



Waimea High School Academic Plan SY 2025 -2026

9907 Tsuchiya Road
Waimea HI 96796
808-338-6800
waimeahigh.org

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

Submitted by Principal: **Mahina Anguay**

4/14/25

Approved by Complex Area Superintendent: **Daniel S. Hamada**

4/16/26

[VIALE QUALITY CURRICULUM](#)
[SCREENING ASSESSMENTS](#)
[IDENTIFIED SCHOOL NEEDS](#)
[PRIORITY 1](#)
[PRIORITY 2](#)
[PRIORITY 3](#)
[BELL SCHEDULE](#)

VIABLE QUALITY CURRICULUM

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

Please utilize the drop-down 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
Grades 9 through 12 (as applicable)	'22 MyPerspectives - (All ELA Courses)	Kendall Hunt's Illustrative Mathematics - (Geometry and Algebra 1 and 2 Courses)	BSCS Biology: Understanding for Life (Biology Courses)	Miscellaneous

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade 9-12	Freckle (STAR)			

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.

<input type="checkbox"/> Panorama	<input checked="" type="checkbox"/> School-created template	<input checked="" type="checkbox"/> Other: CORE weekly notes, input into eCSSS, weekly academy student concerns meetings.
-----------------------------------	---	---

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
----------------------------	-----------------------	-------------

Grades 9 through 12	STAR Progress Monitoring ▾	STAR Enterprise ▾
---------------------	----------------------------	-------------------

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: N/A
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: Fall 2023

Type of Last Visit: Full Self-Study ▾

Year of Next Action: SY 2025-26

Type of Next Action:

Mid-Cycle Report & Visit ▾ Spring 2026

Year of Next Self-Study:

SY 2028-29

Identified critical student learning needs and the root/contributing cause(s) 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?"

1

LITERACY

SBA ELA-Literacy							
Proficiency				High Needs Achievement Gap			
20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24
52%	53%	55%	44%	30%	41%	36%	27%
Goal > 80%				Goal <10%			

Student LEARNING Needs (What students need to learn regarding literacy.)

- All students need to increase their understanding and application of literacy skills in reading, writing, listening/speaking, and research/inquiry.
 - Reading - All students need to increase their ability to apply skills related to foundational reading (i.e., phonics, fluency) and comprehension (i.e., text structures & features, language use, and reasoning & evidence).
 - Writing - All students need to increase their ability to edit their writing using the conventions of standard English (i.e., grammar, capitalization, punctuation, and spelling).
 - Listening/Speaking - All students need to increase their ability to comprehend and interpret complex auditory information and communicate effectively.
 - Research/Inquiry - All students need to increase their ability to interpret, analyze, integrate, and evaluate information and sources.

Student LEARNER Needs (What students need us to provide so that they can strengthen their literacy.)

- All students need instruction that scaffolds the teaching of literacy concepts and skills in the areas of reading, writing, listening/speaking, and research/inquiry; effectively engages all types and levels of learners; and is differentiated and targeted to address their needs.
 - All students need classroom instruction on grade level ELA/literacy standards incorporating the strategic use of schoolwide best practices and research-based/high-yield instructional strategies that effectively engage all types and levels of learners and are designed to strengthen students' ability to read fluently and with comprehension; write with purpose, clarity, and voice; listen with understanding; speak effectively; and conduct research/inquiry.
 - Identified students need general education and special education workshop classes that address their ELA/literacy learning deficiencies and improve their growth rate to bring them up to the same academic level as their grade-level peers.

Root/Contributing Causes:

1A. There are varying levels of standards-based Literacy/ELA instruction, assessment, and grading practices within and across the three academies and departments.

1B. There are inconsistencies in how the Literacy/ELA standards are unpacked and assessed; instruction may not always align with what is tested.

1C. There are inconsistent processes/methods in the use of Literacy/ELA data to improve our effectiveness.

4A. There is a lack of training and planning time on how to analyze data and create action steps to improve instruction.

4B. There are varying levels of understanding and implementation of the targeted use of differentiation methods/strategies and resources to address students' identified learning needs/gaps.

12A. There are inconsistent instructional practices across all three academies.

12B. High-yield instructional strategies to be implemented schoolwide have not been clearly identified, resulting in varying degrees of understanding and implementation.

12C. We struggle with student engagement and differentiation and common understanding of student engagement and differentiation, including how they are measured by Panorama and walkthrough data, resulting in a lack of strategies to strengthen these areas.

12D. There is a lack of effective teacher coaching.

12E. There is a need to sustain and strengthen the successful practice of providing teachers with PD/training to support them in their understanding and implementation of best practices.

12F. There are varying levels of standards-based grading practices within and across the three academies and departments.

*Additional contributing causes: [10B](#), [13A](#), [14A](#), [17A](#)

2 **NUMERACY**

SBA Math							
Proficiency				High Needs Achievement Gap			
20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24
15%	15%	13%	12%	26%	21%	18%	13%
Goal >80%				Goal <10%			

Student LEARNING Needs (What students need to learn regarding numeracy.)

- All students need to increase their understanding and application of numeracy skills in mathematical concepts and procedures, math problem-solving, modeling & data analysis, and communicating reasoning.
 - Concepts and Procedures - All students need to increase their ability to apply mathematical concepts and procedures in such a way that they effectively manipulate numbers and symbols to come up with answers, and they understand how and why the math makes sense.
 - Problem-Solving - All students need to increase their ability to make sense of problems and persevere in solving them.
 - Modeling and Data Analysis - All students need to increase their ability to model with mathematics and interpret/analyze numerical information displayed in diagrams, charts, graphs, and tables.
 - Communicating Reasoning - All students need to increase their ability to reason abstractly and quantitatively and communicate their reasoning.

Student LEARNER Needs (What students need us to provide so that they can strengthen their numeracy.)

- All students need instruction that scaffolds the teaching of numeracy concepts and skills in the areas of mathematical concepts and procedures, math problem-solving, modeling & data analysis, and communicating reasoning, and is differentiated and targeted to address their needs.
 - All students need Tier 1 instruction on grade level math standards incorporating the strategic use of schoolwide best practices that effectively engage all types and levels of learners and are designed to strengthen students' ability to understand and apply mathematical concepts and procedures, problem-solve, create models, interpret/analyze data, and communicate their reasoning.

- Identified students need general education and special education workshop classes that address their math/numeracy learning deficiencies and improve their growth rate to bring them up to the same academic level as their grade-level peers.

Root/Contributing Causes:

2A. There are varying levels of standards-based Math instruction, assessment, and grading practices within and across the three academies and departments.

2B. There are inconsistencies in how the Math standards are unpacked and assessed; instruction may not always align with what is tested.

