



# Wai'anae High School

## Academic Plan

### SY 2024-2025

85-251 Farrington Hwy.  
Wai'anae, HI 96792  
808-697-9400

Submitted by Principal Ray Pikelný-Cook

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Approved by Complex Area Superintendent Disa Hauge



05/06/2024

## Wai‘anae High School VISION AND MISSION

<b>Vision Statement</b>	Our vision is that ALL students will graduate with a commitment to a post-secondary school, join the military, or possess a written employment offer/plan.
<b>Mission Statement</b>	Our mission is to build a collaborative learning environment and a culture that emphasizes: Leading with Aloha; Responsibility for myself and my community; Resilience in the face of challenges; Innovation and complex thinking; Communicating effectively; Empowering each other for excellence.

## VIABLE QUALITY CURRICULUM

*This section highlights the school’s comprehensive instructional programs used by each core subject area. For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

**Please identify the comprehensive instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.**

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade 9 English Language Arts	CommonLit.			
Grade 10 English Language Arts	CommonLit.			
Grade 11 English Language Arts	CommonLit.			
Grade 12 English Language Arts	CommonLit.			
Grade 11-12 AP English Literature/Composit	AP Assessment			

ion				
Grade 9 Algebra I		Reveal Math		
Grade 10 Algebra II		Reveal Math		
Grade 11 Geometry		Reveal Math		
Pre-Calculus/Trigonometry		Reveal Math		
Probability and Statistics		Reveal Math		
Calculus		Reveal Math		
Grade 9 Physical Science			OpenSciEd	
Grade 10 Biology			OpenSciEd	
Grade 11 Chemistry			OpenSciEd	
Grade 11 Marine Science			OpenSciEd	

SCREENING ASSESSMENTS		
<p><i>This section highlights the school’s comprehensive instructional programs used by each core subject area. For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.</i></p> <p><i>Please utilize the dropdown list to identify the universal screener(s) used for English Language Arts and Mathematics and specify the grade level or course name. If “Other” is selected, please manually identify the universal screener.</i></p>		
Grade level/ Course Name	English Language Arts	Mathematics
Grade 9 English Language Arts	Galileo K12	Star

Grade 10 English Language Arts	Galileo K12	
Grade 11 English Language Arts	Galileo K12	
Grade 12 English Language Arts	Galileo K12	
Grade 11-12 AP English Literature/Composition		
Grade 9 Algebra I		Galileo K12
Grade 10 Algebra II		Galileo K12
Grade 11 Geometry		Galileo K12
Pre-Calculus/Trigonometry		Galileo K12
Probability and Statistics		Galileo K12
Calculus		Galileo K12

## 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(s) for those needs and gaps, as identified in one or more of the following:

<input type="checkbox"/>	Date completed:		Current Comprehensive Needs Assessment (CNA)
<input type="checkbox"/>	Date completed:	3/15/2024	Other current accreditation self-study or external CNA (WestEd CNA, Updated)
<input checked="" type="checkbox"/>	Last full self study	4/22/2024	Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous

			Improvement
<input type="checkbox"/>	Next full self-study	28-29	WASC (if currently in a full study cycle, estimate next full cycle)

**Please identify 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 complex area we aspire to be? Why is this happening? What do we know?”

<b>1</b>	<u>School Area Need:</u>	Increase Academic Achievement with a Focus on Equity
	<u>Root/Contributing Cause(s):</u>	<p>1A- Rigor- Root Cause: Inconsistent implementation of evidence-based practices hinders teachers’ ability to deliver rigorous, engaging instruction that aligns with standards and promotes deeper student learning.</p> <p>The administration, coaches and teachers revisit the level of rigor being offered in their classes in order to ensure that all levels of students are challenged and well prepared for their next educational endeavor (college/university, trade school, certificate programs, the work force, or the military).                      It is important to hire or develop qualified AP teachers, and provide the necessary training for them, as well as to offer additional AP courses for those students who are capable and desirous of a more challenging curriculum.</p> <p>1B- Data Teams- Root Cause: The lack of consistent data analysis of student work impacts how teachers are being informed of student progress and how teachers are making instructional decisions to move their students towards meeting the standards.</p> <p>1C- Standards-based Grading &amp; Assessments- Root Cause: The lack of formative assessments and performance tasks to evaluate student progress throughout the unit of study minimizes opportunities for teachers to provide interventions, less student goal setting, and less recognition of how students are or aren’t progressing toward the standard.</p>
<b>2</b>	<u>School Area Need:</u>	Enhance Instructional Leadership Team Support and Provide Staff Professional Development to increase Academic Rigor
	<u>Root/Contributing Cause(s):</u>	<p>2A- Student engagement- Root Cause: Varying implementation of engagement strategies used in classrooms negatively impacts student participation and engagement in their own learning.</p> <p>It is important that teachers ensure that students are engaged in their lessons by utilizing a variety of instructional strategies that allow students to participate in their own education. This can include such things as presentations, socratic seminars, think-pair- share, group investigations, project-based lessons, allowing them to tutor and/or teach an aspect of a lesson and utilizing technology beyond research and writing reports. Differentiation and</p>

