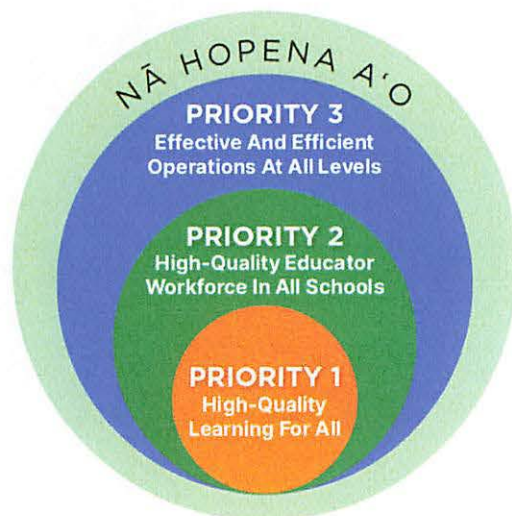
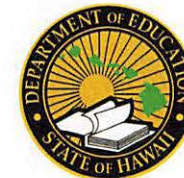
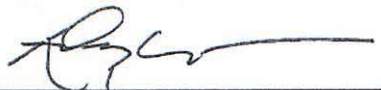


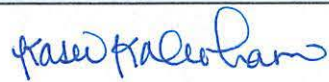


Waiākea High School Academic Plan SY 2026-2027

155 W Kawili St, Hilo, HI 96720
808-480-3200
waiakeahigh.k12.hi.us

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Kelcy Koga	
	March 27, 2026

Approved by Complex Area Superintendent Kasie Kaleohano	
	Date 04.13.26

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

TABLE OF CONTENTS

VIABLE QUALITY CURRICULUM.....3

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS.....4

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS).....4

IDENTIFIED SCHOOL NEEDS.....5

PRIORITY 1.....7

 ★ GOAL 1.1.....7

 ★ GOAL 1.2.....10

 ★ GOAL 1.3.....12

PRIORITY 2.....14

PRIORITY 3.....15

 ★ GOAL 3.3.....15

 ★ Family and Community Engagement.....16

 ★ Other Systems of Support.....17

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM.....18

APPENDIX B: BELL SCHEDULE.....21

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
9th grade/ELA	'20 Odell Education High School Lit... ▾			
10th grade/ELA	'20 Odell Education High School Lit... ▾			
11th grade/ELA	'20 Odell Education High School Lit... ▾			
12th grade/ELA	'20 Odell Education High School Lit... ▾			
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

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
9th grade/ELA	CommonLit 360 9-12 ▾ with additional supplements for EL, Quill.org			
10th grade/ELA	CommonLit 360 9-12 ▾ with additional supplements for EL, Quill.org			
11th grade/ELA	CommonLit 360 9-12 ▾ Quill.org			
12th grade/ELA	CommonLit 360 9-12 ▾ Quill.org			
9th grade/Algebra 1		Teacher Created ▾ Delta Math, Desmos		
10th grade/Geometry		Teacher Created ▾		
11th grade/Algebra 2		Teacher Created ▾		
9th grade/Physical Science			Teacher Created	
10th grade/Biology			Teacher Created with additional teacher created supplements for SpEd and EL supports	
11th grade/Chemistry			Teacher Created	
9th grade/US History				History Day for US History H
10th grade/World History				Teacher Created, History Day for AP World
11th/PID/MHH				Teacher Created

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
9th grade/ELA 9	I-Ready ▾	
9th grade/Alg 1 or Geometry 9		I-Ready ▾

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☐ Panorama ☒ School-created template ☐ Other:

IDENTIFIED SCHOOL NEEDS

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

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

- ☒ Current CNA
- ☒ Other current assessment/self-study report: National Career Academy Coalition Academy Reviews
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2024

