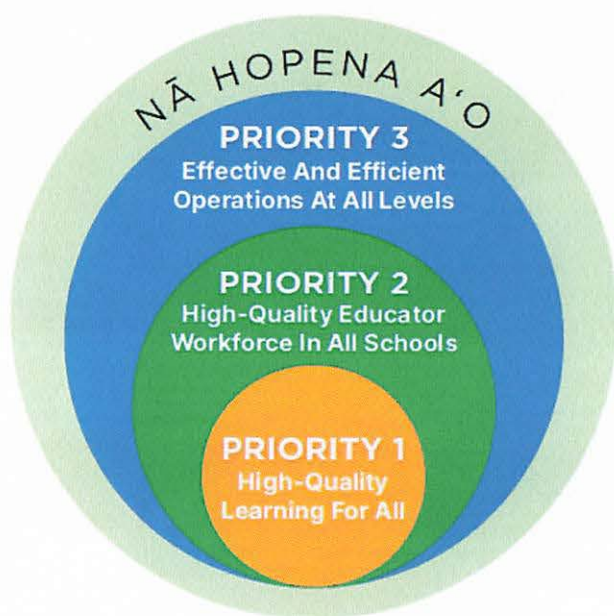




Waimea High School Academic Plan SY 2026 -2027

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

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal: Mahina Anguay	
	4-14-2026

Approved by Complex Area Superintendent: Leila Maeda-Kobayashi	
	04.14.26

[VIABLE QUALITY CURRICULUM](#) [UNIVERSAL SCREENING & PROGRESS MONITORING ASSESSMENTS](#) [HAWAII MULTI-TIERED SYSTEM OF SUPPORT \(HMTSS\)](#)

[IDENTIFIED SCHOOL NEEDS](#) [PRIORITY 1](#) [PRIORITY 2](#) [PRIORITY 3](#) [BELL SCHEDULE](#) [SCHOOL COMMUNITY COUNCIL \(SCC\) ASSURANCES](#)

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
N/A				

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.

☐ Panorama ☒ School-created template ☒ 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	24-25	20-21	21-22	22-23	23-24	24-25
52%	53%	55%	44%	49%	30%	41%	36%	27%	31%
Goal > 80%					Goal <10%				

Source: Strive HI Report

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

- All students need to increase their understanding and application of literacy skills.
 - 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:

1D. Inconsistent implementation of the Tier 1 ELA curriculum leads to variability in instruction, standards alignment, and the teaching of complex literacy skills (e.g., analysis, literary devices, writing process).

1E. Inconsistent use of schoolwide reading and writing strategies results in misalignment between instruction, standards, and assessments.

1F. Limited and inconsistent opportunities for academic discourse and modeling of academic language across content areas hinder students' ability to express and interpret complex ideas.

1G. Feedback on student work is not consistently timely, specific, or actionable, particularly in complex reading and writing tasks.

1H. Lack of a consistent research and inquiry process across subjects leads to uneven expectations for source analysis, note-taking, and synthesis.

4A. Limited capacity and structures for data analysis and instructional planning result in inconsistent implementation of differentiation to meet diverse student needs.

4B. Misalignment between core instruction and intervention systems (RTI), along with insufficient materials, creates gaps in prerequisite skills for students performing below grade level or behind in credits.

12A. Inconsistent instructional practices and standards-based grading across academies, along with a lack of clearly defined high-yield strategies, result in variability in teaching and learning.

12B. Limited systems for professional learning and coaching, including unclear expectations for engagement and differentiation, impact teachers' ability to effectively implement best practices.

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

2 **NUMERACY**

SBA Math									
Proficiency					High Needs Achievement Gap				
20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25
15%	15%	13%	12%	13%	26%	21%	18%	13%	21%
Goal > 80%					Goal <10%				

Source: Strive HI Report

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

- All students need to increase their understanding and application of numeracy skills, especially in persevering in problem-solving, modeling & data analysis, and communicating their 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. The greatest areas of need include supporting students in creating models and interpreting and analyzing data.
 - 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. Inconsistent implementation of standards-based math instruction, assessment, grading, and data use leads to misalignment across academies and departments.

2B. Inconsistent unpacking and assessment of math standards results in gaps between instruction and what is measured.

2C. Instruction emphasizes procedures over conceptual understanding and real-world application, limiting opportunities for modeling, productive struggle, and student-centered learning.

4A. Limited capacity and structures for data analysis and instructional planning result in inconsistent implementation of differentiation to meet diverse student needs.

4B. Misalignment between core instruction and intervention systems (RTI), along with insufficient materials, creates gaps in prerequisite skills for students performing below grade level or behind in credits.

10A. Inconsistent K–12 alignment between WCMS and WHS leads to gaps in prerequisite skills, particularly in math and science.

12A. Inconsistent instructional practices and standards-based grading across academies, along with a lack of clearly defined high-yield strategies, result in variability in teaching and learning.

12B. Limited systems for professional learning and coaching, including unclear expectations for engagement and differentiation, impact teachers' ability to effectively implement best practices.