2C. There are inconsistent processes/methods in the use of Math data to improve our effectiveness.

4A. There is a lack of training and planning time on how to analyze data and create action steps to improve instruction.

4B. There are varying levels of understanding and implementation of the targeted use of differentiation methods/strategies and resources to address students' identified learning needs/gaps.

12A. There are inconsistent instructional practices across all three academies.

12B. High-yield instructional strategies to be implemented schoolwide have not been clearly identified, resulting in varying degrees of understanding and implementation.

12C. We struggle with student engagement and differentiation and common understanding of student engagement and differentiation, including how they are measured by Panorama and walkthrough data, resulting in a lack of strategies to strengthen these areas.

12D. There is a lack of effective teacher coaching.

12E. There is a need to sustain and strengthen the successful practice of providing teachers with PD/training to support them in their understanding and implementation of best practices.

12F. There are varying levels of standards-based grading practices within and across the three academies and departments.

*Additional contributing causes: [10B](#), [13A](#), [14A](#), [17A](#)

3

SCIENCE

Science - Biology I EOC Exam							
Proficiency				High Needs Achievement Gap			
20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24
20%	6%	14%	23%	24%	6%	15%	28%
Goal >80%				Goal <10%			

Student LEARNING Needs *(What students need to learn regarding science.)*

- All students need to increase their understanding and application of the performance expectations as outlined within the Next Generation Science Standards (NGSS), including the science and engineering practices, crosscutting concepts, and disciplinary core ideas for their course.

Student LEARNER Needs *(What students need us to provide so that they can strengthen their understanding and application of science.)*

- All students need instruction based on a viable and quality curriculum that is vertically aligned and designed to strengthen their ability to meet the NGSS performance expectations by fully addressing the science and engineering practices, crosscutting concepts, and disciplinary core ideas.

Root/Contributing Causes:

	<p>3A. There are varying levels of standards-based Science instruction, assessment, and grading practices within and across the three academies and departments.</p> <p>3B. There are inconsistencies in how the Science standards are unpacked and assessed; instruction may not always align with what is tested.</p> <p>3C. There are inconsistent processes/methods in the use of Science data to improve our effectiveness.</p> <p>4A. There is a lack of training and planning time on how to analyze data and create action steps to improve instruction.</p> <p>4B. There are varying levels of understanding and implementation of the targeted use of differentiation methods/strategies and resources to address students' identified learning needs/gaps.</p> <p>12A. There are inconsistent instructional practices across all three academies.</p> <p>12B. High-yield instructional strategies to be implemented schoolwide have not been clearly identified, resulting in varying degrees of understanding and implementation.</p> <p>12C. We struggle with student engagement and differentiation and common understanding of student engagement and differentiation, including how they are measured by Panorama and walkthrough data, resulting in a lack of strategies to strengthen these areas.</p> <p>12D. There is a lack of effective teacher coaching.</p> <p>12E. There is a need to sustain and strengthen the successful practice of providing teachers with PD/training to support them in their understanding and implementation of best practices.</p> <p>12F. There are varying levels of standards-based grading practices within and across the three academies and departments.</p> <p>*Additional contributing causes: 10B, 13A, 14A, 17A</p>
--	---

4

SOCIAL-EMOTIONAL LEARNING and ATTENDANCE

Social-Emotional Learning Competencies						
Self Management	Social Awareness	Perseverance	Sense of Belonging	Growth Mindset	Emotion Regulation	Self-Efficacy
64%	54%	53%	46%	49%	49%	45%
Panorama Winter 2024-25						

Regular Attendance			
20-21	21-22	22-23	23-24
*83%	73%	79%	80%
Goal: >90%			

Student LEARNING Needs (What students need to learn regarding SEL.)

All students need to increase their understanding and application of the social-emotional learning (SEL) competencies as outlined within the Panorama Student SEL Survey, especially in relation to Sense of Belonging, Self-Efficacy, and Perseverance (Grit).

All students need to attend school regularly to engage in learning activities with tier teachers and peers.

Student LEARNER Needs (What students need us to provide so that they can embody the SEL competencies and experience a positive learning environment.)

All students need explicit instruction and positive reinforcement in the SEL competencies, with an emphasis on developing their sense of belonging, self-efficacy, and perseverance, as well as characteristics of the Profile of a HS Graduate.

All students need a positive learning environment that embeds Nā Hopena A'o and fosters their academic and social growth, resulting in a sense of belonging and regular attendance in school.

Root/Contributing Causes:

6A. There is a need to sustain and strengthen our activities that encourage student attendance and the implementation of clear, proactive follow-up

procedures when students are absent.

7A. There are varying levels of implementation of behavior management strategies and classroom management routines.

7B. There are inconsistencies in the use of our behavioral referral form.

7C. There are inconsistencies in the implementation of strategies that teach and strengthen students' social-emotional competencies.

8A. There is inconsistent implementation of agreed-upon strategies that address/support Nā Hopena A'o and school culture (community/school pride, responsibility, aloha, belonging, the importance of school, etc.).

*Additional contributing causes: [9A](#), [13A](#), [14A](#), [17A](#)

5

STUDENT SUCCESS

On-Time 9th Gr. Promotion				
2020	2021	2022	2023	2024
96%	92%	91%	99%	98%
Goal: 100% (Class of 2020, etc.)				

On-Time Graduation				
2020	2021	2022	2023	2024
84%	88%	87%	91%	84%
Goal: 100%				

Post-Secondary Readiness									
CTE Completion					Post-Secondary Enrollment				
2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
79%	88%	90%	91%	91%	60%	45%	60%	46%	56%
Goal: 100%					Goal: >70%				

Student LEARNING Needs (What students need to learn.)

- All 9th graders need to obtain the academic skills necessary to enter, engage in, and complete 9th grade academic programs and coursework successfully to be promoted to 10th grade on time.
- All 10th through 12th graders need to demonstrate the academic skills necessary to successfully meet the grade level learning requirements and course work to graduate on time (within four years).
- All students need to obtain the academic skills necessary to engage actively in and complete a CTE program/pathway.
- All students need to obtain the academic skills necessary to be able to enroll in the post-secondary institutions/options of their choice.

Student LEARNING Needs (What students need us to provide so that they can learn.)

- All 9th graders need to be provided with the academic background (K-8) that enables them to obtain the skills necessary for them to enter, engage in, and complete 9th grade academic programs and coursework successfully and be promoted to 10th grade on time; those students that do not already possess the necessary skills when they enter WHS need to be provided with academic support to ensure their success.
- All 10th through 12th graders need to be provided with the curriculum, instruction, and student support necessary for them to successfully meet the grade level learning requirements/course work and graduate on time (within four years).
- All students need to be provided with the academic background and support necessary for them to obtain the skills needed to actively engage in and complete a CTE program/pathway.

