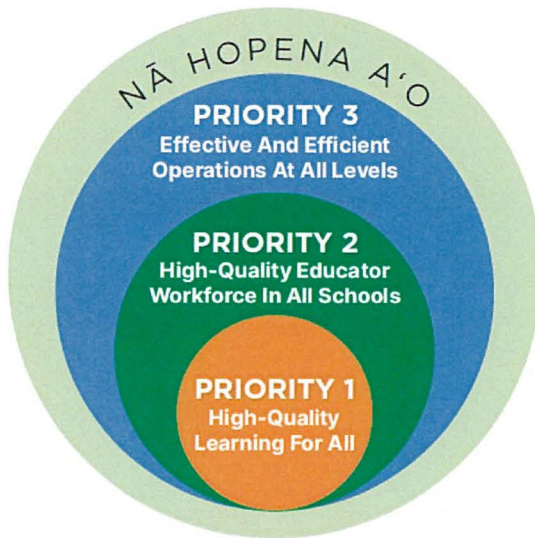


MAR 18 2026

LEEWARD DISTRICT OFFICE



Kapolei Middle School and Ke Kula Kaiapuni 'o Kapolei Academic Plan SY 2026-2027

91-5335 Kapolei Parkway
Kapolei, Hawaii 96707
(808) 509-1800
www.kapoleimid.k12.hi.us

- ☒ Non-Title I School ☐ Title I School ☐ Kaiapuni **A** School (100% Self-Contained) ☐ Kaiapuni **B** Program (Shared School Site >=50%) ☒ Kaiapuni **C** Program (Shared School Site <50%)

Submitted by Principal Daryl Agena	
	March 12, 2026

Approved by Complex Area Superintendent Jon Henry Lee	
	3/19/24

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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 for 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.

Comprehensive Instructional Programs: English-Medium Program

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

Comprehensive Instructional Programs: **Hawaiian-Medium Program**

Grade Level(s)/ Course Name	Hawaiian Language Arts (PM-P12)	Kaiapuni ELA (P5-P12)	Mathematics	Science	Social Studies
7th	Teacher Created ▾	Teacher Created ▾	Teacher Created ▾	Teacher Created ▾	Teacher Created ▾
8th	Teacher Created ▾	Teacher Created ▾	Teacher Created ▾	Teacher Created ▾	Teacher Created ▾

Please list all **supplementary instructional materials** used to 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.

Supplementary Instructional Materials: English-Medium Program				
Grade Level(s)/ Course Name	English Language Arts (ELA)	Mathematics	Science	Social Studies
6th - 8th Grade	i-Ready, Khan Academy	i-Ready, Khan Academy, Manipulatives	Gizmos, Generation Genius	NewsELA, iCivics
SPED/EL (6th-8th Grade)	Flashlight Learning (ML program), leveled readers, sentence frames.	Manipulatives, virtual simulations, bilingual glossaries.	Generation Genius, visual diagrams, scaffolded lab guides, and vocabulary word walls.	Annotated maps, abridged primary sources, guided notes.

Supplementary Instructional Materials: Hawaiian-Medium Program					
Grade Level(s)/ Course Name	Hawaiian Language Arts (PM-P12)	Kaipuni ELA (P5-P12)	Mathematics	Science	Social Studies
7th - 8th Grade	Teacher-created Hawaiian texts and mo'olelo Leveled Hawaiian reading passages Academic Hawaiian vocabulary lists Writing frames and exemplars in Hawaiian Oral language discussion protocols	i-Ready, Khan Academy Leveled English reading passages Academic Hawaiian vocabulary lists Writing frames and exemplars in Hawaiian Oral language discussion protocols	Hawaiian math vocabulary supports Teacher-created word problems in Hawaiian Visual models and manipulatives Student explanation templates (oral and written)	Teacher-created science texts in Hawaiian Vocabulary scaffolds and diagrams Guided lab prompts written in Hawaiian	Primary source excerpts translated or composed in Hawaiian Teacher-created informational texts Graphic organizers in Hawaiian

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 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.

