



Waimea High School

Academic Plan School Year 2020-21

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community’s knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school’s Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close the achievement gap; and, 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles, and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

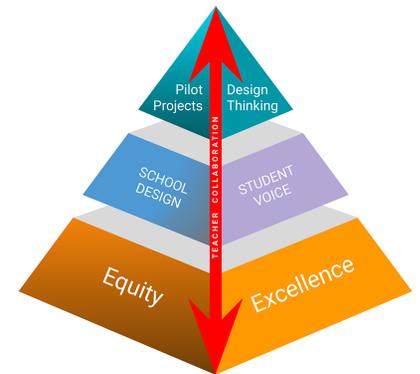
- The **Pipeline of Emerging Ideas** is linked to the HIDOE 2020-30 Strategic Plan (Section 5).

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (Sections 2 and 3).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (Section 4).



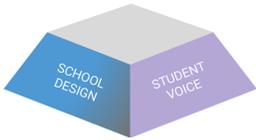


Teaching & Learning Core: **Equity and Excellence**

In order to address equity, list the targeted subgroup(s) and their identified needs. Specify enabling activities to address the identified subgroup(s) and their needs.

Section 1: EQUITY AND EXCELLENCE		
Achievement Gap	Theory of Action	Enabling Activity
<p><i>Low SES Subgroup</i> - Currently, our low SES subgroup makes up approximately 51% of our student population. Our low SES students are not performing as well as our “all students” group, as indicated by our SY 2018-19 SBA results. According to SBA results, our students have an achievement gap in English Language Arts proficiency of 24 pts. and a gap in Math proficiency of 25 pts. in 2018-19. (SW 1)</p> <p><i>Special Education Subgroup</i> - Currently our special education subgroup makes up 11% of our student population. Our special education students are not performing as well as our “all students” group, as indicated by our SY 2018-19 SBA results. According to SBA results, our special education students have an achievement gap in English Language Arts proficiency of 37 pts. and a gap in Math proficiency of 24 pts. in 2018-19. (SW 1)</p>	<p>If we provide teachers with the appropriate professional development, then teachers will use effective, differentiated, evidence-based instructional strategies and practices in every classroom, and our low SES and special education students will develop the skills they need to achieve academically and the achievement gap will decrease.</p> <p>If we systematize programs and supports for all students to be successful during and after high school, then teachers/staff can provide students the support they need, and the achievement gap for our low SES and special education students will decrease.</p>	<p>EA 6 - Best Instructional Practices WHS will implement curriculum utilizing a variety of instructional practices to increase student proficiency and growth, while reducing the achievement gap.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> a) Leadership will provide PD to teachers/staff on a variety of instructional strategies (e.g. differentiation, scaffolding curriculum, inclusion, vocabulary acquisition) that will address the needs of struggling students (e.g. Low SES, ELL, SpEd, Males, Native Hawaiian). (WASC CA #3) b) Leadership will provide time for teacher collaboration on a variety of CIA needs, including the use of student data to drive instruction. (WASC CA #4) c) Teachers will collaborate on a variety of CIA needs, including the use of student data to drive instruction. (e.g. Document based questions-DBQ). (WASC CA #4). d) Teachers will participate in peer observations to expand their toolbox of instructional strategies and improve their practice. e) Teachers will participate in AVID training and will consistently implement strategies by Academies. f) Leadership will provide teachers with PD on the use of IABs for instruction and formative assessment. g) Teachers will use the IABs for instruction and formative assessment (e.g. use questions from the IABs as warm-ups and assignments). (WASC CA #2) h) Teachers will use a variety of specialized programs and methods to support struggling students. <p>7. College and Career Readiness WHS will prepare all students for post high school success.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> a) Leadership will provide students with multiple systems of support. (e.g. tutoring, MVA, Migrant Ed, dedicated academy counselors) b) All Freshmen will participate in a Career Fair. c) Leadership will provide students with opportunities to take face-to-face Early College Classes that are aligned with Pathways. d) All junior/senior students will have the opportunity to participate in Life After High School events.

		<p>e) Leadership will provide parents with multiple opportunities to support their child through high school and post high school via events and workshops (e.g. Scholarship Night, Homework Help, FAFSA Night, tutoring, IC, Social Media, GCR, PTP. (WASC CA #1)</p> <p>f) Senior students will participate in an Interview Skills and Communication course.</p>
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Innovation in Support of the Core: School Design and Student Voice

School Design: The purposeful design of schools to ensure that every student is highly engaged in a rigorous, creative and innovative academic curriculum, their learning environment, and powerful applied learning practices aligned to college and careers.

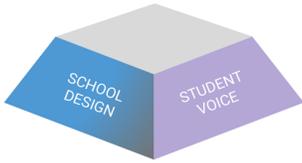
Section 2: INITIATIVES, CONTEXT, AND CONDITIONS FOR SUCCESS