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

3

SCIENCE

Science - Biology I EOC Exam									
Proficiency					High Needs Achievement Gap				
20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25
20%	6%	14%	23%	16%	24%	6%	16%	28%	11%
Goal > 80%					Goal <10%				

Sources: Strive HI Report and [ARCH ADC](#) Data Dashboard

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

- All students need to increase their understanding and application of the topics and performance expectations outlined in 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 grounded in a high-quality, vertically aligned curriculum that strengthens 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:

3A. Inconsistent implementation of standards-based science instruction, assessment, grading, and data use—along with limited time and structures for planning—results in misalignment with NGSS expectations across academies.

3B. Gaps in NGSS content knowledge and instructional practices, including literacy integration, limit teachers' ability to design rigorous, storyline-driven lessons that support student understanding and engagement with complex scientific texts.

10A. Inconsistent K–12 alignment between WCMS and WHS leads to gaps in prerequisite skills, particularly in math and science.

10B. Limited vertical alignment and communication around standards progression (e.g., NGSS practices) results in gaps or redundancy in skill development.

12A. Inconsistent instructional practices and standards-based grading across academies, along with a lack of clearly defined high-yield strategies, result in variability in teaching and learning.

12B. Limited systems for professional learning and coaching, including unclear expectations for engagement and differentiation, impact teachers' ability to effectively implement best practices.

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

4

SOCIAL-EMOTIONAL LEARNING

Social-Emotional Learning Competencies							
Self Management	Social Awareness	Perseverance	Sense of Belonging	Growth Mindset	Emotion Regulation	Self-Efficacy	Supportive Relationships
65%	56%	57%	49%	51%	52%	48%	86%
Goal: >80%							

Sources: [Panorama Education](#) Student SEL Survey – Winter 2025-26

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).

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.

Root/Contributing Causes:

7A. Inconsistent implementation of behavior management systems, including classroom routines, referral processes, and social-emotional learning strategies, results in variability in student behavior support and expectations.

8A. Inconsistent implementation of *Nā Hopena A'o* (HĀ) and school culture practices leads to uneven student experiences related to belonging, responsibility, and school pride.

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

5

ATTENDANCE

Regular Attendance			
21-22	22-23	23-24	24-25
73%	79%	80%	78%
Goal: >90%			

Source: Strive HI Report

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

- All students need to understand how regular school attendance supports their learning, strengthens relationships at school, and contributes to their future success.

Student LEARNER Needs (What students need us to provide so that they attend school more regularly.)

- All students need clear instruction, and parents/guardians need ongoing guidance and communication, on the importance of regular attendance and its impact on student academic achievement.
- All students need a safe, supportive, and engaging learning environment, consistent communication of attendance expectations, and access to resources and interventions that address barriers to regular attendance.

Root/Contributing Causes:

6A. Inconsistent implementation of proactive attendance systems and limited understanding among students and families of the impact of attendance on learning contribute to chronic absenteeism.

*Additional contributing causes: [17A](#)

6

POST-SECONDARY READINESS

Post-Secondary Readiness																			
CTE Completion							On-Time HS Graduation							Post-Secondary Enrollment					
2020	2021	2022	2023	2024	2025		2020	2021	2022	2023	2024	2025		2020	2021	2022	2023	2024	
79%	88%	90%	91%	91%	96%		84%	87%	91%	84%	87%	87%		45%	60%	46%	56%	57%	
Goal: 100%							Goal: 100%							Goal: >70%					

Source: [ARCH ADC](#) – Data Dashboards and Strive HI Reports**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 coursework 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/coursework 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:

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

9A. Inconsistent implementation of the NCAC standards of practice leads to variability in academy quality and student experience.

9B. Inconsistent access to work-based and place-based learning opportunities results in gaps in students' exposure to real-world, industry-valued skills.

9C. Gaps in coordination and support of college and career programs limit students' readiness for post-high school success.

10C. Limited access to up-to-date technology and instructional resources impacts instructional quality and student learning.

11A. Inconsistent systems and supports for post-high school planning limit students' ability to develop and successfully implement clear post-secondary pathways.

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

1

Targeted Subgroup: *Economically Disadvantaged*

Economically Disadvantaged Subgroup					
	Proficiency				
	20-21	21-22	22-23	23-24	24-25
ELA SBA	40% = 31	39% = 26	39% = 26	33% = 25	38% = 37
Math SBA	5% = 4	6% = 4	5% = 3	5% = 4	4% = 4
Biology I EOC	13%	4%	7%	11%	12%
Percentage and number of EDS students proficient					

Source: [LEI Kulia](#) - School Profile Report and EOC Exams***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	24-25		20-21	21-22	22-23	23-24	24-25
ELA SBA	0%	25% = 2	0%	0%	13% = 2		15% (3/20)	0% (0/24)	15% (6/41)	14% (6/44)	24% (13/54)
Math SBA	0%	0%	0%	0%	0%						
Biology I EOC	0%	0%	0%	9%	5%		Source: LEI Kulia - Growth to Target (WIDA Access)				

Source: [LEI Kulia](#) - School Profile Report; Percentage and # of EL students proficientSource: [LEI Kulia](#) - Growth to Target (WIDA Access)[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.