Screening And Progress Monitoring Assessments: English-Medium Program		
Grade Level(s)/ Course Name	English Language Arts (ELA)	Mathematics
Grade 6th-8th	I-Ready ▾	I-Ready ▾

Screening And Progress Monitoring Assessments: Hawaiian-Medium Program			
Grade Level(s)/ Course Name	Hawaiian Language Arts (PM-P12)	Kaiapuni ELA (P5-P12)	Mathematics
7th - 8th Grade	Loiloi Heluhelu is a teacher-created formative and summative reading assessment used in the Hawaiian Medium Program to monitor student progress in Hawaiian language literacy. The assessment measures students' ability to read Hawaiian texts accurately, demonstrate comprehension, analyze meaning, and respond using academic Hawaiian. Texts include Hawaiian mo'olelo, informational texts, and culturally relevant content. Results from Loiloi Heluhelu are used regularly to guide instruction, identify students needing additional support, and monitor growth over time across Tier 1, Tier 2, and Tier 3 supports.	I-Ready ▾	Teacher Created ▾

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.

HMTSS: English-Medium Program	HMTSS: Hawaiian-Medium Program
☒ Panorama ☒ School-created template ☐ Other:	☒ Panorama ☐ School-created template ☒ Other: Loiloi Heluhelu

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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 CNA
- ☒ Other current assessment/self-study report: STAR Data Collection (BERC)
- ☒ 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	Student Need: ▾ Improve student growth in ELA, Math, and Science Proficiency Root/Contributing Cause: 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
2	Student Need: ▾ Providing student learning opportunities to explore and learn about various college and career opportunities 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 in regulating their emotions and persevering through challenges. Root/Contributing Cause: 3A) Improving the school's Multi-Tiered System of Support (HMTSS). 3B) Providing Collaborative Learning Opportunities • Continue providing Intramural activities for students to maximize participation, inclusion, and community • Learning Partners/Group (BERC) • Teaming/Advisory (Berckmeyer)
4	Kaipuni Student Need: ▾ 4A) Improve students' reading comprehension, writing proficiency, and academic language use in Hawaiian across content areas in grades 7 and 8. Root/Contributing Cause: • Limited availability of standardized Hawaiian-medium assessments requires reliance on teacher-created tools

- Students enter middle school with varying levels of Hawaiian language exposure and literacy development

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	Targeted Subgroup: ▾ IDEA (Special Education) Identified Student Need(s): Students require specialized Tier 2 & 3 support and modified instructional environments (RTI/Workshop) to improve proficiency in ELA and Math and ensure successful transitions to high school.
2	Targeted Subgroup: ▾ Multilingual Learners (ELL/ML) Identified Student Need(s): Students need targeted support in academic language development, specifically in speaking and writing across content areas, facilitated by programs like Flashlight Learning.
3	Kaiapuni Targeted Subgroup: ▾ Hawaiian Medium Program students in grades 7 and 8. Identified Student Need(s): Kaiapuni is a programmatic subgroup with distinct linguistic needs, not a deficit group. Students require continued development in reading comprehension, academic writing, and higher-order thinking skills in Hawaiian to prepare for high school coursework and future academic success.



