



Kapolei Middle School Academic Plan SY 2025-2026

91-5335 Kapolei Parkway
(808) 693-7025
www.kapoleimid.k12.hi.us

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

| Submitted by Principal: Daryl Agena | |
|---|------------|
|  | 03/13/2025 |

| Approved by Complex Area Superintendent: Sean Tajima | |
|---|-----------------------------|
|  [Insert signature] | 03/17/2025 [Insert date] |



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

VIALE QUALITY CURRICULUM

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

Please utilize the dropdown list to select the comprehensive instructional program(s) being used, and specify the grade level(s) or course name. If “Other” is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

| Grade Level(s)/Course Name | English Language Arts | Mathematics | Science | Social Studies |
|----------------------------|---------------------------------------|-----------------------------|---------|----------------|
| 6th Grade | '20 Into Literature ▾ | HMH Into Math ▾ | | |
| 7th Grade | '20 Into Literature ▾ | HMH Into Math ▾ | | |
| 8th Grade | '20 Into Literature ▾ | HMH Into Math ▾ | | |

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

| Grade Level(s)/Course Name | English Language Arts | Mathematics | Science | Social Studies |
|----------------------------|-----------------------|-------------|---------|----------------|
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HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☒ Panorama ☒ School-created template ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

| Grade Level(s)/Course Name | English Language Arts | Mathematics |
|----------------------------|-----------------------|-------------|
| 6th Grade | I-Ready ▾ | I-Ready ▾ |
| 7th Grade | I-Ready ▾ | I-Ready ▾ |
| 8th Grade | I-Ready ▾ | I-Ready ▾ |

IDENTIFIED SCHOOL NEEDS

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

- ☒ Current Comprehensive Needs Assessment (CNA)
- ☒ Other current assessment/self-study report: AMLE Successful Middle School Assessment
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2023

Type of Last Visit: Full Self-Study ▾

Year of Next Action: 2026

Type of Next Action: Mid-Cycle Report & Visit ▾

Year of Next Self-Study:

2029

Please identify critical student learning needs and the root/contributing cause why these needs have been prioritized.

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

Please number the student need and root/contributing cause for ease of cross-referencing.

| | |
|---|--|
| 1 | <p><u>Student Need:</u> Improve student growth in ELA, Math, and Science Proficiency</p> <p><u>Root/Contributing Cause:</u> 1A) Added support for Tier 2 and Tier 3 instruction 1B) Placements in RTI Classes 1C) Teachers familiarizing themselves with the new Viable Curriculum 1D) Analyzing student data and teacher reflection</p> |
| 2 | <p><u>Student Need:</u> Providing student learning opportunities to explore and learn about various college and career opportunities</p> |

AREA ONE
Culture and Community
Characteristic #7 Results

| Characteristic | Mean Score | Standard Deviation |
|---|------------|--------------------|
| The school collaborates with community and business partners. | 5.78 | 1.71 |
| Mean scores are reported high to low. | | |

| Exemplar | Mean Score | Standard Deviation |
|---|------------|--------------------|
| 7.a: School leaders engage the community as a resource for student learning (ex: college and career exploration opportunities, tutoring or mentoring, speakers, etc.) | 6.33 | 1.30 |
| 7.b: The school partners with businesses and community agencies to support students' cultural and global awareness and expand access to resources needed to advance student learning. | 5.79 | 1.62 |
| 7.c: School staff ensure that students participate in the community as a primary source of learning (e.g., service learning, career shadowing, apprenticeships, community service). | 5.21 | 1.97 |

Green: High level of implementation; Yellow: Moderate level of implementation; Red: little or no implementation

Root/Contributing Cause:

2A) Helping teachers find resources to provide learning opportunities/experiences for our students

2B) Preparing our students with poise, confidence, charisma, soft skills, and etiquette - Workforce Readiness

3

Student Need:

Helping students feel a sense of belonging at Kapolei Middle School while assisting them to regulate their emotions and persevere through challenges.