Targeted Subgroup: *Special Education*

Special Education Subgroup					
	Proficiency				
	20-21	21-22	22-23	23-24	24-25
ELA SBA	30% = 6	23% = 3	8% = 1	12% = 2	7% = 1
Math SBA	0%	0%	0%	0%	0%
Biology I EOC	0%	0%	0%	9%	0%
Percentage and number of SPED students proficient (Does not include HSA-Alt)					

Source: [LEI Kulia](#) - School Profile Report and EOC Exams

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 can 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 2026-27



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)	1D. Inconsistent implementation of the Tier 1 ELA curriculum leads to variability in instruction, standards alignment, and the teaching of complex literacy skills (e.g., analysis, literary devices, writing process). 1E. Inconsistent use of schoolwide reading and writing strategies results in misalignment between instruction, standards, and assessments. 1F. Limited and inconsistent opportunities for academic discourse and modeling of academic language across content areas hinder students' ability	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 strengthen literacy across campus by aligning curriculum and assessments, supporting teachers through training and collaboration, and actively engaging students in understanding and owning their learning data. (WASC #3, #4) b. Teachers will strengthen literacy across all content areas by consistently integrating reading, writing, academic language, and discourse strategies; using shared instructional practices (e.g., annotation, scaffolds, mentor texts, and rubrics); and aligning expectations for writing, vocabulary, and assessment across departments. (WASC #3, #5) c. Students will strengthen their literacy skills by completing standards-based tasks and assessments, actively tracking their progress through data chats, and building readiness for state assessments through IAB practice and aligned learning experiences. Leads: Principal, VPs, Data Coach, Literacy Coach, and ELA DH	Star Screener Reading Proficiency Data Strive HI SBA ELA Proficiency Data	☒ WSF 42101/462037 B-3006 Scholastic magazines for non-ELA courses \$1,472 Savvas - myPerspectives ELA hard copy and digital courseware (for 26-27) 40,000 ☐ Title I 18902

	to express and interpret complex ideas. 1G. Feedback on student work is not consistently timely, specific, or actionable, particularly in complex reading and writing tasks. 1H. Lack of a consistent research and inquiry process across subjects leads to uneven expectations for source analysis, note-taking, and synthesis.			
Mathematics Proficiency 1.1.3. Students who are not proficient in math receive necessary and timely support to become proficient. (adapted for HS)	2A. Inconsistent implementation of standards-based math instruction, assessment, grading, and data use leads to misalignment across academies and departments. 2B. Inconsistent unpacking and assessment of math standards results in gaps between instruction and what is measured. 2C. Instruction emphasizes	EA 2. Numeracy (1.1.3) All students will have access to rigorous standards-based instruction that promotes growth and excellence in numeracy. Action Steps: a. School administration will ensure consistent, rigorous numeracy instruction by providing vertically aligned curriculum materials, investing in professional development (e.g., Building Thinking Classrooms), and strengthening vertical alignment and coordination between core instruction and intervention systems. (WASC #1, #3, #6) b. Teachers will strengthen numeracy instruction by implementing research-based practices (e.g., Building Thinking Classrooms and the 5 Math Teaching Practices), emphasizing mathematical reasoning and communication, and aligning pacing and instruction to standards and assessment expectations. c. Students will strengthen their numeracy skills by completing standards-based tasks, engaging in collaborative problem-solving through Building Thinking Classrooms, and	Star Screener Math Proficiency Data Strive HI SBA Math Proficiency Data	☒ WSF 42101/462034 B - 3006 Math State Curriculum materials & other curriculum support for math department \$3,000 ☒ Title I 18902 B - 3006 Illustrative Math \$9,500 B-3901 Reprographics Illustrative Math Workbooks \$9,500

	procedures over conceptual understanding and real-world application, limiting opportunities for modeling, productive struggle, and student-centered learning.	building readiness for state assessments through IAB practice and aligned learning experiences. Leads: Principal, VPs, Data Coach, and Math Dept. Head		
All students are proficient in their understanding of the NGSS concepts.	3A. Inconsistent implementation of standards-based science instruction, assessment, grading, and data use—along with limited time and structures for planning—results in misalignment with NGSS expectations across academies. 3B. Gaps in NGSS content knowledge and instructional practices, including literacy integration, limit teachers’ ability to design rigorous, storyline-driven lessons that support student understanding and engagement with complex scientific texts.	EA 3. Science All students will have access to rigorous standards-based instruction that promotes growth and excellence in science. Action Steps: - School administration will ensure rigorous, standards-based science instruction by providing vertically aligned curriculum and resources, investing in professional development to support standards-based practices, and facilitating the implementation of updated curriculum and instructional materials. (WASC #3) - Teachers will strengthen science instruction by implementing NGSS-aligned practices (e.g., storylines and the 5E model), building students’ analytical and literacy skills, and aligning instruction and assessment to prepare students for EOC expectations. (WASC #3) - Students will strengthen their understanding of science concepts by completing standards-based tasks, applying learning through simulations and hands-on activities (e.g., Gizmos and Robotics), and building readiness for EOC assessments through practice and interim assessments. Leads: Principal, VPs, Data Coach, and Science Dept. Head	Science Report Card Grades Strive HI Biology I EOC Exam Data	☒ WSF 42101/462035 B - 3006 Science State Curriculum materials & other curriculum support \$3,000 Support Robotics \$2,500 ☒ Title I 18902 B-3006 Kendall Hunt Biology curriculum and student workbooks (Digital) \$8,000 B-3502 Gizmos license for science \$961