Type of Last Visit: Full Self-Study ▾

Year of Next Action: 2027

Type of Next Action: Mid-Cycle Report (No 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	<u>Student Need:</u> Student Learner Need #1: Academic Literacy for All Students need to learn how to build reading stamina and develop the ability to comprehend, analyze, and interpret grade-appropriate texts, and communicate their understanding in discussion and writing using relevant textual evidence across content areas. <i>At its core, this learning need means:</i> Students consistently read complex texts with persistence and focus, engage in academic discussions, and produce written responses that use discipline-specific vocabulary and evidence to justify their thinking. Strengthening these skills is essential to reverse the decline in ELA proficiency and narrow widening achievement gaps across state assessments, particularly for Native Hawaiian students and high-needs student groups. <u>Root/Contributing Cause:</u> Literacy instruction — including vocabulary development, close reading, evidence-based writing, and use of culturally relevant texts — is not yet consistently shared and calibrated across all content areas, making it difficult to ensure every student has equitable access to the literacy skills needed to grow and succeed. Further, the current approach may not be effectively building the skills students need: limited opportunities for sustained reading and an over-reliance on short-passage close reading may be contributing to the decline in literacy proficiency. <u>Aligned WASC Critical Areas:</u>
---	--

	• CA6 — Further refine the collection, communication, and utilization of data to inform instructional decisions at both the classroom and school level • CA13 — Develop a professional development plan addressing diverse interpretations of common formative assessments among teachers, ensuring cohesive understanding and consistent implementation
2	<u>Student Need:</u> Student Learner Need #2: 9th Grade Success Skills Students need to learn how to comprehend 9th-grade-level content, use academic language in speaking and writing, and consistently demonstrate the learning behaviors (attendance, organization, and timely task completion) necessary to successfully complete 9th-grade coursework. <i>At its core, this learning need means:</i> Students enter 9th grade with varying levels of readiness and must be able to access grade-level instruction while strengthening academic language and productive learning habits. Consistent development of these skills is essential to improve 9th-grade promotion rates and reduce significant disparities for English Learner and Pacific Islander students, particularly since most academy pathway experiences begin in grade 10. <u>Root/Contributing Cause:</u> Systems and structures that support incoming 9th graders — including sheltered instructional supports, culturally responsive practices that affirm English Learner and Pacific Islander student identities, shared Freshman Academy expectations, and coordination with feeder middle schools — are not yet fully developed or consistently implemented across the school. <u>Aligned WASC Critical Areas:</u> • CA1 — Continue 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 • CA5 — Finalize the College and Career Continuum, ensuring a shared academic and academy experience among all students • CA6 — Further refine the collection, communication, and utilization of data to inform instructional decisions at both the classroom and school level (particularly early warning and intervention data for 9th grade students) • CA13 — Develop a professional development plan addressing diverse interpretations of common formative assessments (including shared Freshman Academy expectations and 9th grade screener data)
3	<u>Student Need:</u> Student Learner Need #3: Mission-Aligned 4C Skill Development In alignment with our school mission — “To graduate students with the essential skills of critical thinking, problem solving, communication and collaboration for success in today’s world” — students need to learn how to consistently apply critical thinking, creative problem solving, communication, and collaboration across content areas to engage deeply in project-based learning and succeed within our academy model.

At its core, this learning need means: Students regularly analyze complex problems, generate and refine ideas, communicate their reasoning clearly, and collaborate productively in both structured projects and daily classroom tasks. Consistent access to these opportunities ensures that all students experience the full promise of our mission within our academy structure.

Root/Contributing Cause: Opportunities to intentionally develop and practice the 4Cs are not yet consistently embedded across all core and academy classes. Shared expectations, curricular integration, a finalized College and Career Continuum, and clear guidelines for ethical AI use are still being developed — meaning not every student consistently experiences the full promise of our school mission and academy model every day.