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>
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While English-medium reading proficiency is measured through i-Ready, the Hawaiian Medium Program measures reading proficiency through Loiloi Heluhelu, writing samples, and oral language performance. Data from these measures are used to determine Tier 1 instruction, Tier 2 small-group intervention, and Tier 3 individualized support within the Hawaiian immersion context.	HAWAIIAN-MEDIUM PROGRAM 1A, 1B, 4A	Loiloi Heluhelu is a teacher-created formative and summative reading assessment used in the Hawaiian Medium Program to monitor student progress in Hawaiian language literacy. The assessment measures students' ability to read Hawaiian texts accurately, demonstrate comprehension, analyze meaning, and respond using academic Hawaiian. Texts include Hawaiian mo'olelo, informational texts, and culturally relevant content. Results from Loiloi Heluhelu are used regularly to guide instruction, identify students who need additional support, and monitor growth over time across Tier 1, Tier 2, and Tier 3 supports.	Loiloi Heluhelu	
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Mathematics Proficiency 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.	Increase Math Proficiency by 2%. 1A, 1B, 1C, 1D	EA 1.1.3 (1) i-Ready - Disaggregate diagnostic data - Teachers evaluate progress using short adaptive assessments and adjust their lesson plans accordingly. - Department/Team Articulation <i>*In Charge: Coaches & Math Dept.</i> EA 1.1.3 (2) RTI - Student ("yellow"/Tier 2) placement in RTI classes based on current diagnostics, previous-year SBA results, and teacher input. - Department/Team Articulation <i>*In Charge: Coaches & Math Dept.</i> <i>(MLSP #1 - Know)</i> EA 1.1.3 (3) Workshop - Student ("red"/Tier 3) placement in workshop classes based on current diagnostics, previous-year SBA results, and teacher input. - Department Articulation <i>*In Charge: Team Teachers</i> <i>(MLSP #1 - Know)</i> EA 1.1.3 (4) SMC - Student(s) failing their core class(es) despite academic & behavior interventions <i>*In Charge: Alternative Learning Program Teacher & Counselors</i> <i>(MLSP #1 - Know)</i> EA 1.1.3 (5) Credit Recovery (School Year & Summer) - Student(s) who failed core classes the previous year, but still have a chance to stay on track and graduate with their peers.	i-Ready Diagnostic Khan Academy DDIC data Department Meetings Team Meetings Monitoring of improvement in grades and credit recovery Edgenuity Monitoring of improvement in grades and credit recovery Edgenuity	☒ WSF, \$ ☐ Title I, \$ ☒ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☒ Homeless, \$ ☒ Grant: DODEA, \$ ☒ Other:__, \$
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		<i>*In Charge: Alternative Learning Program Teacher & Counselors</i>		
Mathematics Proficiency 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. Mathematical reasoning is assessed through Hawaiian-language explanation, not just numerical accuracy.	HAWAIIAN-MEDIUM PROGRAM 1A, 1B, 4A	Teacher-Created Kaiapuni Mathematics Assessments Teacher-created assessments are used to monitor student understanding of mathematical concepts delivered in Hawaiian. Assessments focus on conceptual understanding, academic Hawaiian math vocabulary, and students' ability to explain their reasoning orally and in writing.		