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	4A. Limited capacity and structures for data analysis and instructional planning result in inconsistent implementation of differentiation to meet diverse student needs. 4B. Misalignment between core instruction and intervention systems (RTI), along with insufficient materials, creates gaps in prerequisite skills for students performing below grade level or behind in credits.	EA 4. Inclusive Practices and Academic Student Support (1.1.4) Inclusive practices and interventions will be strategically implemented to ensure all students have access to rigorous standards-based instruction that promotes growth and excellence. Action Steps: a. School administration will implement and sustain inclusive systems and interventions by building staff capacity, strengthening tiered supports, aligning data-driven decision-making, and ensuring adequate staffing and resources to meet the needs of all learners. (WASC #4, #6) 1. Build Staff Capacity • PD on inclusive practices, IEP/504 supports • New teacher onboarding • EA training + collaboration time • PLC structures + PPT support 2. Strengthen Tiered Systems (RTI/MTSS) (WASC #6) • Tutoring, RTI classes, expanded eligibility • Restructured math workshops • Tier 1 and 2 behavior/academic intervention systems • Attendance interventions (home visits/truancy) 3. Use Data to Drive Decisions (WASC #4) • STAR + SBA analysis • Data review routines • Student interest surveys • Coordination with feeder schools 4. Allocate Resources & Staffing • EAs and support staff • PTTs for EL/MEP • Curriculum/tools (Freckle, etc.) b. Teachers will strengthen inclusive practices by using data to inform instruction, collaborating in PLCs and across support systems, and implementing targeted Tier 1 and Tier 2 strategies to address diverse student needs.	Star Screener Reading and Math Proficiency Data Strive HI SBA ELA and Math Achievement Gap Data On Time 9th Grade Promotion Data On-Time Graduation Data	☒ WSF 42102 A1 - 2744 ELL PTTC - 17 hrs per wk x 40 wks = 680 hrs x \$26.39 \$17,945 A1 - 2741 ELL Interpreters for 9 NEP students x 4 hrs per = 36 hrs x \$23.52 \$847 ☒ Title I 18902 B-3502 Imagine Learning (E2020) \$25,000 B-3006 Voyager Sopris Learning - Language!Live curriculum (Digital included) \$15,000 Voyager Sopris Learning - TransMath curriculum \$10,000
--	---	--	--	---

		c. Students will take ownership of their learning by reflecting on progress, setting goals based on data, and utilizing available supports and interventions to achieve academic growth. Leads: Principal, VPs, Data Coach, Literacy Coach, College and Career Counselor, Index teachers, and EL Coordinator		
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.	EA 5. Student Transitions (1.1.5) Multiple activities and events will take place to ensure that all Waimea High School students successfully transition into, through, and out of high school. Action Steps: - School administration/staff will ensure successful student transitions by collaborating with feeder schools, community partners, and post-high school partners to align expectations and activities, dedicating time for coordinated planning, and implementing programs (e.g., Summer Bridge, 3Es Fair, KCC's Find Your Future) to support students entering and leaving high school. (WASC #1) - Students will work with school counselors to ensure a successful transition into, through, and out of WHS. Leads: Principal, VPs, Academy Leads, Coaches, Dept. Heads / Grade Level Chairs, Registrar, and Counselors	Panorama Student Perception/SEL Survey Results	☒ WSF 42101 A1 - 2744 Summer Bridge 3 PTT x 4 hrs/day x 4 days = 48 hrs x \$42.16 \$2,024 B - 3006 Supplies for Summer Bridge \$1,000 B - 3301 Summer School food items & snacks \$1,000

★ 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. Inconsistent implementation of proactive attendance systems and limited understanding among students and families of the impact of attendance on	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: School administration/staff will strengthen student attendance by implementing consistent systems and	Attendance Data (LEI Kūlia and Strive HI)	☐ WSF ☐ Title I

	learning contribute to chronic absenteeism.	protocols, addressing barriers through targeted interventions, and fostering student engagement and connection through supportive relationships and relevant learning experiences. (WASC #7) b. Teachers will support strong attendance by reinforcing expectations through classroom practices and schoolwide messaging, by proactively identifying and addressing attendance concerns before they escalate, and fostering student engagement and connection through supportive relationships and relevant learning experiences. (WASC #7) c. Students will demonstrate a commitment to regular attendance by staying on track for graduation, utilizing credit recovery opportunities as needed, and contributing to a positive school culture through peer leadership and engagement. Leads: Academy VPs, Counselors, and Freshman Academy Team		
1.2.2. All students demonstrate positive behaviors at school.	7A. Inconsistent implementation of behavior management systems, including classroom routines, referral processes, and social-emotional learning strategies, results in variability in student behavior support and expectations.	EA 7. Positive Student Behaviors (1.2.2) Behavioral RtI, 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 will... i. Build staff capacity and model positive behavior management and wellness strategies, using the HĀ framework. ii. Strengthen positive student behavior by implementing consistent schoolwide systems (PBIS/RTI/SEL), using data to guide decisions, and fostering a safe and supportive school climate. (WASC #4) b. School counselors will: i. Clearly define school-wide processes for addressing student social-emotional needs using the SEL survey results to provide timely, targeted student interventions,	Behavior Incident Referral Data Panorama Student Perception/SEL Survey Results	☒ WSF 42101/462564 B - 3006 Promotional design materials (banners, school bags, lanyards, and other needed materials) for Student Recognition Quarterly Award Ceremonies for Freshman Academy \$800 ☒ WSF 42101/462565 B - 3006 Promotional design materials (banners, school bags, lanyards, and other needed materials) for Student Recognition Quarterly Award Ceremonies for Upper Academy \$1,600