Root/Contributing Cause:

3A) Improving our Systems of Support

3B) Instilling a sense of pride in our school and community

- Students & Parents

3C) Look over advisory lessons

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

| | |
|---|--|
| 1 | <p><u>Targeted Subgroup:</u> IDEA Students</p> <p><u>Identified Student Need(s):</u></p> <ul style="list-style-type: none">● Reading: Differentiated instruction and strategies around reading comprehension and academic vocabulary.● Writing: Differentiated instruction and strategies around grammar, mechanics, and various writing forms.● Math: Differentiated instruction and strategies with math concepts, multi-step directions, problem-solving, and comprehension.● Science: Differentiated instruction and strategies in science: addressing Comprehension, Vocabulary, and Concepts. |
| 2 | <p><u>Targeted Subgroup:</u> Multilingual Learners</p> <p><u>Identified Student Need(s):</u></p> <ul style="list-style-type: none">● Increase in English Language proficiency in speaking and writing - WIDA Access Assessment |



Priority 1 High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

| Desired Outcome <i>"What do we plan to accomplish?"</i> | Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i> | Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> | Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i> | Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i> |
|---|--|--|---|---|
| Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. | Increase ELA Proficiency by 2%. 1A, 1B, 1C, 1D | EA 1.1.2 (1) i-Ready <ul style="list-style-type: none"> Disaggregate diagnostic data Teachers evaluate progress using short adaptive assessments and adjust their lesson plans accordingly. <i>*In Charge: ELA Coach</i> EA 1.1.2 (2) RTI <ul style="list-style-type: none"> Student placement in workshop classes is based on current diagnostics, previous year's SBA results, and teacher input. <i>*In Charge: Team teachers</i> | i-Ready Diagnostic DDIC data | <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$ |

| | | | |
|---|--|--|---|
| <p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p> | <p>Increase Math Proficiency by 2%.</p> <p>1A, 1B, 1C, 1D</p> | <p>EA 1.1.2 (3) Workshop</p> <ul style="list-style-type: none"> Student placement in workshop classes is based on current diagnostics, previous year's SBA results, and teacher input. <p><i>*In Charge: Team Teachers</i></p> | <div> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$ </div> |
|---|--|--|---|

| | | | | |
|--|--|---|--|--|
| | | <p>EA 1.1.5 (5) Association for Middle-Level Education Survey</p> <ul style="list-style-type: none"> Continue aligning our school structure to the 18 characteristics and 5 attributes of a Successful Middle School <p><i>*In Charge: Administration and Coaches</i></p> <p>EA 1.1.5 (6) Aloha Assembly</p> <ul style="list-style-type: none"> Students feel a sense of belonging when transitioning to high school with a shirt and their graduation year printed. Students at Honouliuli School will receive the same shirt too. <p><i>*In Charge: Student Activities Coordinator</i></p> <p>EA 1.1.5 (7) 5th grade Visitation/Orientation</p> <ul style="list-style-type: none"> 5th-grade students from Kapolei, Ho'okele, and Barbers Point Elementary Schools will spend the day at Kapolei Middle School. <ul style="list-style-type: none"> The students will attend a welcome/informational assembly about KMS, participate in activities, take a tour of the campus, and have lunch before leaving campus <p><i>*In Charge: Student Activities Coordinator</i></p> | <p>Monitoring the areas of need by the number of partnerships with community partners and businesses</p> <p>Feedback from the students and parents at the assembly</p> <p>Feedback Survey Teachers submitting their reflections and next steps</p> <p>Student enrollment in various elective classes</p> <ul style="list-style-type: none"> SQS Panorama Survey <p>Sign-in sheet</p> | |
|--|--|---|--|--|

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|--|--|---|-----------------------------------|--|
| | | EA 1.1.5 (8) First day of school - 6th grade only <ul style="list-style-type: none"> 6th graders engage in various activities to support their transition to middle school. <i>*In Charge: SAC and teachers</i> | Teacher and student participation | |
|--|--|---|-----------------------------------|--|

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

| Desired Outcome <i>"What do we plan to accomplish?"</i> | Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i> | Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> | Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i> | Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i> |
|---|---|---|--|---|
| <p>1.2.1. All students desire to attend school regularly.</p> <p><i>Required for all schools.</i></p> | <p>Students feeling a sense of belonging and willingness to attend school daily</p> <p>3A, 3B</p> | <p>EA 1.2.1 (1) School activity Incentives to reward students based on attendance, behavior, and academic performance</p> <ul style="list-style-type: none"> • Free Dress Day • End-of-year celebrations <p><i>*In Charge: Christine Kerr-Student Activities</i></p> | <p>Online PBIS rewards</p> <p>Daily attendance</p> | <p> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input checked="" type="checkbox"/> Other:__, \$ </p> |