Aligned WASC Critical Areas:

- CA4 — 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
- CA5 — Finalize the College and Career Continuum, ensuring a shared academic and academy experience among all students

To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

1	<u>Targeted Subgroup:</u> High Needs students (Economically Disadvantaged = 41% in SY24-25, Special Education = 13%, English Learners = 5%) <u>Identified Student Need(s):</u> The achievement gap in proficiency between high-needs and non-high-needs students increased between SY 22–23 and SY 24–25 across the SBA and Biology EOC (ELA: up 18.6 percentage points to 37.6%; Math: up 10.3 percentage points to 26.0%; Science: up 12.5 percentage points to 44.2%). The goal is to reverse this trend and start decreasing the gap by 2% for each assessed subject.
2	<u>Targeted Subgroup:</u> 9th grade EL students and 9th grade Pacific Islander students <u>Identified Student Need(s):</u> The 9th-grade promotion rate for English Learner students has declined dramatically from 91.6% in SY 22-23 to 60.0% in SY 24-25, representing a 31.6 percentage point decrease over three years. The overall student promotion rate remained consistently high at approximately 90% (89.6%, 90.8%, 89.6%) during the same period. Pacific Islander students experienced a similar significant decline to around 60% promotion rate. The goal is to reverse this trend and increase the promotion rate for these subgroups by 12%.
3	<u>Targeted Subgroup:</u> Native Hawaiian students (27% in SY24-25) <u>Identified Student Need(s):</u> The percentage of Native Hawaiian students meeting proficiency on the SBA for ELA and Math, as well as on the Biology EOC, decreased between SY 22–23 and SY 24–25 (ELA: down 21.2 percentage points to 34.3%; Math: down 10.4 percentage points to 17.9%; Science: down 11.1 percentage points to 25.0%). The goal is to reverse this trend and increase the percentage proficient on each assessment by 5%.



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?”	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 for enabling activities.
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	RC/SLN #2 9th Grade Success Skills WASC CA1	→ As a 9-12 high school, this desired outcome does not directly apply to our school's context. However, our work in SLN #2: 9th Grade Success Skills addresses the spirit of this outcome at the high school level — by strengthening transition coordination with feeder middle schools and ensuring all incoming 9th graders receive timely academic and social-emotional support. EA 1.1.1 (1) Freshman Academy teachers continue incorporating student check-in routines and SEL-informed structures into 9th grade classes and advisory. EA 1.1.1 (2) Freshman Academy teachers continue to use early warning data to identify students needing additional social-emotional and/or academic support and connect them to appropriate resources. Leads: Adrel Vicente (9th counselor), Joseph Burkert (Freshman Acad Lead)	Freshman Academy team meeting agendas and notes reflecting regular review of early warning data Panorama SEL survey results reviewed and used to inform advisory and classroom practices Advisory lesson plans or documentation of SEL-informed structures in 9th grade classes	☒ WSF, \$500 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient. → Increase the percentage of 9th grade ELA students scoring on or above grade level on the iReady screener from the fall to the spring administration by 8 percentage points → Decrease the percentage of 9th grade ELA students scoring two or more grade levels below on the iReady screener from the fall to the spring administration by 10 percentage points	RC/SLN #1 Academic Literacy for All WASC CA6, WASC CA13	→ <i>As a 9-12 high school, this desired outcome does not directly apply to our school's context. However, our work in SLN #1: Academic Literacy for All addresses the spirit of this outcome at the high school level and we've created desired outcomes related to 9-11th grade.</i> EA 1.1.2 (1) 9th grade ELA teachers review i-Ready diagnostic results, identify patterns across student groups, and use findings to determine whether additional instructional support or intervention is needed. Leads: Sarah Polloi (ELA Dept Head), Nelson Jacinto (EL Dept Head), Reid Shikuma (SpEd Dept Head), Yannabah Weiss (Curr Coord)	Documentation of i-Ready data review and identification of patterns at department or 9th grade meetings i-Ready participation rates Evidence of growth goals or instructional adjustments made in response to diagnostic data Appropriate support includes ELA workshop classes available to students with IEPs, EL students	☒ WSF, \$500 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
--	---	--	--	---

