Complex) **Leads** - Vice Principals, Registar, Student Activities Coordinator	School website Weekly email Social media SQS	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ Other Systems of Support

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* *Reference the Identified School Needs section.*	Enabling Activities *"How will we achieve the desired outcome?"* *and* **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
Waiākea High School is dedicated to upholding its identity as an academy school.		**Student Learner Need #1:** Strengthen focus on the 4 C's of Project Based Learning (creativity, collaboration, communication, and critical thinking) to foster a greater sense of belonging and classroom engagement. **Student Learner Need #2:** Increase support for growing special populations and all students in a post-covid landscape. a. Maintain resource room tutors and offerings to support academic needs of all students. **Student Learner Need #3:** Enhance emphasis on preparing all students for success in college, careers, and community engagement through the academy model.	Academy national reviews and NCAC certification	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section (HRS) 302A-251](), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Waiākea High School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool]().

Total student instructional <u>hours per year</u> *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	We are under 1080 (between 1067 and 1031 depending upon odd/even weeks)
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, SCC waiver submitted because we are under instructional hours per year. The waiver was approved for 2025-26.
Bell Schedule: [Waiākea High 2024-25 Bell Schedule (student version)]()	