- All students need to be provided with the academic background and support necessary for them to obtain the skills needed to enroll in the post-secondary institutions/options of their choice.

Root/Contributing Causes:

4C. There is a lack of instructional materials to support students below grade level and/or lacking credits toward graduation.

5A. There is a need to sustain and strengthen the successful practice of providing students with transitions.

9A. There is a need to sustain and strengthen the successful practice of emphasizing activities and events that promote students' awareness of college/career options, connect them with their community, and develop a sense of civic responsibility.

9B. There is inconsistent understanding and implementation of the NCAC standards of practice across the three academies.

9C. There are inconsistencies and gaps in our support and offerings of available programs to successfully prepare students for post-high school success (e.g., relevant, rigorous, work-based learning opportunities).

9D. There are varying degrees of opportunities across academies for students to experience project/ place-based learning at off-campus sites to learn industry-valued skills.

10A. There is a need to sustain and strengthen K -12 alignment and school-level initiatives to ensure all students obtain the academic background and skills necessary to enter, engage in, and complete high school academic and CTE programs successfully.

11A. There is a need to sustain and strengthen support to students in the development of post-high school plans.

*Additional contributing causes: [10B](#), [13A](#), [14A](#), [17A](#)

1

Targeted Subgroup: *Economically Disadvantaged*

Economically Disadvantaged Subgroup				
	Proficiency			
	20-21	21-22	22-23	23-24
ELA SBA	40% = 31	39% = 26	39% = 26	33% = 25
Math SBA	5% = 4	6% = 4	5% = 3	5% = 4
Biology I EOC	13%	4%	7%	11%
Percentage and number of EDS students proficient				

Student LEARNING Needs (What students who are economically disadvantaged need to learn.)

- Students in the economically disadvantaged subgroup need to increase their understanding and application of word recognition (phonological awareness, decoding, sight recognition) and language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge), as well as math fluency, computational skills, and math problem-solving.

Student LEARNER Needs (What students who are economically disadvantaged need us to provide so that they can increase their learning.)

- Students in the economically disadvantaged subgroup need instruction that targets word recognition, language comprehension, math fluency, computational skills, and math problem solving, as well as ongoing positive reinforcement, consistent classroom routines, and social-emotional support to increase their rate of learning so that they perform equally as well academically as their non-economically disadvantaged peers.

2

Targeted Subgroup: *English Learners*

English Learners Subgroup									
	Proficiency					Language Acquisition			
	20-21	21-22	22-23	23-24		20-21	21-22	22-23	23-24
ELA SBA	0%	25% = 2	0%	0%		15%	0%	15%	9%
Math SBA	0%	0%	0%	0%		Growth to Target (WIDA Access)			
Biology I EOC	0%	0%	0%	9%					
Percentage and number of EL students proficient						Waimea High School EL Success Plan			

[Waimea High School EL Success Plan](#)

Student LEARNING Needs (What students who are English Learners need to learn.)

- English Learner students need to develop and strengthen their application of listening, speaking, reading, and writing skills.

Student LEARNER Needs (What students who are English Learners need us to provide so that they increase their learning.)

- Students in the English Learner subgroup need instruction that targets auditory comprehension skills, oral communication, and reading comprehension and includes vocabulary supported by visuals to increase their rate of learning so that they perform equally as well academically as their non-English Learner peers.

3

Targeted Subgroup: *Special Education*

Special Education Subgroup				
	Proficiency			
	20-21	21-22	22-23	23-24
ELA SBA	30% = 6	23% = 3	8% = 1	12% = 2
Math SBA	0%	0%	0%	0%
Biology I EOC	0%	0%	0%	9%
Percentage and number of SPED students proficient				

Student LEARNING Needs (What students who require Special Education need to learn.)

- Students who receive special education need to strengthen their understanding of grade-level concepts, including the application of literacy/numeracy skills.

Student LEARNER Needs (What students who require Special Education need us to provide so that they increase their learning.)

- Students in this subgroup need specialized instruction in their least restrictive environment that is designed to strengthen their understanding of grade-level concepts and application of literacy/numeracy skills to support their learning of grade-level academic content.

Academic Plan Summary 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 Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 1, 2, 3, 4, 5	Monitoring of Progress Initial & Intermediate Outcomes <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> SW5 - EA 1, 2, 3, 4, 5
Reading Proficiency 1.1.2. Students who do not read proficiently receive necessary and timely support to become proficient. (adapted for HS)	1A. There are varying levels of standards-based Literacy/ELA instruction, assessment, and grading practices within and across the three academies and departments. 1B. There are inconsistencies in how the Literacy/ELA standards are unpacked and assessed; instruction may not always align with what is tested. 1C. There are inconsistent processes/methods in the use of Literacy/ELA data to improve our effectiveness.	EA 1. Literacy (1.1.2) All students will have access to rigorous standards-based instruction that promotes growth and excellence, with an emphasis on expanding literacy across all content areas. Action Steps: a. School administration will provide, and teachers will use... i. Standardized, differentiated, and vertically aligned curriculum materials for teaching ELA/literacy (i.e., My Perspectives, Newsela, and Freckle). (WASC #3) ii. Release time for interdisciplinary planning and sharing of resources to increase literacy. (\$ sub days) b. Teachers of all content areas will incorporate reading and writing activities into their instruction of content and teach/reinforce students' use of basic writing conventions and skills. c. All students will complete standards-based learning activities/tasks and assessments to strengthen their literacy development and prepare them for real-world application. Leads: Principal, VPs, Data Coach, Literacy Coach, and ELA DH	Star Screener Reading Proficiency Data Strive HI SBA ELA Proficiency Data	<input checked="" type="checkbox"/> WSF 42101/462037 B-3006 Scholastic magazines for non-ELA courses \$1,472 B-3502 Savvas - myPerspectives ELA hard copy and digital courseware (for 26-27) 40,000 <input checked="" type="checkbox"/> Title I 18902 B-3502 Newsela license \$5,390