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<b>3</b>		<p>scaffolding are also critical to ensure that all students are able to achieve or exceed all standards.</p> <p>2B-Professional Development- Root Cause: Inconsistent professional development that is differentiated for both new and seasoned teachers to address their individual instructional needs negatively impacts the delivery of instruction and intervention to students.</p> <p>Instructional professional development that is differentiated for teachers will be key to addressing many aspects of this critical area. Conferences, outside speakers and other external PD opportunities will provide the training needed to support teachers' instructional skills.</p>
	<u>School Area Need:</u>	Implement Effective Multi-Tiered Systems of Support (MTSS)
	<u>Root/Contributing Cause(s):</u>	<p>3A-Communication- Root Cause: Inconsistent implementation of Tier 1 core expectations, data team cycles, MTSS supports, and family and community engagement activities.</p> <p>The entire Wai`anae community (administration, teachers, coaches, counselors, staff, students, parents) work together to open and develop the lines of communication in order to create a more transparent and collegial relationship that supports all aspects of the school. There is a continued need to communicate and strengthen MTSS systems at Wai`anae High School.</p>

In order to address student equity, please list the targeted subgroup(s) and their identified needs. Enabling activities should address identified subgroup(s) and their needs.

<b>1</b>	<u>Targeted Subgroup:</u>	Economically Disadvantaged
	<u>Identified School Area Need(s):</u>	Increase Academic Achievement. ELA 37.9% (State 38.3%); MATH 5.1% (State 27.6%); SCIENCE 3.9% (State 27.5%)
<b>2</b>	<u>Targeted Subgroup:</u>	Students with Disabilities
	<u>Identified School Area Need(s):</u>	Increase Academic Achievement. ELA 13.1% (State 11.6%); MATH 2.6% (State 9.7%); SCIENCE 1.5% (State 8.9%)
<b>3</b>	<u>Targeted Subgroup:</u>	Native Hawaiian
	<u>Identified School Area Need(s):</u>	Increase Academic Achievement & Graduation Rate. ELA 35% (State 34.6%); MATH 1.6% (State 23.2%); SCIENCE 5% (State 22.5%); GRADUATION RATE (All students) 79%.
	<u>Targeted Subgroup:</u>	
	<u>Identified Complex Area Need(s):</u>	





## 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.**

<b>Desired Outcome</b> "What do we plan to accomplish?"	<b>Root/ Contributing Cause</b> "Why are we doing this?"	<b>Enabling Activities</b> "How will we achieve the desired outcome?"  <b>Name of Accountable Lead(s)</b> "Who is responsible to oversee and monitor implementation and progress?"	<b>Monitoring of Progress</b> "How will we know progress is being made?"	Anticipated Source of Funds and Estimate of Additional Amount Needed
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.		N/A		----- Total: \$0
<b>Reading Proficiency</b>				
1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.		See 1.1.4		
1.1.2a. All students decode fluently by winter of grade 1.		N/A		----- Total: \$0
<b>Mathematics Proficiency</b>				
1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.		See 1.1.4		WSF: \$50000 Title II: \$5000 ----- Total: \$55000