1.1.4b All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	To meet the learning needs of every student and meet grade and content level standards. 1A, 1B, 1C, 1D, 3B	EA 1.1.4b (1) Multi-tiered student support to improve ALL student achievement. Focus on Tier 2 instruction for ELA and Math (DODEA Grant) • PTTs will work with Tier 2 students (IDEA/Gen. Ed.) to support the ELA and Math Teachers in working with Tier 3 students (IDEA/Gen. Ed.). • Additional support for IDEA and ELL students <i>*In Charge: Administration, Coaches, and teachers (MLSP #1 - Know)</i> EA 1.1.4b (2) Flashlight Learning (Multilingual Learner program) • An online program focusing on teaching ML students speaking and writing in various content areas <i>*In Charge: ELL Teacher</i> EA 1.1.4b (3) Alternative Learning Program - Credit Recovery (CR), Special Motivation Class (SMC), Comprehensive School Alienation Program (CSAP) • Class environment to provide a supportive and nurturing environment, helping students grow, thrive, overcome challenges, and rise above adversity to succeed • Edgenuity - Credit Recovery <i>*In Charge: Alternative Learning Program Teacher & Counselors (MLSP #1 - Know)</i> EA 1.1.4b (4) Credit Recovery - Summer School <i>*In Charge: Summer School Teachers & Director</i>	Monitor the tiered upward movement of all students Department Meetings Team Meetings DDIC data Monitor student progress through pre- and post-assessments Students moving downward in the tiered support of all students Monitoring of improvement in grades and credit recovery Assessments Teacher Grades Edgenuity	☒ WSF, \$ ☐ Title I, \$ ☒ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: DODEA, \$ ☒ Other:__, \$
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	HAWAIIAN-MEDIUM PROGRAM 4A	The Hawaiian Medium Program documents HMTSS interventions using Panorama and school-created data tracking tools. Student supports are informed by Loiloi Heluhelu results, writing samples, oral language performance, and classroom-based assessments. Teachers collaborate regularly to review data, determine appropriate tiered supports, and adjust instruction to meet student needs while maintaining Hawaiian language immersion and cultural integrity. Tiered supports in the Hawaiian Medium Program emphasize early identification, relationship-based intervention, and language-rich instruction. Tier 1 supports include differentiated instruction, vocabulary scaffolding, and oral rehearsal embedded in daily lessons. Tier 2 supports focus on small-group instruction targeting reading comprehension, writing development, and academic language structures in Hawaiian. Tier 3 supports are individualized and may include modified texts, increased conferencing, and collaboration with support staff, while maintaining the integrity of immersion and cultural relevance.	Panorama Survey	
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	Promote a positive transitional experience for students transferring to and from Kapolei Middle School. 3A, 3B	EA 1.1.5 (1) Transition meetings between schools - Kapolei Middle School SPED teachers, DH, and SSC will meet with the elementary feeder schools to discuss student plans for transitioning to middle school. - Kapolei Middle School SPED teachers, DH, and SSC will meet with Kapolei High School to discuss student plans for transitioning to high school. <i>*In Charge: SPED DH, SSC, SPED Teachers</i> <i>(MLSP #6 - Support)</i> EA 1.1.5 (2) Summer Bridge program for incoming 6th graders - Summer program designed to introduce incoming 6th graders to ELA, Math, and Enrichment (STEAM/Art) classes at Kapolei Middle School. <i>*In Charge: Summer School Teachers & Director</i> <i>(MLSP #6 - Support)</i> EA 1.1.5 (3) Meet & Greet - Parent and student supply drop-off. - Parents can meet all six of their child's teachers. <i>*In Charge: Curriculum and Instructional Coaches</i> EA 1.1.5 (4) Welcome Back Assembly - The assembly to welcome all students to Kapolei Middle School. - Behavior expectations, rules, activities, and entertainment are provided at this event. <i>*In Charge: Student Activities Coordinator</i> <i>(MLSP #6 - Support)</i>	Meeting Minutes/Agendas SQS Survey Results IEP, Peer Review, 504 Meetings Enrollment in Summer Program SQS Survey from Students and Parents Attendance numbers from the Meet & Greet SQS Student Survey Input from the student council	☒ WSF, \$ ☐ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other:Uplink, \$
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		EA 1.1.5 (6) Aloha Assembly - Students feel a sense of belonging when transitioning to high school, wearing a shirt with their graduation year printed on it. Students at Honouliuli School will receive the same shirt too. <i>*In Charge: Student Activities Coordinator</i> EA 1.1.5 (7) 5th grade Visitation/Orientation 5th-grade students from Kapolei, Ho’okele, and Barbers Point Elementary Schools will spend the day at Kapolei Middle School. - 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. - Transportation <i>*In Charge: Student Activities Coordinator (MLSP #6 - Support)</i> EA 1.1.5 (8) First day of school - 6th grade and new students only - All new students to our school engage in various activities to support their transition to middle school. <i>*In Charge: SAC and teachers (MLSP #6 - Support)</i>	Feedback from the students and parents at the assembly Feedback Survey Teachers submitting their reflections and next steps Student enrollment in various elective classes - SQS - Panorama Survey Sign-in sheet Teacher and student participation	
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		EA 1.1.5 (9) New students throughout the school year Student Council students assist in welcoming new students to Kapolei Middle School by meeting them on their first day and giving them a tour of the campus. <i>*In Charge: SAC and Registrar</i> (MLSP #6 - Support)	Teacher and student participation	
	HAWAIIAN-MEDIUM PROGRAM 2B, 3B	Hawaiian Medium students are supported through intentional transitions that honor language continuity, relationships, and cultural familiarity. Kumu engage in articulation conversations with feeder Kaiapuni schools to understand students' Hawaiian language proficiency, learning styles, and social-emotional needs before entry into middle school. Transition supports include relationship-building activities, 'ike kūpuna-based discussions, and explicit instruction in academic Hawaiian expectations at the middle school level. As students prepare to transition to high school, emphasis is placed on oral presentation, academic writing, self-advocacy in Hawaiian, and confidence in navigating new academic environments while maintaining Hawaiian language identity.		