<p>Mathematics Proficiency</p> <p>1.1.3. Students who are not proficient in math receive necessary and timely support to become proficient. (adapted for HS)</p>	<p>2A. There are varying levels of standards-based Math instruction, assessment, and grading practices within and across the three academies and departments.</p> <p>2B. There are inconsistencies in how the Math standards are unpacked and assessed; instruction may not always align with what is tested.</p> <p>2C. There are inconsistent processes/methods in the use of Math data to improve our effectiveness.</p>	<p>EA 2. Numeracy (1.1.3)</p> <p>All students will have access to rigorous standards-based instruction that promotes growth and excellence in numeracy.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> School administration will provide, and teachers will use, standardized, differentiated, and vertically aligned curriculum materials for teaching math (i.e., Illustrative Math). (WASC #3) All students will complete standards-based learning activities/tasks and assessments to strengthen their numeracy development and prepare them for real-world application. <p>Leads: Principal, VPs, Data Coach, and Math Dept. Head</p>	<p>Star Screener Math Proficiency Data</p> <p>Strive HI SBA Math Proficiency Data</p>	<p><input checked="" type="checkbox"/> WSF 42101/462034</p> <p>B - 3006</p> <p>Math State Curriculum materials & other curriculum support \$2,000</p> <p><input checked="" type="checkbox"/> Title I 18902</p> <p>B - 3006</p> <p>Illustrative Math \$19,000</p>
<p>All students are proficient in their understanding of the NGSS concepts.</p>	<p>3A. There are varying levels of standards-based Science instruction, assessment, and grading practices within and across the three academies and departments.</p> <p>3B. There are inconsistencies in how the Science standards are unpacked and assessed; instruction may not</p>	<p>EA 3. Science</p> <p>All students will have access to rigorous standards-based instruction that promotes growth and excellence in science.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> School administration will provide, and teachers will use, standardized and vertically aligned curriculum materials for teaching science (i.e., Gizmo, Robotics). (WASC #3) All students will complete standards-based learning activities/tasks and assessments to strengthen their understanding of science concepts and skills and prepare them for real-world application. <p>Leads: Principal, VPs, Data Coach, and Science Dept. Head</p>	<p>Science Report Card Grades</p> <p>Strive HI Biology I EOC Exam Data</p>	<p><input checked="" type="checkbox"/> WSF 42101/462035</p> <p>B - 3006</p> <p>State Curriculum materials & other curriculum support Science \$5,000</p> <p>Support Robotics \$2,800</p> <p><input checked="" type="checkbox"/> Title I 18902</p> <p>B-3006</p> <p>Kendall Hunt Biology curriculum and student workbooks \$8,000</p>

	<p>always align with what is tested.</p> <p>3C. There are inconsistent processes/methods in the use of Science data to improve our effectiveness.</p>			<p>B-3502 Gizmos license for science \$961</p> <p>B-7104/07 Science PD contract \$5,000</p>
<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>4A. There is a lack of training and planning time on how to analyze data and create action steps to improve instruction.</p> <p>4B. There are varying levels of understanding and implementation of the targeted use of differentiation methods/strategies and resources to address students' identified learning needs/gaps.</p> <p>4C. There is a lack of instructional materials to support students below grade level and/or lacking credits toward graduation.</p>	<p>EA 4. Inclusive Practices and Academic Student Support (1.1.4)</p> <p>Inclusive practices and interventions will be strategically implemented to ensure all students have access to rigorous standards-based instruction that promotes growth and excellence.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> a. School administration/staff will... <ul style="list-style-type: none"> i. Provide PD/guidance and expectations on the schoolwide use of inclusive practices and strategies to strengthen the learning of all students and subgroups, including strategies to support economically disadvantaged students, English Learners (EL), and students identified as needing special education, including training on how to provide the necessary accommodations and in-class support for students with IEPs and 504s. ii. Implement programs and systems of student support, including tutoring and RTI sections (reading and math workshop classes) for students who need additional support to grow academically utilizing Freckles (Star). (WASC #6) iii. Track student growth as measured by the STAR screener and the data shared and discussed to make informed decisions. iv. Provide time for EAs to meet with teachers to review the curriculum and plan for modifications. (\$ subs) v. Provide part-time teachers (PTTs) to provide support for EL and Migrant Education Programs (MEP). (\$ PTTs) b. All teachers will examine student work and assessment data utilizing a formal data team process and provide students who struggle with timely feedback and ongoing interventions/support as needed within their classroom. (WASC #4) 	<p>Star Screener Reading and Math Proficiency Data</p> <p>Strive HI SBA ELA and Math Achievement Gap Data</p> <p>On Time 9th Grade Promotion Data</p> <p>On-Time Graduation Data</p>	<p><input checked="" type="checkbox"/> WSF 42101/462037 B - 3006 SAT prep and assessment bank \$2,000</p> <p><input checked="" type="checkbox"/> WSF 42102 A1 - 2744 ELL PTTC - 17 hrs per wk x 40 wks = 680 hrs x \$26.39 \$17,945</p> <p>A1 - 2741 ELL Interpreters for 9 NEP students x 4 hrs per = 36 hrs x \$23.52 \$847</p> <p><input checked="" type="checkbox"/> Title I 18902 B-3502 Imagine Learning (E2020) \$25,000</p> <p>Renaissance - STAR universal screener and Freckle for ELA & Math \$21,000</p> <p>B-7104/07 Freckle training for RTI teachers</p>

		<p>c. All students will reflect on their learning, set goals, and self-monitor their progress toward ongoing academic growth (e.g., ELA/Math diagnostic data, GLOs).</p> <p>Leads: Principal, VPs, Data Coach, Literacy Coach, College and Career Counselor, Index teachers, and EL Coordinator</p>		\$5,000
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	5A. There is a need to sustain and strengthen the successful practice of providing students with transitions.	<p>EA 5. Student Transitions (1.1.5)</p> <p>Multiple activities and events will take place to ensure that all Waimea High School students successfully transition into, through, and out of high school.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> a. Administration/staff will... <ul style="list-style-type: none"> i. Coordinate a common West Complex Planning Day for all schools (elem, MS, HS) to align visions, goals, and transition activities for our students and families. (WASC #1) ii. Provide/use release planning time to plan/coordinate and create materials for transition activities/events. (\$ sub days) iii. Conduct a Summer Bridge program for incoming 9th graders. (\$) b. All students will work with their academy counselor and the College and Career counselor to ensure a successful transition into, through, and out of WHS. <p>Leads: Principal, VPs, Academy Leads, Coaches, Dept. Heads / Grade Level Chairs, Registrar, and Counselors</p>	Panorama Student Perception/SEL Survey Results	<p><input checked="" type="checkbox"/> Summer Learning 16729</p> <p>A1 - 2744 Summer Bridge 3 PTT x 4 hrs/day x 4 days = 48 hrs x \$42.16 \$2,024</p> <p>B - 3006 Supplies for Summer Bridge \$1,000</p> <p>B - 3301 Summer School food items & snacks \$1,000</p> <p><input checked="" type="checkbox"/> Title I 18902</p> <p>B - 3006 Supplies and materials for incoming 9th, new student Orientation \$500</p>