<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>(1A, 1B, 1C) (2A, 2B) Due to teacher turnover, there may be limited understanding of disaggregating and analyzing student data to have a clear picture of which students are struggling and to provide differentiated instruction or targeted interventions accordingly. Teachers continue need to be supported with ongoing professional growth opportunities in their content area including data-driven decision making,</p>	<p><b>1. Data Analysis and Disaggregation:</b> Teachers meet weekly in their PLC's to analyze student performance data to identify student groups falling behind and pinpoint specific areas of difficulty. A data coach position was created for SY24-25 to support staff with data cycles and analyzing student data.</p> <p><b>2. Targeted Interventions:</b> During weekly PLC meetings, teachers develop and implement targeted interventions tailored to the specific needs of each student group. This may include: -Tiered instruction with differentiated instruction for struggling learners and advanced students. -After-school programs for additional support and summer school opportunities for both recovery and enrichment. -Provide small group instruction that cater to diverse learning styles. -Curriculum, instructional supports, and access to technology &amp; tools needed to service the range of student learners.</p> <p><b>3. Professional Development:</b> Ongoing professional development for teachers and the instructional leadership team on data cycle/analysis, differentiation/ engagement strategies, and depth of knowledge with WestEd consultants will continue in SY24-25. WestEd will continue to work with the English, Math and Science department on developing and revising curriculum maps and assessments that are standards-based aligned. student strengths and weaknesses, and design instruction to meet individual needs.</p> <p><b>4. Parental and Community Engagement:</b> WHS has a PCNC and created a Community School Specialist position where they act as liaisons between our parents and community organizations to build partnerships to provide additional support for students outside the classroom. They support with communication channels to keep parents informed of their child's progress and empower them to be</p>	<p>-Walkthrough data  -Galileo Benchmark Assessments  -CFA/ Summatives  -PLC Meeting Minutes  -Family Engagement Events Sign-in Sheets</p>	<p>WSF: \$50000 Title I: \$457467 ----- Total: \$507467</p>
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	<p>effective instructional strategies, and engagement.</p>	<p>involved in their learning.</p> <p><b>5. Monitoring and Evaluation:</b>                  Continuous monitoring of the effectiveness of implemented interventions and instructional strategies through ongoing data analysis of benchmark trackers taken 3x year, formative and summative assessments, and walkthrough data. Teachers are allocated time to work in PLC's weekly to evaluate progress towards closing the achievement gap and adjusting strategies as needed.</p>		
<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p>	<p>There is a need to address anxiety and confusion during the transition process for students.</p>	<p><b>Streamlining Student Transition from Middle to High</b></p> <p><b>1. Articulation meetings</b> - to identify students who might benefit from extra student support (Sped, EL, Foster Care, Homeless, struggling learners) with academic support services, social-emotional learning programs, and transition counseling upon entering high school.</p> <p><b>2. IEP Transition meetings</b> - to hold collaborative IEP meetings at the middle school with both middle and high school staff involved to foster smooth transitions to high school.</p> <p>3. 8th Grade Transition Field Trip to WHS Career and Technical Education programs - Interactive tours led by current CTE high school students including co-curricular activities.</p> <p><b>4. 9th Grade Orientation on the First Day</b> - Dedicate the first day of school for incoming 9th graders to familiarize themselves with the school building and layout, meet key staff members (counselors, advisors, etc.), and learn about school procedures and expectations.</p> <p><b>5. Incoming 9th Grade Parent Night</b> - to introduce the 9th grade support team; block scheduling, graduation requirements, standards-based grading, Chapter 19, CTE, and club sign ups.</p>	<p>- 9th Grade SSO Minutes to monitor student success</p> <p>- 9th Grade referral data</p> <p>- 9th Grade academic data</p> <p>- 9th Grade CTE schedule changes</p>	<p>-----                  Total: \$0</p>