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| <p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p> | <p>Provide a positive school culture.</p> | <p>EA 1.2.2 (1) Warrior Points - PBIS Rewards</p> <ul style="list-style-type: none"> Reward students based on Kapolei Middle School Behavior Matix Gotcha Cards - Students recognized for positive behavior <ul style="list-style-type: none"> Student to Student, Teacher to Student <ul style="list-style-type: none"> Be Respectful Be Responsible Be Safe <p><i>*In Charge: Student Activities Coordinator</i></p> <p>EA 1.2.2 (2) Student incentives based on the following:</p> <ul style="list-style-type: none"> Attendance Behavior Academics i-Ready Reward Coupons - students complete three lessons <ul style="list-style-type: none"> Rewards could include the following: <ul style="list-style-type: none"> Student Suggestions Student Wellness Activities Nintendo Switch Room SBA Results <p><i>*In Charge: Leadership Team, Team Teachers</i></p> <p>EA 1.2.2 (3) Advisory Ambassadors</p> <ul style="list-style-type: none"> Two student representatives (one nominated by peers, one selected by the teacher) from each Advisory class Advisory Ambassadors meet once a month to address student concerns, school improvement, and to provide student voice. | <p>Monitored through PBIS online rewards tracker</p> <p>Improvement through attendance, behavior, and course grade data</p> <p>Advisory Ambassadors meeting agendas</p> <p>SQS student survey</p> <p>Panorama Survey</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input checked="" type="checkbox"/> Other:__, \$ |
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| | | <p><i>*In Charge: Christine Kerr – Student Activities Coordinator, Sarah Iverson, Kristy Markham, & Keli Silva – Instructional Coaches, Kristine Lindstrom – Math Department Head, Charlene Pimentel – Registrar</i></p> <p>EA 1.2.2 (4) Student Wellness Days</p> <ul style="list-style-type: none"> • Incentive for students during SBA testing • Students select and participate in sessions facilitated by teachers (i.e., basketball, movie room, craft making). • Types of wellness sessions are based on student feedback from the Advisory Ambassadors. <p><i>*In Charge: Sarah Iverson, Keli Silva, Kristy Markham – Instructional Coaches</i></p> | <p>Survey teachers for feedback on how wellness day went.</p> <p>Survey students for input on how wellness day went.</p> | |
| <p>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p> <p><i>Required for all schools.</i></p> | <p>To build students’ cultural awareness.</p> | <p>EA 1.2.3 (1) Hawaiian Cultural Competency: Partnering with Kaiapuni</p> <ul style="list-style-type: none"> • Kaiapuni Kumu and students can be accessed as resources to support this initiative <p><i>*In Charge: Team Teachers</i></p> <p>EA 1.2.3 (2) Hawaiian Cultural Competency: Incorporating HĀ into all classes</p> <ul style="list-style-type: none"> • Kaiapuni Partnership • Knowledge, skills, and strategies to incorporate Hawaiian culture into curriculum <p><i>*In Charge: FOL Group – Instruction</i></p> | <p>Collaboration between the two schools</p> <p>Sharing of teacher-created lessons and student work.</p> | <p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p> |

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

| Desired Outcome <i>"What do we plan to accomplish?"</i> | Root/Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i> | Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> | Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i> | Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i> |
|--|---|---|--|--|
| <p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p> | <p>3A: Help teachers find resources in order to provide our students with learning opportunities to explore and learn about various college and career possibilities.</p> | <p>EA 1.3.1 (1) Build and strengthen community and business partnerships.</p> <ul style="list-style-type: none"> • Guest Speakers • Field Trips • Faculty Externships (Waiver Days) • Students applying their knowledge beyond the classroom (Relevancy) • Student learning opportunities to explore various careers <p><i>*In Charge: Administration, Coaches, and Teachers</i></p> <p>EA 1.3.1 (2) Career Fair</p> <ul style="list-style-type: none"> • Introducing students to various colleges and careers <p><i>*In Charge: Administration, Coaches, and Workforce Development DRT</i></p> | <p>Field Trip forms</p> <p>ClimbHI Bridge participation</p> <p>Waiver Day agendas</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input checked="" type="checkbox"/> Other: __, \$ |

