



MAR 24 2026

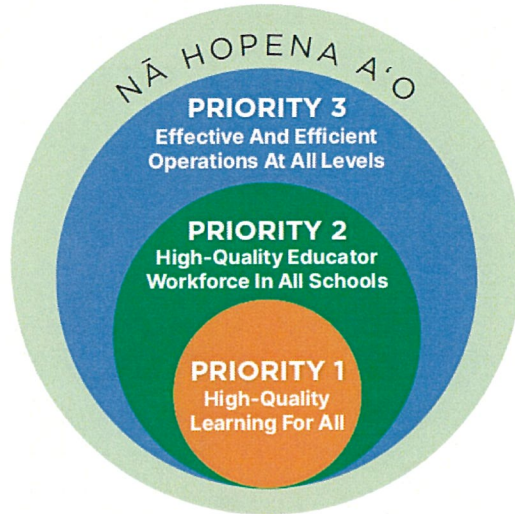
KAPOLEI HIGH SCHOOL

Academic Plan

SY 2026-2027

91-5007 Kapolei Pkwy
Kapolei, HI 96706
(808) 305-8000

<https://www.kapoleihigh.org/>



- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Wesley SHINKAWA	
	March 24, 2026

Approved by Complex Area Superintendent Jon Henry LEE	
	2/24/26

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

TABLE OF CONTENTS

VIALE QUALITY CURRICULUM.....3

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS..... 4

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS).....4

IDENTIFIED SCHOOL NEEDS.....5

PRIORITY 1.....7

 ★ GOAL 1.1.....7

 ★ GOAL 1.2..... 10

 ★ GOAL 1.3..... 12

PRIORITY 2.....14

PRIORITY 3.....15

 ★ GOAL 3.3..... 15

 ★ Family and Community Engagement..... 16

 ★ Other Systems of Support.....17

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM..... 18

APPENDIX B: BELL SCHEDULE.....21

VIABLE 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
9-12	California Expository Re... ▾	HIDOE Alg 1, Geom, Alg 2 ▾	NGSS, w/emphasis on SEP for Grades 9-12*	

* Themes persistent throughout all KHS science courses are: Matter, Energy, Environment/Systems, Force/Motion on Waves. KHS' philosophy on science courses is that disciplines are not independent of each other but overlap concepts, systems, and patterns that are part of a greater story about the physical world. All science disciplines require [SEP-Science practice](#) competencies.

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.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
9-12		IXL	NGSS EQUIP Rubric	
9-12 Literacy	Ohio Literacy Model	Ohio Literacy Model	Ohio Literacy Model	Ohio Literacy Model

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
9-12	Teacher Created ▾	Other: ▾ IXL
IDEA	STAR Enterprise ▾	STAR Enterprise ▾

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:

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:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2024

Type of Last Visit: Full Self-Study

Year of Next Action: 2027

Type of Next Action: Progress Report & Visit

Year of Next Self-Study:

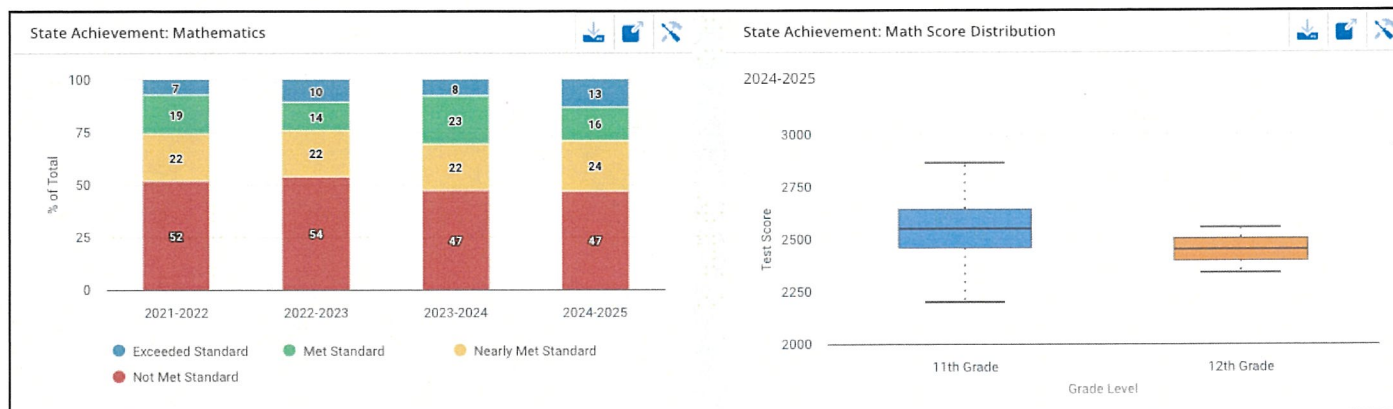
2030

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.

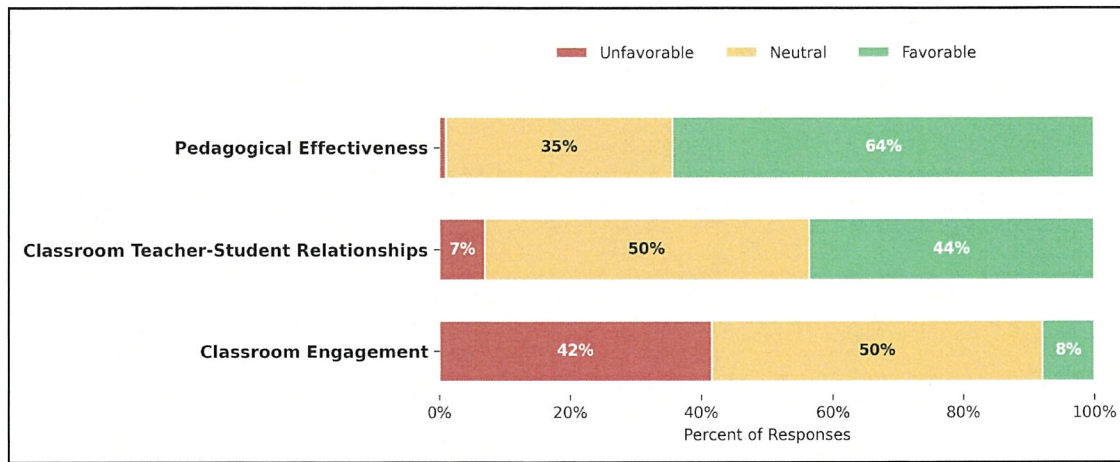
1	<u>Student Need:</u> Kapolei High students need to learn how to strengthen foundational mathematical reasoning and apply grade-level problem-solving strategies so that they can close foundational skill gaps and improve proficiency on grade-level mathematical standards. <u>Root/Contributing Cause:</u> ☒ Learning ☐ Demographic ☐ Perception ☒ Process ☒ WASC - Identified Critical Areas of Need (WGA) • WGA #1 - Although teams of teachers actively collaborate on various projects, it is essential to shift toward a standards-based framework, including the use of standards-based grading and curriculum. • WGA #3 - In 2017-2018, the Visiting Committee asked Kapolei HS to develop common formative and summative assessments in each content area; this is still a critical follow-up area and should be explored and implemented.
---	---



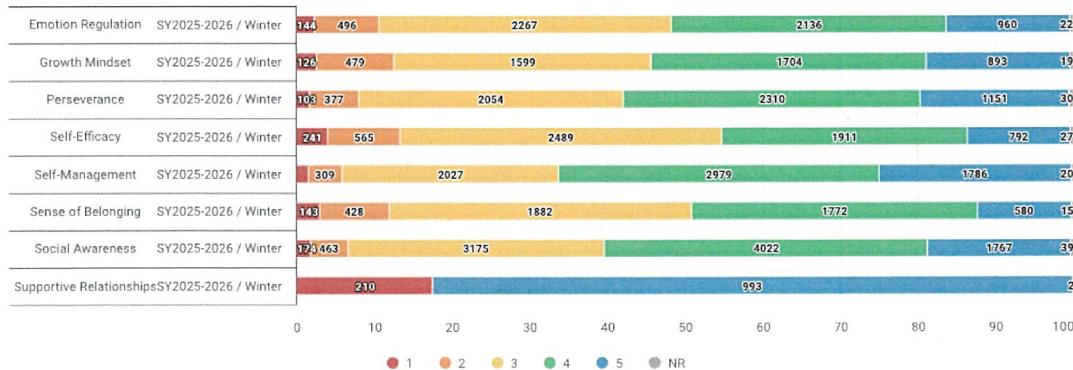
2 **Student Need:** Kapolei High students need to learn how to develop self-management, goal setting, and help-seeking skills so that they can increase regular attendance and remain engaged in learning opportunities that support academic success.

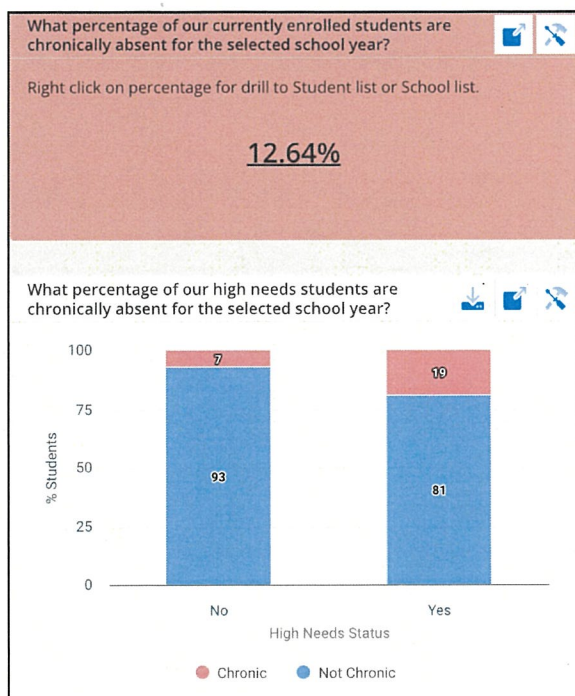
Root/Contributing Cause:

- ☒ Learning
- ☒ Demographic
- ☒ Perception
- ☒ Process
- ☒ WASC - Identified Critical Areas of Need (WGA)
 - WGA #2 - Since Kapolei has built in the Period of Non-Instruction (PONI), Kapolei should explore using a professional development cycle rooted in structured engagement strategies.
 - WGA #5 - Explore schoolwide strategies to accelerate positive recognition and continued opportunities for diverse student achievement, including college and career readiness, exemplary behavior including attendance, sense of self, and overall leadership for all student groups.



Starting with the SY2024-2025 Fall survey window the SEL survey topic Grit has been renamed to Perseverance. Prior survey windows will still be under Grit. There is also a new survey topic Supportive Relationships.



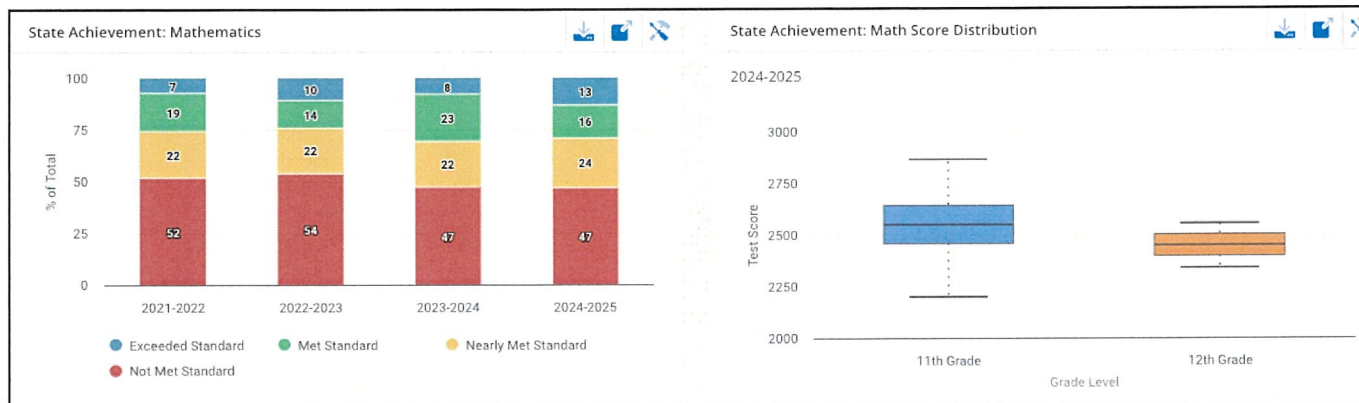
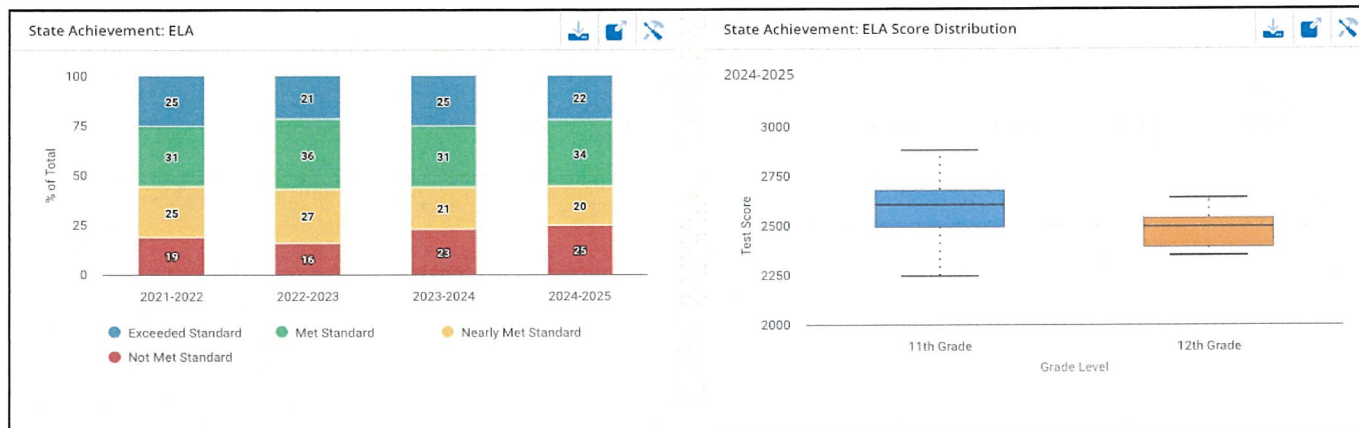


3

Student Need: Kapolei High students need to learn how to engage with grade-level texts and tasks using academic language, evidence, and critical thinking strategies so that they can access core curriculum and improve achievement outcomes across content areas.

Root/Contributing Cause:

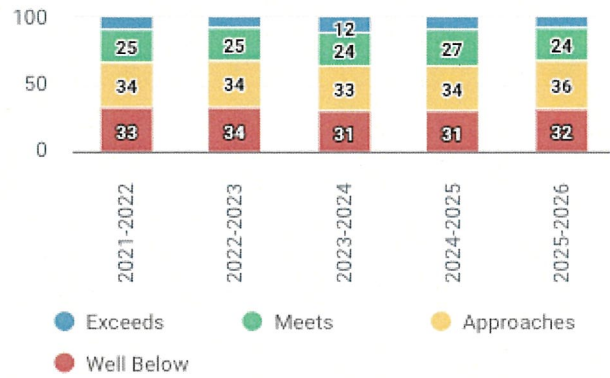
- ☒ Learning
- ☒ Demographic
- ☐ Perception
- ☒ Process
- ☒ WASC - Identified Critical Areas of Need (WGA)
 - WGA #1 - Although teams of teachers actively collaborate on various projects, it is essential to shift toward a standards-based framework, including the use of standards-based grading and curriculum.
 - WGA #3 - In 2017-2018, the Visiting Committee asked Kapolei HS to develop common formative and summative assessments in each content area; this is still a critical follow-up area and should be explored and implemented.



EOC Proficiency Percentages Biology I



Science assessments started using Next Generation Science standards in school year 2020-21.



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.

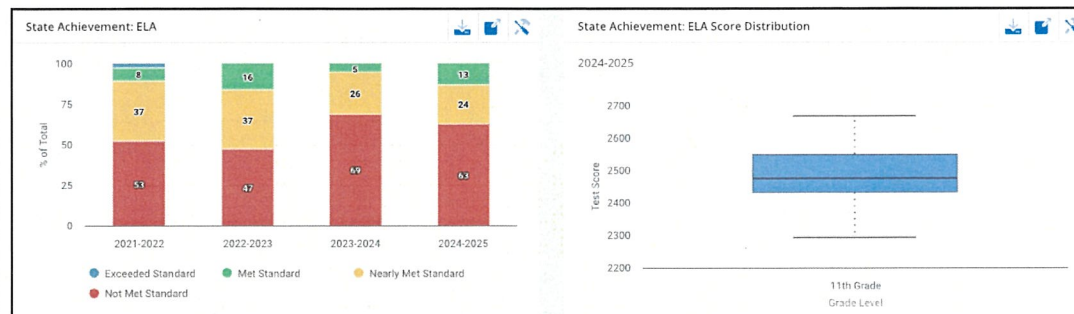
1

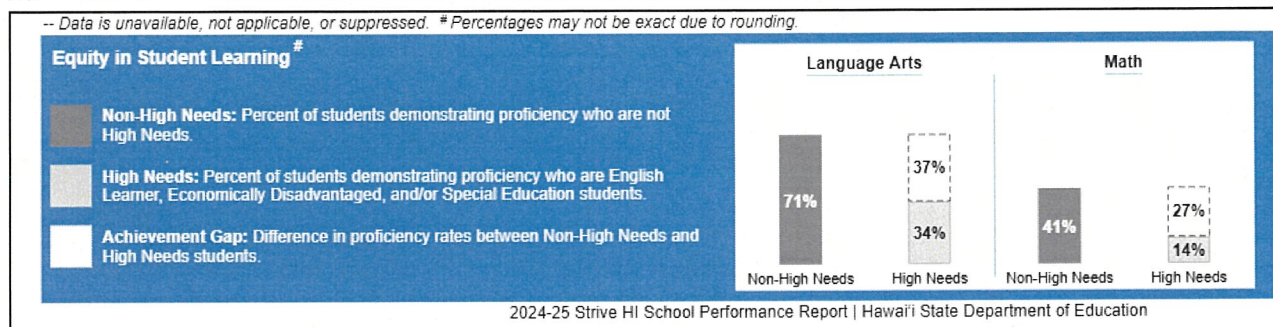
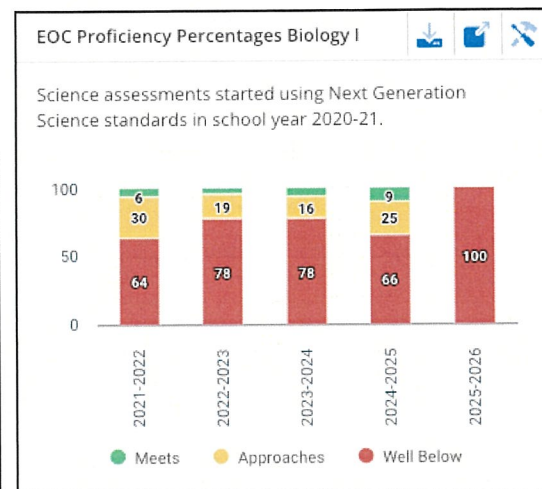
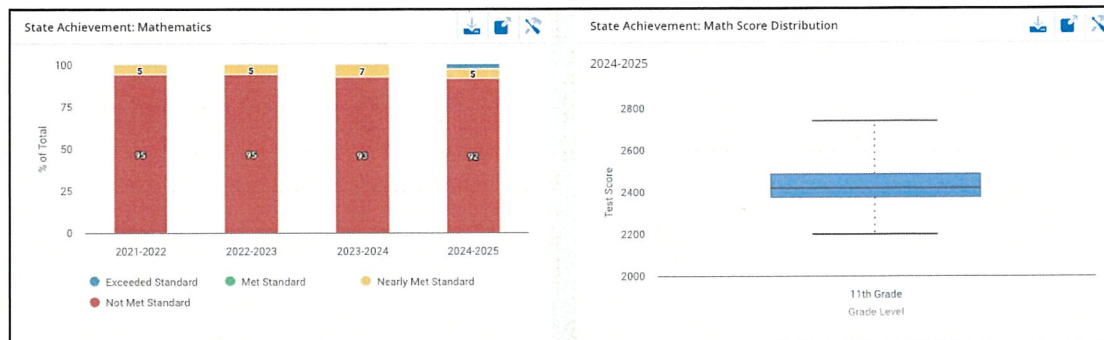
Targeted Subgroup: Special Education (SpEd)

Identified Student Need(s): Kapolei High students need to learn foundational skills in both Mathematics and English Language Arts (ELA) to bridge the significant achievement gap.