		support via individual or small group counseling, and guidance lessons in all classrooms. ii. Utilize and document all student touchpoints and interventions within the master tracking spreadsheets for data transparency. c. School Security (2 positions) will continue to promote and reinforce positive student behaviors and to address/refer students for misbehaviors as appropriate. d. Teachers will model positive behavior management and wellness strategies, and will support students' positive behaviors using targeted interventions and facilitate wellness strategies. e. Students will demonstrate positive behaviors aligned to the Profile of a Waimea High School Graduate, build supportive relationships through advisory and schoolwide activities, and engage in opportunities that recognize and reinforce these behaviors. Leads: Principal, VPs, Counselors, and Academy Leads		☒ WSF 42101 B - 3006 Vinyl and ink for school banners \$5,000 ☒ WSF 42101 A1-2744 PTT hours for SAC during school year 83 hrs @ \$42.16 \$3,499 ☐ Title I 18902
1.2.3. All students experience a Nā Hopena A'o environment for learning.	8A. Inconsistent implementation of Nā Hopena A'o (HĀ) and school culture practices leads to uneven student experiences related to belonging, responsibility, and school pride.	EA 8. Nā Hopena A'o (1.2.3) 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. Action Steps: a. School administration, teachers, and staff will promote: 1. Culture & Identity (HĀ in Practice) - Promote HĀ components (Belonging, Responsibility, Excellence, Aloha, Total Well-Being, Hawai'i) "He wa'a he moku..." mantra 'Ōlelo no'eau in SCC/CORE meetings - Culture-building in faculty meetings 2. Student Experience & Engagement	Panorama Student Perception/SEL Survey Results	☒ WSF 42101/462026 B - 3006 Fund student-led events on campus and for community \$2,000 ☒ Title I 18902 B - 7104/07 Contract with Kumano i Ke Ala for student SEL, Na Hopena Ao, and leadership development \$10,000 ☒ Possible Add'l Federal Funds (Title I 18902) B - 7104/07 RiseHI \$7,500

		• Student-led events (Menehune Mingle, AloHā Week, Ho'ike, etc.) • ACT Day grade-level experiences • Advisory integration 3. Recognition & Celebration • Expand Profile of a Graduate (POG) awards across academies • Celebrate student and staff alignment to HĀ 4. Systems & Measurement • Reflections on HĀ will be done by staff and students • Track student support data/touchpoints • Ensure consistency across advisory and programs b. Students will engage in a culturally grounded learning environment by demonstrating HĀ and Profile of a Graduate attributes, participating in student-led and advisory activities, and preparing for post-high school success through meaningful school experiences. Leads: Principal, VPs, Student Government, and SAC		
--	--	--	--	--

★ 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.	9A. Inconsistent implementation of the NCAC standards of practice leads to variability in academy quality and student experience.	EA 9. College/Career Exploration, Community Connections, and Civic Engagement (1.3.1) 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. Action Steps:	Community Partners and Volunteers List Field Trip Log CTE Pathway Completion Data	☒ WSF 42101 B - 3006 HIPAA Certification for EMS Pathway \$190 B-4801 Busses for Work-Based Learning opportunities \$5,000

	9B. Inconsistent access to work-based and place-based learning opportunities results in gaps in students' exposure to real-world, industry-valued skills. 9C. Gaps in coordination and support of college and career programs limit students' readiness for post-high school success.	a. School administration will strengthen the college and career continuum by supporting academy structures, investing in teacher capacity, expanding partnerships with community and industry, and ensuring equitable access to work-based learning and Early College opportunities. (WASC #2) 1. Strengthen Academy Systems (WASC #2) • Fund PD, materials, and equipment • Support Academy Director + teacher alignment 2. Build Partnerships • Connect teachers with business, community, and government agencies • Expand WBL opportunities 3. Expand Access & Communication • Increase awareness of WBL and Early College for all students/families • Ensure equitable access to information, materials, and support via family engagement activities c. Teachers will implement the college and career continuum by integrating real-world learning experiences across content areas, collaborating with business and community partners, and supporting academy pathways and capstone projects. d. Students will engage in the college and career continuum by exploring pathways, participating in work-based and community-connected learning experiences, and completing programs of study that prepare them for enrollment, employment, or enlistment after graduation. Leads: Principal, VPs, CTE Teachers, Student Government Leaders, JROTC Staff, Counselors, Academy Leads, and Senior Project Mentors	Early College Data	B-3006 Senior Project materials and supplies \$7,500 ☒ WSF 42106 A1 - 2802 Summer stipends for Academy - 4 Leads & 3 Counselors x 3 days= 21 x \$200.80 \$4,217 A1 - 2769 40 sub days for staff PD and school events x \$200.80 \$8,032 ☒ WSF 42108 B - 4804 Hawaii Academies in-person meetings on Oahu (travel) \$1,500 ☒ WSF 42101/462046 B - 3006 JROTC support Robotics & Cyber Security & Air Riflery \$2,000 ☒ WSF 42101/462564 B - 3006 Freshman Academy Budget; For academy materials, branded academy wear and accessories \$4,000
--	---	---	--------------------	--