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 7, 8	Monitoring of Progress Initial & Intermediate Outcomes <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>
1.2.1. All students desire to attend school regularly.	6A. There is a need to sustain and strengthen our activities that encourage student attendance and the implementation of clear, proactive follow-up procedures when students are absent.	EA 6. Student Attendance (1.2.1) A school culture will be created in which all students desire to attend regularly and experience a student-centered, caring, and responsive learning environment. Action Steps: a. School administration and teachers/staff will implement a school attendance protocol/plan with consistency that includes the use of a variety of communication methods to inform parents of absences and promote attendance. (WASC #7) b. School administration/staff will provide teachers with PD to develop caring, supportive relationships with their students. c. All students will desire to attend school regularly and receive recognition for attendance at Award Ceremonies. (\$ awards) d. Students deficient in credits will be provided with an online credit recovery option via the Edgenuity program so they can earn the credits needed to graduate with their peers. (\$ online options) Leads: Academy VPs, Counselors, and Freshman Academy Team	Attendance Data (LEI Kūlia and Strive HI)	<input type="checkbox"/> WSF <input type="checkbox"/> Title I
1.2.2. All students demonstrate positive behaviors at school.	7A. There are varying levels of implementation of behavior management strategies and classroom management routines. 7B. There are inconsistencies in the use of our behavioral referral	EA 7. Positive Student Behaviors (1.2.2) Behavioral Rtl, classroom management routines, SEL, and PBIS will be effectively implemented to create a positive school climate in which 100% of students demonstrate positive and productive behaviors at school and school-related events, including exhibiting a sense of aloha and a sense of responsibility for their actions. Action Steps: a. School administration and teachers/staff will implement behavioral RTI, social-emotional learning (SEL), proactive classroom management routines, and positive behavioral interventions and support (PBIS) processes/strategies that define, teach, and reward positive/productive behavior.	Behavior Incident Referral Data Panorama Student Perception/SEL Survey Results	<input checked="" type="checkbox"/> WSF 42101/462564 B - 3006 Purchase of promotional design materials (banners, school bags, lanyards, and other needed materials) for Student Recognition Quarterly Award Ceremonies x 3 Academies \$2,400 B-3006

	<p>form.</p> <p>7C. There are inconsistencies in the implementation of strategies that teach and strengthen students' social-emotional competencies.</p>	<p>b. School counselors will clearly define a school-wide process for addressing student social-emotional needs using the SEL survey results to provide timely, targeted student interventions, support via individual or small group counseling, and guidance lessons in all classrooms.</p> <p>c. School Security (3 positions) will continue to promote and reinforce positive student behaviors and to address/refer students for misbehaviors as appropriate.</p> <p>d. Students will receive recognition at Award Ceremonies for demonstrating positive/productive behaviors and characteristics of the Profile of a HS Graduate. (\$ awards)</p> <p>Leads: Principal, VPs, Counselors, and Academy Leads</p>		<p>Vinyl and ink for school banners \$5,000</p> <p><input type="checkbox"/> Title I</p>
1.2.3. All students experience a Nā Hopena A'o environment for learning.	<p>8A. There is inconsistent implementation of agreed-upon strategies that address/support Nā Hopena A'o and school culture (community/school pride, responsibility, aloha, belonging, the importance of school, etc.).</p>	<p>EA 8. Nā Hopena A'o (1.2.3)</p> <p>The Nā Hopena A'o (HĀ) Framework will continue to be embedded within our Academic Plan Enabling Activities to ensure that all Waimea HS students experience a student-centered, culturally sensitive learning environment that's focused on preparing students to be enrolled, employed, or enlisted upon graduation.</p> <p>Action Steps:</p> <p>a. School administration, teachers, and staff will...</p> <ol style="list-style-type: none"> Promote the components of the HĀ framework within and outside of classrooms (Sense of Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawaii). Conduct student-led activities/events that foster a sense of school belonging (e.g., Menehune Mingle, HA Days, Kakou Days, Ho'ike Days, Health Fair, Spirit Weeks, Homecoming, May Day, Prom, and Winter Ball). (\$ (WASC #2) <p>b. All students will experience a Nā Hopena A'o environment for learning and receive recognition at Award Ceremonies for demonstrating attributes of the HĀ framework and GLOs. (\$ awards)</p> <p>Leads: Principal, VPs, Student Government, and SAC</p>	Panorama Student Perception/SEL Survey Results	<p><input checked="" type="checkbox"/> WSF 42101/462564 B - 7104/07 Contract with Kumano for quarterly HĀ days to build school community and cultural knowledge \$10,000</p> <p><input checked="" type="checkbox"/> WSF 42101/462026 B - 3006 Fund student-led events on campus and for community \$2,000</p> <p><input type="checkbox"/> Title I</p>

★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 9, 10, 11	Monitoring of Progress Initial & Intermediate Outcomes <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> SW5 - EA 9
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	<p>9A. There is a need to sustain and strengthen the successful practice of emphasizing activities and events that promote students' awareness of college/career options, connect them with their community, and develop a sense of civic responsibility.</p> <p>9B. There is inconsistent understanding and implementation of the NCAC standards of practice across the three academies.</p> <p>9C. There are inconsistencies and gaps in our support and offerings of available programs to successfully prepare students for post-high school success (e.g., relevant, rigorous,</p>	<p>EA 9. College/Career Exploration, Community Connections, and Civic Engagement (1.3.1)</p> <p>Our Academy structure, CTE pathways, community partnerships, Early College Classes, and other systems will strengthen students' connection with their community, develop a sense of civic responsibility, and prepare all students to be enrolled, employed, or enlisted (WASC #2)</p> <p>Action Steps:</p> <ol style="list-style-type: none"> School administration will fund PD, training, materials/resources, and equipment that strengthen teacher instruction through career academies. (\$ 3-academy team budgets) The Academy Director will link teachers with business, community, and government agencies. Teachers will... <ol style="list-style-type: none"> Implement all the activities in the College and Career Continuum across all grade levels and content areas. (\$ summer stipend and sub days) Collaborate with business, community, and government partners to plan and implement WBL opportunities. (\$ Sub days) Students will... <ol style="list-style-type: none"> have a variety of opportunities to explore careers, connect with the community, fulfill civic responsibility, and prepare for post-high school success. <ul style="list-style-type: none"> FAM-pathway explorations (9th graders) RIASEC to help them make informed decisions on their upper academy choice (9th graders) Presentations by community and industry partners (\$ Subs for industry mentor release days) 	<p>Community Partners and Volunteers List</p> <p>Field Trip Log</p> <p>CTE Pathway Completion Data</p> <p>Early College Data</p>	<p><input checked="" type="checkbox"/> WSF 42106 A1 - 2802 Summer stipends for Academy - 4 Leads & 3 Counselors x 3 days= 21 x \$194.01 \$4,074</p> <p>A1 - 2769 40 sub days for staff PD and school events x \$194.01 \$7,760</p> <p><input checked="" type="checkbox"/> Possible Add'l WSF Funds B - 4804 NCAC Pearl City and Campbell Insight/Onsite 10,090 NCAC Waipahu HS Insight/Onsite \$12,616</p> <p><input checked="" type="checkbox"/> WSF 42108 B - 4804 Hawaii Academies in-person meetings on Oahu (travel) \$2,735</p> <p><input checked="" type="checkbox"/> WSF 42101/462046 B - 3006 JROTC support</p>