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

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	Students feel a sense of belonging and are willing to attend school daily. 3A, 3B	EA 1.2.1 (1) School activity: Incentives to reward students based on attendance, behavior, and academic performance • Free Dress Day • Early release from class (extended recess, lunch) ◦ Passes given for Honor Roll/Principal's List, Brag Tags, etc. • End-of-year celebrations • Nintendo Switch Room • Dugout <i>*In Charge: Christine Kerr-Student Activities</i> EA 1.2.1 (2) Alternative Learning Program - Credit Recovery (CR), Special Motivation Class (SMC), Comprehensive School Alienation Program (CSAP) • Class environment to provide a supportive and nurturing environment, helping students grow, thrive, overcome challenges, and rise above adversity to succeed • Edgenuity - Credit Recovery <i>*In Charge: Alternative Learning Program Teacher & Counselors</i> <i>(MLSP #1 - Know)</i>	Online PBIS rewards Daily attendance Panorama Survey Improvement in attendance (Infinite Campus) Monitoring of improvement in grades and credit recovery Edgenuity	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other: James Campbell Co., \$

	HAWAIIAN-MEDIUM PROGRAM	Hawaiian Medium students experience a culturally affirming learning environment that strengthens identity, belonging, and attendance. Instruction delivered fully in Hawaiian, coupled with strong teacher-student relationships and culturally responsive practices, supports student engagement and regular attendance.	Panorama Attendance Data Student survey	
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1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	Provide a positive school culture. 3A, 3B	EA 1.2.2 (1) Warrior Points - PBIS Rewards - Reward students based on the Kapolei Middle School Behavior Matrix <i>*In Charge: Student Activities Coordinator</i> EA 1.2.2 (2) Student incentives based on the following: - Attendance - Behavior - Academics - i-Ready Reward - Rewards could include the following: - Student Suggestions - Student Wellness Activities - Nintendo Switch Room - SBA Results <i>*In Charge: Leadership Team, Team Teachers</i> EA 1.2.2 (3) Advisory Ambassadors - Student representatives (one nominated by peers and an alternate) from each Advisory class - Advisory Ambassadors meet once a month to address student concerns, school improvement, and to provide a student voice. <i>*In Charge: Administration</i> EA 1.2.2 (4) Student Wellness Days - 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 based on student feedback from the Advisory Ambassadors.	Monitored through the PBIS online rewards tracker Improvement through attendance, behavior, and course grade data LEI Kulia Advisory Ambassadors meeting agendas SQS student survey Panorama Survey Survey teachers for feedback on the wellness day.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: James Campbell Co., \$
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		<i>*In Charge: Sarah Iverson, Keli Silva, Kristy Markham - Instructional Coaches</i> <i>(MLSP #6 - Support)</i> EA 1.2.2 (5) ISA Sports and Intramural Activities • Intramural Sports & Activities during Advisory periods throughout the week. Developing a friendly competitive spirit and sense of belonging with our students. • A variety of after-school sports teams, aligned with our district's programs, where teams can have a friendly competition with other middle schools. <i>*In Charge: Taylor Wurth, Jay Shimoda, Team Coaches</i> <i>(MLSP #3 - CIA)</i>	Survey students for input on how wellness day went. Enrollment in activities. Survey students	
	HAWAIIAN-MEDIUM PROGRAM	Positive behavior in the Hawaiian Medium Program is fostered through culturally grounded expectations rooted in kuleana, mālama, and pilina. Students are guided to understand behavior as a reflection of personal responsibility to self, peers, kumu, and community. Classroom norms are explicitly taught and reinforced through Hawaiian language discourse, reflective conversation, and ho‘oponopono-informed practices. Teachers model and reinforce respectful communication, emotional regulation, and perseverance, supporting students in developing self-awareness and accountability.	Student Survey Panorama Survey	

1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	To build students' cultural awareness. 3B	EA 1.2.3 (1) Hawaiian Cultural Competency: Partnering with Kaiapuni - Kaiapuni Kumu and students can be accessed as resources to support this initiative <i>*In Charge: Team Teachers</i> (MLSP #3 - CIA) EA 1.2.3 (2) Hawaiian Cultural Competency: Incorporating HĀ into all classes - Kaiapuni Partnership - Knowledge, skills, and strategies to incorporate Hawaiian culture into the curriculum <i>*In Charge: FOL Group - Instruction</i> (MLSP #3 - CIA)	Collaboration between the two schools Sharing of teacher-created lessons and student work.	☒ WSF, \$ ☐ Title I, \$ ☒ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:Uplink, \$
	HAWAIIAN-MEDIUM PROGRAM	The Hawaiian Medium Program inherently embodies Nā Hopena A'o through daily use of 'ōlelo Hawai'i, 'ike kūpuna, and culturally grounded pedagogy. Students develop a strong sense of identity, responsibility, and community through language, content, and practice. Kaiapuni kumu collaborate with English-medium teachers to support schoolwide cultural competency while maintaining the integrity of immersion.		