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

<p><b>Desired Outcome</b> "What do we plan to accomplish?"</p>	<p><b>Root/Contributing Cause</b> "Why are we doing this?"</p>	<p><b>Enabling Activities</b> "How will we achieve the desired outcome?"   <b>Name of Accountable Lead(s)</b> "Who is responsible to oversee and monitor implementation and progress?"</p>	<p><b>Monitoring of Progress</b> "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds and Estimate of Additional Amount Needed</p>
<p>1.2.1. All students desire to and attend school regularly.</p>	<p>(3A) Teachers and students feel unaware, confused about the systems and processes in place. Fifty-percent of students are chronically absent. Students may not be aware of their own interests, so offering a variety of elective courses and extra-curricular activities would help</p>	<p><b>Fostering a Positive and Engaging School Environment</b></p> <p>1. Strengthen Student Support Offices (SSOs) - emphasize the role of SSOs as hubs of student success for freshmen, sophomore, and upper academics, highlighting services including: academic support (academic coaches, tutoring programs); behavior support (social-emotional learning programs, advisory program, and behavior intervention specialists); and attendance support (daily attendance monitoring and home contacts or visits. Maintain existing practice of collaboratively reviewing student needs at weekly SSO Team meetings.</p> <p>2. Engaging Activities and Opportunities - expand electives, clubs, and sports offerings, particularly for freshmen, to cater to diverse interests; promote student participation in clubs, student government, ROTC, sports, co- and extra-curricular activities; and celebrate achievements in academics, athletics, co- and extra-curricular activities, and personal growth.</p>	<ul style="list-style-type: none"> <li>- daily attendance</li> <li>- number and variety of chartered clubs</li> <li>- number of club members</li> <li>- percentage of students in sports</li> <li>- student satisfaction surveys</li> <li>- number of student activity events</li> <li>- SSO minutes reflecting interventions</li> <li>- midterm checks</li> </ul>	<p>WSF: \$2000 Title I: \$2000 ----- Total: \$4000</p>

	<p>students explore, engage, and develop new skills.</p>			
<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>There is still a persistent problem with vaping and class cutting/absent eism.</p>	<p><b>Promote a Positive School Culture:</b>                      -Established a school-wide positive behavior support system that recognizes and rewards positive behaviors.                      -Continue a sense of belonging and community through activities such as school-wide assemblies, clubs, and events.                      -Continue to encourage staff to seek support programs to help students build positive relationships with their peers.</p> <p><b>Set Clear Expectations:</b>                      -Clearly communicate behavioral expectations to all students through student planners, posters, and classroom discussions.                      -Involve students in the development of school-wide behavior expectations to increase ownership and buy-in.                      -Consistently reinforce expectations through reminders, praise for positive behaviors, and appropriate consequences for negative behaviors.</p> <p><b>Teach Social-Emotional Skills:</b>                      -Integrate social-emotional learning (SEL) into the curriculum to help students develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.                      -Provide opportunities for students to practice conflict resolution, communication, and empathy through role-playing, group discussions, and cooperative learning activities during advisory period.                      -Offer targeted interventions and support from academy SSO offices for students who may struggle with social-emotional skills or behavior management.</p> <p><b>Provide Positive Behavior Supports:</b>                      -Implement tiered interventions to address the individual needs of students, including proactive strategies such as</p>	<p>- monitor collection of Waianae Strong tickets</p> <p>- panorama survey</p> <p>- advisory/connectedness surveys</p> <p>- referral data</p> <p>- number of students participating in groups</p>	<p>-----                      Total: \$0</p>

		<p>check-in/check-out systems, behavior contracts, and self-monitoring tools.</p> <ul style="list-style-type: none"> <li>-Offer counseling services, mentoring programs, and other support services to help students address underlying issues that may contribute to challenging behaviors.</li> <li>-Involve families in the behavior support process by providing resources, communication channels, and opportunities for collaboration.</li> </ul> <p><b>Model and Reinforce Positive Behaviors:</b></p> <ul style="list-style-type: none"> <li>-Model positive behaviors and attitudes as educators and staff members, serving as role models for students.</li> <li>-Acknowledge and celebrate students' positive behaviors through verbal praise, recognition ceremonies, and rewards systems.</li> <li>-Use restorative practices to address harm and repair relationships when conflicts or negative behaviors occur.</li> </ul> <p><b>Create a Safe and Supportive Environment:</b></p> <ul style="list-style-type: none"> <li>-Ensure that the physical environment of the school is safe, clean, and conducive to learning.</li> <li>-Implement bullying prevention programs and policies to promote a culture of respect and tolerance.</li> <li>-Provide access to mental health resources and support services for students who may be struggling with emotional or behavioral challenges.</li> <li>-By implementing these strategies consistently and collaboratively, high schools can create an environment where all students feel valued, supported, and motivated to demonstrate positive behaviors.</li> </ul>		
<p>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p>	<p>There is a continued need to address place-based education since the majority of</p>	<p><b>Belonging:</b> All students will belong to an advisory and will be connected to a significant adult on campus.</p> <p><b>Responsibility:</b> Wai’anāe High will build a sense of responsibility for each child’s education in the school community through the development of meaningful relationships with students and partnerships with families and community support organizations.</p> <p><b>Excellence:</b> WHS staff will implement a system to provide</p>	<ul style="list-style-type: none"> <li>- panorama survey results</li> <li>- advisory/connectedness survey results</li> <li>- number of students in</li> </ul>	<p>----- Total: \$0</p>