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. → Increase the percentage of 9th grade math students scoring on or above grade level on the iReady screener from the fall to the spring administration by 15 percentage points → Decrease the percentage of 9th grade math students scoring two or more grade levels below on the iReady screener from the fall to the spring administration by 15 percentage points	RC/SLN #2 9th grade success skills WASC CA1	→ <i>As a 9-12 high school, this desired outcome does not directly apply to our school's context. However, our work in SLN #2: 9th Grade Success Skills addresses the spirit of this outcome at the high school level and we've created desired outcomes related to 9th grade.</i> EA 1.1.3 (1) 9th grade math teachers review i-Ready diagnostic results, identify patterns across student groups, and use findings to determine whether additional instructional support or intervention is needed. Leads: Julie Arasato (Math Dept Head), Nelson Jacinto (EL Dept Head), Reid Shikuma (SpEd Dept Head), Yannabah Weiss (Curr Coord)	Documentation of i-Ready data review and identification of patterns at department or 9th grade meetings i-Ready participation rates Evidence of growth goals or instructional adjustments made in response to diagnostic data Appropriate support includes math workshop classes available to students with IEPs	☒ WSF, \$500 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
--	---	---	--	---

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i> → Increase 11th grade ELA SBA proficiency from 61% (SY24-25) to 66% (SY26-27) → Decrease the achievement gap between high-needs and non-high-needs students from SY24-25 to SY26-27 by 2%: • ELA: from 38% to 36% • Math: from 26% to 24% • Science: from 44% to 42% → Increase Native Hawaiian student proficiency from SY24-25 to SY26-27 by 5%:	RC/SLN #1 Academic Literacy for All WASC CA6, WASC CA13 RC/SLN #2 9th Grade Success Skills WASC CA1	<u>EA 1.1.4 (1)</u> Faculty Council develops a PD plan for SY 26-27 focused on building teacher capacity in culturally responsive literacy practices, vocabulary development, close reading, evidence-based writing, and sheltered instructional strategies — supported by the collaborative development and use of common formative assessments to monitor student progress and refine instruction. PD sessions occur during schoolwide times and NTPs. <u>EA 1.1.4 (2)</u> All teachers participate in at least three PD sessions and implement at least one literacy strategy and one sheltered instruction strategy during Semester 1, using common formative assessment data to reflect on and adjust their instructional approach. <u>EA 1.1.4 (3)</u> Academy teams collaboratively develop a common claims, evidence, and reasoning rubric for schoolwide use. All departments integrate the rubric into at least one major assignment per quarter, and academy teams use student work samples to calibrate expectations. <u>EA 1.1.4 (4)</u> Academy data leads establish consistent use of formative literacy data across departments and academies to drive timely instructional responses. <u>EA 1.1.4 (5)</u> Faculty Council explores a schoolwide assessment for ELA and math in 9th and 10th grade to bridge the gap between 8th grade SBA scores, i-Ready screener data, and 11th grade SBA results. <u>EA 1.1.4 (6)</u> All teachers consider how to expand the use of texts and learning tasks that connect to students' identities, local community, and real-life perspectives and career pathways.	PD session documentation and teacher sign-in records Departments share evidence of literacy and sheltered instructional strategy implementation at dept meetings Like-course teachers collaboratively develop and implement at least one common formative assessment tied to a literacy or sheltered instructional strategy Academy drafts and final schoolwide claims, evidence, and reasoning rubric Departments share evidence of common rubric use in at least one major assignment per quarter beginning Semester 2	☒ WSF, \$2000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
--	---	--	---	--

• ELA SBA: from 34% to 39% • Math SBA: from 18% to 23% • Science EOC: from 25% to 30%		<u>EA 1.1.4 (7)</u> As appropriate, teachers explore having all students complete at least one whole-text reading assignment with sustained independent reading time built into the weekly schedule across content areas and increasing incrementally each quarter to build reading stamina. Leads: Sarah Polloi (ELA Dept Head), Julie Arasato (Math Dept Head), Layne Takahashi (Sci Dept Head), Sean Wagner (Sci Dept Head), Nelson Jacinto (EL Dept Head), Reid Shikuma (SpEd Dept Head), Elizabeth Andrade (Resource Coord), Yannabah Weiss (Curr Coord), Academy Leads	Teachers share examples of culturally responsive texts and learning tasks used in instruction at department or academy meetings Teachers share examples of whole-text assignments and evidence of sustained independent reading time built into weekly instruction	
--	--	--	--	--