★ **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>	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 for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	3A: Help teachers find resources to provide our students with opportunities to explore and learn about various college and career possibilities. 2A, 2B	EA 1.3.1 (1) Build and strengthen community and business partnerships. • Guest Speakers • Field Trips • Faculty Externships (Waiver Days) • Students applying their knowledge beyond the classroom (Relevancy) • Student learning opportunities to explore various careers <i>*In Charge: Administration, Coaches, and Teachers</i> <i>(MLSP #3 - CIA)</i> <i>(MLSP #5 - Lead)</i> <i>(MLSP #6 - Support)</i> EA 1.3.1 (2) Career Day • Introducing 8th-grade students to various colleges and careers <i>*In Charge: Administration, Coaches, and Workforce Development DRT</i> <i>(MLSP #3 - CIA)</i> <i>(MLSP #5 - Lead)</i> <i>(MLSP #6 - Support)</i>	Field Trip forms Amount of community volunteers Waiver Day agendas	☒ WSF, \$ ☐ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: James Campbell Co., Fundraising, \$

	HAWAIIAN-MEDIUM PROGRAM 2A, 2B	Hawaiian Medium students engage in career, community, and civic learning opportunities through culturally relevant contexts. Instruction emphasizes communication, leadership, and responsibility in Hawaiian, preparing students to participate confidently in academic, professional, and community settings. Field trips, guest speakers, and service-based learning are aligned with Hawaiian language use and values.		
K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	Preparing our students with career-ready skills to be global citizens 2A, 2B, 3B	EA 1.3.2 (1) The Amazing Shake - Teaching our students manners, discipline, respect, and how to conduct themselves in a professional environment - Participation in school, complex, and state competitions - Possible participation in the global competition in Atlanta, Georgia <i>*In Charge: Administration, Stormy Dodge, Teacher in charge</i> <i>(MLSP #3 - CIA)</i> <i>(MLSP #5 - Lead)</i> <i>(MLSP #6 - Support)</i>	Student Participation	☒ WSF, \$ ☐ Title I, \$ ☒ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$
	HAWAIIAN-MEDIUM PROGRAM 2A, 3B	The Hawaiian Medium Program supports K–12 alignment by strengthening academic proficiency in the Hawaiian language, critical thinking, and communication skills required for high school success. Students develop professional behaviors, oral presentation skills, and confidence through Hawaiian-language instruction that aligns with career readiness initiatives.		



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>	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 for enabling activities.</i>
2.1.2 All teachers are effective, will receive the necessary support to become effective	KMS will be implementing a viable identified curriculum to support ELA and Math. 1C, 1D, 2A, 3A, 3B	EA 2.1.2 (1) Viable Curriculum - Provide teachers with support, training, and articulation time to implement new ELA and Math curricula. <i>*In Charge: Coaches and Department Heads (MLSP #5 - Lead)</i> EA 2.1.2 (2) Waiver Days - Department Articulation Time - Professional Development - BERC - 4 Habits, Learning Walks, Student Learning Partners - Jack Berckmeyer - Teaming	Teachers analyze summative assessments using the Data-Driven Instructional Cycle to adjust their curriculum. Teacher participation Waiver Day Survey results Department/Team Meeting Minutes DDIC Data	☒ WSF, \$ ☐ Title I, \$ ☒ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☒ Grant:DODEA \$ ☒ Other:__, \$

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PRIORITY 2: High-Quality Educator Workforce In All Schools

		assessment calibration, and alignment across grade levels within the Kaiapuni program.		
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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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
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 Agena-Principal (MLSP #5 - Lead)</i>	Meeting Minutes Meeting Agenda	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
	HAWAIIAN-MEDIUM PROGRAM	The Hawaiian Medium Program actively engages families and community members through communication in Hawaiian and English, cultural events, and opportunities to participate in student learning. Family engagement supports student achievement, cultural continuity, and shared responsibility for student success. Participation is monitored through attendance records, surveys, and Panorama data.		