	<p>students in the Waiʻanae Moku are Native Hawaiian.</p>	<p>comprehensive services for students so they can have positive educational experiences. Students will be exposed to critical thinking and project-based learning in classes, as well as dance, art, music, and other creative outlets. Engagement in meaningful learning opportunities will build resilience and decision-making skills.</p> <p>Students will engage in opportunities that prepare them for post secondary endeavor such as learning entrepreneurial skills to open their own businesses, go to college, or learn a trade, they will all have Early College opportunities and avenues for real world-preparation whether it is running a small school-based business, getting an AA or industry certification, or interning in the community.</p> <p><b>ALOHA:</b> Aloha for learning, family, community and others is fostered in school cultures of caring, concern and compassion and aligns with our school mission:  <i>Our Mission is to build a collaborative learning environment and culture that emphasizes: Leading with ALOHA, Responsibility for myself and my community, Resilience in the face of challenges, Innovation and complex thinking, Communicating effectively, and Empowering each other for excellence.</i></p> <p><b>Total Wellness:</b> Total wellness is fostered at WHS through a comprehensive support system for students, families, faculty and staff.</p> <p><b>Hawaiʻi:</b> Values, place and culture inform the relationships in schools between adults, students, and families.</p>	<p>Early College</p> <ul style="list-style-type: none"> <li>- number of students participating in internships</li> <li>- post-secondary data including college going rate, employment, military</li> </ul>	
<p>1.2.4. All students are supported by a school culture driven by PBIS and HMTSS systems that encourage them to have positive behaviors.</p>	<p>There is still a persistent problem with vaping and class cutting/absenteeism.</p>	<p><b>HMTSS Systems</b></p> <ol style="list-style-type: none"> <li>1. A school-wide MTSS system will be refined and implemented to support all students in connecting to school through clubs, student activities, and common school-wide expectations with consistent and predictable rewards and consequences.</li> <li>2. All students will receive an evidence-based social-emotional learning curriculum designed to increase coping and problem-solving skills during the advisory period.</li> <li>3. Tier 2 students with behavioral issues will be supported by a mentor who will be the student advocate and coordinate</li> </ol>	<ul style="list-style-type: none"> <li>- restorative justice pattern of behavior and consequences, including suspension rate (disaggregated to include special education students)</li> <li>- panorama survey</li> <li>-</li> </ul>	<p>----- Total: \$0</p>

		<p>wrap-around services.</p> <p>4. A restorative justice system of learning consequences will be in place to support social and emotional health.</p> <p>5. Students will have opportunities to express their voice about their learning and experiences in our school.</p> <p>6. Students will have opportunities to showcase their learning in school social events open to the community</p>	<p>advisory/connectedness survey</p> <p>- social emotional universal screeners</p> <p>- number of opportunities to showcase student achievement</p> <p>- number of attendees for student showcase events</p>	

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

<p><b>Desired Outcome</b> "What do we plan to accomplish?"</p>	<p><b>Root/Contributing Cause</b> "Why are we doing this?"</p>	<p><b>Enabling Activities</b> "How will we achieve the desired outcome?"</p> <p><b>Name of Accountable Lead(s)</b> "Who is responsible to oversee and monitor implementation and progress?"</p>	<p><b>Monitoring of Progress</b> "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds and Estimate of Additional Amount Needed</p>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>(1A) Students continue to need self-directed learning habits to prepare for their independence</p>	<p><b>Empowering Students through Preparation, Exploration, Engagement, and Real-World Learning Experiences</b></p> <p><b>1. Use of Planner</b> - Students will develop time management skills and practice college and career desired behaviors (i.e. meeting deadlines).</p> <p><b>2. Career Pathway Selection</b> - Students will be given opportunities and course offerings to explore their interests and select potential career pathways and Career and</p>	<p>- number of students identified as CTE completer</p> <p>- number of students earning CTE honors</p> <p>- number of students completing industry certification</p>	<p>Title I: \$45000 ----- Total: \$45000</p>