				☒ WSF 42101/462565 B - 3006 Upper Academy Budget; For academy materials, branded academy wear and accessories \$8,000 WSF 42108 B - 4804 NCAC Waipahu HS Insight/Onsite \$10,000 ☒ Possible Add'l WSF Funds B - 4804 NCAC Pearl City and Campbell Insight/Onsite 10,090 ☒ Title I 18902 B - 3006 Senior Project presentation materials (boards, glue, tape, etc) \$1,500 B-3502 Adobe Suite \$2,500 ChatENG Japanese 1 & 2 courses \$20,000 B-7203 KCC Early College classes Funded by OCID ☒ Title I 18902
--	--	--	--	--

				B - 7203 Registration for KCC Early College classes \$20,000 ☒ 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. Inconsistent K–12 alignment between WCMS and WHS leads to gaps in prerequisite skills, particularly in math and science. 10B. Limited vertical alignment and communication around standards progression (e.g., NGSS practices) results in gaps or redundancy in skill development. 10C/12D. There is a need to provide teachers and students with up-to-date technology that supports high-quality teaching, learning, and assessment.	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 acquire the knowledge and skills needed to enter, engage in, and complete high school academic and CTE programs successfully. Action Steps: a. School administration will strengthen K–12 academic alignment by collaborating with feeder schools to align curriculum, instruction, and expectations, and by building a coherent pipeline that ensures students are prepared to successfully engage in and complete high school academic and CTE programs. (WASC #1, #5) 1. Collaboration & Articulation (WASC #1) - West Complex PC Days / Waiver Days - Ongoing cross-school collaboration - Admin will meet quarterly with feeder schools 2. Instructional Alignment (WASC #1, #5) - MS–HS science alignment sessions - Common grading practices and rubrics (employability skills/GLOs, ELA) - Use of technology for teaching, learning, and assessment 3. Pipeline Development - K–12 continuum for skills and transitions	On Time 9th Grade Promotion Data CTE Pathway Completion Data On-Time Graduation Data	☒ 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) 40 hrs x \$42.16 \$1,686 A1 - 2741 Tech PPE (SUMMER) 20 hrs x \$23.52 \$470

		• Clear expectations for readiness 4. Time & Resource Support • Sub days for teacher collaboration • Structured opportunities for joint work b. Teachers will strengthen K–12 alignment by collaborating across grade levels to vertically align curriculum, integrating technology and employability skills, and using shared rubrics and assessments to support consistent expectations for student readiness. c. Students will... i. Engage in and complete high school academic and CTE programs successfully and graduate within four years. ii. Serve as ambassadors to present to feeder school students about their CTE pathways (\$ sub days and bus transportation). Leads: Principal, VPs, Academy Leads, and Counselors		
1.3.3. All students graduate high school with a personal plan for their future.	11A. Inconsistent systems and supports for post-high school planning limit students' ability to develop and successfully implement clear post-secondary pathways.	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 will ensure all students graduate with a post-high school plan by providing coordinated support systems utilizing school data (ex. Panorama, Student Awareness/Concerns Forms, HÃ reflections), strengthening counseling capacity (ex. ASCA PD), and expanding access to college, career, and financial readiness opportunities. b. Teachers/staff will support post-high school success by coordinating college and career exploration opportunities, integrating executive functioning skills (attention inhibition, goal setting, organizing, cognitive flexibility, working memory, metacognition/self monitoring, task initiation), providing targeted student support, and maintaining consistent expectations for student engagement and planning. c. Counselors will...	Post-Secondary Enrollment Data	☒ WSF - 42101 A1 - 2744 PTT for teachers for coordinating academy initiatives 120 hrs x \$42.16 \$5,059 ☒ WSF 42101 A1-2744 PTT hours for Health during school year 83 hrs @ \$42.16 \$3,499 ☐ Title I

		i. Provide guidance and monitoring through regular meetings with students. ii. Work with teachers to build capacity to support students (ex. RTI behavior) iii. Offer targeted support for at-risk and high-need student groups via student success plans. iv. Facilitate access to resources including college, financial aid, and transition support. v. Engage families through workshops and individualized support sessions. d. Students will take ownership of their post-high school success by preparing for college and career readiness via completing applications and required tasks such as the Personal Transition Plan (PTP) (ex. Resume, My E will Be, 5-year plan), developing professional skills (ex. mock interviews), and utilizing available support to ensure a successful transition beyond high school. Leads: Principal, VPs, Academy Leads, and Counselors		
--	--	---	--	--



Priority 2

High-Quality Educator Workforce In All Schools

- ★ GOAL 2.1 All students are taught by effective teachers who are committed to quality teaching and learning for all.
- ★ GOAL 2.2 All schools are staffed by effective support staff who are committed to providing quality services to support students.
- ★ GOAL 2.3 All schools are led by effective school administrators who are committed to supporting all staff and students.