	<p>work-based learning opportunities).</p> <p>9D. There are varying degrees of opportunities across academies for students to experience project/ place-based learning at off-campus sites to learn industry-valued skills.</p>	<ul style="list-style-type: none"> ○ Community-based field trips/aina-based HA learning projects with their advisory grade level (e.g., lo'i visits) (\$ <i>maintenance, gas, and insurance for 2 WHS vans</i>) ○ Service learning projects within the community (e.g., athletic/sports team-based service projects, JROTC community service projects) ○ Serve as members of the student government and/or as student ambassadors ○ CTE Pathway programs/coursework ○ Online courses not taught in person at Waimea HS (e.g., Japanese courses) (\$ <i>online courses</i>) ○ Industry-Valued Certifications ○ Work-based learning (e.g., job shadowing, internships) ○ Early College courses aligned with pre-degree coursework and certifications (\$ <i>EC courses</i>) <p>ii. Complete a CTE program of study with a few administrative exceptions</p> <p>iii. Complete an Academy Senior Capstone project. (\$)</p> <p>Leads: Principal, VPs, CTE Teachers, Student Government Leaders, JROTC Staff, Counselors, Academy Leads, and Senior Project Mentors</p>	<p>Robotics & Cyber Security \$2,000</p> <p><input checked="" type="checkbox"/> WSF 42101/462564</p> <p>B - 3401 Student Ambassador uniforms \$1,200</p> <p><input checked="" type="checkbox"/> WSF 42101/462565</p> <p>B - 3006 Freshman Academy Budget For academy materials, branded academy wear and accessories \$4,000</p> <p><input checked="" type="checkbox"/> WSF 42101/462566</p> <p>B - 3006 Tech & Design Academy Budget \$4,000</p> <p><input checked="" type="checkbox"/> WSF 42101/462567</p> <p>B - 3006 HAHT Academy Budget \$4,000</p> <p><input checked="" type="checkbox"/> WSF 42101</p> <p>B - 3006 HIPAA Certification for EMS Pathway \$190</p> <p>B - 7104/07 Contract w/Center for Tomorrow's Leaders for Student Ambassador training</p>
--	---	--	---

				<p>\$12,000</p> <p><input checked="" type="checkbox"/> Title I 18902 A1 - 2744/2702 PTT for planning 10-11 Senior Project Nights and Fringe 40 hrs x \$42.16 \$1,686 + \$51 (3% fringe) <i>Total \$1,737</i></p> <p>B - 3006 Senior Capstone materials for presentations and supplies for committee and business partners \$1,000</p> <p>CTE State Curriculum materials & other curriculum support \$2,000</p> <p>B-3502 Adobe Suite \$2,500</p> <p>ChatENG Japanese 1 & 2 courses \$20,000</p> <p><input checked="" type="checkbox"/> WSF 42101/462564 B-7104/01 KCC Early College classes \$21,833 of \$35,000</p> <p><input checked="" type="checkbox"/> Title I 18902 B - 7104/01 KCC Early College classes \$13,167 of \$35,000</p>
--	--	--	--	--

				<input checked="" type="checkbox"/> Other: Project Hookui P-20 funding Targeted tutoring, Test preparation, Alignment work with feeders, College fairs and buses
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.	10A. There is a need to sustain and strengthen K -12 alignment and school-level initiatives to ensure all students obtain the academic background and skills necessary to enter, engage in, and complete high school academic and CTE programs successfully. 10B. There is a need to provide teachers and students with up-to-date technology that supports high-quality teaching and learning.	EA 10. K-12 Alignment of Academic Background and Skills (1.3.2) Relationships between WHS and the middle and elementary feeder schools will be strengthened to ensure students obtain the academic background and skills necessary to enter, engage in, and complete high school academic and CTE programs successfully. (WASC #1) Action Steps: a. School administration will collaborate and coordinate opportunities to strengthen K-12 articulation and alignment amongst schools within the Waimea Complex (West Kauai). i. Conduct common West Complex PC Day(s) and Waiver Day(s) and utilize them for collaboration/articulation. ii. Gr. 6-12 teachers to plan and vertically align content (e.g., Dave Holden, Science). (<i>\$ sub days</i>) iii. Computer science, digital citizenship, and use of technology for teaching and learning. (<i>\$</i>) b. Waimea HS students/ambassadors will present to feeder school students about their CTE pathways. (<i>\$ sub days and bus transportation</i>) c. All students will engage in and complete high school academic and CTE programs successfully and graduate within four years. Leads: Principal, VPs, Academy Leads, and Counselors	On Time 9th Grade Promotion Data CTE Pathway Completion Data On-Time Graduation Data	<input checked="" type="checkbox"/> WSF 42101 A1 - 2741 Tech PPE 19 hrs per week x 40 wks = 760 hr x \$23.52 \$17,875 A1 - 2744 Tech PTTA (SUMMER) 68 hrs x \$42.16 \$2,867 <input type="checkbox"/> Title I 18902
1.3.3. All students graduate high school with a personal plan for their future.	11A. There is a need to sustain and strengthen support to students in the development of post-high school plans.	EA 11. Student Post-High School Plans (1.3.3) All WHS students will have a post-high school plan and be enrolled, employed, or enlisted at graduation. Action Steps: a. School administration and the Academy Director will develop a plan for ensuring that all students receive the support needed to develop their post-high school plan, including providing PD/training to staff who will support students.	Post-Secondary Enrollment Data	<input checked="" type="checkbox"/> WSF - 42101 A1 - 2744 PTT for teachers for coordinating academy initiatives 240 hrs x \$42.16 \$10,118

		<p>b. Administration and staff will coordinate opportunities for students to attend/participate in events in which they can become more informed regarding their post-high school options. (\$ bus)</p> <ul style="list-style-type: none"> ○ College and Career Fairs and Job Fairs ○ PMRF ○ KCC: Find your Future; Trades field trip; and onboarding in Spring <p>c. Counselors will provide guidance to students sharing/explaining information regarding their post-high school options and financial assistance and...</p> <ul style="list-style-type: none"> i. Meet with current seniors several times a year to update the counselor on post-high school plans. ii. Meet with at-risk students and ensure that their student transcripts are accurate and possibly initiate schedule changes iii. Conduct Senior help nights once a week for 3 hours after school to provide students with post-high school planning support (College/Career Counselor) (\$) <p>d. Students will be provided opportunities to attend classes/sessions that prepare them to...</p> <ul style="list-style-type: none"> i. Take college entrance assessment(s) and the ACT. (\$ class/session materials and PTT - SAT/ACT prep sessions provided by Gear Up grant) ii. Complete a job application, write an email and resume, complete college applications, apply for financial aid/scholarships and grants, and participate in Junior mock interviews. (\$ class/session materials and PTT) <p>Leads: Principal, VPs, Academy Leads, and Counselors</p>		<p><input type="checkbox"/> Title I</p>
--	--	---	--	---