Initiatives	Context	Conditions for Success
<p>Initiative 1: Resilient and Purposeful</p> <p>This initiative will focus on purposefully lining up our processes, procedures and practices with our values of being student centered. Waimea High School teachers and staff will work to refine and implement academy agreements such as standards based grading, will collaborate with our feeder schools to ensure smoother student transitions, and will align to the standards of practice for the National Career Academy Coalition.</p>	<p>Waimea High School is in its second year of wall to wall implementation of the career academy school design model. If we purposefully and consistently line up our processes, procedures and practices schoolwide, then the school will maintain a positive, encouraging climate where students, parents, and staff will feel supported.</p> <p>The following is a list of needs and areas of growth that we intend to address through the implementation of this initiative:</p> <ul style="list-style-type: none"> ● Achievement Gaps (Low SES, SpEd) ● WASC Critical Areas #CA 5 (Horizontal/vertical alignment, common assessments, regular analysis of student work) ● Safety and Wellness, Social-Emotional Learning (SEL), and/or Mental Health ● Curriculum, Instruction, and/or Assessment (CIA) ● Parent Engagement and/or Community Partnerships ● Promise 2: Equity ● Promise 3: School Design 	<ul style="list-style-type: none"> ● Time and scheduling will need to be considered in order to provide staff with the professional development and collaboration time to successfully implement the initiatives. ● We will need flexibility in the master schedule and bell schedule to implement innovative programs and systems of support. ● Funding will be needed to support the necessary PD, staffing and identified programs/initiatives ● Quality data will need to be gathered in order to analyze baseline, formative and summative data and to make adjustments as needed
<p>Initiative 2: Technology Proficient</p> <p>This initiative will focus on how Waimea High School provides and uses technology to collaborate, communicate, and engage students and teachers in digital teaching and learning.</p>	<p>As a small, rural, Neighbor Island school, Waimea High uses technology to bridge the physical and logistical divide for students, their families, and our teachers. Online material is free or greatly discounted when compared to the cost of textbooks, so many of our teachers use digital material. We need to provide students with access to Chromebooks in all classrooms throughout the day and allow students to borrow them if none is available at home. Also next year, many of our Early College courses will move to an online platform in an effort to curtail costs. We need to provide students with the tools and strategies needed to successfully engage in digital learning and provide teachers/staff with professional development on teaching our students reading comprehension and study strategies for online learning.</p>	

	<p>The following is a list of needs and areas of growth that we intend to address through the implementation of this initiative:</p> <ul style="list-style-type: none"> ● Student Voice, Choice, Collaboration, and/or Agency ● Curriculum, Instruction, and/or Assessment (CIA) ● Promise 2: Equity ● Promise 3: School Design ● Promise 5: Innovation 	
<p>Initiative 3: Culturally and Community-Minded This initiative will focus on Waimea High School students and staff building a strong sense of community and school pride. New teachers/staff, students and parents will be immersed in Waimea culture through a comprehensive onboarding process that will be later maintained via personal contact as well as multiple media and third party apps. We will also provide multiple opportunities for students to build their sense of responsibility, aloha and belonging by learning relevant, industry valued skills through project and place based learning at off campus sites. Teachers will be supported in this effort via professional development in creating interdisciplinary learning experiences that result in these culminating projects.</p>	<p>Our lowest score in our recent Panorama student survey was engagement; students are not excited about their classes nor do they find relevance in them. In the last two years we have also lost three new teachers who left before the school year ended. We need to build a strong sense of community and school pride at Waimea and find ways to engage our students in culturally and community-based projects that help to their sense of responsibility, aloha, and belonging as well as build skills that will be valued by future employers.</p> <p>The following is a list of needs and areas of growth that we intend to address through the implementation of this initiative:</p> <ul style="list-style-type: none"> ● WASC Critical Area #4 - Address SEL and academic needs of At-risk subgroups ● Student Voice, Choice, Collaboration, and/or Agency ● Safety and Wellness, Social-Emotional Learning (SEL), and/or Mental Health ● Curriculum, Instruction, and/or Assessment (CIA) ● Parent Engagement and/or Community Partnerships ● Promise 1: Hawaii ● Promise 2: Equity ● Promise 3: School Design ● Promise 4: Empowerment ● Promise 5: Innovation 	
<p>Initiative 4: College and Career Ready This initiative will focus on ensuring Waimea High School teachers and staff will be trained in a variety of instructional practices to increase student proficiency, growth and reduce the achievement gap. We will use a variety of programs and methods to support struggling students and we will also collaborate with parents/guardians to prepare every student for post high school success.</p>	<p>Our student proficiency levels are low and our achievement gap for ELA and math have grown over the past few years to the present:</p> <ul style="list-style-type: none"> ● SBA ELA Proficiency - 45% ● SBA Math Proficiency - 23% ● SBA ELA Gap - 29 pts ● SBA Math Gap - 24 pts ● HSA Science Proficiency - 13% 	