	<p>required in college and careers, gain competitive edge with industry credentials and work-based learning experiences, and multiple opportunities to apply learning to solve real-world problems and connect with business mentors.</p>	<p>Technical Education (CTE) programs of study, starting in middle school and continuing throughout high school.</p> <p><b>3. Industry Recognized Credentials</b> - Expand opportunities for students to attain industry certifications aligned to career pathways and programs of study.</p> <p><b>4. Work-based Learning (WBL)</b> - Offer robust WBL experiences through both on-campus programs like Eduprises and Searider Productions or off-campus WBL with local businesses to provide practical skill development and to strengthen employability skills.</p> <p><b>5. Capstone Projects</b> - Students will have opportunities to demonstrate the culmination of their learning through capstone projects related to their career and/or community and civic opportunities.</p> <p><b>6. Career and Technical Student Organizations (CTSOs):</b> Students who are currently enrolled in CTE courses may participate in nationally recognized student organization activities at the school, district, state, and national level.</p> <p><b>7. College Preparation and Course Offerings:</b> Students will be given opportunities and course offerings to begin their post-secondary credit attainment.</p>	<p>- number of students participating in WBL</p> <p>- number of students participating in CTSOs</p>	
<p>1.3.1a. All students will participate in a complex-wide Ola Moku civic learning experience at a DOK4 level.</p>	<p>Students may or may not be fully aware of specific issues impacting the community. As such, there is limited youth voice in addressing</p>	<p>Students will be provided opportunities to research Wai`anae Moku issues (i.e. houselessness, traffic, dumping, wildfire prevention, illegal chicken fighting, gambling, gamerooms, violence, etc.) then actively provide solutions through advocacy (draft bills, letters to legislature, social media campaigns, etc.) or prototyping products (banners, posters, brochures, etc.)</p>	<p>- number of students identified as CTE completer</p> <p>- number of students earning CTE honors</p> <p>- number of students completing industry certification</p> <p>- number of students</p>	<p>----- Total: \$0</p>



	local issues within Wai`anae Moku		participating in WBL - number of students participating in CTSOs	
<b>K-12 Alignment</b>				
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.	Gaps in student preparedness in succeeding in rigorous coursework, varying levels of academic proficiencies, limited vertical articulation opportunities.	<p><b>Strengthening Vertical Articulation Between Middle and High School</b></p> <p><b>1. Standardized Curriculum</b> - Implement consistent curriculum that vertically aligns expectations.</p> <p><b>2. Pre-algebra readiness</b> - Offer targeted support and summer programs to ensure incoming 9th graders are prepared for Algebra I, a foundational course for many advanced-level career pathways.</p> <p><b>3. Early Identification of advanced learners-</b> Provide these students with opportunities for enrichment, such as AP, Honors, or Early College courses.</p> <p><b>4. Career Pathway Alignment-</b> Establish and/or continue to provide pipeline opportunities of Career Pathway programs of study that transition from the middle to the high school.</p> <p><b>Targeted Academic Support in High School</b></p> <p><b>1. Tiered instruction</b> - Implement differentiated instruction within the classroom for both struggling learners and enriching lessons for advanced learners, or provide interventions, tutors, or programs for students.</p> <p><b>2. Credit recovery programs</b> - Provide opportunities for students to recover lost credits through after school, summer, or online.</p> <p><b>3. After School tutoring and mentoring programs</b> - Offer after school tutoring and mentorship programs to provide students with additional support and guidance.</p> <p><b>Professional Development for Teachers</b></p> <p>1. Content-specific training 2. Data Cycle training 3. Effective Instructional Strategies</p>	<p>- galileo data</p> <p>- number of students in summer programs</p> <p>- number of students in AP, honors, early college</p> <p>- number of students earning 3 or higher on AP exam, C or higher on early college course</p> <p>- number of students enrolled in credit recovery programs</p> <p>- number of students who were "off track" for graduation who became "on track"</p>	<p>----- Total: \$0</p>