Root/Contributing Cause:

- ☒ Learning
- ☒ Demographic
- ☐ Perception
- ☒ Process
- ☒ WASC - Identified Critical Areas of Need (WGA)
 - WGA #2 - Since Kapolei has built in the Period of Non-Instruction (PONI), Kapolei should explore using a professional development cycle rooted in structured engagement strategies.
 - WGA #5 - Explore schoolwide strategies to accelerate positive recognition and continued opportunities for diverse student achievement, including college and career readiness, exemplary behavior including attendance, sense of self, and overall leadership for all student groups.





2

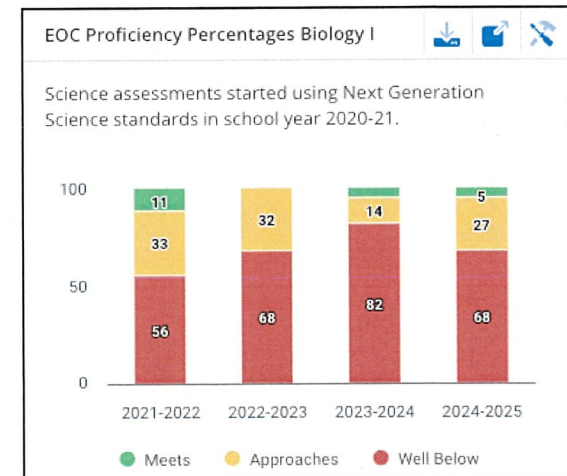
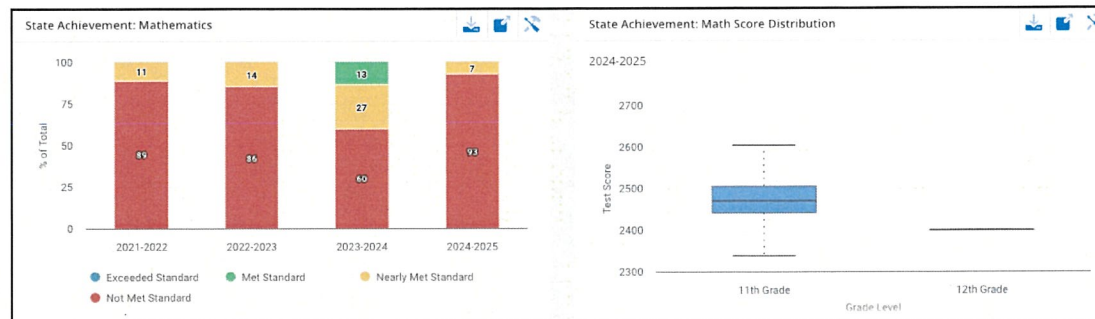
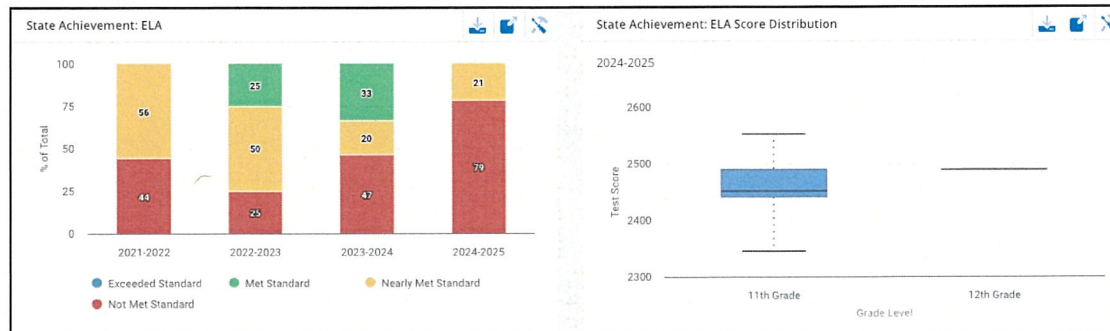
Targeted Subgroup: English Learner (EL)

Identified Student Need(s): Kapolei High students need to learn foundational skills in both Mathematics and English Language Arts (ELA) to bridge the significant achievement gap.

Root/Contributing Cause:

- ☒ Learning
- ☒ Demographic
- ☐ Perception
- ☒ Process
- ☒ WASC - Identified Critical Areas of Need (WGA)

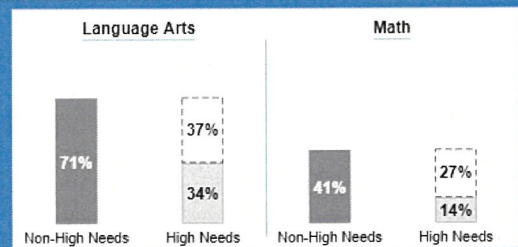
- WGA #2 - Since Kapolei has built in the Period of Non-Instruction (PONI), Kapolei should explore using a professional development cycle rooted in structured engagement strategies.
- WGA #5 - Explore schoolwide strategies to accelerate positive recognition and continued opportunities for diverse student achievement, including college and career readiness, exemplary behavior including attendance, sense of self, and overall leadership for all student groups.



-- Data is unavailable, not applicable, or suppressed. # Percentages may not be exact due to rounding.

Equity in Student Learning[#]

- Non-High Needs:** Percent of students demonstrating proficiency who are not High Needs.
- High Needs:** Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.
- Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.



2024-25 Strive HI School Performance Report | Hawai'i State Department of Education

Department Special Education, Literacy, and Math Levers, and SpEd High-Leverage Practices (HLPs)			
	LITERACY	MATH	SpED
Levers	• Science of Reading Training • Evidence-Based Interventions • Universal & Dyslexia Screening • Monitoring Student Progress • Family Notification • Literacy Coaching • High Quality Instructional Materials • Adequate Funding	• Impactful Tier 1 Instructional Practices • Key Fluencies for Number Sense Grades K-8 • Universal Screeners and Monitoring Student Progress • Systems of Professional Learning • Math Coaching • High Quality Instructional Materials • Adequate Funding	• Actionable Data Practices • Universal Access to High Leverage Instruction/Access to Core Instruction • Sustainable Specialized Workforce/Qualified Personnel • Integrated Family and Community Partnerships/Family Collaboration and Learning • Targeted Professional Capacity Building • Strategic Resource Alignment • Training and Coaching • Data-Based Individualization • Evidence Based Interventions and Specially Designed Instruction • Safe, Supportive and Accessible Learning Environments • IDEA Process and Laws • All ELA Levers • All Math Levers
SpEd HLPs	1. Collaboration ○ HLP 1: Collaborate with professionals to increase student success. ○ HLP 3: Collaborate with families to support student learning and secure needed services. ○ [Embedded] HLP 2: Organize and facilitate effective meetings with professionals and families 2. Data-Driven Planning ○ HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes. ○ [Embedded] HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs. ○ [Embedded] HLP 5: Interpret and communicate assessment information to collaboratively design and implement educational programs. ○ [Embedded] HLP 11: Identify and prioritize long and short-term learning goals. ○ [Embedded] HLP 12: Systematically design instruction toward a specific learning goal. 3. Instruction and Behavior Academics ○ HLP 7: Establish consistent, organized and responsive learning environments. ○ HLP 16: Use explicit instruction.		

○ **[Embedded]**

What to Teach	How to Teach
HLP 9: Teach social behaviors.	HLP 13: Adapt curriculum tasks and materials for specific learning goals.
HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.	HLP 15: Provide scaffolded supports.
HLP 21: Teach students to maintain and generalize new learning across time and settings.	HLP 17: Use flexible grouping.
	HLP 18: Use strategies to promote active student engagement.
	HLP 19: Use assistive and instructional technologies.
	HLP 8/22: Provide positive and constructive feedback to guide students' learning (HLP 22) and behavior (HLP 8).

1. Intensify and Intervene as Needed

- ☐ HLP 10: Conduct functional behavioral assessments to develop individual student behavior support plans.



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> <i>Is it...</i> • Observable, Instructionally • Actionable • Student-Focused • Specific • Measurable	Data ☐ Learning ☐ Demographic ☐ Perception ☐ Process	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Language to use:</i> <i>Lack of...</i> <i>Gaps in...</i> <i>Inconsistency with...</i> <i>Underutilization of...</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 Progress <i>"How will we know progress is being made?"</i>
---	---	--	--	---

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	☒ Learning ☐ Demographic ☐ Perception ☒ Process	Inconsistency with implementation of an effective data team process to provide timely feedback and support to ensure success for all students. Inconsistency with standards based grading practices school wide. Lack of knowledge around differentiation and provide support for students with disabilities and English Language students. Inconsistent implementation of MTSS/RTI Protocols for all students.	1.1.4 (1): KHS will provide PD for all departments, focusing on establishing and strengthening data team processes to include analyzing formative assessment data, identifying powerful instructional practices, and reflecting on teaching practice impact on student outcomes. <u>Accountable Leads</u> Administration, Instructional Coaches 1.1.4 (2): The KHS leadership team will utilize schoolwide data, department data, team outcomes, and walkthrough data to guide schoolwide decisions regarding potential enhancements to curriculum, instruction, assessment, and PD. <u>Accountable Leads</u> Administration, Leadership Team 1.1.4 (3): KHS will utilize schoolwide data, longitudinal data (IXL, STAR, etc.) and common formative assessments to drive our KMTSS. <u>Accountable Leads</u> Administration, Leadership Team [WGA #1, WGA #3, WGA #5] Levers <i>"Which Literacy, Math, and/or SpEd Lever are we addressing?"</i> High-Leverage Practices (HLPs) <i>"Which HLP does our Academic Goal & Enabling Activity address?"</i>	<u>1.1.4(1)</u> • Data team minutes • Professional Development Agendas • Professional Development Feedback form • Department Team meeting Minutes • List of strategies that are supporting students with disabilities and English Language Learners <u>1.1.4(2)</u> • Department Data Team minutes • Common Formative Assessments • Standards-based grading agreements within departments <u>1.1.4(3)</u> • Data from universal screeners • Analysis of data from 8th grade SBA • Department Data Team minutes • Department Action Plans • ACT Data • AP Exam Scores
--	---	---	--	--

			Levers 1. ELA a. Science of Reading Training b. Evidence-Based Interventions • Evidence based interventions and specialty designed instruction c. Universal Screeners Monitoring Student Progress 2. Math a. Math Coaching b. Systems of Professional Learning 3. SpEd a. Actionable data practices b. Universal access to high-leverage instruction/access to core instruction c. Sustainable specialized workforce/qualified personnel d. Targeted professional capacity building e. Strategic resource alignment f. Training and coaching g. Data-based individualization h. Safe, supportive, and accessible learning environments SpEd HLPs 1. HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes. 2. HLP 7: Establish consistent, organized and responsive learning environments. 3. HLP 16: Use explicit instruction.	
--	--	--	---	--

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>	☒ Learning ☐ Demographic ☐ Perception ☒ Process	Lack the dedicated, autonomous planning time needed to sit down with middle school teachers and align our programs, especially for our subgroups - SpEd and EL. The absence of a formalized vertical articulation with the feeder schools lead to redundant practices and does not address the gaps in foundational skills students are lacking as they transition to the high school. Communication with families is inconsistent and/or are only conducted for negative reasons - behaviors, grades, attendance. Engagement with targeted families is still an area of struggle.	1.1.5 (1): KHS will provide opportunities for professional collaboration with our feeder middle schooler staff to vertically articulate curricula and student supports, ensuring a seamless transition for students from 8th to 9th grade. 1.1.5 (1a): KHS will facilitate semester professional development sessions with feeder middle school staff to vertically articulate curricula, student support, and instructional expectations to ensure a smooth transition for incoming 9th graders. <u>Accountable Leads</u> Freshman & Hō'ola Academy staff, School Services Coordinators (SSCs), Freshman Academy Assistant Principal 1.1.5 (1b): KHS will host an annual outreach event at feeder middle schools to provide registration information and academic planning support to incoming 9th graders. <u>Accountable Leads</u> 9th Grade Counselors, Registrar, Freshman & Hō'ola Academy Assistant Principal 1.1.5 (1c): KHS will host an annual on-campus registration event for families to coincide with the registration windows of feeder middle schools. <u>Accountable Leads</u> Freshman & Hō'ola Academy Counselors, Registrar, Freshman Academy Assistant Principal 1.1.5 (1d): KHS will host a structured orientation event for families on campus during the opening week of school to establish a supportive and welcoming learning environment. <u>Accountable Leads</u> Counselors, School Services Coordinators (SSCs), Freshman & Hō'ola Academy Assistant Principal 1.1.5 (1e): KHS will facilitate student-led partnerships with feeder schools to provide career exposure and transition mentoring, ensuring a seamless pathway to high school.	<u>1.1.5 (1)</u> • Master Calendar • Articulation minutes • IEPs - PINs, PSG <u>1.1.5 (2)</u> • Master Calendar • Event materials/handouts <u>1.1.5 (2a)</u> • Registration forms submission • Flyers and/or Agenda/Presentation • Sign-in/Check-in sheets • Event survey/feedback <u>1.1.5 (2b)</u> • Registration forms submission • Flyers and/or Agenda/Presentation • Sign-in/Check-in sheets • Event survey/feedback <u>1.1.5 (3)</u> • Master Calendar • KHS student participation forms/logs <u>1.1.5 (4)</u> • Master Calendar • Weekly calendar • Daily agenda/schedule • SCC meeting minutes • Student attendance count
---	---	--	---	--

		Because there isn't a consistent way to share high school experiences with every family, there is now a "participation gap." This means that some students start the year without self-management tools, like goal setting and knowing how to ask for help, needed to succeed in their new classes. There appears to be a lack of consistent, accessible onboarding process for incoming 9th graders and their families that leads to students starting the year without the self-management skills, like goal setting and time management, they need for high school success.	<u>Accountable Leads</u> Academy Leads, College and Career Center Counselors, Career and Technical Education (CTE) Department, Counselors, Assistant Principals 1.1.5 (4): KHS Administration, with the approval of the SCC, will designate the first student instructional day exclusively for Freshmen to facilitate a focused orientation specific to Kapolei High School routines. <u>Accountable Leads</u> Registrar, Freshman & Hō'ola Academy Staff 1.1.5 (4a): KHS will implement a "Transition to High School" course for all 9th graders to provide foundational skills and social-emotional support. <u>Accountable Leads</u> Registrar, Freshman & Hō'ola Academy Staff 1.1.5 (5): KHS will collaborate with other department stakeholders to provide summer opportunities for incoming freshmen. <u>Accountable Leads</u> Registrar, Freshman & Hō'ola Academy Administration, Counselors, Academy Leads [WGA #2, WGA #5]	1.1.5 (4a) • Master Schedule • Registration Book • Personal Transition Plan • Course grades, attendance and behavioral data 1.1.5 (5) • List of summer program offerings • Summer programs enrollment
			Levers "Which Literacy, Math, and/or SpEd Lever are we addressing?" High-Leverage Practices (HLPs) "Which HLP does our Academic Goal & Enabling Activity address?"	

			Levers 1. SPED a. Integrated Family and Community Partnerships/Family Collaboration and Learning 2. ELA a. Family Notification SpEd HLPs 1. HLP 3: Collaborate with families to support student learning and secure needed services.	
--	--	--	---	--

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

Desired Outcome <i>"What do we plan to accomplish?"</i> <i>Is it...</i> • Observable, Instructionally • Actionable • Student-Focused • Specific • Measurable	Data ☐ Learning ☐ Demographic ☐ Perception ☐ Process	Root/Contributing Cause <i>"Why are we doing this?"</i> <i>Language to use:</i> <i>Lack of...</i> <i>Gaps in...</i> <i>Inconsistency with...</i> <i>Underutilization of...</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 Progress <i>"How will we know progress is being made?"</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	☐ Learning ☒ Demographic ☒ Perception ☒ Process	While the academy structure offers specialized focus, it can sometimes create barriers to a unified student experience. By bridging these gaps, we can help every student feel more connected to the broader school community, which naturally encourages more consistent attendance.	1.2.1 (1): KHS will restructure the KMTSS team so it is an inclusive collaborative team of teachers, School Resource Officers (SROs), School Safety Security Officer (SSSO), and counselors (Student Support Team) to analyze attendance patterns and identify underlying behavioral needs. 1.2.1 (1a): This team will develop a new, proactive intervention strategy designed to foster a sense of belonging and improve student engagement, ensuring all students demonstrate positive behaviors at school. 1.2.1 (2): KHS will implement regular and consistent campus-wide activities that focus on student culture and students' sense of belonging. Engage student leaders and clubs across different academies to help plan and increase peer participation and involvement. (For example: Use Monday lunch to highlight clubs, academy programs, student capstone projects.) <u>Accountable Leads</u> Assistant Principals, KMTSS Team, Student Activities Coordinator (SAC) [WGA #5]	1.2.1 • Attendance data • Behavior data • BTAM monthly reports • KMTSS meeting minutes • Attendance Team meetings ○ Correlation of attendance and behavior data Analysis ○ Next Steps: Implement 1 new intervention ○ Monitoring ○ Adjusting tiers of intervention • Announcements/sign up sheet for Hurricane Mondays (Monday Activities) • Master Calendar • Panorama Survey

			Levers <i>"Which Literacy, Math, and/or SpEd Lever are we addressing?"</i> High-Leverage Practices (HLPs) <i>"Which HLP does our Academic Goal & Enabling Activity address?"</i>	
			Levers 1. ELA a. High quality instruction and access to learning. 2. SpEd a. IDEA Process and Laws b. Safe, Supportive and Accessible Learning Environment SpEd HLPs 1. HLP 1: Collaborate with professionals to increase student success. 2. HLP 11: Identify and prioritize long and short-term learning goals. 3. HLP 7: Establish consistent, organized and responsive learning environments.	