	<p>We need to train teachers/staff in a variety of effective instructional practices and utilize a variety of programs and methods, especially to support our struggling students - males, SPED, 504, ELL, low SES students. As a Title 1 school, with a community demographic of low college attendance and completion, it is imperative that we collaborate with parents/guardians to prepare each student for post high school success by providing them with multiple systems of support along the way.</p> <p>The following is a list of needs and areas of growth that we intend to address through the implementation of this initiative:</p> <ul style="list-style-type: none"> ● Student Voice, Choice, Collaboration, and/or Agency ● WASC Critical Area #3: ensure all students receive learning experiences consisting of differentiated instruction, rigorous learning expectations, and high-level strategies of engagement ● Curriculum, Instruction, and/or Assessment (CIA) ● Parent Engagement and Community Partnerships ● Promise 2: Equity ● Promise 3: School Design ● Promise 5: Innovation 	
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Section 3: MEASURABLE OUTCOMES		
2020-21	2021-22	2022-23
<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Desired outcomes for staff and students are listed in Section 4. <p>Strive HI Goals for <u>2020-21</u>: (2018-19 baseline)</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA proficiency will increase from 45% to 50%, as measured by SBA. <ul style="list-style-type: none"> <input type="checkbox"/> ELA high-needs achievement gap will decrease by 4 pts to 25 pts. <input type="checkbox"/> Math proficiency will increase from 23% to 30%, as measured by SBA. <ul style="list-style-type: none"> <input type="checkbox"/> Math high-needs achievement gap will decrease by 3 pts to 21 pts. <input type="checkbox"/> Science Proficiency will increase from 13% to 20%, as measured by Biology I EOC Exam. <input type="checkbox"/> ELL On Track (Growth to Target) will increase from 22% to 25%, as measured by WIDA. <input type="checkbox"/> Chronic Absenteeism will decrease from 19% to 17%, as measured by 15 or more absences. <input type="checkbox"/> School Climate will increase from 74% to 77%, as measured by Panorama student survey. <input type="checkbox"/> Inclusion Rate will increase from 50% to 55%. <input type="checkbox"/> On Time 9th Grade Promotion will remain at 99%. <input type="checkbox"/> On Time Graduation will increase from 84% to 86%. <input type="checkbox"/> CTE Completers will increase from 78% to 80%. <input type="checkbox"/> Post-Secondary Enrollment will increase from 59% to 63%. 	<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Desired outcomes for staff and students will be updated annually in Section 4. <p>Strive HI Goals for <u>2021-22</u>: (projected 2020-21 baseline)</p> <p>If we meet our goal in 2020-21...</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA proficiency will increase to 55%. <ul style="list-style-type: none"> <input type="checkbox"/> ELA high-needs achievement gap will decrease to 21 pts. <input type="checkbox"/> Math proficiency will increase to 35%. <ul style="list-style-type: none"> <input type="checkbox"/> Math high-needs achievement gap will decrease to 18 pts. <input type="checkbox"/> Science proficiency will increase to 25%. <input type="checkbox"/> ELL On Track will increase to 28%. <input type="checkbox"/> Chronic Absenteeism will decrease to 15%. <input type="checkbox"/> School Climate measure will increase to 81%. <input type="checkbox"/> Inclusion Rate will increase to 58%. <input type="checkbox"/> On Time 9th Grade Promotion will remain at 99%. <input type="checkbox"/> On Time Graduation will increase to 88%. <input type="checkbox"/> CTE Completers will increase to 82%. <input type="checkbox"/> Post-Secondary Enrollment will increase to 66%. 	<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Desired outcomes for staff and students will be updated annually in Section 4. <p>Strive HI Goals for <u>2022-23</u>: (projected 2021-22 baseline)</p> <p>If we meet our goal in 2021-22...</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA proficiency will increase to 58%. <ul style="list-style-type: none"> <input type="checkbox"/> ELA high-needs achievement gap will decrease to 17 pts. <input type="checkbox"/> Math proficiency will increase to 40%. <ul style="list-style-type: none"> <input type="checkbox"/> Math high-needs achievement gap will decrease to 15 pts. <input type="checkbox"/> Science proficiency will increase to 30% <input type="checkbox"/> ELL On-Track will increase to 31%. <input type="checkbox"/> Chronic Absenteeism will decrease to 13%. <input type="checkbox"/> School Climate will increase to 84%. <input type="checkbox"/> Inclusion Rate will increase to 61%. <input type="checkbox"/> On Time 9th Grade Promotion will remain at 99%. <input type="checkbox"/> On time Graduation will increase to 90%. <input type="checkbox"/> CTE Completers will increase to 84%. <input type="checkbox"/> Post-Secondary Enrollment will increase to 69%.



Innovation in Support of the Core: **School Design and Student Voice**

FOCUS ON SY 2020-21: Crosswalk measurable outcomes, enabling activities, budget, and monitoring.

Section 4: ENABLING ACTIVITIES, FUNDING, AND MONITORING		
Baseline Measurements	Formative Measures for Monitoring	2020-21 Summative Goals
<p>2018-19 Strive HI Data:</p> <ul style="list-style-type: none"> ● SBA ELA - 45% <ul style="list-style-type: none"> ○ ELA Achievement Gap - 29 points ● SBA Math - 23% <ul style="list-style-type: none"> ○ Math Achievement Gap - 24 points ● Biology I EOC - 13% ● ELL On Track - 22% ● Chronic Absenteeism 19% ● School Climate - 74% ● Inclusion Rate - 50% ● On Time 9th Grade Promotion - 99% ● On Time Graduation - 84% ● CTE Completers - 78% ● Post-Secondary Enrollment - 59% <p>2019-20 Panorama Student Survey Data:</p> <ul style="list-style-type: none"> ● Classroom Engagement - 50% ● Classroom Climate - 77% ● Classroom Rigorous Expectations - 75% ● School Belonging - 45% ● Valuing of School - 58% <p>2018-19 School Quality Survey Data:</p> <ul style="list-style-type: none"> ● Parent Involvement/Engagement - 58% ● Parent Satisfaction - 72% ● Teacher Satisfaction - 71% 	<ul style="list-style-type: none"> <input type="checkbox"/> Universal Screener (STAR) <input type="checkbox"/> Common Formative Assessments (SBA Interim Assessment Block assessments) <input type="checkbox"/> Student Behavior Data (Infinite Campus) <input type="checkbox"/> Student Report Card Grades <input type="checkbox"/> GLO #1-2 Report Card Grades <input type="checkbox"/> Panorama Student Survey Data <input type="checkbox"/> School Quality Survey (SQS) Results <input type="checkbox"/> Student Attendance Data <input type="checkbox"/> Qualitative Evidence of Implementation 	<p>2020-21 Strive HI Goals:</p> <ul style="list-style-type: none"> ● SBA ELA - 50% <ul style="list-style-type: none"> ○ ELA Achievement Gap - 25 points ● SBA Math - 30% <ul style="list-style-type: none"> ○ Math Achievement Gap - 21 points ● Biology I EOC - 20% ● ELL On Track - 25% ● Chronic Absenteeism 17% ● School Climate - 77% ● Inclusion Rate - 55% ● On Time 9th Grade Promotion - 99% ● On Time Graduation - 86% ● CTE Completers - 81% ● Post-Secondary Enrollment - 63% <p>2020-21 Panorama Student Survey Goals:</p> <ul style="list-style-type: none"> ● Classroom Engagement - 55% ● Classroom Climate - 79% ● Classroom Rigorous Expectations - 78% ● School Belonging - 50% ● Valuing of School - 62% <p>2020-21 School Quality Survey Goals:</p> <ul style="list-style-type: none"> ● Parent Involvement/Engagement - 62% ● Parent Satisfaction - 75% ● Teacher Satisfaction - 75%