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i> →Maintain overall 9th grade promotion rate at or above 90% →Increase EL student 9th grade promotion rate from 60% to 72% →Increase Pacific Islander student 9th grade promotion rate from approximately 60% to 72% →Increase Native Hawaiian student 9th grade promotion rate from low 80% range to 85%	RC/SLN #2 9th Grade Success Skills WASC CA1	<i>Most of the desired outcomes, enabling activities and monitoring of progress shared in previous pages also relates to this desired outcome. In addition to those previous items, we're adding the following:</i> <u>EA 1.1.5 (1)</u> All 9th grade teachers implement at least two sheltered instructional strategies per quarter to support EL, Pacific Islander, and other high-needs students in accessing grade-level content. <u>EA 1.1.5 (2)</u> SGA/Student Council partners with Freshman Academy staff to design and administer a student survey gathering input on the middle-to-high school transition experience, with particular attention to the needs of EL and Pacific Islander students (Semester 1). <u>EA 1.1.5 (3)</u> Admin/EL department explores strategies to strengthen family engagement and trust among EL and Pacific Islander communities, which may include designating a liaison, hosting additional family information sessions, or establishing regular communication touchpoints throughout the transition year. <u>EA 1.1.5 (4)</u> Freshman Academy teachers increase emphasis on shared expectations through consistent use of common language and protocols across 9th grade classes and advisory. This may include efforts such as standardizing elements of course syllabi, creating a shared 9th grade expectations resource for students, or establishing common end-of-class routines to reinforce assignment clarity and accountability.	Documentation of sheltered instructional strategy implementation shared at department or academy team meetings Student survey administered and findings used to adjust transition support structures Documentation of Admin/EL department discussion of family engagement strategies, including any actions taken or planned Freshman Academy meeting agendas and notes reflecting discussion and calibration around shared expectations, common language, and protocols	☒ WSF, \$1000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
---	---	--	--	--