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	☐ Learning ☒ Demographic ☒ Perception ☐ Process	Student behavior challenges may be influenced by inconsistent communication and reinforcement of schoolwide expectations for positive behavior. Although KHS promotes values such as Caring, Dignity, and Integrity, students may not receive consistent instruction, modeling, or reinforcement in what this looks like in daily actions.	1.2.2 (1): KHS will establish universal behavioral expectations aligned with our core values of Caring, Dignity, and Integrity (CDI). These expectations will serve as success criteria for our Data Teams, allowing us to monitor progress and refine strategies to reduce undesired behaviors. 1.2.2 (1a): KHS will create clear guidelines about communication, modeling, and reinforcement of these values and expected behaviors. 1.2.2 (1b): KHS will post KHS/Hurricane Behavior Matrix in each building. <u>Accountable Leads</u> KMTSS Team, SEL Committee [WGA #5] Levers "Which Literacy, Math, and/or SpEd Lever are we addressing?" High-Leverage Practices (HLPs) "Which HLP does our Academic Goal & Enabling Activity address?"	<u>1.2.2 (1)</u> • BTAM monthly reports • KMTSS meeting minutes • SEL Committee meeting minutes • Posted behavior expectations in common places • Admin communicates behavior expectations through push-in with the academie (ie chapter 19 presentation) • Ensure staff awareness of expectations • Analysis of behavior data each quarter after implementation • Panorama Survey • SQS Survey - Students, Staff, and Families • SC for GLO 7 as a baseline
--	---	--	---	--

			Levers 1. SpEd a. Targeted Professional Capacity Building b. Strategic Resource Alignment c. Training and Coaching d. Safe, Supportive and Accessible Learning Environments SpEd HLPs 1. HLP 1: Collaborate with professionals to increase student success. 2. HLP 11: Identify and prioritize long and short-term learning goals. 3. HLP 12: Systematically design instruction toward a specific learning goal. 4. HLP 7: Establish consistent, organized and responsive learning environments. 5. HLP 16: Use explicit instruction.	
--	--	--	---	--

1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	☒ Learning ☐ Demographic ☒ Perception ☒ Process	Students may not consistently experience Nā Hopena A'o in their learning environments because of inconsistent implementation of culturally responsive instructional practices aligned with Nā Hopena A'o across classrooms.	1.2.3 (1): KHS will cultivate a school-wide environment rooted in Nā Hopena A'o (HĀ) by engaging staff in ongoing professional development and collaborative discussions. 1.2.3 (1a): KHS will implement a structured onboarding program for new teachers, ensuring they are grounded in the principles of Nā Hopena A'o (HĀ). 1.2.3 (1b): KHS will facilitate quarterly PONI sessions facilitated by Hawaiian Language lead,, and when possible, co-led by OHE staff, and student partners (i.e., Kaiapuni), to build collective teacher capacity. 1.2.3 (2): KHS will integrate Nā Hopena A'o (HĀ) values into the classroom instruction by providing teachers with targeted look-fors and ongoing professional development to ensure consistent, HĀ-anchored learning environments. <u>Accountable Leads</u> Instructional Coaches, Hawaiian Language Lead, Classroom teachers [WGA #5] Levers <i>"Which Literacy, Math, and/or SpEd Lever are we addressing?"</i> High-Leverage Practices (HLPs) <i>"Which HLP does our Academic Goal & Enabling Activity address?"</i>	<u>1.2.3</u> • Classroom walkthrough data • Student perception survey • Engagement survey results • Teacher perception survey • Staff implementation tracking • Behavior data • Attendance data • Academy meeting minutes
---	--	--	---	---

			Levers 1. SpEd a. Targeted Professional Capacity Building b. Strategic Resource Alignment c. Training and Coaching d. Safe, Supportive and Accessible Learning Environments SpEd HLPs 1. HLP 1: Collaborate with professionals to increase student success. 2. HLP 11: Identify and prioritize long and short-term learning goals. 3. HLP 12: Systematically design instruction toward a specific learning goal. 4. HLP 7: Establish consistent, organized and responsive learning environments. 5. HLP 16: Use explicit instruction.	
--	--	--	---	--

★ **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> <i>Is it...</i> • Observable, Instructionally • Actionable • Student-Focused • Specific • Measurable	Data ☐ Learning ☐ Demographic ☐ Perception ☐ Process	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Language to use:</i> <i>Lack of...</i> <i>Gaps in...</i> <i>Inconsistency with...</i> <i>Underutilization of...</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 Progress <i>"How will we know progress is being made?"</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>	☒ Learning ☐ Demographic ☐ Perception ☒ Process	The lack of a codified, incremental skills-building progression across academies results in students entering graduation without the necessary scaffolding to bridge the gap between academic theory and industry requirements. The lack of intentional integration between academy-specific curriculum and career-readiness milestones results in fragmented student preparation that does not accurately simulate industry-specific professional environments. A lack of formal collaboration between academies often leads to staff “reinventing the wheel” instead of sharing best and evidence-backed instructional strategies to help students succeed.	1.3.1 (1): KHS will utilize Academy and Department Action Plans to support career, community, and civic opportunities: Continue to create an authentic, career-focused learning experience(s) to engage students’ interests; and Identify and offer career-aligned certifications to fill existing gaps in our career pathway programs. 1.3.1 (2): KHS will explicitly connect daily content to careers by creating a universal slide template linking academic standards to career pathways. Staff will commit to dedicating the first 3 minutes of Monday Advisory/PTP class to this career slide. 1.3.1 (3): KHS will dedicate time and ensure multiple touchpoints annually for academies to collaborate, share best practices, and establish a common schoolwide baseline for post-high skills (e.g., 10th-grade mock interviews, industry certifications, and internships). <u>Accountable Leads</u> Administration, Department Heads, Academy Leads [WGA #5] Levers <i>“Which Literacy, Math, and/or SpEd Lever are we addressing?”</i> High-Leverage Practices (HLPs) <i>“Which HLP does our Academic Goal & Enabling Activity address?”</i>	1.3.1 • Department and Academy Action Plans • Registration Handbook - Career Pathways • Student CTE certifications • Department Meetings agendas and minutes • PC Day agendas • Data Teams Meetings agendas and minutes • Academy-specific workshops • Advisory lessons and schedules
---	---	--	--	--

			Levers 1. ELA a. High Quality Instruction 2. Math a. High Quality Instruction 3. SpEd a. Targeted Professional Capacity SpEd HLPs 1. HLP 1: Collaborate with professionals to increase student success.	
--	--	--	--	--

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.	☒ Learning ☒ Demographic ☐ Perception ☒ Process	Inconsistent use of universal screeners creates a fragmented view of student performance, leaving a disconnect in our ability to proactively identify and support student needs between major benchmarks. The roadblock in meeting proficiency may be due to a lack of rigorous, ongoing progress monitoring that prevents staff from identifying and correcting learning gaps in real-time for students. The current lack of a clear connection of student interests with school-wide achievement priorities may contribute to fragmented supplemental programs.	1.3.2 (1): KHS will implement an internal universal screener assessment (e.g., STAR, IXL) and expand it to 10th-grade students to monitor progress and close the data gap prior to the 11th-grade SBA. 1.3.2 (1a): KHS will provide dedicated quarterly time for teachers to analyze classroom and benchmark data, using these insights to develop and refine individual student success plans. 1.3.2 (2): KHS will require yearly staff training on Lei Kulia and Panorama to drive teaching practices. KHS will establish a longitudinal data document that tracks students from 8th to 12th grade for all teachers to access and review. 1.3.2 (3): KHS will strengthen partnerships with feeder middle schools by facilitating quarterly articulation touchpoints focused on vertical alignment, data handoffs, and creating "Bridge" summer programs for all core content areas. <u>Accountable Leads:</u> Administration, Instructional Coaches, Department Heads, Counselors [WGA #2, WGA #3, WGA #4] Levers "Which Literacy, Math, and/or SpEd Lever are we addressing?" High-Leverage Practices (HLPs) "Which HLP does our Academic Goal & Enabling Activity address?"	<u>1.3.2 (1)</u> • Screener data (STAR/IXL) <u>1.3.2 (1a)</u> • Articulation meeting minutes <u>1.3.2 (2)</u> • Lei Kulia usage logs <u>1.3.2 (3)</u> • Summer "Bridge" enrollment
---	---	--	---	--

			Levers 1. ELA a. Universal Screeners b. Monitoring Student Progress 2. Math a. Universal Screeners b. Monitoring Student Progress 3. SpEd a. Actionable Data Practices SpEd HLPs 1. HLP 6: Use student assessment data, analyze instructions. Practices, and make necessary adjustments that improve student outcomes.	
1.3.3 All students graduate high school with a personal plan for their future.	☒ Learning ☒ Demographic ☐ Perception ☐ Process	The current Personal Transition Plan (PTP) is often viewed as a compliance checklist rather than a meaningful post-high school plan. Teachers lack a standardized outline and support for effectively delivering Advisory/PTP lessons, resulting in inconsistent implementation across classrooms.	1.3.3 (1) KHS will establish clear lesson outlines, objectives, and grade-level checklists to ensure the PTP curriculum and 10-Year Plan aligns with the Profile of a Kapolei Graduate. 1.3.3 (2) KHS will streamline the PTP process by utilizing external resources so students can easily track their documents and progress toward their goal to enlist, enroll, or be employed post-graduation. <u>Accountable Leads</u> Counselors, Classroom Teachers [WGA #5] Levers <i>"Which Literacy, Math, and/or SpEd Lever are we addressing?"</i> High-Leverage Practices (HLPs) <i>"Which HLP does our Academic Goal & Enabling Activity address?"</i>	<u>1.3.3 (1) and (2)</u> • PTP completion rates • Advisory lesson plans • 10-Year Plans • Post-graduation enrollment/employment data.

			Levers 1. ELA a. Family Notification 2. Sped a. Data-Based Individualization b. Family Notification SpEd HLPs 1. HLP 11: Identify and prioritize long and short-term learning goals.	
--	--	--	--	--



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>	Data ☐ Learning ☐ Demographic ☐ Perception ☐ Process	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Language to use:</i> <i>Lack of...</i> <i>Gaps in...</i> <i>Inconsistency with...</i> <i>Underutilization of...</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 Progress <i>"How will we know progress is being made?"</i>
<i>Is it...</i> • Observable, Instructionally • Actionable • Student-Focused • Specific • Measurable				

2.1.2.1 Kapolei will establish and sustain a culture of ongoing professional conversations in which staff regularly reflect on professional development learning, monitor implementation progress, and analyze its impact on student achievement to promote continuous improvement and instructional effectiveness.	☒ Learning ☐ Demographic ☒ Perception ☐ Process	Absence of structured time for professional reflection. Inconsistent opportunities built into meetings or PLCs to reflect on learning, discuss implementation, or analyze student impact. Inconsistent follow-through after professional development. PD may occur as isolated events without clear expectations for implementation, monitoring, or accountability. Lack of clear protocols for professional conversations. Without structured guiding questions or reflection frameworks, discussions may remain surface-level rather than focused on instructional practice and student outcomes.	2.1.2.1 (1): KHS will dedicate the first or last 15 minutes of every PLC, Department, and Academy meeting to a Professional Growth Reflection. 2.1.2.1 (2): KHS will develop and deploy a Question Reflection Protocol(could be Strategy, Evidence, Challenges, Adjustments) for all collaborative teams. 2.1.2.1 (3): KHS will require teams to bring "Evidence" (student work samples, formative assessment trends, or walkthrough feedback) to every reflection session. 2.1.2.1 (4): KHS will create a shared digital reflection log (of some type) for Department and Academy Leads to summarize their teams' monthly needs for review during the Administrative Consultation Cycle. <u>Accountable Leads</u> Administration, Department Heads, Academy Leads [WGA #2] Levers <i>"Which Literacy, Math, and/or SpEd Lever are we addressing?"</i> High-Leverage Practices (HLPs) <i>"Which HLP does our Academic Goal & Enabling Activity address?"</i> Levers 1. Math a. Impactful Tier 1 Instructional Practices b. Systems of Professional Learning 2. SpEd a. Targeted Professional Capacity Building	<u>2.1.2.1 (1) and (2)</u> - Weekly Meeting Minutes that include a dedicated section to record the department's professional growth reflection. - Reflection Participation Rate <u>2.1.2.1 (3)</u> - Evidence Artifact Folder/Inventory - Walkthrough Correlation Map - Protocol Fidelity Audit <u>2.1.2.1 (4)</u> - Monthly Leadership Needs Identification for Sharing - Protocol Fidelity Audit
---	---	---	--	---

		Limited use of data to anchor conversations; If student achievement data, student work, or walkthrough evidence are not regularly incorporated into discussions, it becomes difficult to connect professional learning to measurable impact. Culturally, staff may not yet feel fully comfortable engaging in open dialogue about practice, challenges, or instructional adjustments. This could stem from trust gaps, fear of evaluation, or a history of compliance-driven initiatives rather than growth-oriented collaboration.		
--	--	---	--	--

2.1.2.2 All school support staff will engage in specialized training - covering both evidence-based practices and legal compliance - to ensure our operational systems provide a safe, high-performing foundation for every student and colleague.	☐ Learning ☐ Demographic ☐ Perception ☒ Process	The lack of structured collaboration between academies creates operational silos, leading to “reinventing the wheel” instead of sharing effective student success strategies. The lack of a formal professional learning system for classified staff, including office, custodial, and security teams, results in inconsistent safety practices and a lack of follow-through on compliance protocols. There appears to be a lack of clarity regarding how each specific role group is designed to anchor the effectiveness of others. It appears as though responsibilities are viewed as isolated tasks rather than a collaborative chain of support.	2.1.2.2 (1) Classified and Casual Staff: All classified and Casual staff will participate in yearly job-specific training modules and opportunities - focused on efficiency, proactive communication, and safety protocols - and demonstrate growth and/or mastery during weekly coaching and feedback sessions, and through yearly performance indicators (PAS). <u>Accountable Leads</u> Administration, Head Custodian, School Administrative Services Assistant (SASA), SSSO 2.1.2.2 (1a) Certificated and Support Staff: Teachers and EAs will engage in, at minimal, monthly Professional Development opportunities, focused on evidence-based instructional routines - such as establishing organized learning environments and using explicit instruction - to enhance pedagogical effectiveness. <u>Accountable Leads</u> Academy Leads, Department Heads, Instructional Coaches, Instructional Coaches, Administration 2.1.2.2 (1b) Certificated and Support Staff: Teachers and EAs will apply evidence-based engagement strategies within the standardized Data Team cycle to monitor direct impact of instructional practices on student learning outcomes on a quarterly basis. <u>Accountable Leads</u> Academy Leads, Department Heads, Instructional Coaches, Instructional Coaches, Administration 2.1.2.2 (1c) NCTs: Instructional Coaches, Counselors, Tech Coordinator, Librarian, and SSCs, will increase their presence in classrooms and shared spaces - including Data Teams, weekly Learning Walks, and Academy/Department Meetings - to provide documented, targeted feedback and ongoing instructional support. <u>Accountable Leads</u> Administration [WGA #2]	2.1.2.2 (1a) • Training logs • PAS evaluations (redacted) • Master Calendar - Opening School Year activities 2.1.2.2 (1b) • PD agendas and attendance sheets • PONI agendas and attendance sheets • PD/Training feedback • Department meeting minutes • Department Action Plan • Academy minutes • Academy Action Plan • Master Calendar 2.1.2.2 (1c) • Data Team minutes • Evidence of student learning and/or growth via Common Formative Assessments (CFAs) • Student Support Logs (SSL) • PONI/ADT/Meeting Calendar 2.1.2.2 (1d) • Learning Walks results • Administration and School Improvement Team (formerly Leadership) meeting agenda and minutes • PONI/ADT/Meeting Calendar
---	--	--	--	---

			Levers <i>"Which Literacy, Math, and/or SpEd Lever are we addressing?"</i> High-Leverage Practices (HLPs) <i>"Which HLP does our Academic Goal & Enabling Activity address?"</i>	
			Levers 1. ELA a. Evidence-Based Interventions b. Monitoring Student Progress 2. Math a. Systems of Professional Learning 3. SpEd a. Sustainable Specialized Workforce/Qualified Personnel b. Targeted Professional Capacity Building c. Evidence Based Interventions and Specially Designed Instruction d. Safe, Supportive and Accessible Learning Environments SpEd HLPs 1. HLP 7: Establish consistent, organized and responsive learning environments. 2. HLP 16: Use explicit instruction.	



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> <i>Is it...</i> • Observable, Instructionally • Actionable • Student-Focused • Specific • Measurable	Data ☐ Learning ☐ Demographic ☐ Perception ☐ Process	Root/Contributing Cause <i>"Why are we doing this?"</i> <i>Language to use:</i> Lack of... Gaps in... Inconsistency with... Underutilization of...	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 Progress <i>"How will we know progress is being made?"</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>	☒ Learning ☒ Demographic ☒ Perception ☒ Process	There is a lack of a clear, publicized "value-add" for participation, which may lead to parents, students, and staff from seeing the SCC as a meaningful platform where their input directly influences student outcomes.	EA 3.3.1 (1): KHS will actively recruit a diverse representation of stakeholders for the School Community Council (SCC). KHS will utilize the school's newsletter, advisory periods, and the main website for ongoing SCC recruitment. EA 3.3.1 (2): KHS will conduct quarterly SCC meetings utilizing hybrid (online and in-person) participation options and providing agendas prior to the meeting to galvanize active participation and preparation. EA 3.3.1 (3): KHS will establish a structured feedback loop for internal staff by summarizing and sharing SCC meeting minutes schoolwide, ensuring all teachers—not just academy leads—are informed of community decisions and proposed actions. <u>Accountable Leads</u> Administration, Parent-Community Center Coordinator (PCNC), SCC Chair [WGA #4, WGA #5]	<u>3.3.1 (1-3)</u> • SCC membership list • SCC meeting minutes
			Levers	

			<i>"Which Literacy, Math, and/or SpEd Lever are we addressing?"</i> High-Leverage Practices (HLPs) <i>"Which HLP does our Academic Goal & Enabling Activity address?"</i> Levers 1. ELA a. Family Notification 2. SpEd a. Integrated Family and Community Partnerships/Family Collaboration and Learning SpEd HLPs 1. HLP 3: Collaborate with families to support student learning and secure needed service.	
3.3.2 All families and staff can easily learn and participate in feedback processes that inform decision-making at the school, complex area, and state levels.	☐ Learning ☐ Demographic ☒ Perception ☒ Process	Based on family participation or attendance data, our current engagement strategy is ineffective, leaving us without a clear process to bridge participation barriers and integrate diverse parent and student voices into campus decision-making. Based on perception data and/or feedback from our families, it appears that there is a lack of clarity for families to see how Academy pathways shape their child's day-to-day schedule.	EA 3.3.2 (1): KHS will establish and/or sustain fully functional Academy Advisory Boards for each of its Academies, incorporating students, industry professionals, families, and community members into the curriculum and NCAC accreditation decision-making processes. <u>Accountable Leads</u> Administration, Academy Leads EA 3.3.2 (2): KHS will streamline outward communication by producing a monthly newsletter (distributed via mail and email) that highlights academy happenings, athletic/club news, student recognitions, and principal messages. This newsletter, along with on-campus events, will consistently include QR codes and surveys to easily elicit ongoing parent feedback. <u>Accountable Leads</u> Principal, PCNC, SAC, Academy Leads, Club Advisors, Athletic Director EA 3.3.2 (3): KHS will centralize internal and external communication by maintaining an up-to-date parent/community monthly calendar on the main website (with a subscription option) and embedding a direct link to this calendar within the Staff Weekly Calendar. Administration will	<u>3.3.2 (1)</u> • Advisory Board agendas and meeting minutes • Advisory Board by-laws • SCC meeting agendas and minutes <u>3.2.2 (2) and (3)</u> • Parent Newsletters • SQS survey results

	Lack of clear, straightforward information makes it difficult for parents to understand the 'why' behind these programs and how they impact their student's overall experience. There is a lack of consistent, school-wide communication, which means opportunities for community involvement often stay trapped in silos and fail to reach the entire teaching staff. Due to inconsistent communication and gaps in how we centralize information, many teachers and families are missing out on campus news and chances to engage in our decision-making processes. Despite staff support for parent involvement, we lack a strategy to engage a diverse group of	share manipulation access to this calendar to prevent information bottlenecks and break down communication silos. <u>Accountable Leads</u> Administration, SAC, SASA, PCNC [WGA #5] Levers <i>"Which Literacy, Math, and/or SpEd Lever are we addressing?"</i> High-Leverage Practices (HLPs) <i>"Which HLP does our Academic Goal & Enabling Activity address?"</i> Levers 1. ELA a. Family Notification 2. SpEd b. Integrated Family and Community Partnerships/Family Collaboration and Learning SpEd HLPs 1. HLP 3: Collaborate with families to support student learning and secure needed service.	
--	---	--	--

		families across all academies and grade levels.		
3.3.3 All families and staff can easily understand and effectively use a process that assists with the timely resolution of disputes.	☐ Learning ☒ Demographic ☒ Perception ☒ Process	Based on family participation or attendance data, our current engagement strategy is ineffective, leaving us without a clear process to bridge participation barriers and integrate diverse parent and student voices into campus decision-making.	EA 3.3.3 (1): KHS will refine and standardize the internal Student Support Log (SSL) protocols—including transitioning data input into the Infinite Campus contact log—to ensure a closed feedback loop that provides staff with timely responses and interventions for student behavioral, attendance, and academic concerns. <u>Accountable Leads</u> Administration, Academy Leads, Counselors EA 3.3.3 (2): KHS will establish proactive, multi-modality communication standards that keep families informed. Staff will commit to posting at least one positive update or syllabus link to their Google Classroom, while the school will send a targeted mass message highlighting one "Academy Success" per week to build positive rapport before disputes arise. <u>Accountable Leads</u> Academy Leads, Teachers EA 3.3.3 (3): KHS will continuously update the school website and social media platforms to ensure stakeholders can easily access KHS dispute resolution processes, DOE/BOE policies, clear points of contact, and instructional tutorials (e.g., video guides for parents on accessing Infinite Campus). <u>Accountable Leads</u> Administration, SAC, Tech Coordinator [WGA #4, WGA #5] Levers <i>"Which Literacy, Math, and/or SpEd Lever are we addressing?"</i> High-Leverage Practices (HLPs) <i>"Which HLP does our Academic Goal & Enabling Activity address?"</i> Levers 1. SpEd	<u>3.3.3 (1-3)</u> - Email blasts - Administration documentation of parent communication <u>3.3.3 (1-3)</u> - KHS Website - KHS Social Media sites - Student Support Logs - Parent participation stats at school-wide events (sign-in, surveys) <u>3.3.3 (2)</u> - Google Classroom - Academy Newsletters or Announcements - Teacher Syllabi - Monday Bulletin

			a. Integrated Family and Community Partnerships/Family Collaboration and Learning SpEd HLPs 1. HLP 1: Collaborate with professionals to increase student success. 2. HLP 2: Organize and facilitate effective meetings with professionals. 3. HLP 3: Collaborate with families to support student learning and secure needed service.	
--	--	--	--	--