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. Inconsistent instructional practices and standards-based grading across academies, along with a lack of clearly defined high-yield strategies, result in variability in teaching and learning. 12B. Limited systems for professional learning and coaching, including unclear expectations for engagement and differentiation, impact teachers' ability to effectively implement best practices. 12C. Inconsistent use of high-yield instructional	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 strengthen teacher development by providing targeted professional development, building collaborative structures (e.g., PLCs and data teams), supporting leadership and onboarding, and monitoring the impact of instructional practices on student outcomes. (WASC #2, #4, #5) 1. Build Staff Capacity • PD with consultants (literacy, math, science, AI etc.) • Training on IABs/AlohaHSA/school purchased curriculum • Push-in & inclusion SPED model expectations • Focus high-yield instructional strategies 2. Strengthen Systems & Collaboration (WASC #2, #4, #5) • PLCs and data team facilitation (WASC #4)	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	☑ WSF 42101 462448 C - 7708 Ancillary Classroom Equipment (printers) \$10,070 Electronic computers/tech \$3,747 ☑ WSF 42101 B - 3502 Notable - Kami license \$2,964 EdPuzzle license \$3,194 ☑ WSF 42102 A1 -2769 Sub days for ELL to attend KCA meetings & workshops 3 Days x \$200.80 \$602

	strategies that support teachers' effective practices 10C/12D. There is a need to provide teachers and students with up-to-date technology that supports high-quality teaching, learning, and assessment.	• Calibration of scoring and common rubrics (WASC #2, #5) • Designation of content leaders (WASC #2, #5) 3. Support Onboarding & Leadership (WASC #2) • New teacher onboarding (year-long support) • Mid-year hire onboarding • Teacher leadership development 4. Monitor & Refine Practice • Walkthroughs & reflections (ETP tool refinement) • Expand walkthroughs to include teacher learning walks • Systems to evaluate PD effectiveness • Model effective instructional strategies 5. Implementation & Support of Technology in Instruction • Purchase resources that support high-yield instructional strategies • High yield instructional strategies will be supported by tech tools • Model effective use of technology tools • Provide training on usage of schoolwide tech tools b. Teachers will strengthen instructional practice by implementing high-yield strategies, aligning curriculum and assessment, collaborating across teams, engaging in ongoing professional learning, and differentiating instruction to meet the needs of all learners. Leads: Principal, VPs, Academy Leads, Counselors, and Title 1 Coordinator	☒ WSF 42106 A1 - 2769 30 sub days for standards-based assessment & grading 30 x \$200.80 \$6,024 30 sub days for high-yield instructional strategy training 30 days x \$200.80 \$6,024 30 sub days for teacher collaboration 30 days \$200.80 \$6,024 30 sub days for floating sub during MTSS training 30 days x \$200.80 \$6,024 A1 - 2802 Stipend for Summer curriculum collaboration 20 x \$200.80 \$4,016 Stipend for Summer onboarding for new staff 12 days x \$200.80 \$2,410 Stipend days for teacher mentor, orientation, and resources 12 days \$200.80 \$2,410 ☒ Possible Add'l WSF Funds Hawaii NCAC Calc Collaborative Teacher Group – Registration + Air + Car Rental +
--	--	---	---

				Parking + Per Diem/Excess Lodging \$25,789 ☒ Title I 18902 B-3502 GoGuardian \$7,068 Quizizz license \$5,175 B - 7104/07 Wes Yuu Math PD \$19,800 <i>Building Thinking Classrooms Training for 6 teachers</i> FY2025-2026 Title I 18902 B - 4401 Out of State Airfare \$6,500 B - 7203 Registration \$3,500 ☒ Title I 18902 B - 4501 Out of State Per Diem \$5,000 B - 4803 Parking \$300 B - 4601 Ground transportation \$100 C - 7708 Electronic computers/tech \$18,888
--	--	--	--	---

2.2.2 All school support staff are effective or receive the necessary support to become effective.	13A. Inconsistent access to and implementation of professional development for support staff limits their ability to effectively support student learning and well-being.	EA 13. Support Staff Training and Professional Development (2.2.2) 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. Action Steps: a. School administration will strengthen support staff capacity by providing targeted professional development, structured onboarding, and ongoing support, while ensuring alignment with classroom instruction and student needs through collaborative practices. 1. Build Capacity • PD for EAs, and classified staff • Training in literacy support, counseling practices, and behavior/de-escalation 2. Onboarding & Ongoing Support • Structured orientation for new hires • Continued guidance throughout the year 3. Alignment & Collaboration • Inclusion in PLCs and departmental meetings • Alignment with classroom goals and instruction b. 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 employability skills/GLOs. Leads: Principal, VPs, SPED DH, and SASA	PD/Training Log Star Screener Reading and Math Proficiency Data Panorama Student Perception and SEL Survey Results	☒ WSF 42110 B-4804 Hawaii ASCD Training: Disney Employee Engagement and Quality Service, SASA, and Account Clerk training opportunities \$2,000
---	---	---	---	--

2.3.2 All school administrators are effective or receive the necessary support to become effective.	14A. Inconsistent access to and implementation of professional development for school administrators limits leadership effectiveness and the implementation of best practices.	EA 14. Leadership Development for School Administrators (2.3.2) Leadership development opportunities and collaborative problem-solving will increase the effectiveness and retention of current school administrators. Action Steps: a. School administrators will strengthen leadership effectiveness and retention by engaging in continuous professional learning, collaborating with peers and mentors, and applying best practices to support school improvement and staff success. (WASC #2) Lead: Principal, SIT group,	PD/Training Log	☒ WSF 42108 B-4804 Travel to OHE/HA Summit, Hawaii ASCD training, AI Summit, HICISL-P, Glocal Project \$3,500 Innovative Schools Conference 2026: The National Conference on School Leadership for 4 administrators \$17,000 National Association of Secondary School Principals (NASSP) – UNITED 2027: The National Conference on School Leadership for 4 administrators \$17,000
--	--	--	------------------------	---