Priority 2 High-Quality Educator Workforce In All Schools

- ★ GOAL 2.1 All students are taught by effective teachers.
- ★ GOAL 2.2 All schools are staffed by effective support staff.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 12, 13, 14	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> SW5 - EA 12
2.1.2 All teachers are effective or receive the necessary support to become effective.	12A. There are inconsistent instructional practices across all three academies. 12B. High-yield instructional strategies to be implemented schoolwide have not been clearly identified, resulting in varying degrees of understanding and implementation. 12C. We struggle with student engagement and differentiation and common understanding of student engagement and differentiation, including how they are measured by	EA 12. Teacher Professional Development and Growth (2.1.2) All teachers will be provided with professional development (PD) and guidance to support effective teaching practices and high-yield instructional strategies that foster student well-being and academic growth with an emphasis on expanding literacy. Action Steps: a. School administration will... i. Foster leadership development among teachers, administration, and staff, including a supportive onboarding process for new Waimea HS teachers. (WASC #2) (\$ sub days) ii. Use consultants (e.g., Dave Holden, Wes Yuu, Science) and other sources to provide PD aimed at strengthening the understanding and implementation of effective teaching practice(s) and high-yield instructional strategies, including... (\$ sub days, consultant contracts) o Best practices for teaching and assessing literacy, numeracy, and science, including differentiating instruction for a wide range of students. o Strategies to expand literacy across all classrooms and academies (e.g., reading strategies, assessment of student work).	PD/Training Log Walkthrough Data Star Screener Reading and Math Proficiency Data Strive HI SBA ELA and Math Proficiency Data Strive HI Biology I EOC Exam Proficiency Data 1,000	<input checked="" type="checkbox"/> WSF 42101 462448 C - 7708 Ancillary Classroom Equipment (printers) \$10,070 <input checked="" type="checkbox"/> WSF 42102 A1 -2769 Sub days for ELL to attend KCA meetings & workshops 3 Days x \$194.01 \$582 <input checked="" type="checkbox"/> WSF 42106 A1 - 2769 30 sub days for standards-based assessment & grading 30 x \$194.01 \$5,820 30 sub days for high-yield instructional strategy training 30 days x \$194.01 \$5,820

	<p>Panorama and walkthrough data, resulting in a lack of strategies to strengthen these areas.</p> <p>12D. There is a lack of effective teacher coaching.</p> <p>12E. There is a need to sustain and strengthen the successful practice of providing teachers with PD/training to support them in their understanding and implementation of best practices.</p> <p>12F. There are varying levels of standards-based grading practices within and across the three academies and departments.</p>	<ul style="list-style-type: none"> ○ Training for teaching English Learners that also meets sheltered instruction qualifications. ○ Standards-based grading, including the use of rubrics. (WASC #5) <p>iii. Conduct walkthroughs to gather data on the impact of PD on teacher practice.</p> <p>b. All teachers will...</p> <ul style="list-style-type: none"> i. Utilize effective teaching practices, high-yield strategies (e.g., Cornell notes, WICOR, close reading, and Stop, Think, Paraphrase-STP), and technology for teaching, learning, and assessment (<i>\$ technology upgrades/replacement, Tech PTT, and subscriptions -Kami, PearDeck, TurnItIn</i>) ii. Effectively utilize standards-based grading practices, including rubrics, to guide and help students achieve specific learning outcomes and expectations. (WASC #5) <p>c. Academy teachers will be provided PD to strengthen the implementation of our academies.</p> <ul style="list-style-type: none"> ○ Academy 101 training from NCAC (<i>\$ travel, subs</i>) ○ How to best differentiate when there's a wide range of students in the classroom ○ Summer stipend days for academy teams to collaborate and plan for the upcoming year ○ Summer stipend days to attend PD on supporting and teaching high-risk, low-SES students <p>Leads: Principal, VPs, Academy Leads, Counselors, and Title 1 Coordinator</p>	<p>30 sub days for teacher collaboration 30 days \$194.01 \$5,820</p> <p>30 sub days for floating sub during MTSS training 30 days x \$194.01 \$5,820</p> <p>A1 - 2802 Stipend for Summer curriculum collaboration 20 x \$194.01 \$3,880</p> <p>Stipend for Summer onboarding for new staff 12 days x \$194.01 \$2,328</p> <p>Stipend days for teacher mentor, orientation, and resources 12 days \$194.01 \$2,328</p> <p><input checked="" type="checkbox"/> WSF 42101 A1 - 3502 Educational Network website \$3,570</p> <p>GoGuardian-Pear Deck \$6,023</p> <p>Notable-Kami \$1,980</p> <p>Turnitin \$1,875</p> <p>Quizizz license \$4,313</p> <p><input checked="" type="checkbox"/> Possible Add'l WSF Funds</p>
--	--	--	--

				<p>B - 4804 Honolulu (NCAC registration, per diem/excess lodging, ground transportation, parking) \$20,000</p> <p><input checked="" type="checkbox"/> Title I 18902 B - 7104/07 AAIS (Dave Holden- 6 sessions) \$19,200</p> <p>Wes Yuu Math PD \$21,875</p> <p>C - 7708 Electronic computers/tech \$25,000</p> <p><input checked="" type="checkbox"/> Other: P-20 funding NCAC Hawaii CALC Teacher Leader Collaborative Solution Tree leadership development</p>
<p>2.2.2 All school support staff are effective or receive the necessary support to become effective.</p>	<p>13A. There is a need to sustain and strengthen the successful practice of providing support staff with PD/training to support them in their understanding and implementation of best practices.</p>	<p>EA 13. Support Staff Training and Professional Development (2.2.2)</p> <p>All support staff will be provided with training and PD to support the implementation of effective practices and strategies that foster student well-being and academic growth.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> a. School administration will coordinate training/PD for support staff/classified staff that strengthen understanding and use of effective practices and strategies that foster student well-being and academic growth (e.g., training for Counselors, EAs, and classified staff). (<i>\$ training registration fees, travel</i>) <ul style="list-style-type: none"> ○ Counseling processes/guidance ○ Methods/strategies for teaching reading (literacy, content, modification to meet accommodations) ○ Behavior Support and De-escalation Techniques 	<p>PD/Training Log</p> <p>Star Screener Reading and Math Proficiency Data</p> <p>Panorama Student Perception and SEL Survey Results</p>	<p><input checked="" type="checkbox"/> WSF 42101 A1 - 2744 PTTA @ 150 hrs x \$42.16 \$6,324</p> <p><input type="checkbox"/> Title I</p>