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

Desired Outcome <i>"What do we plan to accomplish?"</i> <i>Is it...</i> • Observable, Instructionally • Actionable • Student-Focused • Specific • Measurable	Data ☐ Learning ☐ Demographic ☐ Perception ☐ Process	Root/Contributing Cause <i>"Why are we doing this?"</i> <i>Language to use:</i> <i>Lack of...</i> <i>Gaps in...</i> <i>Inconsistency with...</i> <i>Underutilization of...</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 Progress <i>"How will we know progress is being made?"</i>
	☐ Learning ☐ Demographic ☐ Perception ☐ Process			
			Levers <i>"Which Literacy, Math, and/or SpEd Lever are we addressing?"</i> High-Leverage Practices (HLPs) <i>"Which HLP does our Academic Goal & Enabling Activity address?"</i>	

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

Desired Outcome <i>"What do we plan to accomplish?"</i> <i>Is it...</i> • Observable, Instructionally • Actionable • Student-Focused • Specific • Measurable	Data ☐ Learning ☐ Demographic ☐ Perception ☐ Process	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Language to use:</i> <i>Lack of...</i> <i>Gaps in...</i> <i>Inconsistency with...</i> <i>Underutilization of...</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 Progress <i>"How will we know progress is being made?"</i>
	☐ Learning ☐ Demographic ☐ Perception ☐ Process			
			Levers <i>"Which Literacy, Math, and/or SpEd Lever are we addressing?"</i> High-Leverage Practices (HLPs) <i>"Which HLP does our Academic Goal & Enabling Activity address?"</i>	

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

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

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

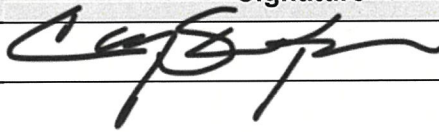
Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

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

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on Nov 19, 2025 to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on Mar 12, 2026 to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): KHS Leadership, KHS Departments
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: Mar 12, 2026

Attested:

KAPOLEI HIGH SCHOOL Principal	Signature	Date
Wesley Shinkawa		

SCC Chairperson	Signature	Date
Cary Miyashiro		

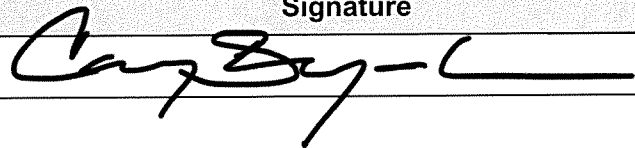
SCC Recommendations to the Academic Plan and Financial Plan:

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 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.
N/A

Attested:

SCC Chairperson	Signature	Date
Cary Miyashiro		March 12, 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 (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1080
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement

KAPOLEI HIGH SCHOOL [Bell Schedule](#):

SY2026-2027 KAPOLEI HIGH SCHOOL BELL SCHEDULE

MONDAY			TUESDAY - FRIDAY			
Start	End	Classes	Start	End	Classes	Lunch
8:55 AM	9:00 AM	PASSING	8:55 AM	9:00 AM	PASSING	
9:00 AM	9:45 AM	PTP / ADVISORY	9:00 AM	10:15 AM	PERIOD 1/5	
9:45 AM	9:50 AM	PASSING	10:15 AM	10:25 AM	RECESS	
9:50 AM	10:50 AM	PERIOD 1/5	10:25 AM	10:30 AM	PASSING	
10:50 AM	11:00 AM	RECESS	10:30 AM	11:45 AM	PERIOD 2/6	
11:00 AM	11:05 AM	PASSING	11:45 AM	12:15 PM	LUNCH A *	* LUNCH A or B is determined by your PERIOD 3/7 classroom See below for Fall & Spring Lunch schedule
11:05 AM	12:05 PM	PERIOD 2/6	12:15 PM	12:20 PM	PASSING	
12:05 PM	12:45 PM	EVERYONE on LUNCH	12:20 PM	1:35 PM	PERIOD 3/7	
12:45 PM	12:50 PM	PASSING	11:45 AM	11:50 AM	PASSING	
12:50 PM	1:50 PM	PERIOD 3/7	11:50 AM	1:05 PM	PERIOD 3/7	
1:50 PM	1:55 PM	PASSING	1:05 PM	1:35 PM	LUNCH B *	
1:55 PM	2:55 PM	PERIOD 4/8	1:35 PM	1:40 PM	PASSING	
			1:40 PM	2:55 PM	PERIOD 4/8	

FALL SEMESTER	
LUNCH A (Buildings D, H, J, Woodshop and Portables)	
LUNCH B (Buildings G, I, Gym and Ho'ola Academy)	

SPRING SEMESTER	
LUNCH A (Buildings G, H, Woodshop and Portables)	
LUNCH B (Buildings D, I, J, Gym and Ho'ola Academy)	



KAPOLEI HIGH SCHOOL

Ke Kula Ki'eki'e o Kaiapuni o Kapolei

Academic Plan SY 2026-2027

91-5007 Kapolei Pkwy
Kapolei, HI 96706
(808) 305-8000

<https://www.kapoleihigh.org/>



- ☒ 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 Wesley SHINKAWA	
	March 24, 2026

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

TABLE OF CONTENTS

VIALE QUALITY CURRICULUM.....	3
UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS.....	5
HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS).....	5
IDENTIFIED SCHOOL NEEDS.....	6
PRIORITY 1.....	8
★ GOAL 1.1.....	8
★ GOAL 1.2.....	11
★ GOAL 1.3.....	13
PRIORITY 2.....	15
PRIORITY 3.....	16
★ GOAL 3.3.....	16
★ Family and Community Engagement.....	17
★ Other Systems of Support.....	18
APPENDIX A: SCHOOL COMMUNITY COUNCIL (SCC) ASSURANCES FORM.....	19
APPENDIX B: BELL SCHEDULE.....	22

VIABLE 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
9-12	California Expository Reading and Writing ▾	HIDOE Alg 1, Ge... ▾	NGSS, w/emphasis on SEP for Grades 9-12*	

* Themes persistent throughout all KHS science courses are: Matter, Energy, Environment/Systems, Force/Motion on Waves. KHS' philosophy on science courses is that disciplines are not independent of each other but overlap concepts, systems, and patterns that are part of a greater story about the physical world. All science disciplines require [SEP-Science practice](#) competencies.

Comprehensive Instructional Programs: Hawaiian-Medium Program					
Grade Level(s)/ Course Name	Hawaiian Language Arts (PM-P12)	Kaiapuni ELA (P5-P12)	Mathematics	Science	Social Studies
9th	Teacher Created ▾ Resource	Teacher Created ▾ M'ŌH: HLA	HIDOE Alg 1, Geom,... ▾	Teacher Created ▾	Teacher Created ▾
10th	Teacher Created ▾ Resource	Teacher Created ▾ M'ŌH: HLA	HIDOE Alg 1, Geom,... ▾	Teacher Created ▾	Teacher Created ▾

* Kaiapuni Staff are currently conducting crosswalks between the English curriculum for each content area and translating to 'Ōlelo Hawai'i

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
9-12		IXL	NGSS EQulP Rubric	
9-12 Literacy	Ohio Literacy Model	Ohio Literacy Model	Ohio Literacy Model	Ohio Literacy Model

Supplementary Instructional Materials: Hawaiian-Medium Program					
Grade Level(s)/ Course Name	Hawaiian Language Arts (PM-P12)	Kaiapuni ELA (P5-P12)	Mathematics	Science	Social Studies
9th	Other: • Moloka'i 'Aina Momona (Hale Kuamo'o) • Nu'upepa (Papa Kilo - Hawaiian Database) • Awaiulu (New Database) • Ulukau.org (Hawaiian Library -online) • Hale Kuamo'o • Teacher Created	Other • The Rise of a King: Kamehameha (Kamehameha Publishing) • Fishtank Learning • Kaiapuni ELA 9-10	Teacher Created • Shared teaching material for Geometry	Teacher Created • Shared teaching material for Physical Science	Teacher Created • Shared teaching material by Dr. Bittman & UHWO SS Department
10th	Teacher Created: • Nupepa ◦ Papakilo • Awaiulu (New Database) • Ulukau.org (Hawaiian Library -online) • Hale Kuamo'o • Teacher Created	Teacher Created: • Fishtank Learning • Kaiapuni ELA 9-10 • ELA with ELD (Language Development)	Teacher Created: • "All Things Algebra" Gina Wilson • Shared teaching material for Algebra 1	Teacher Created: • Hale Kuamo'o • Shared teaching material for Biology	Teacher Created: • Shared teaching material by Dr. Bittman & UHWO SS Department

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
9-12	Teacher Created ▾	Other: ▾ IXL
SpEd	STAR Enterprise ▾	STAR Enterprise ▾

Screening And Progress Monitoring Assessments: Hawaiian-Medium Program			
Grade Level(s)/ Course Name	Hawaiian Language Arts (PM-P12)	Kaiapuni ELA (P5-P12)	Mathematics
9th		Teacher Created ▾	Teacher Created ▾
10th		Teacher Created ▾	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:

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:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2024

Type of Last Visit: Mid-Cycle Report & Visit ▾

Year of Next Action: 2027

Type of Next Action: Progress Report & Visit ▾

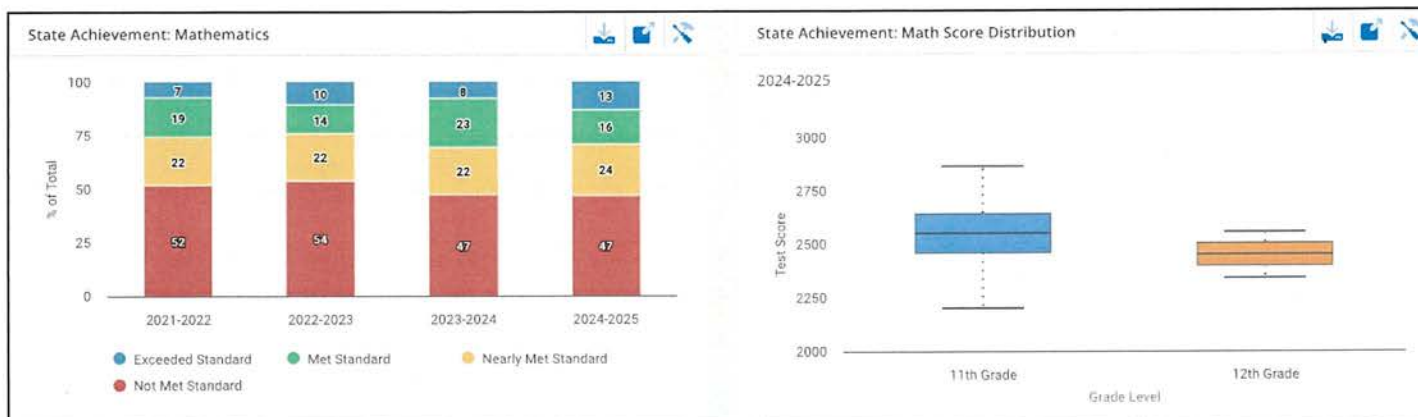
Year of Next Self-Study:

2030

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	<u>Student Need:</u> Kapolei High students need to learn how to strengthen foundational mathematical reasoning and apply grade-level problem-solving strategies so that they can close foundational skill gaps and improve proficiency on grade-level mathematical standards. <u>Root/Contributing Cause:</u> ☒ Learning ☐ Demographic ☐ Perception ☒ Process ☒ WASC - Identified Critical Areas of Need (WGA) • WGA #1 - Although teams of teachers actively collaborate on various projects, it is essential to shift toward a standards-based framework, including the use of standards-based grading and curriculum. • WGA #3 - In 2017-2018, the Visiting Committee asked Kapolei HS to develop common formative and summative assessments in each content area; this is still a critical follow-up area and should be explored and implemented.
---	---

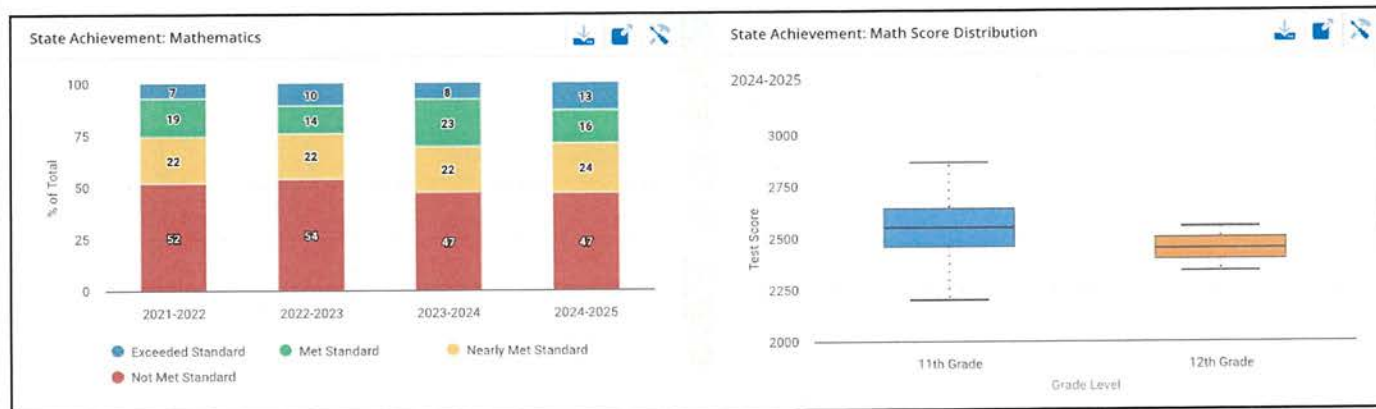
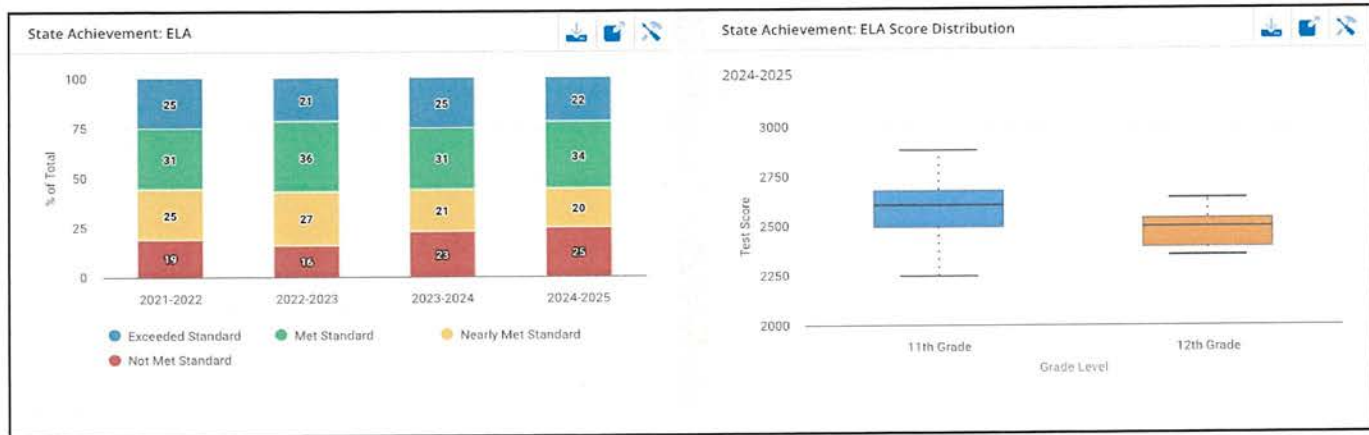


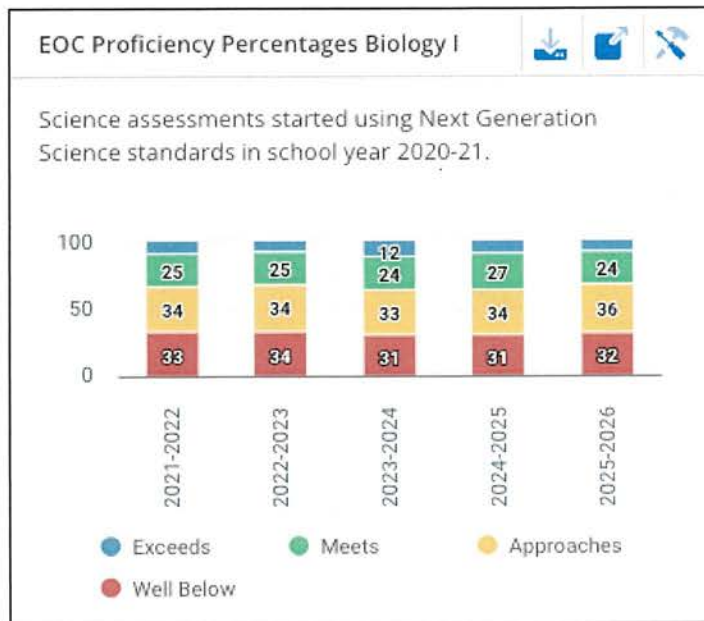
2

Student Need: - Kapolei High students need to learn how to engage with grade-level texts and tasks using academic language, evidence, and critical thinking strategies so that they can access core curriculum and improve achievement outcomes across content areas.

Root/Contributing Cause:

- ☒ Learning
- ☒ Demographic
- ☐ Perception
- ☒ Process
- ☒ WASC - Identified Critical Areas of Need (WGA)
 - WGA #1 - Although teams of teachers actively collaborate on various projects, it is essential to shift toward a standards-based framework, including the use of standards-based grading and curriculum.
 - WGA #3 - In 2017-2018, the Visiting Committee asked Kapolei HS to develop common formative and summative assessments in each content area; this is still a critical follow-up area and should be explored and implemented.