1.1.6 All students develop “the essential skills of critical thinking, problem solving, communication and collaboration for success in today’s world.” (WHS Mission Statement) → <i>Establish shared 4C expectations and common language across all core and academy classes</i> → <i>Establish baseline data on student perceptions of 4C learning opportunities through a student survey</i> → <i>Lay groundwork for responsible AI integration through draft guidelines and targeted teacher PD</i>	RC/SLN #3 Mission-Aligned 4C Skill Development WASC CA4	<u>EA 1.1.6 (1)</u> Academy Leads facilitate initial conversations across core and academy classes to build shared expectations and common language for teaching and assessing critical thinking, creative problem solving, communication, and collaboration. <u>EA 1.1.6 (2)</u> Student Ambassadors help develop and administer a student perception survey on the 4Cs to establish baseline data informing SY 27-28 improvement planning. <u>EA 1.1.6 (3)</u> A small working group of teachers, students, and families begins drafting schoolwide AI use guidelines, with input informing SY 27-28 planning. <u>EA 1.1.6 (4)</u> Teachers participate in PD on ethical AI use and designing learning tasks that promote original student thinking in an AI-enabled environment, including increased use of primary source documents and texts. Leads: Academy Leads, Yannabah Weiss (Acad Coord)	Academy meeting agendas and notes reflecting discussions around shared expectations and common language for the 4Cs Student perception survey developed and administered; findings documented for use in SY 27-28 planning Documentation of AI working group meetings and draft AI use guidelines PD session documentation and teacher sign-ins reflecting participation in AI-focused PD	☒ WSF, \$1000 ☐ 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 <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>Required for all schools.</i>	RC/SLN #2 9th grade success skills RC/SLN #3 Mission-Aligned 4C Skill Development	EA 1.2.1 (1) Continue implementing the Attendance Is Mandatory program with appropriate support for all special populations. EA 1.2.1 (2) Academy teams meet monthly to review early warning data — including attendance and course completion — and coordinate timely support for students showing early signs of struggle. Leads: Administrators, Academy Counselors, Teachers	Daily attendance rates monitored and reviewed monthly by academy teams Academy team meeting agendas and notes reflecting review of early warning data and follow-up actions taken	☒ WSF, \$3000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	RC/SLN #2 9th Grade Success Skills RC/SLN #3 Mission-Aligned 4C Skill Development WASC CA10	<u>EA 1.1.1 (1)</u> <i>Freshman Academy teachers continue incorporating student check-in routines and SEL-informed structures into 9th grade classes and advisory.</i> <u>EA 1.1.1 (2)</u> <i>Freshman Academy teachers continue using early warning data to identify students needing additional social-emotional and/or academic support and connect them to appropriate resources.</i> <u>EA 1.2.2 (1)</u> Academy teams continue to dedicate time in monthly meetings to review early warning data and ensure students showing signs of struggle are connected to appropriate academic and social-emotional support in a timely way. Leads: Admin, Academy Leads, Academy Counselors	LEI Kulia MMSS Behavior Risk data reviewed regularly Disaggregated suspension rates monitored across student groups Panorama SEL survey results reviewed and used to inform practices Academy team meeting agendas and notes reflecting early warning data review and follow-up actions	☒ WSF, \$500 ☐ 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 A'o environment for learning. <i>Required for all schools.</i>	RC/SLN #3 Mission-Aligned 4C Skill Development	<u>EA 1.2.3 (1)</u> Continue weaving Nā Hopena A'o outcomes into existing classroom, academy, and school structures, recognizing that a strong sense of belonging, responsibility, and aloha is strengthened when all students' cultural identities and backgrounds are valued and reflected in school life. Provide dedicated opportunities for teachers to share practices within academies and connect this work to broader 4Cs discussions and expectations. Leads: Yannabah Weiss (Acad Coord), Academy Leads	Academy meeting agendas and notes reflecting teacher sharing of Nā Hopena A'o-aligned practices Documentation of connections made between Nā Hopena A'o outcomes and 4Cs expectations across academies	☒ WSF, \$500 ☐ 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 <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>Required for all schools.</i>	WASC CA5	EA 1.3.1 (1) Use the recently updated HIDEOE Vision of a Graduate and previous work on the Waiākea High Profile of a Graduate to draft an updated Waiākea High Continuum. EA 1.3.1 (2) SGA and Student Ambassadors are consulted on their perceptions of current career, community, and civic opportunities available to all students, with findings informing the continuum draft. EA 1.3.1 (3) Academy teams use the Hawaii Academies Continuum framework as a guide to provide input on the draft Waiākea High Continuum. EA 1.3.1 (4) Faculty Council approves the final draft of the Waiākea High Continuum for full implementation in SY 27-28. EA 1.3.1 (5) Student Ambassadors engage in training and collaboration sessions, both within and outside of the school, as part of the HW Workforce Innovation initiative (Ulu ka `Āina - "Fleet" on Land) Leads: Yannabah Weiss (Acad Coord), Aidan Ueda (Student Chair), Academy Leads, Patti Nishimoto (Student Activities Coordinator)	Draft Waiākea High Continuum documenting progress toward completion Academy meeting agendas and notes reflecting input on the continuum draft Documentation of SGA and Student Ambassador feedback Faculty Council approval of the final Waiākea High Continuum	☒ WSF, \$500 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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.	