		<p>b. All support staff will...</p> <ul style="list-style-type: none"> i. Be provided with an orientation upon being hired, initial training, and ongoing guidance/support. ii. Implement effective practices and strategies relevant to their roles as identified by the administration or supervisor. <p>c. All students will participate in learning activities that incorporate the use of effective practices and strategies to strengthen their understanding of concepts, application of grade-level skills, and ability to consistently demonstrate the GLOs and SEL competencies.</p> <p>Leads: Principal, VPs, SPED DH, and SASA</p>		
<p>2.3.2 All school administrators are effective or receive the necessary support to become effective.</p>	<p>14A. There is a need to sustain and strengthen the successful practice of providing school administrators with PD/training to support them in their development as school leaders and in their implementation of best practices.</p>	<p>EA 14. Leadership Development for School Administrators (2.3.2)</p> <p>Leadership development opportunities and collaborative problem-solving will increase the effectiveness and retention of current school administrators. (WASC #2)</p> <p>Action Steps:</p> <ul style="list-style-type: none"> a. School administrators will... <ul style="list-style-type: none"> i. Participate in PD to continuously improve their professional practice (e.g., operational/management training sessions, instructional leader PD, state/national conferences, NCAC, Hawaii Academy, NASSP). (\$ travel) ii. Attend district, state, and/or national meetings to engage in collaborative problem-solving and learn from their colleagues, mentors, supervisors, and peers. <p>Lead: Principal</p>	PD/Training Log	<p><input type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> Possible Add'l WSF Funds</p> <p>National Association of Secondary School Principals (NASSP) – UNITED 2026: The National Conference on School Leadership for 5 administrators</p> <p>B - 4804 \$17,000</p>



Priority 3

Effective and Efficient Operations At All Levels

- ★ **GOAL 3.2** All operational and management processes are aligned and implemented in an equitable, transparent, effective, and efficient manner.
- ★ **GOAL 3.3** Families and staff are informed of and engaged in planning and decision-making processes.
- ★ **Other Systems of Support**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and 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> SW5 - EA 7
3.2.2 All Department of Education programs, human resources, organizational structure, and finances are structured to accomplish the strategic plan goals and outcomes	15A. There is a need to sustain the successful practice of communicating and following HIDEOE rules, regulations, guidelines, and expectations.	EA 15. Aligned Operational and Management Processes (3.2.2) Waimea HS processes and procedures align with all levels of the HIDEOE tri-level system. Action Steps: a. School administration, teachers, and staff will... i. Implement processes/procedures to ensure that all HIDEOE rules, regulations, guidelines, and expectations are followed at our school. ii. Engage in ongoing communication to ensure everyone is knowledgeable of and involved in meeting our goals and outcomes. iii. Ensure that our Academic Plan is aligned with the BOE/DOE Strategic Plan and that the Salaried Plan and Comprehensive Financial Plan are aligned with the initiatives and priorities of our Academic Plan. Leads: Principal, VPs, Academy Leads, and SASA	Academic and Financial Plan Documents	<input checked="" type="checkbox"/> WSF 42101 B-3502 Kid Account (Hallpass) \$2,500 <input checked="" type="checkbox"/> Possible Add'l WSF Funds B-5808 Mold contract for yearly maintenance \$6,000 B-7207 Security Alarm \$3,000 <input type="checkbox"/> Title I
3.3.1. All School Community Councils have full	16A. There is a need to sustain the successful practice of involving the School Community	EA 16. Collaborative Planning and Decision-Making (3.3.1) The School Community Council (SCC) and Academy advisory boards will meet regularly to engage with the school principal	SCC Meeting Minutes Posted on School Website	<input type="checkbox"/> WSF <input type="checkbox"/> Title I

membership, meet regularly, and are engaged with their respective school principal.	Council (SCC) in collaborative planning and decision-making.	<p>and/or academy and contribute to the school's collaborative planning and decision-making processes.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> The school principal and SCC Chair will collaborate to schedule and plan regular meetings for SCC members and two SCC meetings open to the community to share and discuss school data and receive input on the draft/proposed Academic Plan. All stakeholder role groups will have respective members on the SCC. The academy director, principal, or lead will meet quarterly with Advisory Boards to share and discuss academy data and receive input on academy initiatives. <p>Lead: Principal</p>	SCC Academic Plan Assurances Form	
All parents feel welcome, involved, and engaged in their child's school.	17A. There is a need to sustain and strengthen the successful practice of implementing academic showcases and family/community engagement activities.	<p>EA 17. Parent/Family Involvement and Engagement</p> <p>Parents/guardians will be offered multiple opportunities to actively participate in meaningful activities focused on improving student academic growth and overall well-being.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> School administration and teachers/staff will provide parents/guardians with multiple opportunities to support their child through training/information sessions conducted during a variety of activities, programs, and events. (<i>\$ event material/supplies and refreshments, rental of Waimea Theater for community events</i>) School administration will provide a supportive onboarding process for new Waimea HS parents/guardians. School administration and the PCNC/Tech Coordinator will update, maintain, and use our school Website, social media, and third-party apps as modes of communication to involve parents and increase family engagement in student learning. (<i>\$ school website annual hosting fees, PCNC position</i>) (WASC #7) <p>Leads: Principal, VPs, Academy Leads, and PCNC</p>	<p>Parent School Quality Survey (SQS) Involvement and Engagement Results</p> <p>Parent/Family Involvement and Engagement Log</p>	<p><input checked="" type="checkbox"/> WSF 42104 A1 - 2741 PCNC (PTTB) 240 hrs x \$29.59 \$7,102</p> <p><input checked="" type="checkbox"/> Title I 18902 B - 3006 Student Planners \$1,500</p> <p><input checked="" type="checkbox"/> Title I 18935 B-7104/07 Ohana Engagement Nights family training on HA and GLO #1&2 \$1,200</p> <p>B - 3301 Food & Refreshments for Ohana Events \$100</p> <p>B - 3401 Supplies for Ohana Events, including paper goods \$100</p> <p>B - 5501</p>

				Theater rental for family engagement activities and College & Career parent events \$790
--	--	--	--	--

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 Kapa'a Elementary 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 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)

1,080 instructional hours per year

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

Yes. Please see the [linked document](#) for 2025-26. We submitted a request for two days for PD

Bell Schedule: [WHS Bell Schedule](#)