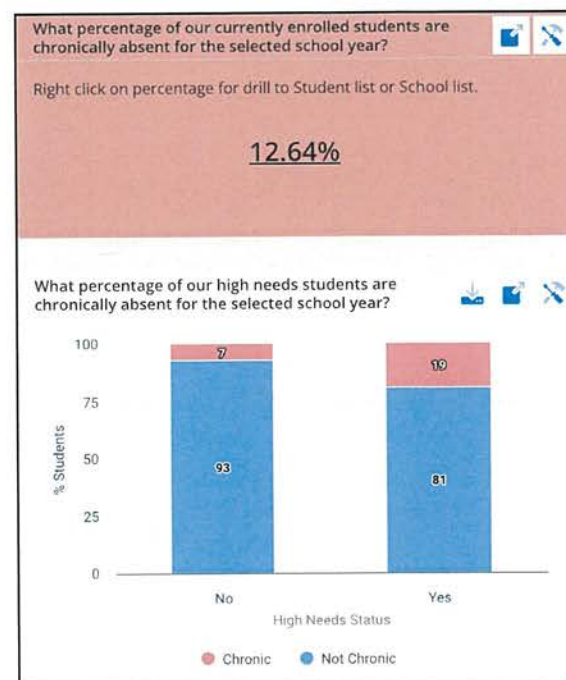
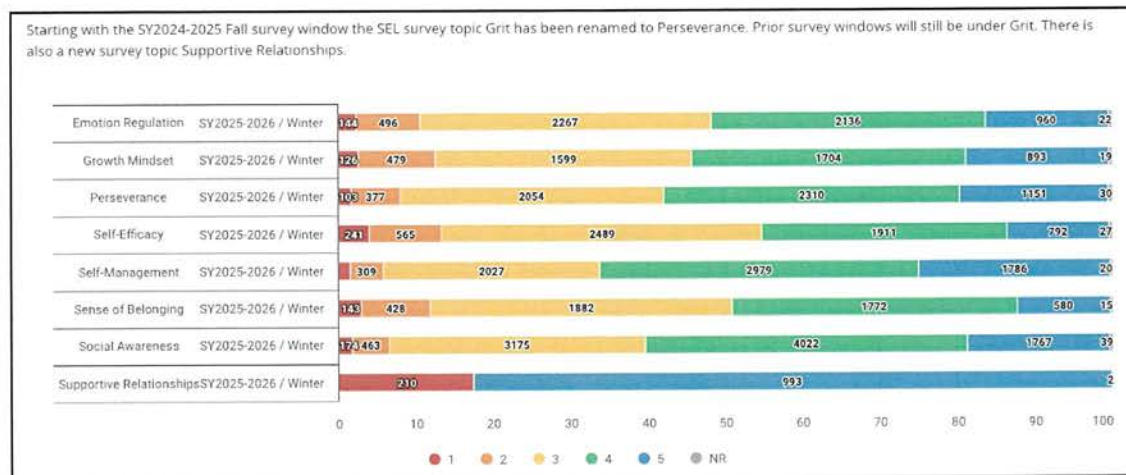
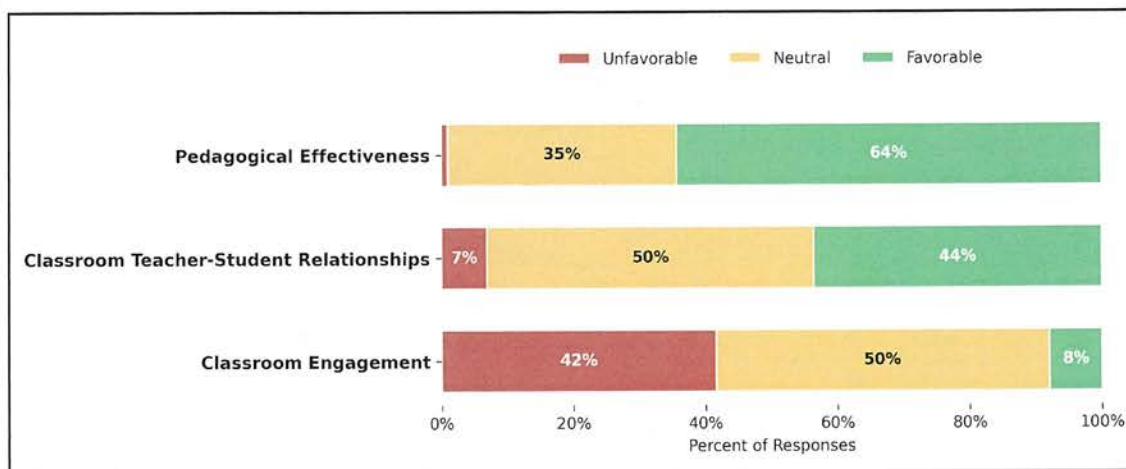


3

Student Need: ~ Kapolei High students need to learn how to develop self-management, goal setting, and help-seeking skills so that they can increase regular attendance and remain engaged in learning opportunities that support academic success.

Root/Contributing Cause:

- ☒ Learning
- ☒ Demographic
- ☒ Perception
- ☒ Process
- ☒ WASC - Identified Critical Areas of Need (WGA)
 - WGA #2 - Since Kapolei has built in the Period of Non-Instruction (PONI), Kapolei should explore using a professional development cycle rooted in structured engagement strategies.
 - WGA #5 - Explore schoolwide strategies to accelerate positive recognition and continued opportunities for diverse student achievement, including college and career readiness, exemplary behavior including attendance, sense of self, and overall leadership for all student groups.



4

Kaipuni Student Need: ▸ Ke Kula Ki'eki'e Kaipuni o Kapolei students need to learn to solve real-world problems by grounding their critical thinking in 'ike Hawai'i - specifically mo'olelo and stewardship of the 'āina - while internalizing lōina and lawena to strengthen 'ike pilina through reciprocal relationships and collective kuleana for the success of the 'ohana.

Root/Contributing Cause:

2025-2026	
ALL	
Achieve 3000 Overall Score - Current	Achieve 3000 Overall Score - Current Test
@ERR	Falls far below
@ERR	Falls far below
@ERR	Falls far below
@ERR	Falls far below
@ERR	Falls far below

Year	Grade	Vendor	Product	Test Subject	Period	Test Result	Score
contains: uh OR contains: air							
2020-2021	04	UH Manoa	KAE0	Hawaiian Language Arts	Spring	Beginning	448
2020-2021	04	UH Manoa	KAE0	Mathematics	Spring	Beginning	454
2021-2022	05	UH Manoa	KAE0	Hawaiian Language Arts	Spring	Beginning	430
2021-2022	05	UH Manoa	KAE0	Mathematics	Spring	Beginning	442
2021-2022	05	UH Manoa	KAE0	Science	Spring	Developing	462
2022-2023	06	UH Manoa	KAE0	Hawaiian Language Arts	Spring	Beginning	425
2022-2023	06	UH Manoa	KAE0	Mathematics	Spring	Beginning	409
2023-2024	07	UH Manoa	KAE0	Hawaiian Language Arts	Spring	Beginning	428
2023-2024	07	UH Manoa	KAE0	Mathematics	Spring	Beginning	475
2024-2025	08	UH Manoa	KAE0	Hawaiian Language Arts	Spring	Beginning	396
2024-2025	08	UH Manoa	KAE0	Mathematics	Spring	Developing	489
2024-2025	08	UH Manoa	KAE0	Science	Spring	Beginning	433

Year	Grade	Vendor	Product	Test Subject	Period	Test Result	Score
contains: UH OR contains: AIR							
2020-2021	04	UH Manoa	KAE0	Hawaiian Language Arts	Spring	Beginning	401
2020-2021	04	UH Manoa	KAE0	Mathematics	Spring	Beginning	454
2021-2022	05	UH Manoa	KAE0	Hawaiian Language Arts	Spring	Beginning	424
2021-2022	05	UH Manoa	KAE0	Mathematics	Spring	Beginning	467
2021-2022	05	UH Manoa	KAE0	Science	Spring	Developing	438
2022-2023	06	UH Manoa	KAE0	Hawaiian Language Arts	Spring	Beginning	379
2022-2023	06	UH Manoa	KAE0	Mathematics	Spring	Developing	484
2023-2024	07	UH Manoa	KAE0	Hawaiian Language Arts	Spring	Beginning	441
2023-2024	07	UH Manoa	KAE0	Mathematics	Spring	Beginning	475
2024-2025	08	UH Manoa	KAE0	Hawaiian Language Arts	Spring	Beginning	418
2024-2025	08	UH Manoa	KAE0	Mathematics	Spring	Developing	503
2024-2025	08	UH Manoa	KAE0	Science	Spring	Beginning	467

Year	Grade	Vendor	Product	Test Class	Test Subject	Period	Test Result	Score
contains: UH OR contains: AIR								
2020-2021	04	UH Manoa	KAE0	COMPOSITE	Hawaiian Lang	Spring	Beginning	401
2020-2021	04	UH Manoa	KAE0	COMPOSITE	Mathematics	Spring	Beginning	391
2021-2022	05	UH Manoa	KAE0	COMPOSITE	Hawaiian Lang	Spring	Beginning	383
2021-2022	05	UH Manoa	KAE0	COMPOSITE	Mathematics	Spring	Beginning	467
2021-2022	05	UH Manoa	KAE0	COMPOSITE	Science	Spring	Developing	455
2022-2023	06	UH Manoa	KAE0	COMPOSITE	Hawaiian Lang	Spring	Beginning	405
2022-2023	06	UH Manoa	KAE0	COMPOSITE	Mathematics	Spring	Beginning	430
2023-2024	07	UH Manoa	KAE0	COMPOSITE	Hawaiian Lang	Spring	Beginning	446
2023-2024	07	UH Manoa	KAE0	COMPOSITE	Mathematics	Spring	Beginning	465
2024-2025	08	UH Manoa	KAE0	COMPOSITE	Hawaiian Lang	Spring	Beginning	411
2024-2025	08	UH Manoa	KAE0	COMPOSITE	Mathematics	Spring	Beginning	473
2024-2025	08	UH Manoa	KAE0	COMPOSITE	Science	Spring	Beginning	422

Year	Grade	Vendor	Product	Test Subject	Period	Test Result	Score
contains: UH OR contains: AIR							
2020-2021	04	UH Manoa	KAE0	Hawaiian Language Arts	Spring	Beginning	453
2020-2021	04	UH Manoa	KAE0	Mathematics	Spring	Beginning	439
2022-2023	06	UH Manoa	KAE0	Hawaiian Language Arts	Spring	Beginning	441
2022-2023	06	UH Manoa	KAE0	Mathematics	Spring	Beginning	439
2023-2024	07	UH Manoa	KAE0	Hawaiian Language Arts	Spring	Proficient	528
2023-2024	07	UH Manoa	KAE0	Mathematics	Spring	Developing	493
2024-2025	08	UH Manoa	KAE0	Hawaiian Language Arts	Spring	Beginning	493
2024-2025	08	UH Manoa	KAE0	Mathematics	Spring	Beginning	464
2024-2025	08	UH Manoa	KAE0	Science	Spring	Beginning	487

Year	Grade	Vendor	Product	Test Name	Test Subject	Period	Test Result	Score
contains: UH OR contains: AIR								
2018-2019	03	UH Manoa	KAE0	Kaipuni Assessment of Educa	Hawaiian Lang	Spring	Beginning	350
2018-2019	03	UH Manoa	KAE0	Kaipuni Assessment of Educa	Mathematics	Spring	Beginning	425
2020-2021	05	UH Manoa	KAE0	Kaipuni Assessment of Educa	Hawaiian Lang	Spring	Beginning	410
2020-2021	05	UH Manoa	KAE0	Kaipuni Assessment of Educa	Mathematics	Spring	Beginning	473
2020-2021	05	UH Manoa	KAE0	Kaipuni Assessment of Educa	Science	Spring	Developing	477
2021-2022	06	AIR	HSA SBA - UNK (SBAC)SBAC-GEN-SUM-UD-EL	Language Arts --			Not Met Stand	2328
2021-2022	06	AIR	HSA SBA - UNK (SBAC)SBAC-GEN-SUM-UD-Ma	Mathematics --			Not Met Stand	2378
2021-2022	06	AIR	HSA SBA - UNK (SBAC)SBAC-GEN-SUM-UD-EL	Language Arts --			At/Near Stand	2402
2021-2022	06	AIR	HSA SBA - UNK (SBAC)SBAC-GEN-SUM-UD-EL	Language Arts --			Below Stand	2341
2021-2022	06	AIR	HSA SBA - UNK (SBAC)SBAC-GEN-SUM-UD-EL	Language Arts --			Below Stand	2336
2021-2022	06	AIR	HSA SBA - UNK (SBAC)SBAC-GEN-SUM-UD-EL	Language Arts --			Below Stand	2252
2021-2022	06	AIR	HSA SBA - UNK (SBAC)SBAC-GEN-SUM-UD-Ma	Mathematics --			At/Near Stand	2499
2021-2022	06	AIR	HSA SBA - UNK (SBAC)SBAC-GEN-SUM-UD-Ma	Mathematics --			Below Stand	2352
2021-2022	06	AIR	HSA SBA - UNK (SBAC)SBAC-GEN-SUM-UD-Ma	Mathematics --			Below Stand	2301
2022-2023	07	AIR	HSA SBA	Grade 7 ELA	Language Arts --		Nearly Met Sta	2505
2022-2023	07	AIR	HSA SBA	Grade 7 MATH CAT	Mathematics --		Not Met Stand	2392
2022-2023	07	AIR	HSA SBA	Grade 7 ELA - Listening/Speak	Language Arts --		Below Stand	2279
2022-2023	07	AIR	HSA SBA	Grade 7 ELA - Reading	Language Arts --		At/Near Stand	2493
2022-2023	07	AIR	HSA SBA	Grade 7 ELA - Research/Inquiry	Language Arts --		At/Near Stand	2639
2022-2023	07	AIR	HSA SBA	Grade 7 ELA - Writing	Language Arts --		At/Near Stand	2495
2022-2023	07	AIR	HSA SBA	Grade 7 MATH CAT - Comm. Re	Mathematics --		At/Near Stand	2444
2022-2023	07	AIR	HSA SBA	Grade 7 MATH CAT - Concepts/	Mathematics --		Below Stand	2397
2022-2023	07	AIR	HSA SBA	Grade 7 MATH CAT - Problem S	Mathematics --		At/Near Stand	2357
2023-2024	07	UH Manoa	KAE0	Kaipuni Assessment of Educa	Hawaiian Lang	Spring	Developing	496
2023-2024	07	UH Manoa	KAE0	Kaipuni Assessment of Educa	Mathematics	Spring	Developing	517
2024-2025	08	UH Manoa	KAE0	Kaipuni Assessment of Educa	Hawaiian Lang	Spring	Beginning	475
2024-2025	08	UH Manoa	KAE0	Kaipuni Assessment of Educa	Mathematics	Spring	Beginning	464
2024-2025	08	UH Manoa	KAE0	Kaipuni Assessment of Educa	Science	Spring	Developing	504

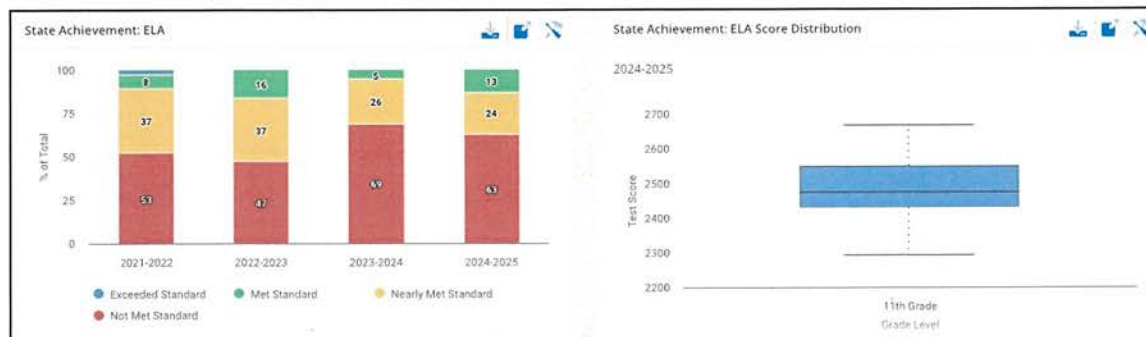
In order to address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

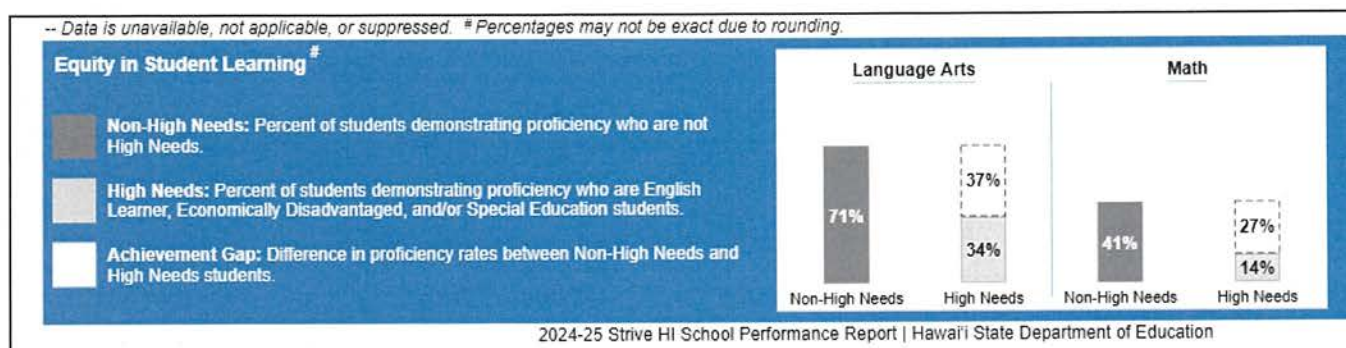
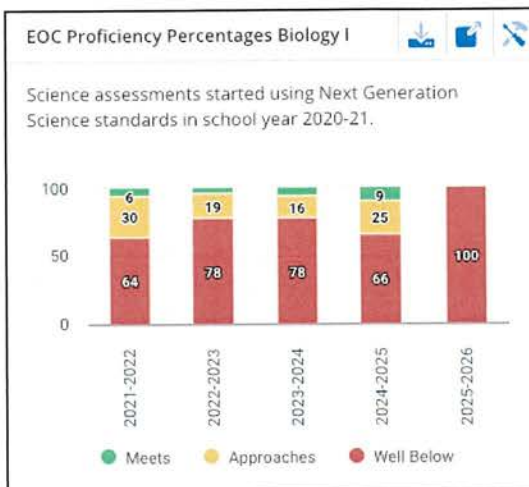
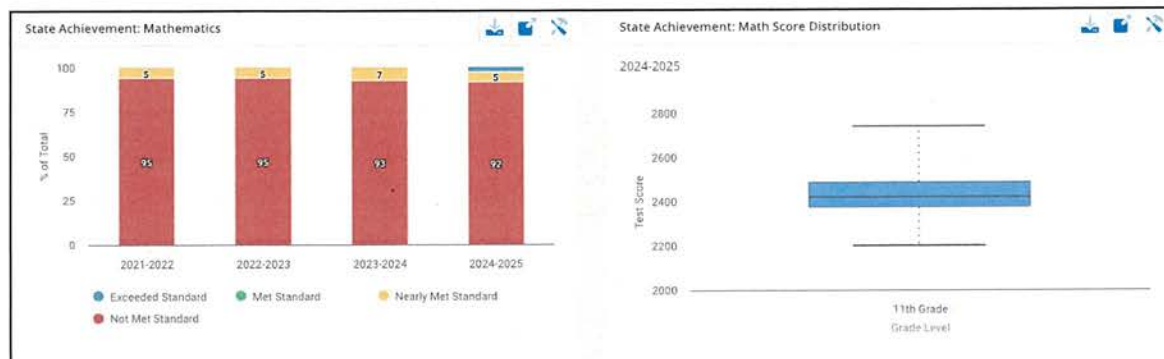
1 Targeted Subgroup: ▾ Special Education (SpEd)

Identified Student Need(s): Kapolei High SpEd students need to learn foundational skills in both Mathematics and English Language Arts (ELA) to bridge the significant achievement gap.

Root/Contributing Cause:

- ☒ Learning
- ☒ Demographic
- ☒ Perception
- ☒ Process
- ☒ WASC - Identified Critical Areas of Need (WGA)
 - WGA #2 - Since Kapolei has built in the Period of Non-Instruction (PONI), Kapolei should explore using a professional development cycle rooted in structured engagement strategies.
 - WGA #5 - Explore schoolwide strategies to accelerate positive recognition and continued opportunities for diverse student achievement, including college and career readiness, exemplary behavior including attendance, sense of self, and overall leadership for all student groups.