RC/SLN #2 9th Grade Success Skills	<i>As a 9-12 high school, Waiākea High School addresses this desired outcome through SLN #2: 9th Grade Success Skills — specifically through enhanced coordination with feeder middle schools and Freshman Academy structures that ensure all incoming 9th graders are identified, supported, and connected to appropriately challenging coursework and career pathways from day one.</i> EA 1.3.2 (1) Continue offering and expanding access to advanced coursework opportunities — including AP and college-level courses — across career pathways to ensure all students have equitable access to progressively challenging learning experiences. Leads: Zaida Igawa (Early College Coord), Counselors, Career Pathway Teachers	Enrollment data in AP and college-level courses disaggregated by student group Documentation of efforts to expand access or remove barriers to advanced coursework	☒ WSF, \$500 ☐ 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.	WASC CA3	<u>EA 1.3.3 (1)</u> Waiākea High School academies continue refining mission-related goals in Academy Action Plans, ensuring they are specific, measurable, and time-bound — and oriented toward guiding students to industry certifications, valued credentials, and living-wage, in-demand careers. <u>EA 1.3.3 (2)</u> Increase the number of teachers in each academy participating in an externship experience through the Non-Degree Careers grant in SY 26-27 to strengthen real-world connections in classroom instruction. Leads: Yannabah Weiss (Acad Coord), Academy Leads	Personal Transition Plan (PTP) completion rates and quality of elements across grade levels Completion rates for industry-valued credentials and certifications Senior Project completion and quality documentation Academy Action Plans reflecting updated, measurable mission-related goals Documentation of teacher externship participation by academy	☒ WSF, \$500 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant:Uplifting Non Degree Careers, \$10,000 ☐ 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 <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>
2.1.1 All students are served by effective educators, support staff, and school leaders who continuously strengthen their practice — positioning Waiākea High School as a model wall-to-wall academy school where every student is known, challenged, and prepared for success beyond graduation.		EA 2.1.1 (1) Faculty Council collaborates to identify and pursue opportunities for networking and continuous improvement that advance Waiākea High School's development as a model wall-to-wall academy school. Leads: Faculty Council members	Faculty Council meeting agendas and notes reflecting discussions around continuous improvement and wall-to-wall academy development	☐ WSF, \$500 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>		EA 3.3.1 (1) Ensure SCC members fulfill core roles and responsibilities, including: • Providing input on and monitoring the Academic Plan • Holding at least two community meetings annually • Nominating and conducting elections for new members • Completing the SCC Self-Assessment and Principal Survey Leads: SCC Chairperson, Patti Nishimoto (Student Activities Coord)	SCC member roster, meeting agendas, and notes Signed SCC Assurances Form Completed SCC Self-Assessment and Principal Survey	☒ WSF, \$100 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.2 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		EA 3.3.2 (1) Communicate regularly with the school community through the school website, weekly emails, and social media to ensure families and staff are informed and have opportunities to participate in feedback processes. EA 3.3.2 (2) In addition to general family outreach, SpEd case managers reach out to parents of students with IEPs at the start of the year, prior to annual IEP meetings, and quarterly to communicate progress reports. Leads: Administration, Registrars, Patti Nishimoto (Student Activities Coord), Reid Shikuma (SpEd Dept Head)	School website maintained with current information Weekly email communications documented Social media posts reflecting regular community outreach School Quality Survey (SQS) results reflecting family and staff awareness and engagement Documentation of SpEd case manager outreach and IEP progress report communications	☒ WSF, \$500 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

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

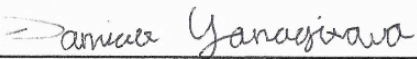
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name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

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

The **Waiākea High School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Mar 11, 2026** to share the school data and gather input on student priorities.
 - ☐ A School Community Meeting was conducted on **Date** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations. *Version 1 shared via email.*
 - ☒ Other (list): *SCC reviewed suggestions compiled from Academy Data Leads, Faculty Council, and our UIP Team.*
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 27, 2026**

Attested:

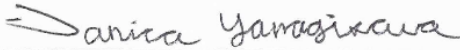
Waiākea High School Principal	Signature	Date
Kelcy Koga		Mar 27, 2026
SCC Chairperson	Signature	Date
Danica Yanagisawa		Mar 27, 2026

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 recommendations (such as consideration of a 10th grade ELA and math assessment to bridge the gap between 9th grade screener and 11th grade required assessments) were incorporated into Version 1 of the AcPlan.		

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

SCC Chairperson	Signature	Date
Danica Yanagisawa		Mar 27, 2026

APPENDIX B: BELL SCHEDULE

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

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1082
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Waiākea High School Bell Schedule: Waiakea Bell Schedule AcPlan	