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|---|--|---|------------------------------|---|
| <p>K-12 Alignment</p> <p>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.</p> | <p>Preparing our students with career-ready skills to be global citizens</p> | <p>EA 1.3.2 (1) The Amazing Shake</p> <ul style="list-style-type: none"> Teaching our students manners, discipline, respect, and how to conduct themselves in a professional environment <p><i>*In Charge: Administration, Stormy Dodge-Teacher in charge</i></p> | <p>Student Participation</p> | <p> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input checked="" type="checkbox"/> Other:__, \$ </p> |
|---|--|---|------------------------------|---|



Priority 2

High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

| Desired Outcome <i>"What do we plan to accomplish?"</i> | Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i> | Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> | Monitoring of Progress <i>"How will we know progress is being made?"</i> | Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i> |
|--|--|---|--|--|
| 2.1.2 KMS staff receive professional development to support high quality education for all students. | KMS will be implementing a viable identified curriculum to support ELA and Math. | EA 2.1.2 (1) Viable Curriculum <ul style="list-style-type: none"> Provide teachers with support, training, and articulation time to implement new ELA and Math curricula. <i>*In Charge: Coaches and Department Heads</i> | <p>Teachers analyze summative assessments through the Data Driven Instructional Cycle process to adjust their curriculum.</p> <p>Teacher participation</p> | <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input checked="" type="checkbox"/> Other:____, \$ |

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|--|--|---|--|--|
| | | <p>EA 2.1.2 (2) Waiver Days</p> <ul style="list-style-type: none"> • Department Articulation Time • Externships with community/business partners • Professional Development <p><i>*In Charge: Administration and Coaches</i></p> | <p>Waiver Day Survey results</p> <p>Department Meeting Minutes</p> <p>DDIC Data Template</p> | |
| | | <p>EA 2.1.2 (3) Learning Walks - Waiver Day</p> <ul style="list-style-type: none"> • Teachers will participate in Learning Walks once a semester. They will observe classrooms on campus or at other schools and reflect on their practice and how they can improve. <p><i>*In Charge: Administration and Coaches</i></p> | <p>Feedback Survey</p> | |
| | | <p>EA 2.1.2 (4) Professional Development</p> <ul style="list-style-type: none"> • Provide teachers with opportunities for professional development locally or nationally. <p><i>*In Charge: Administration and Coaches</i></p> | <p>Attendance at Conferences</p> | |



Priority 3

Effective and Efficient Operations At All Levels

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

| Desired Outcome <i>"What do we plan to accomplish?"</i> | Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i> | Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> | Monitoring of Progress <i>"How will we know progress is being made?"</i> | Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i> |
|--|--|---|--|---|
| 3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i> | To ensure equity amongst all stakeholders represented at meetings. | EA 3.3.1 (1) Quarterly meetings to address concerns, share data, and strengthen our school community. <i>*In Charge: Daryl Akena-Principal</i> | Meeting Minutes Meeting Agenda | <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input checked="" type="checkbox"/> Other:____, \$ |

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

[illegible]

★ Other Systems of Support

| Desired Outcome <i>"What do we plan to accomplish?"</i> | Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i> | Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> | Monitoring of Progress <i>"How will we know progress is being made?"</i> | Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i> |
|--|---|---|--|---|
| <p>Strengthen schoolwide instructional process in order to support all students.</p> | <p>To ensure teachers are aligned and calibrated with their instructional strategies.</p> | <p>EA 2.1 (1) BERC Learning Walks</p> <ul style="list-style-type: none"> Teachers will align their instructional strategies to neuroscientific research. Learning Walks will take place during school days and Waiver Days. <p><i>*In Charge: Administration and Coaches</i></p> | <p>Administrators, coaches, and teachers will conduct Learning Walks to reflect on their practice and make improvements.</p> | <p> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input checked="" type="checkbox"/> Other: __, \$ </p> |

APPENDIX A: SCHOOL BELL SCHEDULE

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

This section showcases Kapolei Middle School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year (*Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours*)

1098

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

SCC Waiver Request has been submitted. Please refer to this [link](#).

Bell Schedule: Kapolei Middle School [Bell Schedule](#)