Initiative 1: RESILIENT AND PURPOSEFUL "Ambition is the path to success." — Bill Bradley

Initiative 1 Enabling Activity 1 *All of our Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2020-21)	School Monitoring Activity	Complex Monitoring Activity	Source of Funds	
<p>EA 1. Core Values and Agreements</p> <p>1A. WHS will develop, communicate, and implement purposeful alignment of schoolwide procedures and processes across Academies that align with our Core Values.</p> <p>Action Steps:</p> <p>a. Teachers/staff will continue to refine and implement their common Academy agreements in alignment with schoolwide expectations (e.g. Common Attendance procedures, All curriculum, projects, PBL, classwork tied to Academy Vision/Mission, Common print to encourage grit, perseverance and positivity, Visual representation of the Vision/Mission everywhere).</p> <p>b. Each Academy will conduct quarterly Award Ceremonies to celebrate student achievement, growth, and resilience through recognition and rewards.</p> <p>(SW1)</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> Teachers/staff will refine and implement their common Academy agreements in alignment with schoolwide expectations. Each Academy will conduct one student Award Ceremony each quarter. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> All students will attend at least one student Award Ceremony each quarter. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> School Climate will increase from 74% in 2018-19 to 77% in 2020-21, as measured by the Panorama student survey-Strive HI. 	<p>ART/Leadership will document progress of implementation each semester through the use of the Academic Plan Monitoring Tool, which will include the analysis of formative data (e.g. Report Card Grades), and the review of qualitative evidence, when available.</p> <p>ART/Leadership will review, analyze, and reflect on the schoolwide Panorama student survey data as part of the annual CNA process.</p>	<p>Kauai Complex Area staff will monitor the school's use of the Academic Plan Monitoring Tool, which will include the review of formative data and qualitative evidence when available.</p> <p>Kauai Complex Area staff will review the school's Panorama student survey results and Strive HI data, and will collaborate with school leadership to determine what types of support are needed.</p>	<p>☑ WSF 42101 462564 B - 3006 Student Recognition Quarterly Award Ceremonies x 3 Academies \$1,200</p> <p>42101 462564 B - 3006 Visual representation banners \$500</p>	<p>☑ Title I</p>
<p>1B. WHS will implement clear standards-based assessment and grading practices that develop student resilience.</p> <p>Action Steps:</p> <p>a. Leadership will provide teachers with PD on standards-based</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All teachers will participate in at least one PD on standards-based assessment and grading practices. All teachers will participate in at least one collaboration session to 	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p>☑ WSF 42106 A1 - 2769 30 sub days for standards-based assessment & grading 30 x \$178.42 = \$5,353</p>	<p>☑ Title I 18902 B - 7104/07 Steele Dynamics / Am Alliance for Innovative Systems (Dave Holden) PL E20-40 10 days @ \$3,200 PD on standards-</p>

<p>assessment and grading practices.</p> <p>b. Teachers will collaborate and calibrate assessment and grading practices.</p> <p>c. Teachers will implement standards-based assessment and grading practices, including the use of a common grading scale so students and parents have clarity regarding how grades are determined.</p> <p>d. Students will utilize multiple opportunities to demonstrate proficiency in a variety of ways.</p> <p>(SW1)</p>	<p>calibrate assessment and grading practices.</p> <ul style="list-style-type: none"> All teachers will implement standards-based assessment and grading practices to determine report card grades, including the use of a common grading scale. All teachers will provide students with multiple opportunities to demonstrate proficiency in a variety of ways. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> All students will utilize multiple opportunities to demonstrate proficiency in a variety of ways . <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> 9th graders promoted to 10th grade on time will remain at 99% in 2020-21. On-time graduation will increase from 90% to 91% in 2020-21. 			<p>42106 A1 -2802 Summer stipends for Academy Leads & Counselors 20 x \$178.42 = \$3,568</p>	<p>based assessment and grading practices. \$32,000</p>
<p>1C. WHS will collaborate with feeder schools and Kauai Community College for a smoother student transition.</p> <p>Action Steps:</p> <p>a. Administration, teachers, counselors, and other staff will conduct meetings/events with our three feeder schools to develop awareness of our Academy structure and strengthen Academy readiness.</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> Representatives from administration, teachers, counselors, and other staff will conduct at least one meeting/event with each of our three feeder schools to develop awareness of our Academy structure and strengthen Academy readiness. 	<p><i>Included above</i></p>	<p><i>Included above</i></p>		<p><input checked="" type="checkbox"/> Gear-up XXXXX B - 4801 Bus for student transitions \$3,000</p>

<p>b. Administration and teachers/staff will participate in content vertical articulation meetings with our three feeder schools to discuss and plan for academic alignment. (WASC CA #5)</p> <p>(SW1, SW6)</p>	<ul style="list-style-type: none"> Representatives from administration and teachers/staff will participate in at least one content vertical articulation meeting with our three feeder schools to discuss and plan for academic alignment. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> All students from our feeder schools will enroll in WHS with an awareness and readiness to enter the Academy structure. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> CTE Completers will increase from 78% to 81% in 2020-21. (Note: the 2020-21 8th grade class will impact the CTE Completers percentage in 2024-25.) 				
Initiative 1 Enabling Activity 2	Staff and Student Outcomes	School Monitoring (con't.)	Complex Monitoring (con't.)	Source of Funds	
<p>EA 2. Academy Capacity Building</p> <p>WHS will continue to modify our practices to align with the National Career Academy Coalition's (NCAC) National Standards of Practice (NSOP).</p> <p>Action Steps:</p> <p>a. Leadership will continue to provide PD as outlined in our Academy Action Plan (e.g. Jay Steele).</p> <p>b. Administration and teachers will participate in NCAC events (e.g. National Conference, Waipahu HS, onsite visitation to other campus sites).</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All Teachers/Staff will participate in PD as outlined in our Academy Action Plan. Representative admin/teachers will participate in NCAC events. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> All students will choose an Academy and work towards completion of a CTE Pathway. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> CTE Completers will increase from 78% in 	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF 42106 A1 - 2769 Subs for state competitions & Academies work days 40 x \$178.42 \$7,137 42101 3 Academies Budget 462565 Fresh Team B - 3006 \$3,000 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I Hawaii Academy \$5,200 Total B - 3501 membership \$1,000 B - 4201 16 air x \$175 8 travel days x 2 teachers \$2,800 B - 4301 16 days x \$45 per day \$720 B - 4601 8 days x \$55