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. The need to strengthen and sustain clear communication and implementation of HIDEOE rules, regulations, and expectations impacts schoolwide consistency.	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 ensure alignment with HIDEOE expectations by implementing consistent processes, maintaining clear communication, and aligning school plans, systems, and priorities to the BOE/DOE Strategic Plan. 1. Systems & Compliance - Implement processes aligned to HIDEOE rules, regulations, and expectations - Ensure consistency in schoolwide practices 2. Communication & Shared Understanding - Ongoing communication of expectations and goals - Consistent messaging of vision, mission, Profile of a Graduate, and school/district/state policies (phone-free, schoolwear, SEL, attendance, employability skills) (WASC #5) - Environmental print across campus	Academic and Financial Plan Documents	☒ WSF 42112 B-5808 Mold, fly eradication contract for yearly maintenance \$6,000 B-5808 Security Alarm \$3,000 ☒ WSF 42101 C-7709 LRC furniture, classroom table/chairs \$41,000 ☒ Title I 18902 B - 3502 Educational Network website \$3,570

		3. Alignment of Plans & Priorities - Align Academic Plan with BOE/DOE Strategic Plan - Align Salaried and Financial Plans to Academic Plan priorities Leads: Principal, VPs, Academy Leads, and SASA		
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	16A. Inconsistent engagement of the School Community Council (SCC) in collaborative planning and decision-making impacts shared ownership and alignment of school initiatives.	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 and/or academy and contribute to the school's collaborative planning and decision-making processes. Action Steps: - The school principal, School Community Council (SCC) Chair, and Academy advisory boards will meet regularly to engage in collaborative planning and decision-making, ensuring transparency, community input, and alignment with school goals and priorities. (WASC #4) - All stakeholder role groups will have respective members on the SCC to ensure diverse representation in collaborative planning and decision-making processes. - The academy director, principal, or lead will engage advisory boards in data-driven discussions and ensure consistent communication of the school's vision and mission to align academy goals. 1. Collaboration & Engagement - Regular SCC and advisory board meetings (WASC #4) - Community meetings to review data and provide input 2. Transparency & Communication - Timely posting of agendas and minutes - Open sharing of school data and Academic Plan 3. Cultural Grounding 'Ōlelo no'eau to connect values to data and decisions Lead: Principal	SCC Meeting Minutes Posted on School Website SCC Academic Plan Assurances Form	☐ WSF

All parents feel welcome, involved, and engaged in their child's school.	17A. Inconsistent implementation of academic showcases and family/community engagement activities impacts student motivation, visibility of learning, and school-community connections.	EA 17. Parent/Family Involvement and Engagement Parents/guardians will be offered multiple opportunities to actively participate in meaningful activities focused on improving student academic growth and overall well-being. Action Steps: a. School administration will strengthen family engagement by providing multiple opportunities for parents/guardians to actively participate in supporting student academic growth and well-being. b. Teachers and staff will strengthen family partnerships by providing meaningful opportunities for engagement, increasing communication around student learning (especially literacy), and collaborating with families to support student success. c. Parents/guardians will actively engage in onboarding sessions, training, and school events to stay informed and support their child's academic growth and well-being. Leads: Principal, VPs, Academy Leads, and PCNC	Parent School Quality Survey (SQS) Involvement and Engagement Results Parent/Family Involvement and Engagement Log	☒ WSF 42104 A1 - 2741 PCNC (PTTB) 200 hrs x \$29.59 \$5,918 B - 3006 Student Planners \$1,851 ☒ Title I 18935 B - 3301 Food & Refreshments for Ohana Events \$472 B - 5501 Theater rental for family engagement activities and College & Career parent events \$700 + tax per event \$1,580
---	---	--	---	--

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.

We submitted a request for two days of PD in SY 2026-27.

Bell Schedule: [WHS Bell Schedule 2026-27](#)

APPENDIX B: 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.

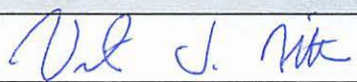
[Signed SCC Assurances Form SY2026-27](#)

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

The **Waimea 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 **Aug 13, 2025** to share the school data and gather input on student priorities.
 - ☐ A School Community Meeting was conducted on **Mar 11, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): SCC meeting - 12/10/25, Department meeting: 12/11/2025, Leadership meetings: 9/9/25, 9/23/25, 10/24/25, 11/14/25, 11/21/25, 12/5/25, 12/12/25, 1/30/26, 2/27/26. Faculty meeting: 2/17/26, 12/1/25
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 11, 2026**

Attested:

Waimea High School Principal	Signature	Date
Mahina Anguay		Mar 23, 2026
SCC Chairperson	Signature	Date
Vincent Nitta		Mar 23, 2026

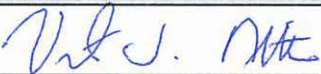
SCC Recommendations to the Academic Plan and Financial Plan:

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 or comments were made, please write "None" in the tables below. **The SCC Chairperson's signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
NEED MORE MEMBERS TO FILL SCC POSITIONS	BETTER INPUT	

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.
NO PROBLEMS OR CONCERNS

Attested:

SCC Chairperson	Signature	Date
Vincent Nitta		Mar 23, 2026