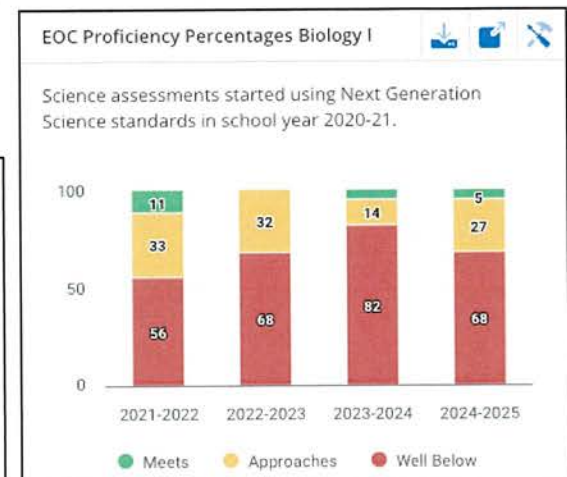
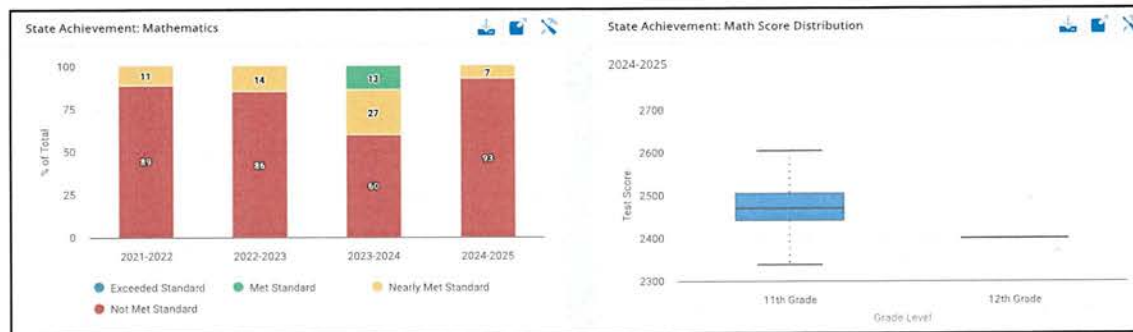
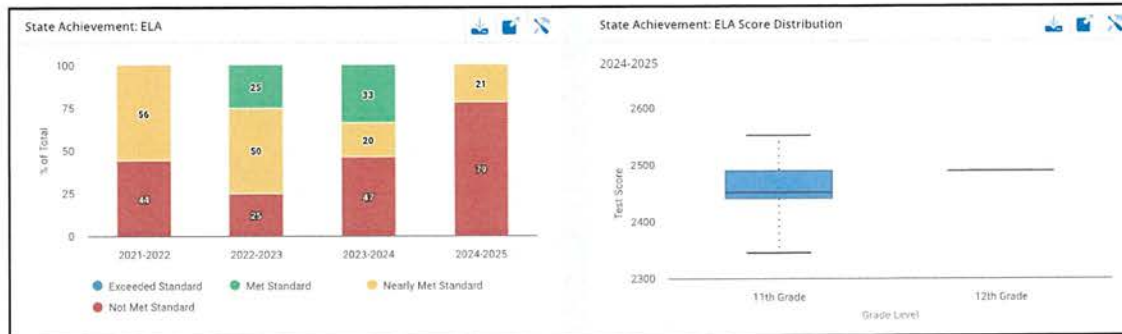




- 2 **Targeted Subgroup:** English Learner (EL)
- Identified Student Need(s):** Kapolei High EL students need to learn foundational skills in both Mathematics and English Language Arts (ELA) to bridge the significant achievement gap.
- Root/Contributing Cause:**
- ☒ Learning
 - ☒ Demographic
 - ☒ Perception
 - ☒ Process

✓ WASC - Identified Critical Areas of Need (WGA)

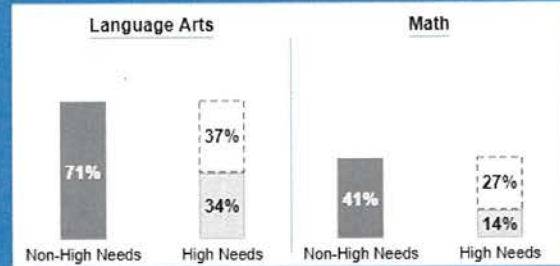
- WGA #2 - Since Kapolei has built in the Period of Non-Instruction (PONI), Kapolei should explore using a professional development cycle rooted in structured engagement strategies.
- WGA #5 - Explore schoolwide strategies to accelerate positive recognition and continued opportunities for diverse student achievement, including college and career readiness, exemplary behavior including attendance, sense of self, and overall leadership for all student groups.



-- Data is unavailable, not applicable, or suppressed. # Percentages may not be exact due to rounding.

Equity in Student Learning

- Non-High Needs:** Percent of students demonstrating proficiency who are not High Needs.
- High Needs:** Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.
- Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.



2024-25 Strive HI School Performance Report | Hawai'i State Department of Education

3 **Kaiapuni Targeted Subgroup:** - Special Education (SpEd)

Identified Student Need(s): Ke Kula Ki'eki'e Kaiapuni o Kapolei students need to learn foundational skills in all content areas both in 'Olelo Hawai'i and English Language Arts (ELA) to bridge the significant achievement gap. Specifically, Kapolei High's Specially Designed Instruction (SDI) is currently hindered by a lack of the systemic pillars - qualified people, validated data, and a formal curriculum - required by the FAFKE to ensure that instruction remains "consistent with the basic philosophy of Ka Papahana Kaiapuni."

Root/Contributing Cause:

- ☒ Learning
- ☒ Demographic
- ☒ Perception
- ☒ Process
- ☒ WASC - Identified Critical Areas of Need (WGA)
 - WGA #2 - Since Kapolei has built in the Period of Non-Instruction (PONI), Kapolei should explore using a professional development cycle rooted in structured engagement strategies.
 - WGA #5 - Explore schoolwide strategies to accelerate positive recognition and continued opportunities for diverse student achievement, including college and career readiness, exemplary behavior including attendance, sense of self, and overall leadership for all student groups.

Drawing on the Foundational and Administrative Framework for Kaiapuni Educate (FAFKE), the root cause for the lack of support for an incoming Kaiapuni IDEA student at Kapolei High is a lack of established foundational infrastructure and specialized personnel during this first year of program implementation.

According to the framework, this gap is characterized by the following:

- Lack of dual-qualified staff for SDI: The FAFKE states that program success is "largely dependent on the capacity, capability and expertise of the program's professional staff". There is currently a lack of professional staff who are dual-qualified in both Special Education (to provide Specially Designed Instruction) and Hawaiian-medium instruction to maintain "native-like authenticity."

- Lack of valid assessment and instructional tools: The framework emphasizes that "assessments conceptualized and developed with the English language as their focus are inappropriate and invalid" for Kaiapuni students. Because the program is in its first year with no formal curriculum, there is a lack of culturally appropriate content and assessment tools where Hawaiian is the "language of origination and conceptualization" to properly inform and validate the development of SDI.
- Lack of readiness in the learning environment: A core commitment of Kaiapuni is to "support the unique educational needs of Hawaiian children". The current situation reflects a lack of a culturally appropriate learning environment that is "Mākaukau" (ready/excellent) to fulfill the collective kuleana (responsibility) for an IDEA student.
- Lack of systemic support for individualized needs: While the Department is charged
- with providing "necessary systemic support at all levels," the school currently lacks the flexibility and accommodations specifically required for immersion-based special education.



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> <i>Is it...</i> • Observable, Instructionally • Actionable • Student-Focused • Specific • Measurable	Data ☐ Learning ☐ Demographic ☐ Perception ☐ Process	Root/Contributing Cause <i>"Why are we doing this?"</i> <i>Language to use:</i> Lack of... Gaps in... Inconsistency with... Underutilization of...	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 Progress <i>"How will we know progress is being made?"</i>
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	☒ Learning ☐ Demographic ☐ Perception ☐ Process	ENGLISH-MEDIUM PROGRAM Inconsistency with implementation of an effective data team process to provide timely feedback and support to ensure success for all students. Inconsistency with standards based grading practices school wide. Lack of knowledge around differentiation and provide support for students with disabilities and English Language students.	1.1.4 (1): KHS will provide PD for all departments, focusing on establishing and strengthening data team processes to include analyzing formative assessment data, identifying powerful instructional practices, and reflecting on teaching practice impact on student outcomes. <u>Accountable Leads</u> Administration, Instructional Coaches 1.1.4 (2): The KHS leadership team will utilize schoolwide data, department data, team outcomes, and walkthrough data to guide schoolwide decisions regarding potential enhancements to curriculum, instruction, assessment, and PD. <u>Accountable Leads</u> Administration, Leadership Team 1.1.4 (3): KHS will utilize schoolwide data, longitudinal data (IXL, STAR, etc.) and common formative assessments to drive our KMTSS. <u>Accountable Leads</u> Administration, Leadership Team	1.1.4(1) • Data team minutes • Professional Development Agendas • Professional Development Feedback form • Department Team meeting Minutes • List of strategies that are supporting students with disabilities and English Language Learners 1.1.4(2) • Department Data Team minutes • Common Formative Assessments

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>		Inconsistent implementation of MTSS/RTI Protocols for all students.	[WGA #1, WGA #3, WGA #5]	- Standards-based grading agreements within departments <u>1.1.4(3)</u> - Data from universal screeners - Analysis of data from 8th grade SBA - Department Data Team minutes - Department Action Plans - ACT Data - AP Exam Scores
		HAWAIIAN-MEDIUM PROGRAM No current system in place to implement an effective data team process to provide timely feedback and support to ensure success for all students. Create standards based grading practices, language development and cultural competency across grade levels using Loiloi 'Ōlelo.	Moenahā ☒ Responsibility ☐ Relationship ☒ Relevance ☒ Rigor	<u>1.1.4</u> - Data from Loiloi 'Ōlelo - Analysis of data from 8th grade KAE0 - Kaiapuni Data Team minutes - Kaiapuni action
			FAFKE Mo'olelo Alignment ☒ Kuana'ike & Content: Is the activity grounded in mo'olelo/'āina to build Hawaiian worldview? ☒ Pedagogy & Proficiency: Does it utilize culturally relevant pedagogy to foster proficiency in Hawaiian Ways of Knowing and Being? ☒ Pilina and Kōkua: Does it strengthen Pilina and Aloha through collaborative, reciprocal actions? ☐ Ho'okō & Leadership: Does it cultivate Ho'okō and leadership competency through real-world problem-solving? ☒ Loina and Environment: Does it promote Loina within culturally relevant learning environments? ☐ Support Systems: Does it actively engage the 'Ohana, Community, and Department support systems for collective success?	
			1.1.4: Kaiapuni teachers will implement instructional strategies designed to support growth of Hawaiian language acquisition for 9th and 10th grade students.	

			<u>Accountable Leads</u> Kaiapuni Teachers [WGA #1, WGA #3, WGA #5]	
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>	☒ Learning ☐ Demographic ☐ Perception ☒ Process	ENGLISH-MEDIUM PROGRAM Lack the dedicated, autonomous planning time needed to sit down with middle school teachers and align our programs, especially for our subgroups - SpEd and EL. The absence of a formalized vertical articulation with the feeder schools lead to redundant practices and does not address the gaps in foundational skills students are lacking as they transition to the high school. Communication with families is inconsistent and/or are only conducted for negative reasons - behaviors, grades, attendance. Engagement with targeted families is still an area of struggle.	1.1.5 (1): KHS will provide opportunities for professional collaboration with our feeder middle schooler staff to vertically articulate curricula and student supports, ensuring a seamless transition for students from 8th to 9th grade. 1.1.5 (1a): KHS will facilitate semester professional development sessions with feeder middle school staff to vertically articulate curricula, student support, and instructional expectations to ensure a smooth transition for incoming 9th graders. <u>Accountable Leads</u> Freshman & Hō'ola Academy staff, School Services Coordinators (SSCs), Freshman Academy Assistant Principal 1.1.5 (1b): KHS will host an annual outreach event at feeder middle schools to provide registration information and academic planning support to incoming 9th graders. <u>Accountable Leads</u> 9th Grade Counselors, Registrar, Freshman & Hō'ola Academy Assistant Principal 1.1.5 (1c): KHS will host an annual on-campus registration event for families to coincide with the registration windows of feeder middle schools. <u>Accountable Leads</u> Freshman & Hō'ola Academy Counselors, Registrar, Freshman Academy Assistant Principal 1.1.5 (1d): KHS will host a structured orientation event for families on campus during the opening week of school to establish a supportive and welcoming learning environment. <u>Accountable Leads</u> Counselors, School Services Coordinators (SSCs), Freshman & Hō'ola Academy Assistant Principal	<u>1.1.5 (1)</u> • Master Calendar • Articulation minutes • IEPs - PINs, PSG <u>1.1.5 (2)</u> • Master Calendar • Event materials/handouts <u>1.1.5 (2a)</u> • Registration forms submission • Flyers and/or Agenda/Presentation • Sign-in/Check-in sheets • Event survey/feedback <u>1.1.5 (2b)</u> • Registration forms submission • Flyers and/or Agenda/Presentation • Sign-in/Check-in sheets • Event survey/feedback <u>1.1.5 (3)</u> • Master Calendar

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>		Because there isn't a consistent way to share high school experiences with every family, there is now a "participation gap." This means that some students start the year without self-management tools, like goal setting and knowing how to ask for help, needed to succeed in their new classes. There appears to be a lack of consistent, accessible onboarding process for incoming 9th graders and their families that leads to students starting the year without the self-management skills, like goal setting and time management, they need for high school success.	1.1.5 (1e): KHS will facilitate student-led partnerships with feeder schools to provide career exposure and transition mentoring, ensuring a seamless pathway to high school. <u>Accountable Leads</u> Academy Leads, College and Career Center Counselors, Career and Technical Education (CTE) Department, Counselors, Assistant Principals 1.1.5 (4): With SCC approval, KHS Administration, will designate the first student instructional day exclusively for Freshmen to facilitate a focused orientation specific to Kapolei High School routines. <u>Accountable Leads</u> Registrar, Freshman & Hō'ola Academy Staff 1.1.5 (4a): KHS will implement a "Transition to High School" course for all 9th graders to provide foundational skills and social-emotional support. <u>Accountable Leads</u> Registrar, Freshman & Hō'ola Academy Staff 1.1.5 (5): KHS will collaborate with other department stakeholders to provide summer opportunities for incoming freshmen. <u>Accountable Leads</u> Registrar, Freshman & Hō'ola Academy Administration, Counselors, Academy Leads, [WGA #2, WGA #5]	- KHS student participation forms/logs <u>1.1.5 (4)</u> - Master Calendar - Weekly calendar - Daily agenda/schedule - SCC meeting minutes - Student attendance count <u>1.1.5 (4a)</u> - Master Schedule - Registration Book - Personal Transition Plan - Course grades, attendance and behavioral data <u>1.1.5 (5)</u> - List of summer program offerings - Summer programs enrollment
		HAWAIIAN-MEDIUM PROGRAM Currently, there is no formal system for collaborative planning with Kapolei Middle Kaiapuni staff, creating a gap in student transition	Moenahā ☒ Responsibility ☒ Relationship ☒ Relevance ☐ Rigor	<u>1.1.5 (1)</u> - Master Calendar - Articulation minutes - IEPs - PINs, PSG
			FAFKE Mo'olelo Alignment ☐ Kuana'ike & Content: Is the activity grounded in mo'olelo/'āina to build Hawaiian worldview?	<u>1.1.5 (2)</u> Master Calendar

		support. There is a lack of dedicated articulation and planning time prevents vertical alignment between the middle and high school programs, resulting in inconsistent student transitions.	☐ Pedagogy & Proficiency: Does it utilize culturally relevant pedagogy to foster proficiency in Hawaiian Ways of Knowing and Being? ☒ Pilina and Kōkua: Does it strengthen Pilina and Aloha through collaborative, reciprocal actions? ☐ Ho'okō & Leadership: Does it cultivate Ho'okō and leadership competency through real-world problem-solving? ☒ Loina and Environment: Does it promote Loina within culturally relevant learning environments? ☒ Support Systems: Does it actively engage the 'Ohana, Community, and Department support systems for collective success? 1.1.5 (1): Kaiapuni staff will provide opportunities for professional collaboration with our feeder middle schooler Kaiapuni staff to vertically articulate curricula and student supports, ensuring a seamless transition for students from 8th to 9th grade. 1.1.5 (1a): Kaiapuni staff will facilitate semester professional development sessions with feeder Kaiapuni middle school staff to vertically articulate curricula, student support, and instructional expectations to ensure a smooth transition for incoming 9th graders. 1.1.5 (1b): Kaiapuni staff will host an annual outreach event at Kaiapuni feeder middle school to provide registration information and academic planning support to incoming 9th graders. <u>Accountable Leads</u> Kaiapuni staff 1.1.5 (1c): Kaiapuni staff will participate in KHS on-campus registration events to provide direct guidance to families, ensuring these sessions coincide with the registration timelines of feeder middle schools. 1.1.5 (1d): Kaiapuni staff will join KHS in hosting a structured on-campus orientation during the first week of school, establishing a supportive and welcoming environment for students and families.	- Event materials/handouts <u>1.1.5 (2a)</u> - Registration forms submission - Flyers and/or Agenda/Presentation - Sign-in/Check-in sheets - Event survey/feedback <u>1.1.5 (2b)</u> - Registration forms submission - Flyers and/or Agenda/Presentation - Sign-in/Check-in sheets - Event survey/feedback <u>1.1.5 (3)</u> - Master Calendar - KHS student participation forms/logs <u>1.1.5 (4)</u> - Master Calendar - Weekly calendar - Daily agenda/schedule - SCC meeting minutes - Student attendance count
--	--	--	---	---

			<u>Accountable Leads</u> Freshman and Hō'ola Academy counselors, Registrar, Kaiapuni staff, Freshmen Academy and Kaiapuni AP 1.1.5 (1e): Kaiapuni staff will facilitate student-led partnerships with Kaiapuni feeder middle school and provide the tools necessary for Kaiapuni freshmen to select a career pathway and register for sophomore-year CTE courses, ensuring a seamless transition from feeder middle schools through high school. <u>Accountable Leads</u> Kaiapuni counselor 1.1.5 (4): With SCC approval, KHS administration will designate the first instructional day exclusively for incoming freshmen, including Kaiapuni freshmen to facilitate a focused orientation on school routines and expectations. <u>Accountable Leads</u> Registrar, Freshman, Hō'ola and Kaiapuni staff 1.1.5 (5): Kaiapuni staff will collaborate with KHS and other Department stakeholders to provide summer opportunities for incoming Kaiapuni freshmen. <u>Accountable Leads</u> Kaiapuni Staff [WGA #2, WGA #5]	<u>1.1.5 (4)</u> • Master Schedule • Registration Book • Personal Transition Plan • Course grades, attendance and behavioral data <u>1.1.5 (5)</u> • List of summer program offerings • Summer programs enrollment
--	--	--	---	--

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

Desired Outcome "What do we plan to accomplish?" Is it... • Observable, Instructionally • Actionable • Student-Focused • Specific • Measurable	Data ☐ Learning ☐ Demographic ☐ Perception ☐ Process	Root/ Contributing Cause "Why are we doing this?" Language to use: Lack of... Gaps in... Inconsistency with... Underutilization of...	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 Progress "How will we know progress is being made?"
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	☐ Learning ☒ Demographic ☒ Perception ☐ Process	ENGLISH-MEDIUM PROGRAM While the academy structure offers specialized focus, it can sometimes create barriers to a unified student experience. By bridging these gaps, we can help every student feel more connected to the broader school community, which naturally encourages more consistent attendance.	1.2.1 (1): KHS will restructure the KMTSS team so it is an inclusive collaborative team of teachers, School Resource Officers (SROs), School Safety Security Officer (SSSO), and counselors (Student Support Team) to analyze attendance patterns and identify underlying behavioral needs. 1.2.1 (1a): This team will develop a new, proactive intervention strategy designed to foster a sense of belonging and improve student engagement, ensuring all students demonstrate positive behaviors at school. 1.2.1 (2): KHS will implement regular and consistent campus-wide activities that focus on student culture and students' sense of belonging. Engage student leaders and clubs across different academies to help plan and increase peer participation and involvement. (For example: Use Monday lunch to highlight clubs, academy programs, student capstone projects.) <u>Accountable Leads</u> Assistant Principals, KMTSS Team, Student Activities Coordinator (SAC) [WGA #5]	1.2.1 • Attendance data • Behavior data • BTAM monthly reports • KMTSS meeting minutes • Attendance Team meetings ◦ Correlation of attendance and behavior data Analysis ◦ Next Steps: Implement 1 new intervention ◦ Monitoring ◦ Adjusting tiers of intervention • Announcements/sign up sheet for Hurricane Mondays (Monday Activities) • Master Calendar • Panorama Survey
		HAWAIIAN-MEDIUM	Moenahā	1.2.1(1-2)