<p>c. Students will choose an Academy and complete a CTE Pathway.</p>	<p>2018-19 to 80% in 2020-21.</p>			<p>462566 Green Team B - 3006 \$3,000</p> <p>462567 Pink Team B - 3006 \$3,000</p> <p><input checked="" type="checkbox"/> WSF 42106 A1 - 2769 Subs for Waipahu NCAC 7 sub x 2 days x \$178.42 \$2,498</p> <p><input checked="" type="checkbox"/> WSF 42106 A1 - 2769 Subs for Tucson NCAC 5 subs x 5 days x \$178.42 \$4,461</p> <p>\$440 B - 4803 16 x \$15 per day \$240</p> <p>Waipahu NCAC \$7,270 Total B - 4201 9 travelers air x \$175 x roundtrip for 2 days \$1,575 B - 7203 Registration 9 participants x \$325 \$2,925 B - 4301 18 days x \$90 per day \$1,620 + excess lodging \$540 \$2,160 B - 4601 2 vans days x 2 days \$340 B - 4803 9 x \$15 per day x 2 days \$270</p> <p>Tucson NCAC \$17,780 Total B - 4401 7 travelers air x \$800 per \$5,600 B - 7203 Registration 7 participants x \$685 \$4,795 B - 4301</p>
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Initiative 2: TECHNOLOGY PROFICIENT <i>"If we teach today as we taught yesterday, we rob our children of tomorrow." — John Dewey</i>					
Initiative 2 Enabling Activity 3 *All of our Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2020-21)	School Monitoring Activity	Complex Monitoring Activity	Source of Funds	
<p>EA 3. Use of Technology</p> <p>3A. WHS will use technology to collaborate, communicate, and enhance teaching and learning.</p> <p>Action Steps:</p> <p>a. Leadership will provide all students access to Chromebooks in all classrooms throughout the school day.</p> <p>b. Leadership will provide students of need with a Chromebook to use at home.</p> <p>c. Teachers will use technology daily to develop and deliver instruction, as well as to collaborate and communicate with others.</p> <p>d. Students will utilize Chromebooks as an essential learning/engagement tool in all Academies.</p> <p>(SW3)</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All classroom teachers will use technology daily to develop and deliver instruction. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> All students will utilize Chromebooks daily. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> Classroom Engagement will increase from 50% in 2018-19 to 55% in 2020-21, as measured by the Panorama student survey. 	<p>ART/Leadership will document progress of implementation each semester through the use of the Academic Plan Monitoring Tool, which will include the analysis of formative data (e.g. STAR Universal Screener, GLO #1-2 Report Card Grades), and the review of qualitative evidence, when available.</p> <p>ART/Leadership will review, analyze, and reflect on the schoolwide Panorama student survey results and Strive HI data as part of the annual CNA process.</p>	<p>Kauai Complex Area staff will monitor the school's use of the Academic Plan Monitoring Tool, which will include the review of formative data and qualitative evidence when available.</p> <p>Kauai Complex Area staff will review the school's Panorama student survey results and Strive HI data, and will collaborate with school leadership to determine what types of support are needed.</p>	<p><input checked="" type="checkbox"/> WSF 42101 462448 B - 3006 Computer science curriculum \$2,000</p> <p>462046 B - 3006 JROTC support Robotics & Cyber Security \$2,500</p> <p>462564 B - 3502 Kami \$600</p>	<p><input checked="" type="checkbox"/> Title I C - 7708 School wide Tech support - new computers for teachers & support staff computers \$50,303</p> <p>B - 3501 AVID Membership \$2,495</p> <p>B - 3502 AVID Weekly Subscription \$560</p> <p>Edgenuity for school year & summer \$17,000</p> <p>Plagix - Unicheck \$1,500</p> <p>STAR Renaissance \$8,042</p> <p>Bulb \$1,405</p> <p>Hapara \$2,000</p>
<p>3B. WHS will provide students with the tools and strategies needed to successfully engage in Digital Learning.</p> <p>Action Steps:</p> <p>a. Leadership will provide teachers/staff with PD on reading comprehension and study strategies for digital content/text.</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All classroom teachers will teach students reading comprehension and study strategies for digital content/text integrated into their content area instruction. <p><u>Student Outcomes</u></p>	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input checked="" type="checkbox"/> Early College 16817 462000 B - 2901 KCC on-line Early College classes \$6,000</p>	<p><input checked="" type="checkbox"/> Title I 18902 B - 7104/07 PD on reading comprehension and study strategies for digital content/text. \$2,000</p>