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

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
Allow family and community members to participate actively in KMS activities.	To showcase KMS students' academic achievements and performance. 2A	EA 3.3.2 (1) <u>5th-grade Math Competition</u> 5th-grade students from the Campbell-Kapolei Complex are invited to compete against each other by solving math problems (based on 5th-grade math standards) created by Kapolei Middle School's math students <i>*In Charge: Math Department Head</i> EA 3.3.2 (2) Curriculum Night <i>*In Charge: Coaches</i> EA 3.3.2 (3) Band and Choir Concerts <i>*In Charge: Christopher Smith, Band, and Kevin Morita, Choir</i>	Feeder School Participation Sign-in Sheet Feedback Survey Audience attendance	☒ WSF, \$ ☐ Title I, \$ ☒ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: Uplink, \$
	HAWAIIAN-MEDIUM PROGRAM 2A	Families and community members of the Hawaiian Medium Program are actively engaged as partners in student learning through culturally relevant events, communication, and shared responsibility. 'Ohana are invited to participate in hō'ike, presentations, cultural celebrations, and curriculum-based learning		

		opportunities that center ‘ōlelo Hawai‘i and ‘ike kūpuna. Communication with families occurs in both Hawaiian and English to ensure access and understanding. Student work is shared through performances, exhibitions, and classroom-based demonstrations that highlight language growth and cultural knowledge. Engagement is monitored through event attendance, feedback surveys, and Panorama records.		
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★ Other Systems of Support

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</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 for enabling activities.</i>
Strengthen the schoolwide instructional process in order to support all students.	To ensure teachers are aligned and calibrated with their instructional strategies.	EA 2.1 (1) BERC- 4 Habits, Learning Walks - Teachers will align their instructional strategies to neuroscientific research. - Learning Walks will take place during school days and Waiver Days. <i>*In Charge: Administration and Coaches (MLSP #7 - PL)</i>	Administrators, coaches, and teachers will conduct Learning Walks to reflect on their practice and make improvements.	☒ WSF, \$ ☐ Title I, \$ ☒ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$
	HAWAIIAN-MEDIUM PROGRAM	Instructional alignment within the Hawaiian Medium Program is supported through collaborative planning, reflection, and shared analysis of student work. Kumu engage in regular dialogue to calibrate expectations for academic use of the Hawaiian language, writing proficiency, and oral communication. Learning walks and peer observations focus on immersion fidelity, language modeling, and student engagement. Reflection on practice is grounded in 'ike Hawai'i, 'ike kūpuna, and contemporary instructional research to ensure culturally responsive and linguistically rigorous instruction.		

Develop a process for communicating with all stakeholders about the school.	Increase engagement and communication with all stakeholders	Increase internal and external communication efforts. • Marquee • Website • Social media • School Messenger ○ Email ○ Phone • Schoolwide branding	Social Media interaction numbers School Quality Survey	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$
	HAWAIIAN-MEDIUM PROGRAM	Communication within the Hawaiian Medium Program prioritizes clarity, accessibility, and cultural respect. Information is shared with students and families through multiple platforms, including school messaging systems, email, and in-person communication. When appropriate, communication is provided in Hawaiian to model language use and reinforce immersion values. Program updates, student celebrations, and important announcements are shared in ways that strengthen trust and connection between school, home, and community. The effectiveness of communication is monitored through family feedback, surveys, and engagement data.		

APPENDIX A: SCHOOL COMMUNITY COUNCIL (SCC) ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

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

The **Kapolei Middle** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **November 20 3:00 PM HST** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **March 05 3:00 PM** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Staff
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **March 05 3:00 PM**

Attested:

Kapolei Middle Principal	Signature	Date
Daryl Agena		03/05/2026
SCC Chairperson	Signature	Date
Diana Forney		03/05/2026

SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson's signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A		

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

Attested:

SCC Chairperson	Signature	Date
Diana Forney		03/05/2026

APPENDIX B: 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.**

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 <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1,098 hours/year
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☒ Yes ☐ No ☐ N/A, we meet the requirement