1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>		PROGRAM Due to a current lack of a fully immersed experience, by intentionally integrating the Kaiapuni and general KHS student experiences, the sense of belonging that naturally inspires students to stay engaged and attend school consistently.	☒ Responsibility ☒ Relationship ☐ Relevance ☐ Rigor FAFKE Mo'olelo Alignment ☐ Kuana'ike & Content: Is the activity grounded in mo'olelo/'āina to build Hawaiian worldview? ☒ Pedagogy & Proficiency: Does it utilize culturally relevant pedagogy to foster proficiency in Hawaiian Ways of Knowing and Being? ☒ Pilina and Kōkua: Does it strengthen Pilina and Aloha through collaborative, reciprocal actions? ☐ Ho'okō & Leadership: Does it cultivate Ho'okō and leadership competency through real-world problem-solving? ☐ Loina and Environment: Does it promote Loina within culturally relevant learning environments? ☒ Support Systems: Does it actively engage the 'Ohana, Community, and Department support systems for collective success? 1.2.1 (1): Kaiapuni will use Na Hopena A'o in Mo'ena Ha activities as lessons and intervention strategy designed to foster a sense of belonging and improve student engagement, ensuring all students demonstrate positive behaviors at school such as Kuleana, Pilina, and Loina. 1.2.1 (2): Kaiapuni will implement regular and consistent activities that focus on strengthening cultural identity and sense of belonging through community and 'ohana engagement. <u>Accountable Leads</u> Kaiapuni Staff [WGA #5]	• Attendance data • Behavior data • BTAM monthly reports • KMTSS meeting minutes • Attendance Team meetings ○ Correlation of attendance and behavior data Analysis ○ Next Steps: Implement 1 new intervention ○ Monitoring ○ Adjusting tiers of intervention • Master Calendar • Lei Kulia/Panorama
1.2.2. All students demonstrate positive behaviors at school.	☐ Learning ☒ Demographic ☒ Perception	ENGLISH-MEDIUM PROGRAM Student behavior challenges may be	1.2.2 (1): KHS will establish universal behavioral expectations aligned with our core values of Caring, Dignity, and Integrity (CDI). These expectations will serve as success criteria for	<u>1.2.2 (1)</u> • BTAM monthly reports

<i>Required for all schools.</i> 1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	☐ Process	influenced by inconsistent communication and reinforcement of schoolwide expectations for positive behavior. Although KHS promotes values such as Caring, Dignity, and Integrity, students may not receive consistent instruction, modeling, or reinforcement in what this looks like in daily actions.	our Data Teams, allowing us to monitor progress and refine strategies to reduce undesired behaviors. 1.2.2 (1a): KHS will create clear guidelines about communication, modeling, and reinforcement of these values and expected behaviors. 1.2.2 (1b): KHS will post KHS/Hurricane Behavior Matrix in each building. <u>Accountable Leads</u> KMTSS, SEL Committee, KMTSS Team [WGA #5]	• KMTSS meeting minutes • SEL Committee meeting minutes • Posted behavior expectations in common places • Admin communicates behavior expectations through push-in with the academie (ie chapter 19 presentation) • Ensure staff awareness of expectations • Analysis of behavior data each quarter after implementation • Panorama Survey • SQS Survey - Students, Staff, and Families • SC for GLO 7 as a baseline
		HAWAIIAN-MEDIUM PROGRAM Being in its inaugural year, there currently isn't a Kaiapuni-specific behavior matrix for teachers and students to reference. The absence of a formalized, shared framework for	Moenahā ☒ Responsibility ☒ Relationship ☐ Relevance ☐ Rigor FAFKE Mo'olelo Alignment ☐ Kuana'ike & Content: Is the activity grounded in mo'olelo/'āina to build Hawaiian worldview? ☒ Pedagogy & Proficiency: Does it utilize culturally relevant pedagogy to foster proficiency in Hawaiian Ways of Knowing and Being? ☒ Pilina and Kōkua: Does it strengthen Pilina and Aloha through	1.2.2 (1a-1g) • Daily Protocols • BTAM monthly reports • KMTSS meeting minutes • SEL Committee meeting minutes • Posted behavior expectations in common places • Admin communicates

		cultural values and behavioral expectations limits students' ability to consistently demonstrate responsibility and readiness to contribute to the broader lāhui.	collaborative, reciprocal actions? ☒ Ho'okō & Leadership: Does it cultivate Ho'okō and leadership competency through real-world problem-solving? ☒ Loina and Environment: Does it promote Loina within culturally relevant learning environments? ☐ Support Systems: Does it actively engage the 'Ohana, Community, and Department support systems for collective success?	behavior expectations through push-in with the academie (ie chapter 19 presentation) • Ensure staff awareness of expectations • Analysis of behavior data each quarter after implementation • Panorama Survey • SQS Survey - Students, Staff, and Families • SC for GLO 7 as a baseline
			Kaiapuni students will engage in the following lessons and activities to foster and demonstrate: 1.2.2 (1a): Kaiapuni students will demonstrate hō'ihi (respect) by listening attentively and speaking thoughtfully toward their kumu, kupuna, classmates, and guests, showing deep appreciation for the knowledge and guidance shared within all classroom and cultural settings. 1.2.2.(1b): Kaiapuni students will demonstrate kuleana (responsibility) by taking ownership of their learning, participating fully in classroom activities, and contributing positively to the Kaiapuni community. Each student plays an important role in maintaining a supportive and productive learning environment. 1.2.2 (1c): Kaiapuni students will embody the value of laulima (unity) by collaborating effectively, supporting their peers, and contributing to collective learning experiences that strengthen communal relationships and deepen understanding. 1.2.2 (1d): Kaiapuni students will practice mālama (care) by demonstrating stewardship of their peers, learning environments, and cultural materials, ensuring that all traditions and resources are treated with the highest level of responsibility. 1.2.2.(1e): Kaiapuni students will demonstrate learning with ha'aha'a (humility) by being open to guidance, reflecting on their growth, and recognizing that learning is a continuous journey. 1.2.2 (1f): Kaiapuni students will engage in cultural protocols	

			and practices, such as oli, place-based learning, and traditional activities, to honor Hawaiian heritage and strengthen their cultural identity through respectful and thoughtful participation. 1.2.2 (1g): Kaiapuni students will actively use ‘Ōlelo Hawai‘i as a primary language of communication within the Kaiapuni program, supporting one another in building fluency and confidence. <u>Accountable Leads</u> Kaiapuni Staff [WGA #5]	
1.2.3. All students experience a Nā Hopena A‘o environment for learning. <i>Required for all schools.</i>	☒ Learning ☐ Demographic ☒ Perception ☒ Process	ENGLISH-MEDIUM PROGRAM Students may not consistently experience Nā Hopena A‘o in their learning environments because of inconsistent implementation of culturally responsive instructional practices aligned with Nā Hopena A‘o across classrooms.	1.2.3 (1): KHS will cultivate a school-wide environment rooted in Nā Hopena A‘o (HĀ) by engaging staff in ongoing professional development and collaborative discussions. 1.2.3 (1a): KHS will implement a structured onboarding program for new teachers, ensuring they are grounded in the principles of Nā Hopena A‘o (HĀ). 1.2.3 (1b): KHS will facilitate quarterly PONI sessions facilitated by Hawaiian Language lead,, and when possible, co-led by OHE staff, and student partners (i.e., Kaiapuni), to build collective teacher capacity. 1.2.3 (2): KHS will integrate Nā Hopena A‘o (HĀ) values into the classroom instruction by providing teachers with targeted look-fors and ongoing professional development to ensure consistent, HĀ-anchored learning environments. <u>Accountable Leads</u> Instructional Coaches, Hawaiian Language Lead, Classroom teachers [WGA #5]	1.2.3 • Classroom walkthrough data • Student perception survey • Engagement survey results • Teacher perception survey • Staff implementation tracking • Behavior data • Attendance data • Academy meeting minutes

1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>		HAWAIIAN-MEDIUM PROGRAM Because the core values of Nā Hopena A'o are not yet fully integrated into the Kaiapuni program's structure, students may begin to face barriers in achieving the combined academic and cultural grounding necessary for positive community impact.	Moenahā ☒ Responsibility ☐ Relationship ☒ Relevance ☐ Rigor FAFKE Mo'olelo Alignment ☐ Kuana'ike & Content: Is the activity grounded in mo'olelo/'āina to build Hawaiian worldview? ☐ Pedagogy & Proficiency: Does it utilize culturally relevant pedagogy to foster proficiency in Hawaiian Ways of Knowing and Being? ☒ Pilina and Kōkua: Does it strengthen Pilina and Aloha through collaborative, reciprocal actions? ☒ Ho'okō & Leadership: Does it cultivate Ho'okō and leadership competency through real-world problem-solving? ☒ Loina and Environment: Does it promote Loina within culturally relevant learning environments? ☐ Support Systems: Does it actively engage the 'Ohana, Community, and Department support systems for collective success? 1.2.3 (1a): Kaiapuni staff will systematize HĀ into curriculum and assessment design by creating rubrics where students demonstrate hō'ihi and aloha in their interactions, while practicing kuleana through self-directed ownership of their learning and contributions to the collective success of the class. 1.2.3 (1b): By embedding 'Ōlelo Hawai'i, 'ike Hawai'i, and placed-based collaboration into the core curriculum, Kaiapuni staff will provide the structured, culturally grounded instruction necessary to strengthen student identity and ensure a seamless connection to the broader lāhui.	1.2.3 (1a) FAFKE Components • 'Ōlelo Hawai'i - protocol and mele • 'Ike Hawai'i - application of mo'olelo, cultural practice, and 'āina connection 1.2.3 (1b) FAFKE Components • Pāhana Ho'ona'auao - real-world. PBL • Kākoo 'Ōhana - active family engagement • Nā Alawa - assessment through authentic, culturally aligned demonstrations
---	--	---	--	---

★ **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> <i>Is it...</i> • Observable, Instructionally • Actionable • Student-Focused • Specific • Measurable	Data ☐ Learning ☐ Demographic ☐ Perception ☐ Process	Root/Contributing Cause <i>"Why are we doing this?"</i> <i>Language to use:</i> <i>Lack of...</i> <i>Gaps in...</i> <i>Inconsistency with...</i> <i>Underutilization of...</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 Progress <i>"How will we know progress is being made?"</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>	☒ Learning ☐ Demographic ☐ Perception ☒ Process	ENGLISH-MEDIUM PROGRAM The lack of a codified, incremental skills-building progression across academies results in students entering graduation without the necessary scaffolding to bridge the gap between academic theory and industry requirements. The lack of intentional integration between academy-specific curriculum and career-readiness milestones results in fragmented student preparation that does not accurately simulate	1.3.1 (1): KHS will utilize Academy and Department Action Plans to support career, community, and civic opportunities: Continue to create an authentic, career-focused learning experience(s) to engage students' interests; and Identify and offer career-aligned certifications to fill existing gaps in our career pathway programs. 1.3.1 (2): KHS will explicitly connect daily content to careers by creating a universal slide template linking academic standards to career pathways. Staff will commit to dedicating the first 3 minutes of Monday Advisory/PTP class to this career slide. 1.3.1 (3): KHS will dedicate time and ensure multiple touchpoints annually for academies to collaborate, share best practices, and establish a common schoolwide baseline for post-high skills (e.g., 10th-grade mock interviews, industry certifications, and internships). <u>Accountable Leads</u> Administration, Department Heads, Academy Leads [WGA #5]	<u>1.3.1</u> • Department and Academy Action Plans • Registration Handbook - Career Pathways • Student CTE certifications • Department Meetings agendas and minutes • PC Day agendas • Data Teams Meetings agendas and minutes • Academy-specific workshops • Advisory lessons and schedules

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>		industry-specific professional environments. A lack of formal collaboration between academies often leads to staff “reinventing the wheel” instead of sharing best and evidence-backed instructional strategies to help students succeed.		
		HAWAIIAN-MEDIUM PROGRAM There is a lack of specialized alignment between Kaiapuni programming and college or career pathways while possible barriers, such as cohort size and need for Hawaiian-language integration, limit students’ access to internships, mentorships, and service-learning opportunities. Lack of diverse ‘Ōlelo Hawai‘i businesses and/or community programs creates a barrier for Kaiapuni students and staff	Moenahā ☒ Responsibility ☐ Relationship ☒ Relevance ☒ Rigor	<u>1.3.1 (1-3)</u> • FAFKE Components • Registration Handbook • Kaiapuni action plan • Department Meetings agendas and minutes • PC Day agendas • Kaiapuni Data Team Meetings agendas and minutes • Kaiapuni specific workshops, huaka’i • Advisory lessons and schedules
			FAFKE Mo‘olelo Alignment ☒ Kuana‘ike & Content: Is the activity grounded in mo‘olelo/‘āina to build Hawaiian worldview? ☒ Pedagogy & Proficiency: Does it utilize culturally relevant pedagogy to foster proficiency in Hawaiian Ways of Knowing and Being? ☐ Pilina and Kōkua: Does it strengthen Pilina and Aloha through collaborative, reciprocal actions? ☒ Ho‘okō & Leadership: Does it cultivate Ho‘okō and leadership competency through real-world problem-solving? ☐ Loina and Environment: Does it promote Loina within culturally relevant learning environments? ☒ Support Systems: Does it actively engage the ‘Ohana, Community, and Department support systems for collective success?	
			1.3.1 (1): Kaiapuni staff will bridge the gap between the classroom and the workforce by establishing a network of Hawaiian-speaking mentors and community partners who provide authentic, place-based career experiences and civic	

		who need opportunities to practice their skills.	leadership roles. 1.3.2 (2): Kaiapuni staff will formalize a K-12 roadmap for career exploration and leadership that bridges elementary, middle and high school, providing a seamless transition into professional and civic roles that honor their Hawaiian-language immersion background. 1.3.1 (3): Kaiapuni staff will ensure equitable access to career and leadership experiences by embedding them directly into the grade-level curriculum, bridging the gap between classroom learning and future professional success.	
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.	☒ Learning ☒ Demographic ☐ Perception ☒ Process	ENGLISH-MEDIUM PROGRAM Inconsistent use of universal screeners creates a fragmented view of student performance, leaving a disconnect in our ability to proactively identify and support student needs between major benchmarks. The roadblock in meeting proficiency may be due to a lack of rigorous, ongoing progress monitoring that prevents staff from identifying and correcting learning gaps in real-time for students. The current lack of a clear connection of student interests with school-wide	1.3.2 (1): KHS will implement an internal universal screener assessment (e.g., STAR, IXL) and expand it to 10th-grade students to monitor progress and close the data gap prior to the 11th-grade SBA. 1.3.2 (1a): KHS will provide dedicated quarterly time for teachers to analyze classroom and benchmark data, using these insights to develop and refine individual student success plans. 1.3.2 (2): KHS will require yearly staff training on Lei Kulia and Panorama to drive teaching practices. KHS will establish a longitudinal data document that tracks students from 8th to 12th grade for all teachers to access and review. 1.3.2 (3): KHS will strengthen partnerships with feeder middle schools by facilitating quarterly articulation touchpoints focused on vertical alignment, data handoffs, and creating "Bridge" summer programs for all core content areas. <u>Accountable Leads:</u> Administration, Instructional Coaches, Department Heads, Counselors [WGA #2, WGA #3, WGA #4]	<u>1.3.2 (1)</u> • Screener data (STAR/IXL) <u>1.3.2 (1a)</u> • Articulation meeting minutes <u>1.3.2 (2)</u> • Lei Kulia usage logs <u>1.3.2 (3)</u> • Summer "Bridge" enrollment

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.		achievement priorities may contribute to fragmented supplemental programs.		
		HAWAIIAN-MEDIUM PROGRAM There is an absence of a formalized K-12 vertical alignment framework, which results in inconsistent academic expectations and instructional gaps during the transition from middle to high school, ultimately hindering students' readiness for advanced coursework.	Moenahā ☒ Responsibility ☐ Relationship ☒ Relevance ☒ Rigor	<u>1.3.2 (1)</u> • FAFKE Components • Kaiapuni specific workshops <u>1.3.2 (2-2b)</u> • Professional Development • Lesson Plans
			FAFKE Mo'olelo Alignment ☒ Kuana'ike & Content: Is the activity grounded in mo'olelo/'āina to build Hawaiian worldview? ☒ Pedagogy & Proficiency: Does it utilize culturally relevant pedagogy to foster proficiency in Hawaiian Ways of Knowing and Being? ☐ Pilina and Kōkua: Does it strengthen Pilina and Aloha through collaborative, reciprocal actions? ☒ Ho'okō & Leadership: Does it cultivate Ho'okō and leadership competency through real-world problem-solving? ☐ Loina and Environment: Does it promote Loina within culturally relevant learning environments? ☐ Support Systems: Does it actively engage the 'Ohana, Community, and Department support systems for collective success?	
			1.3.2 (1): Kaiapuni staff will provide high-quality, grade-level instruction by utilizing and adapting specialized Ōlelo Hawai'i resources that meet both state academic benchmarks and cultural language goals. 1.3.2 (2): Kaiapuni staff will implement evidence-based screening and instructional strategies to identify learning gaps early, providing the necessary scaffolds to build a strong academic foundation for long-term success. 1.3.2 (2a): KHS Administration will dedicate resources for Kaiapuni staff collaboration to strengthen the alignment between immersion-based pedagogy and the civic, academic,	

			and career success of Kaiapuni students. 1.3.2 (2b): Kaiapuni staff will receive training to strengthen the continuity of student learning through collaborative curriculum mapping, the development of standards-aligned Hawaiian language materials, and the use of shared data to track academic growth from elementary through graduation. <u>Accountable Leads</u> Administration, Kaiapuni Staff [WGA #2, WGA #3, WGA #4]	
1.3.3 All students graduate high school with a personal plan for their future.	☒ Learning ☒ Demographic ☐ Perception ☐ Process	ENGLISH-MEDIUM PROGRAM The current Personal Transition Plan (PTP) is often viewed as a compliance checklist rather than a meaningful post-high school plan. Teachers lack a standardized outline and support for effectively delivering Advisory/PTP lessons, resulting in inconsistent implementation across classrooms.	1.3.3 (1) KHS will establish clear lesson outlines, objectives, and grade-level checklists to ensure the PTP curriculum and 10-Year Plan aligns with the Profile of a Kapolei Graduate. 1.3.3 (2) KHS will streamline the PTP process by utilizing external resources so students can easily track their documents and progress toward their goal to enlist, enroll, or be employed post-graduation. <u>Accountable Leads</u> Counselors, Classroom Teachers [WGA #5]	<u>1.3.3 (1) and (2)</u> • PTP completion rates • Advisory lesson plans • 10-Year Plans • Post-graduation enrollment/employment data.
1.3.3 All students graduate high school with a personal plan for their future.		HAWAIIAN-MEDIUM PROGRAM There is a lack of a formalization for college, career, and life planning that is specifically tailored to the Kaiapuni	Moenahā ☐ Responsibility ☐ Relationship ☐ Relevance ☐ Rigor FAFKE Mo'olelo Alignment	<u>EA 1.3.3 (1)</u> • FAFKE Components • Nā Hopena A'o (HĀ) • 'Ike Hawai'i <u>EA 1.3.3 (2)</u> • Guest Speaker Agenda

		context. Students lack consistent, grade-level opportunities to explore, reflect on, and document their postsecondary goals within a culture and disciplinary literacy framework.	☐ Kuana'ike & Content: Is the activity grounded in mo'olelo/'āina to build Hawaiian worldview? ☒ Pedagogy & Proficiency: Does it utilize culturally relevant pedagogy to foster proficiency in Hawaiian Ways of Knowing and Being? ☐ Pilina and Kōkua: Does it strengthen Pilina and Aloha through collaborative, reciprocal actions? ☐ Ho'okō & Leadership: Does it cultivate Ho'okō and leadership competency through real-world problem-solving? ☐ Loina and Environment: Does it promote Loina within culturally relevant learning environments? ☐ Support Systems: Does it actively engage the 'Ohana, Community, and Department support systems for collective success? 1.3.3 (1): Kaiapuni staff will integrate Nā Hopena A'o into their K-12 planning process to ensure that every student's future path is built on a foundation of cultural purpose and Hawaiian knowledge. 1.3.3 (2): Kaiapuni staff will integrate professional and civic engagement into the Kaiapuni experience, utilizing a network of cultural and industry partners to provide students with grade-level appropriate career exploration and community-based learning. <u>Accountable Leads</u> Kaiapuni Staff 1.3.3 (3): KHS Administration will provide ongoing professional development that supports Kaiapuni kumu in facilitating rigorous college and career conversations in 'ōlelo Hawai'i, equipping them with the tools to guide student goal-setting and reflection within a cultural framework. <u>Accountable Leads</u> Administration [WGA #5]	<u>EA 1.3.3 (3)</u> - Professional Development - Lesson Plans
--	--	---	--	---