<p>b. Teachers will teach students reading comprehension and study strategies for digital content/text.</p> <p>c. Leadership will provide students with online Early College Classes.</p> <p>d. Students will take online Early College Classes.</p> <p>(SW3)</p>	<ul style="list-style-type: none"> ● At least 20 students will successfully complete an online Early College Class. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> ● 9th graders promoted to 10th grade on time will remain at 99% in 2020-21. ● On-time graduation will increase from 84% to 86% in 2020-21. ● Students enrolled in post-secondary institutions after graduation will increase from 59% to 63% in 2020-21. 				
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Initiative 3: CULTURALLY AND COMMUNITY-MINDED "A'ohē hana nui ke alu 'ia." — Unknown					
Initiative 3 Enabling Activity 4 *All of our Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2020-21)	School Monitoring Activity	Complex Monitoring Activity	Source of Funds	
<p>EA 4. Building School Community WHS will develop and strengthen a sense of community and promote school pride.</p> <p>Action Steps:</p> <p>a. Leadership will update, maintain, and use our school Website, social media, and third party apps as modes of communication and to foster school pride.</p> <p>b. Leadership will provide families new to the school with an introduction (e.g. orientation, welcome packet, tours by Student Academy Ambassadors).</p> <p>c. Leadership will provide new teachers to WHS with a teacher mentor, orientation and resources.</p> <p>d. New teachers will engage with a mentor to receive ongoing support.</p> <p>e. Leadership will continue to provide student leadership training to Student Academy Ambassadors through the Center for Tomorrow's Leaders.</p> <p>f. Students will serve as Academy Ambassadors.</p> <p>(SW2, SW4, and SW7)</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All new teachers will engage with a mentor to receive support at least once a month. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> At least 30 students will serve as Academy Ambassadors throughout the school year. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> Parent Satisfaction will increase from 72% in 2018-19 to 75% in 2020-21, as measured by the School Quality Survey. Teacher Satisfaction will increase from 71% in 2018-19 to 75% in 2020-21, as measured by the School Quality Survey. Valuing of School will increase from 58% in 2018-19 to 62% in 2020-21, as measured by the Panorama student survey. 	<p>ART/Leadership will document progress of implementation each semester through the use of the Academic Plan Monitoring Tool, which will include the analysis of formative data (e.g attendance, GLO #1-2), and the review of qualitative evidence, when available.</p> <p>ART/Leadership will review, analyze, and reflect on the schoolwide Panorama student survey results, School Quality Survey results, and Strive HI data as part of the annual CNA process.</p>	<p>Kauai Complex Area staff will monitor the school's use of the Academic Plan Monitoring Tool, which will include the review of formative data and qualitative evidence when available.</p> <p>Kauai Complex Area staff will review the school's Panorama student survey results, School Quality Survey results, and Strive HI data, and will collaborate with school leadership to determine what types of support are needed.</p>	<p>☑ WSF 42106 A1 - 2802 12 stipend days for teacher mentor, orientation and resources x \$178.42 \$2,141</p> <p>42101 462564 B - 3401 Student Ambassador uniforms \$1,200</p> <p>B - 3301 Food and Refreshments for incoming 9th, new student Orientation \$1,000</p>	<p>☑ Title I 18902 B - 7104/07 Student Academy Ambassadors through the Center for Tomorrow's Leaders and Jay Steele \$15,000</p> <p>B - 3502 Educational Networks Website, social media, and third party apps as modes of communication and to foster school pride \$3,570</p>
Initiative 3 Enabling Activity 5A	Staff and Student Outcomes	School Monitoring (con't.)	Complex Monitoring (con't.)	Source of Funds	
<p>EA 5. Relevant Learning (SW6) 5A. WHS will provide multiple opportunities for students to</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All teachers will design at least one Pathway 	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p>☑ WSF</p>	<p>☑ Title I 18902 B - 7104/07 Steele Dynamics</p>

<p>experience project/place based learning at off campus sites to learn industry valued skills.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> Leadership will provide systems and PD for project/place based learning to take place (e.g. Work Based Learning - WBL). Teachers will design Pathway relevant project/place based learning experiences. Teachers will coordinate with business and community partners to plan off campus learning experiences, externships, and internships. Students will participate in a variety of project/place based learning opportunities (e.g. garden, river project). All students will have an opportunity to earn industry-vetted Certifications through their Academies. <p>(SW5)</p>	<p>relevant project/place based learning experience for their students.</p> <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> All students will participate in at least one project/place based learning activity per semester. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> CTE Completers will increase from 78% in 2018-19 to 81% in 2020-21. Valuing of School will increase from 58% in 2018-19 to 62% in 2020-21, as measured by the Panorama student survey. 				<p>project/place based learning opportunities (e.g. garden, river project) \$3,200 x 5 days \$16,000</p> <p><input checked="" type="checkbox"/> Gear-up XXXXX B - 4801 Bus for student internships \$10,000</p> <p>B-3502 Industry Certifications for students \$10,000</p>
<p>5B. WHS will continue to develop students' sense of responsibility, Aloha, and belonging.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> Leadership/teachers will make connections between GLO #1 Self-Directed Learner and the HA Sense of Responsibility, with an emphasis on how these are applied in industry settings. Leadership/teachers will make connections between GLO #2 Community Contributor and the HA Sense of Aloha and 	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All Pathway teachers will integrate GLO #1 Self-Directed Learner and the HA Sense of Responsibility into instruction. All Pathway teachers will integrate GLO #2 Community Contributor and the HA Sense of Aloha into instruction. <p><u>Student Outcomes</u></p>	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input checked="" type="checkbox"/> WSF</p>	<p><input checked="" type="checkbox"/> Title I</p>