<p>1.3.3. All students graduate high school with a personal plan for their future.</p>	<p>Students need guidance and support to navigate college and career options, particularly those in cyclical poverty or first-generation college students.</p>	<p><b>Advisory, Personal Transition Plan, and Counseling</b></p> <p><b>1. Advisory</b> - All students will increase self-awareness and confidence in their future goals by taking interest inventories and skill assessments.</p> <p><b>2. Personal Transition Plan</b> - All students will work towards completing their Personal Transition Plan graduation requirement that includes completing their postsecondary plans, writing a resume, and preparing for an interview.</p> <p><b>3. College and Career Readiness Support</b> - Students will be provided with college and career opportunities including career and academic counseling, career fairs, college visits, college, career and military speakers, financial aid workshops, etc.</p> <p><b>4. CTE Advisory Board and Career Planning:</b> Continue to establish and convene advisory boards for CTE programs to establish mentorships and internship possibilities and CTE teachers will teach Career Planning and Postsecondary planning as outlined in the CTE industry standards.</p>	<p>- number of students accessing CCC</p> <p>- number of students attending college presentations</p> <p>- number of attendees for FAFSA and other college community events</p> <p>- number of students participating in CTE internships</p>	<p>----- Total: \$0</p>



## PRIORITY 2: HIGH-QUALITY EDUCATOR WORKFORCE IN ALL SCHOOLS

**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 fully 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.

<p><b>Desired Outcome</b> "What do we plan to accomplish?"</p>	<p><b>Root/Contributing Cause</b> "Why are we doing this?"</p>	<p><b>Enabling Activities</b> "How will we achieve the desired outcome?"   <b>Name of Accountable Lead(s)</b> "Who is responsible to oversee and monitor implementation and progress?"</p>	<p><b>Monitoring of Progress</b> "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds and Estimate of Additional Amount Needed</p>
<p>2.4.1. All teachers are supported by an Instructional Leadership team that gives regular classroom feedback, provides professional development opportunities, and supports teams in Professional Learning Communities.</p>	<p>-High turnover and lack of qualified teachers in the State's pool of teachers make it difficult to staff all classrooms with highly qualified and highly effective personnel.</p> <p>-New teachers require a significant amount of support to</p>	<p><b>Coaching System:</b>                      PD for Coaches and Admin for Instructional Leadership                      Plan for Coaching Cycle                      Build Tools or Resources for Reflective Coaching Practices                      Organizing Peer Observation                      Lesson Planning: Curriculum Guides, Pacing Maps, PD Practices, Unpacking Standards, Academic Conversations, Formative Assessments, DOK2 Discussion and Tasks</p> <p><b>Instructional Leadership Team (ILT):</b>                      Revisiting and Communicating Vision and Expectations, Organizational Structures and Systems of Support                      Communicating the Instructional Vision with the ILT                      Creating Visual Posters for School Settings                      Building the Meeting Template with the Vision and Implementing it in All Meetings Consistently</p> <p><b>Curriculum Resources:</b>                      Core content area will have identified grade level standards based curriculum by the end of SY24-25</p>	<p>- teacher retention</p> <p>- teacher panorama data</p> <p>- observation data</p> <p>- PD surveys</p>	<p>-----                      Total: \$0</p>

	<p>induct them into the profession successfully. A fourth of our teachers are subs or in their first year of teaching. Twenty percent are in their 2nd or 3rd years.</p> <p>-Rigor and consistent deeper learning opportunities built into daily instruction continue to be a significant area of need for WHS staff.</p>			
<p>2.4.2. All support staff receive the professional development needed to support students effectively.</p>	<p>-Limited candidates available to hire to provide additional support to students.</p>	<p>Professional development is provided to support staff by instructional coaches, special education leads, and district supports. Professional development topics are identified by staff and classroom walkthrough data.</p>	<p>- PD survey data - observation data</p>	<p>----- Total: \$0</p>

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## PRIORITY 3: EFFECTIVE AND EFFICIENT OPERATIONS AT ALL LEVELS

★ **GOAL 3.1: All school facilities are safe, well-maintained, compliant with all laws and regulations, clean, and attractive to provide a positive and inviting learning environment for students and staff.**

★ **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 affecting students in a meaningful and timely manner.**

<b>Desired Outcome</b> "What do we plan to accomplish?"	<b>Root/Contributing Cause</b> "Why are we doing this?"	<b>Enabling Activities</b> "How will we achieve the desired outcome?"  <b>Name of Accountable Lead(s)</b> "Who is responsible to oversee and monitor implementation and progress?"	<b>Monitoring of Progress</b> "How will we know progress is being made?"	Anticipated <b>Source of Funds</b> and Estimate of Additional Amount Needed
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	As a collaborative team, the School-Community Council (SCC) develops its focus and goals for student achievement using processes that are transparent and inclusive. The SCC	School Community Council (SCC) meets on the 2nd Wednesday of each month. The SCC chairperson sends an agenda to the Principal, who ensures it is posted to the school's website. Monthly meeting minutes are taken and posted on the website.	- SSC minutes	----- Total: \$0