Kapolei Middle Bell Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
8:15 - 8:30 (15 min) Homeroom	8:15 - 8:30 (15 min) Homeroom	8:15 - 8:30 (10 min) Homeroom	8:15 - 8:30 (15 min) Homeroom	8:15 - 8:30 (15 min) Homeroom
8:30 - 8:35 (5 min) Passing	8:30 - 8:35 (5 min) Passing	8:30 - 8:35 (5 min) Passing	8:30 - 8:35 (5 min) Passing	8:30 - 8:35 (5 min) Passing
8:35 - 9:50 (75 min) Period 1	8:35 - 9:50 (75 min) Period 2	8:30 - 9:05 (35 min) Period 3	8:35 - 9:50 (75 min) Period 5	8:35 - 9:50 (75 min) Period 6
9:50 - 10:05 (15 min) Recess	9:50 - 10:05 (15 min) Recess	9:05 - 9:10 (5 min) Passing	9:50 - 10:05 (15 min) Recess	9:50 - 10:05 (15 min) Recess
10:05 - 10:10 (5 min) Passing	10:05 - 10:10 (5 min) Passing	9:10 - 9:45 (35 min) Period 4	10:05 - 10:10 (5 min) Passing	10:05 - 10:10 (5 min) Passing
10:10 - 11:25 (75 min) Period 3	10:10 - 11:25 (75 min) Period 4	9:45 - 10:00 (15 min) Recess	10:10 - 11:25 (75 min) Period 1	10:10 - 11:25 (75 min) Period 2
11:25 - 11:30 (5 min) Passing	11:25 - 11:30 (5 min) Passing	10:00 - 10:05 (5 min) Passing	11:25 - 11:30 (5 min) Passing	11:25 - 11:30 (5 min) Passing
Grade 6: Lunch	Grade 6: Lunch	10:05 - 10:40 (35 min) Period 5	Grade 6: Lunch	Grade 6: Lunch
11:30 - 12:00 (30 min) Grade 7: Advisory	11:30 - 12:00 (30 min) Grade 7: Advisory	10:40 - 10:45 (5 min) Passing	11:30 - 12:00 (30 min) Grade 7: Advisory	11:30 - 12:00 (30 min) Grade 7: Advisory
Grade 8: Advisory	Grade 8: Advisory	10:45 - 11:20 (35 min) Period 6	Grade 8: Advisory	Grade 8: Advisory
12:00 - 12:05 (5 min) Passing	12:00 - 12:05 (5 min) Passing	11:20 - 11:25 (5 min) Passing	12:00 - 12:05 (5 min) Passing	12:00 - 12:05 (5 min) Passing
Grade 6: Advisory	Grade 6: Advisory	11:20 - 11:50 (30 min) Grade 6: Lunch	Grade 6: Advisory	Grade 6: Advisory
12:05 - 12:35 (30 min) Grade 7: Lunch	12:05 - 12:35 (30 min) Grade 7: Lunch	11:25 - 11:55 (30 min) Grade 7: Lunch	12:05 - 12:35 (30 min) Grade 7: Lunch	12:05 - 12:35 (30 min) Grade 7: Lunch
Grade 8: Lunch	Grade 8: Lunch	11:55 - 12:25 (30 min) Grade 7: Lunch	Grade 8: Lunch	Grade 8: Lunch
12:35 - 12:40 (5 min) Passing	12:35 - 12:40 (5 min) Passing	12:00 - 12:35 (35 min) Grade 8: Period 1	12:35 - 12:40 (5 min) Passing	12:35 - 12:40 (5 min) Passing
12:40 - 1:10 (30 min) Grade 6: Lunch	12:40 - 1:10 (30 min) Grade 6: Lunch	12:30 - 1:05 (35 min) Grade 8: Period 1	12:40 - 1:10 (30 min) Grade 7: Lunch	12:40 - 1:10 (30 min) Grade 7: Lunch
1:10 - 1:15 (5 min) Passing	1:10 - 1:15 (5 min) Passing	12:35 - 1:05 (30 min) Grade 8: Lunch	1:10 - 1:15 (5 min) Passing	1:10 - 1:15 (5 min) Passing
1:15 - 2:30 (75 min) Period 5	1:15 - 2:30 (75 min) Period 5	1:10 - 1:45 (35 min) Period 2	1:15 - 2:30 (75 min) Period 3	1:15 - 2:30 (75 min) Period 4