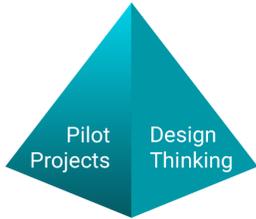
<p>Belonging, with an emphasis on how these are applied in industry settings. (WASC CA #6)</p> <p>c. Students will develop a sense of belonging in the school and community.</p> <p>d. Students will demonstrate attributes of self-directed learners and community contributors.</p>	<ul style="list-style-type: none"> At least 50% of students will respond favorably to questions on the Panorama student survey data - School Belonging. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> School Belonging will increase from 45% in 2018-19 to 50% in 2020-21, as measured by the Panorama student survey. 				
<p>5C. WHS will provide students with interdisciplinary learning experiences that result in a culminating project.</p> <p>Action Steps:</p> <p>a. Leadership will provide teachers with PD on the development of Interdisciplinary Units (IDU) (e.g. Dave Holden).</p> <p>b. Teachers will develop at least one IDU by Academy/Pathway.</p> <p>c. Students will complete at least one IDU by Academy/Pathway.</p> <p>d. Leadership will host an Academic Showcase for each Academy. (e.g. HOSA/ Health Fair)</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> Teachers will develop at least one IDU by Academy/Pathway. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> Students will complete at least one IDU by Academy/Pathway. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> Classroom Engagement will increase from 50% in 2018-19 to 55% in 2020-21, as measured by the Panorama student survey. Classroom Rigorous Expectations will increase from 75% in 2018-19 to 78% in 2020-21, as measured by the Panorama student survey. 	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input checked="" type="checkbox"/> WSF 42106 A1 - 2769 Subs for PD on the development of Interdisciplinary Units 40 days x \$178.42 \$7,137</p> <p>42106 B - 7104/07 Dave Holden PD on the development of Interdisciplinary Units \$3,200 x 5 days \$16,000</p> <p>B - 3401 Academies Showcase supplies \$3,000</p>	<p><input checked="" type="checkbox"/> Title I</p>

Initiative 4: COLLEGE AND CAREER READY "He who is not courageous enough to take risks will accomplish nothing in life. — Muhammad Ali

Initiative 4 Enabling Activity 6 *All of our Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2020-21)	School Monitoring Activity	Complex Monitoring Activity	Source of Funds	
<p>EA 6. Best Instructional Practices</p> <p>WHS will implement curriculum utilizing a variety of instructional practices to increase student proficiency and growth, while reducing the achievement gap.</p> <p>Action Steps:</p> <p>a. Leadership will provide PD to teachers/staff on a variety of instructional strategies (e.g. differentiation, scaffolding curriculum, inclusion, vocabulary acquisition) that will address the needs of struggling students (e.g. Low SES, ELL, SpEd, Males, Native Hawaiian). (WASC CA #3)</p> <p>b. Leadership will provide time for teacher collaboration on a variety of Curriculum, Instruction, and Assessment (CIA) needs, including the use of student data to drive instruction. (WASC CA #4)</p> <p>c. Teachers will collaborate on a variety of CIA needs, including the use of student data to drive instruction. (e.g. Document based questions-DBQ). (WASC CA #4)</p> <p>d. Teachers will participate in peer observations to expand their toolbox of instructional strategies and improve their practice.</p> <p>e. Teachers will participate in AVID training and will consistently implement strategies by Academies.</p> <p>f. Students will utilize AVID strategies.</p> <p>g. Leadership will provide teachers with PD on the use of IABs for</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All classroom teachers will implement AVID strategies. All teachers will use student data to drive and modify instruction. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> All students will use AVID strategies in all content area classes. All students will complete at least one IAB in Math/English as a learning tool and for independent practice. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> SBA ELA proficiency will increase from 45% in 2018-19 to 50% in 2020-21, as measured by Strive HI. SBA ELA high-needs achievement gap will decrease by 4 pts to 25 pts in 2020-21, as measured by Strive HI. SBA Math proficiency will increase from 23% in 2018-19 to 30% in 2020-21, as measured by Strive HI. SBA Math high-needs achievement gap will decrease by 3 pts to 21 pts in 2020-21, as measured by Strive HI. Science Proficiency will increase from 13% in 	<p>ART/Leadership will document progress of implementation each semester through the use of the Academic Plan Monitoring Tool, which will include the analysis of formative data (e.g. STAR Universal Screener, Interim Assessment Blocks), and the review of qualitative evidence, when available.</p> <p>ART/Leadership will review, analyze, and reflect on the School Quality Survey results and Strive HI data as part of the annual CNA process.</p>	<p>Kauai Complex Area staff will monitor the school's use of the Academic Plan Monitoring Tool, which will include the review of formative data and qualitative evidence when available.</p> <p>Kauai Complex Area staff will review the school's School Quality Survey results and Strive HI data, and will collaborate with school leadership to determine what types of support are needed.</p>	<p>☑ WSF 42106 A1 - 2769 20 sub days for Wes Yuu x \$178.42 \$3,568</p> <p>A1 - 2769 40 sub days for teacher collaboration \$7,137</p> <p>42106 A1 - 2802 Stipend for Summer onboarding for new staff 10 x \$178.42 \$1,784</p> <p>B - 2802 Stipend for Summer curriculum collaboration 20 x \$178.42 \$3,568</p> <p>42106 B - 4804 Summer AVID training \$6,000</p> <p>B - 4804 P-20 Math Summit \$700</p> <p>42101 B - 3006 State Curriculum materials & other curriculum support 462034 Math \$6,000</p>	<p>☑ Title I 18902 B - 7104/07 Wes Yuu to provide PD to teachers/staff on a variety of instructional strategies \$21,875</p>