	<p>involves the voices of students, parents, school level staff, and community partners. The school's budget is developed with school, leadership, and SCC involvement.</p>			
<p>3.3.2. Family/community engagement</p>	<p>(3A) Limited participation on the PTSA and SCC board. WHS would like to increase the parent and community engagement with the school so that perspectives and open feedback on school improvement can continue to be a focus for all stakeholders.</p>	<p>A Community School Specialist (CSS) position who is responsible for community outreach was established in SY 2023-2024. CSS will work with the Parent Community Networking Coordinator (PCNC) to plan and engage families to participate in the various events at the school.</p>	<ul style="list-style-type: none"> <li>- number of events</li> <li>- number of participants in events</li> <li>- parent panorama survey data</li> <li>- informal parent survey data</li> </ul>	<p>Title I: \$125000 ----- Total: \$125000</p>

**NW Complex Area Academic Plan SY 2024-2025**




NW Complex Area Academic Plan SY 2024-2025

Wai'anae High School																			
MON				TUE				WED				THUR				FRI			
1,2,3,4	Min	Start	End	1,2,3,4,Mtg	Min	Start	End	1,2,3,4 Adv	Min	Start	End	1,2,3,4,Mtg	Min	Start	End	1,2,3,4	Min	Start	End
Homeroom1	8	8:00	8:08	Homeroom1	8	8:00	8:08	Homeroom1	8	8:00	8:08	Homeroom1	8	8:00	8:08	Homeroom1	8	8:00	8:08
Instruction(1)	79	8:08	9:27	Instr Period2	70	8:08	9:18	Instr Period3	65	8:08	9:13	Instr Period2	70	8:08	9:18	Instruction(1)	79	8:08	9:27
Passing1	6	9:27	9:33	Passing1	6	9:18	9:24	Passing2	8	9:13	9:21	Passing1	6	9:18	9:24	Passing1	6	9:27	9:33
Instruction(1)	79	9:33	10:52	Instr Period2	70	9:24	10:34	Advisory1	44	9:21	10:05	Instr Period2	70	9:24	10:34	Instruction(1)	79	9:33	10:52
Passing1	6	10:52	10:58	Passing1	6	10:34	10:40	Passing4	4	10:05	10:09	Passing1	6	10:34	10:40	Passing1	6	10:52	10:58
Lunch1	30	10:58	11:28	Lunch1	30	10:40	11:10	Lunch2	32	10:09	10:41	Lunch1	30	10:40	11:10	Lunch1	30	10:58	11:28
Passing1	6	11:28	11:34	Passing1	6	11:10	11:16	Passing3	3	10:41	10:44	Passing1	6	11:10	11:16	Passing1	6	11:28	11:34
Instruction(1)	79	11:34	12:53	Instr Period2	70	11:16	12:26	Instr Period3	65	10:44	11:49	Instr Period2	70	11:16	12:26	Instruction(1)	79	11:34	12:53
Passing3	3	12:53	12:56	Passing1	6	12:26	12:32	Passing2	8	11:49	11:57	Passing1	6	12:26	12:32	Passing3	3	12:53	12:56
Instr/NIT	79	12:56	14:15	Instr/NIT2	70	12:32	13:42	Instr Period3	65	11:57	13:02	Instr/NIT2	70	12:32	13:42	Instr/NIT	79	12:56	14:15
Prep, common1	45	14:15	15:00	Passing3	3	13:42	13:45	Passing2	8	13:02	13:10	Passing3	3	13:42	13:45	Prep, common1	45	14:15	15:00
				Meeting1	30	13:45	14:15	Instr/NIT3	65	13:10	14:15	Meeting1	30	13:45	14:15				
				Prep, common1	45	14:15	15:00	Prep, common1	45	14:15	15:00	Prep, common1	45	14:15	15:00				

Note: Block Schedule (4 student instructional periods per day, teachers have Non-Instructional Time during one period for collaboration.)