<p>instruction and formative assessment.</p> <p>h. Teachers will use the IABs for instruction and formative assessment (e.g. use questions from the IABs as warm-ups and assignments). (WASC CA #2)</p> <p>i. Students will complete IABs as a learning tool and for independent practice.</p> <p>j. Teachers will use a variety of specialized programs and methods to support struggling students.</p> <p>(SW5, SW6)</p>	<p>2018-2019 to 20% in 2020-21, as measured by Biology I EOC exam.</p> <ul style="list-style-type: none"> ELL On Track (Growth to Target) will increase from 22% in 2018-19 to 25% in 2020-21, as measured by WIDA. 			<p>462035 Science \$2,000</p> <p>462037 ELA \$3,000</p> <p>42115 CTE \$1,000</p> <p>42101 462564 B - 3006 700 Student Planners \$3,485</p> <p>B - 3502 Ascend Math, Symphony Math & Reading Plus \$17,000</p>	
Initiative 4 Enabling Activity 7	Staff and Student Outcomes	School Monitoring (con't.)	Complex Monitoring (con't.)	Source of Funds	
<p>EA 7. College and Career Readiness</p> <p>WHS will prepare all students for post high school success.</p> <p>Action Steps:</p> <p>a. Leadership and teachers/staff will provide students with multiple systems of support (e.g. tutoring, MVA, Migrant Ed, dedicated academy counselors).</p> <p>b. Freshmen students will participate in a Career Fair.</p> <p>c. Leadership and teachers/staff will provide students with opportunities to take face-to-face Early College Classes that are aligned with Pathways.</p> <p>d. All junior/senior students will have the opportunity to participate in Life After High School events.</p> <p>e. Leadership and teachers/staff will provide parents with multiple</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All teachers will provide their students with opportunities for tutoring at least once a week. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> All freshmen students will participate in a Career Fair. All junior/senior students will participate in Life After High School events. All senior students will participate in an Interview Skills and Communication course. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> Parent Involvement/Engagement will increase from 58% in 2018-19 to 62% in 2020-21, as 	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input checked="" type="checkbox"/> WSF 42101 A1 - 2721 AVID PPT - 5 hrs per wk x 30 wks = 150 x \$13.88 \$2,082</p> <p>A1 - 2744 Evening Tutors at LRC - 3 PTTs x 5 hrs per wk x 40 wks = 600 hrs x \$22.43 \$13,458</p> <p><input checked="" type="checkbox"/> WSF A1 - 2741 Tech PTT 17 hrs per week x 40 wks = 680 hr x \$20.67</p>	<p><input checked="" type="checkbox"/> Title I 18935 B - 3301 10 Food & Refreshments for Ohana Events x \$150 \$1,500</p> <p>B - 3401 Supplies for Ohana Events including paper goods \$540</p> <p><input checked="" type="checkbox"/> WSF 42107 A1 - 2744 Summer Bridge 2 PTTs x 4 hrs/day c 11 days = 88 hrs x \$22.43</p>

<p>opportunities to support their child through high school and post high school via events and workshops (e.g. Scholarship Night, Homework Help, FAFSA Night, tutoring, IC, Social Media, GCR, PTP). (WASC CA #1)</p> <p>f. Senior students will participate in an Interview Skills and Communication course.</p> <p>(SW4, SW7)</p>	<p>measured by the School Quality Survey.</p> <ul style="list-style-type: none"> On-time Graduation will increase from 84% in 2018-19 to 86% in 2020-21. 			<p>\$14,056</p> <p>42102 A1 - 2744 ELL PTT - 17 hrs per wk x 40 wks = 680 hrs \$15,253</p> <p>A1- 2769 3 Sub days for ELL to attend KCA meetings & workshops \$535</p> <p>A1 - 2744 ELL Interpreters for 10 NEP students x 4 hrs per = 40 hrs \$897</p> <p>42104 A1 - 2741 PCNC 145 hrs x \$20.67 \$2,997</p> <p>42101 462564 B - 2901 Early College \$24,000</p> <p>462564 B - 3006 Life After High \$500</p>	<p>\$1,974</p> <p>B - 4801 Buses for Summer Bridge \$600</p> <p>B - 3006 Supplies for Summer Bridge \$300</p> <p>42101 462564 B - 3502 Student Interview and communication course and certification \$1,200</p>
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Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school’s collective work, expand capacity to improve, and continuously advance student learning. The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the Pipeline of Emerging Ideas.

Section 5: PIPELINE OF EMERGING IDEAS	
School Ideas for Innovation and Pilot Projects	Conditions for Success
<p>In order to allow our students authentic learning experiences, we would like to hold classes off campus at actual work sites, such as seed companies, Kauai Veterans Memorial Hospital, Clinical Labs, and Kauai Care Home.</p> <p>These authentic learning experiences would align with our existing and/or proposed CTE pathways.</p>	<ul style="list-style-type: none"> • We would need a memorandum of understanding (MOU) with community and business partners to provide learning sites and expertise (teachers). • We would need additional funding to support collaboration with these community partners. • We would need student transportation to the learning sites.
<p>In order to increase student engagement, we would like to collaborate more with our middle school to align Waimea Canyon MS elective classes with our high school pathway options.</p>	<ul style="list-style-type: none"> • To do this, we would need continuous dedicated articulation time with the middle school. • We would need additional funding to support collaboration with the middle school.



Carrie Sato Leoiki <10014628@k12.hi.us>

Re: Waimea High AcFinPlan Ready for CAS Approval

Bill Arakaki <bill.arakaki@k12.hi.us>

Fri, Jun 5, 2020 at 1:52 PM

To: Gail Nakaahiki <gail.nakaahiki@k12.hi.us>

Cc: Carrie Sato Leoiki <carrie.leoiki@k12.hi.us>, Mahina Anguay <mahina.anguay@k12.hi.us>

Aloha All,

Upon review of Waimea High School's SY 2020-21 Academic Plan. I am approving as of Friday, June 5. Mahalo!

On Fri, Jun 5, 2020 at 1:49 PM Gail Nakaahiki <gail.nakaahiki@k12.hi.us> wrote:

Hi ... attaching Waimea High Academic Plan for your review. Please log onto eHR and approve their FinPlan. Carrie will be sending you the FRF for your approval. Thank you

--

Gail Nakaahiki
Kauai Complex Area Business Manager
3060 Eiwa Street Room 301
Lihue, Hawaii 96766
808-274-3500
gail.nakaahiki@k12.hi.us

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William N. Arakaki
Kauai Complex Area Superintendent

Office: 808-274-3502
FAX: 808-275-3508
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Lihue, Hawaii 96766

Follow me on Twitter: @CASArakaki

KCA Mission: "Kauai Complex Area empowers and guides schools to inspire and educate children to become adaptive, innovative, contributing members of their community"

Motto: "We Care for and prepare All Students for Careers, College, and Citizenship in the 21st Century"

"Try not to be a person of success but rather try to be a person of value." "Only a life lived for others is a life worthwhile."
Albert Einstein

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