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>	Data ☐ Learning ☐ Demographic ☐ Perception ☐ Process	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Language to use:</i> <i>Lack of...</i> <i>Gaps in...</i> <i>Inconsistency with...</i> <i>Underutilization of...</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 Progress <i>"How will we know progress is being made?"</i>
Is it... • Observable, Instructionally • Actionable • Student-Focused • Specific • Measurable				
2.1.2.1 Kapolei will establish and sustain a culture of ongoing professional conversations in which staff regularly reflect on professional development learning, monitor implementation progress, and analyze its impact on student achievement to promote continuous improvement and instructional effectiveness.	☒ Learning ☐ Demographic ☒ Perception ☐ Process	ENGLISH-MEDIUM PROGRAM Absence of structured time for professional reflection. Inconsistent opportunities built into meetings or PLCs to reflect on learning, discuss implementation, or analyze student impact. Inconsistent follow-through after professional development. PD may occur as isolated events without clear	2.1.2.1 (1): KHS will dedicate the first or last 15 minutes of every PLC, Department, and Academy meeting to a Professional Growth Reflection. 2.1.2.1 (2): KHS will develop and deploy a Question Reflection Protocol(could be Strategy, Evidence, Challenges, Adjustments) for all collaborative teams. 2.1.2.1 (3): KHS will require teams to bring "Evidence" (student work samples, formative assessment trends, or walkthrough feedback) to every reflection session. 2.1.2.1 (4): KHS will create a shared digital reflection log (of some type) for Department and Academy Leads to summarize their teams' monthly needs for review during the Administrative Consultation Cycle. <u>Accountable Leads</u> Administration, Department Heads, Academy Leads	<u>2.1.2.1 (1) and (2)</u> • Weekly Meeting Minutes that include a dedicated section to record the department's professional growth reflection. • Reflection Participation Rate <u>2.1.2.1 (3)</u> • Evidence Artifact Folder/Inventory • Walkthrough Correlation Map • Protocol Fidelity Audit <u>2.1.2.1 (4)</u>

		expectations for implementation, monitoring, or accountability. Lack of clear protocols for professional conversations. Without structured guiding questions or reflection frameworks, discussions may remain surface-level rather than focused on instructional practice and student outcomes. Limited use of data to anchor conversations; If student achievement data, student work, or walkthrough evidence are not regularly incorporated into discussions, it becomes difficult to connect professional learning to measurable impact. Culturally, staff may not yet feel fully comfortable engaging in open dialogue about	[WGA #2]	• Monthly Leadership Needs Identification for Sharing • Protocol Fidelity Audit
--	--	---	------------------------	--

2.1.2.1 Kapolei will establish and sustain a culture of ongoing professional conversations in which staff regularly reflect on professional development learning, monitor implementation progress, and analyze its impact on student achievement to promote continuous improvement and instructional effectiveness.		practice, challenges, or instructional adjustments. This could stem from trust gaps, fear of evaluation, or a history of compliance-driven initiatives rather than growth-oriented collaboration.		
		HAWAIIAN-MEDIUM PROGRAM Because the Kaiapuni program is in its foundational stage, it lacks the formalized, culturally tailored systems and protocols for monitoring professional development,	Moenahā ☒ Responsibility ☐ Relationship ☒ Relevance ☒ Rigor	<u>2.1.2.1 (1) and (2)</u> - Weekly Meeting Minutes that include a dedicated section to record the department's professional growth reflection. - Reflection Participation Rate
			FAFKE Mo'olelo Alignment ☒ Kuana'ike & Content: Is the activity grounded in mo'olelo/'āina to build Hawaiian worldview? ☒ Pedagogy & Proficiency: Does it utilize culturally relevant pedagogy to foster proficiency in Hawaiian Ways of Knowing and Being? ☒ Pilina and Kōkua: Does it strengthen Pilina and Aloha through collaborative, reciprocal actions? ☒ Ho'okō & Leadership: Does it cultivate Ho'okō and leadership competency through real-world problem-solving? ☒ Loina and Environment: Does it promote Loina within culturally relevant learning environments? ☐ Support Systems: Does it actively engage the 'Ohana, Community, and Department support systems for collective success?	
			2.1.2.1(1): Kaiapuni will dedicate the first or last 15 minutes of every PLC, Department, and Academy meeting to complete a Professional Growth Reflection.	
			2.1.2.1 (2): Kaiapuni staff will implement a reflective instructional protocol, focusing on Strategy, Evidence, Challenges, and Adjustments, to institutionalize a culture of	

		instructional implementation, and student data analysis. The current staffing and scheduling model does not account for the multifaceted roles of Kaiapuni kumu, resulting in a lack of protected time for consistent, data-driven collaboration. There may be limited access to culturally and linguistically appropriate data tools and resources, making it more challenging to analyze student achievement in ways that fully reflect learning in ‘ōlelo Hawai‘i. There may be a lack of professional development in Hawaiian-language data analysis and professional dialogue prevents kumu from consistently engaging in rigorous, research-based	continuous improvement. This system will directly align instructional effectiveness with culturally grounded data practices and ongoing capacity building for kumu. 2.1.2.1 (3): Kaiapuni staff will standardize the use of evidence, including student work and assessment trends, within the reflective cycle to ensure instructional adjustments are rooted in actual student learning outcomes. <u>Accountable Leads</u> Kaiapuni Staff 2.1.2.1 (4): Kaiapuni staff and leadership will utilize a shared digital workspace to exchange monthly reflections and operational updates. This tool will formalize the flow of information between Academies, Departments, and the Kaiapuni program to ensure transparency and collective follow-through on instructional goals. <u>Accountable Leads</u> Academy Leads, Department Heads, Administration	<u>2.1.2.1 (3)</u> • Evidence Artifact Folder/Inventory • Walkthrough Correlation Map • Protocol Fidelity Audit <u>2.1.2.1 (4)</u> • Monthly Leadership Needs Identification for Sharing • Protocol Fidelity Audit
--	--	--	--	---

		instructional collaboration. There is a lack of a formalized K-12 articulation system that may be blocking Kaiapuni educators from aligning instructional expectations and tracking student progress across grade level and school sites. The absence of formalized systems to monitor and measure the impact of professional development prevents the consistent translation of teacher learning into improved student learning outcomes.		
2.1.2.2 All school support staff will engage in specialized training - covering both evidence-based practices and legal compliance - to ensure our operational systems provide a safe, high-performing foundation for every student and colleague.	☐ Learning ☐ Demographic ☐ Perception ☒ Process	ENGLISH-MEDIUM PROGRAM The lack of structured collaboration between academies creates operational silos, leading to “reinventing the wheel” instead of sharing effective student success strategies.	2.1.2.2 (1) Classified and Casual Staff: All classified and Casual staff will participate in yearly job-specific training modules and opportunities - focused on efficiency, proactive communication, and safety protocols - and demonstrate growth and/or mastery during weekly coaching and feedback sessions, and through yearly performance indicators (PAS). <u>Accountable Leads</u> Administration, Head Custodian, School Administrative Services Assistant (SASA), SSSO 2.1.2.2 (1a) Certificated and Support Staff: Teachers and EAs will engage in, at minimal, monthly Professional Development opportunities, focused on evidence-based instructional	<u>2.1.2.2 (1a)</u> • Training logs • PAS evaluations (redacted) • Master Calendar - Opening School Year activities <u>2.1.2.2 (1b)</u> • PD agendas and attendance sheets • PONi agendas and attendance sheets

2.1.2.2 All school support staff will engage in specialized training - covering both	The lack of a formal professional learning system for classified staff, including office, custodial, and security teams, results in inconsistent safety practices and a lack of follow-through on compliance protocols. There appears to be a lack of clarity regarding how each specific role group is designed to anchor the effectiveness of others. It appears as though responsibilities are viewed as isolated tasks rather than a collaborative chain of support.	routines - such as establishing organized learning environments and using explicit instruction - to enhance pedagogical effectiveness. <u>Accountable Leads</u> Academy Leads, Department Heads, Instructional Coaches, Administration 2.1.2.2 (1b) Certificated and Support Staff: Teachers and EAs will apply evidence-based engagement strategies within the standardized Data Team cycle to monitor direct impact of instructional practices on student learning outcomes on a quarterly basis. <u>Accountable Leads</u> Academy Leads, Department Heads, Instructional Coaches, Administration 2.1.2.2 (1c) NCTs: Instructional Coaches, Counselors, Tech Coordinator, Librarian, and SSCs, will increase their presence in classrooms and shared spaces - including Data Teams, weekly Learning Walks, and Academy/Department Meetings - to provide documented, targeted feedback and ongoing instructional support. <u>Accountable Leads</u> Administration [WGA #2]	• PD/Training feedback • Department meeting minutes • Department Action Plan • Academy minutes • Academy Action Plan • Master Calendar <u>2.1.2.2 (1c)</u> • Data Team minutes • Evidence of student learning and/or growth via Common Formative Assessments (CFAs) • Student Support Logs (SSL) • PONI/ADT/Meeting Calendar <u>2.1.2.2 (1d)</u> • Learning Walks results • Administration and School Improvement Team (formerly Leadership) meeting agenda and minutes • PONI/ADT/Meeting Calendar
	HAWAIIAN-MEDIUM PROGRAM The current lack of a tailored and consistent professional	Moenahā ☒ Responsibility ☐ Relationship ☒ Relevance ☒ Rigor	<u>2.1.2.2 (1a)</u> • FAFKE Components • Training logs • PAS evaluations (redacted)

evidence-based practices and legal compliance - to ensure our operational systems provide a safe, high-performing foundation for every student and colleague.		development plan for the Kaiapuni staff prevents them from accessing the role-specific growth opportunities they need.	FAFKE Mo'olelo Alignment ☒ Kuana'ike & Content: Is the activity grounded in mo'olelo/'āina to build Hawaiian worldview? ☒ Pedagogy & Proficiency: Does it utilize culturally relevant pedagogy to foster proficiency in Hawaiian Ways of Knowing and Being? ☒ Pilina and Kōkua: Does it strengthen Pilina and Aloha through collaborative, reciprocal actions? ☒ Ho'okō & Leadership: Does it cultivate Ho'okō and leadership competency through real-world problem-solving? ☒ Loina and Environment: Does it promote Loina within culturally relevant learning environments? ☐ Support Systems: Does it actively engage the 'Ohana, Community, and Department support systems for collective success? 2.1.2.2 (1a): Kaiapuni teachers will participate in monthly professional development centered on evidence-based instructional routines. This training will prioritize explicit instruction to ensure a safe, compliant, and high-functioning space that elevates pedagogical effectiveness for all haumāna. 2.1.2.2 (1b): Kaiapuni teachers will apply evidence-based engagement strategies within the standardized Data Team cycle to monitor direct impact of instructional practices on student learning outcomes on a quarterly basis. <u>Accountable Leads</u> Instructional Coaches, Kaiapuni Staff [WGA #2]	• Master Calendar - Opening School Year activities <u>2.1.2.2 (1b)</u> • FAFKE Components • PD agendas and attendance sheets • PONI agendas and attendance sheets • PD/Training feedback • Department meeting minutes • Department Action Plan • Academy minutes • Academy Action Plan • Master Calendar
---	--	--	--	---



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?" Is it... • Observable, Instructionally • Actionable • Student-Focused • Specific • Measurable	Data ☐ Learning ☐ Demographic ☐ Perception ☐ Process	Root/ Contributing Cause "Why are we doing this?" Language to use: Lack of... Gaps in... Inconsistency with... Underutilization of...	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 Progress "How will we know progress is being made?"
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>	☒ Learning ☒ Demographic ☒ Perception ☒ Process	ENGLISH-MEDIUM PROGRAM There is a lack of a clear, publicized "value-add" for participation, which may lead to parents, students, and staff from seeing the SCC as a meaningful platform where their input directly influences student outcomes.	EA 3.3.1 (1): KHS will actively recruit a diverse representation of stakeholders for the School Community Council (SCC). KHS will utilize the school's newsletter, advisory periods, and the main website for ongoing SCC recruitment. EA 3.3.1 (2): KHS will conduct quarterly SCC meetings utilizing hybrid (online and in-person) participation options and providing agendas prior to the meeting to galvanize active participation and preparation. EA 3.3.1 (3): KHS will establish a structured feedback loop for internal staff by summarizing and sharing SCC meeting minutes schoolwide, ensuring all teachers - not just academy leads - are informed of community decisions and proposed actions. <u>Accountable Leads</u> Administration, Parent-Community Center Coordinator (PCNC), SCC Chair [WGA #4, WGA #5]	<u>3.3.1 (1-3)</u> • SCC membership list • SCC meeting minutes
		HAWAIIAN-MEDIUM PROGRAM The SCC currently	Moenahā ☒ Responsibility ☒ Relationship	<u>3.3.1</u> • SCC membership list

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>		lacks dedicated Kaiapuni stakeholder representation, resulting in a gap between school-level governance and immersion-specific needs.	☐ Relevance ☐ Rigor FAFKE Mo'olelo Alignment ☐ Kuana'ike & Content: Is the activity grounded in mo'olelo/'āina to build Hawaiian worldview? ☐ Pedagogy & Proficiency: Does it utilize culturally relevant pedagogy to foster proficiency in Hawaiian Ways of Knowing and Being? ☒ Pilina and Kōkua: Does it strengthen Pilina and Aloha through collaborative, reciprocal actions? ☒ Ho'okō & Leadership: Does it cultivate Ho'okō and leadership competency through real-world problem-solving? ☐ Loina and Environment: Does it promote Loina within culturally relevant learning environments? ☒ Support Systems: Does it actively engage the 'Ohana, Community, and Department support systems for collective success? 3.3.1: Kaiapuni will have teacher representation on the SCC. <u>Accountable Lead</u> Kaiapuni Teacher	• SCC meeting minutes
3.3.2 All families and staff can easily learn and participate in feedback processes that inform decision-making at the	☒ Learning ☒ Demographic ☒ Perception ☒ Process	ENGLISH-MEDIUM PROGRAM There is a lack of a clear, publicized "value-add" for participation, which	EA 3.3.2 (1): KHS will establish and/or sustain fully functional Academy Advisory Boards for each of its Academies, incorporating students, industry professionals, families, and community members into the curriculum and NCAC accreditation decision-making processes. <u>Accountable Leads</u>	<u>3.3.1 (1-3)</u> • SCC membership list • SCC meeting minutes

school, complex area, and state levels.		may lead to parents, students, and staff from seeing the SCC as a meaningful platform where their input directly influences student outcomes.	Administration, Academy Leads EA 3.3.2 (2): KHS will streamline outward communication by producing a monthly newsletter (distributed via mail and email) that highlights academy happenings, athletic/club news, student recognitions, and principal messages. This newsletter, along with on-campus events, will consistently include QR codes and surveys to easily elicit ongoing parent feedback. <u>Accountable Leads</u> Principal, PCNC, SAC, Academy Leads, Club Advisors, Athletic Director EA 3.3.2 (3): KHS will centralize internal and external communication by maintaining an up-to-date parent/community monthly calendar on the main website (with a subscription option) and embedding a direct link to this calendar within the Staff Weekly Calendar. Administration will share manipulation access to this calendar to prevent information bottlenecks and break down communication silos. <u>Accountable Leads</u> Administration, SAC, SASA, PCNC [WGA #5]	
3.3.2 All families and staff can easily learn and participate in feedback processes that inform decision-making at the school, complex area, and state levels.		HAWAIIAN-MEDIUM PROGRAM Current engagement structures do not yet provide Kaiapuni families and staff with clear pathways for feedback or shared decision-making. There is a need to institutionalize accessible, culturally aligned	Moenahā ☒ Responsibility ☒ Relationship ☐ Relevance ☐ Rigor FAFKE Mo'olelo Alignment ☐ Kuana'ike & Content: Is the activity grounded in mo'olelo/'āina to build Hawaiian worldview? ☐ Pedagogy & Proficiency: Does it utilize culturally relevant pedagogy to foster proficiency in Hawaiian Ways of Knowing and Being? ☒ Pilina and Kōkua: Does it strengthen Pilina and Aloha through collaborative, reciprocal actions?	3.3.2 • Meeting minutes • SCC meeting agendas and minutes • Parent newsletter • SQS surveys • Open Houses

		communication loops that bridge the gap between stakeholders and leadership at all levels of the Department.	☐ Ho'okō & Leadership: Does it cultivate Ho'okō and leadership competency through real-world problem-solving? ☐ Loina and Environment: Does it promote Loina within culturally relevant learning environments? ☒ Support Systems: Does it actively engage the 'Ohana, Community, and Department support systems for collective success?	
			3.3.2: Kaiapuni staff will develop a transparent, culturally responsive feedback system that prioritizes pilina, accessibility, and shared ownership. This includes establishing clear processes, increasing communication and education around participation, and ensuring that feedback is visibly reflected in decision-making at all levels.	
3.3.3 All families and staff can easily understand and effectively use a process that assists with the timely resolution of disputes.	☐ Learning ☒ Demographic ☒ Perception ☐ Process	Based on family participation or attendance data, our current engagement strategy is ineffective, leaving us without a clear process to bridge participation barriers and integrate diverse parent and student voices into campus decision-making.	EA 3.3.3 (1): KHS will refine and standardize the internal Student Support Log (SSL) protocols—including transitioning data input into the Infinite Campus contact log—to ensure a closed feedback loop that provides staff with timely responses and interventions for student behavioral, attendance, and academic concerns. <u>Accountable Leads</u> Administration, Academy Leads, Counselors EA 3.3.3 (2): KHS will establish proactive, multi-modality communication standards that keep families informed. Staff will commit to posting at least one positive update or syllabus link to their Google Classroom, while the school will send a targeted mass message highlighting one "Academy Success" per week to build positive rapport before disputes arise. <u>Accountable Leads</u> Academy Leads, Teachers EA 3.3.3 (3): KHS will continuously update the school website and social media platforms to ensure stakeholders can easily access KHS dispute resolution processes, DOE/BOE policies, clear points of contact, and instructional tutorials (e.g., video guides for parents on accessing Infinite Campus). <u>Accountable Leads</u> Administration, SAC, Tech Coordinator	3.3.3 (1-3) • Email blasts • Administration documentation of parent communication 3.3.3 (1-3) • KHS Website • KHS Social Media sites • Student Support Logs • Parent participation stats at school-wide events (sign-in, surveys) 3.3.3 (2) • Google Classroom • Academy Newsletters or Announcements • Teacher Syllabi • Monday Bulletin

3.3.3 All families and staff can easily understand and effectively use a process that assists with the timely resolution of disputes.			[WGA #4, WGA #5]	
		HAWAIIAN-MEDIUM PROGRAM There is no clear and established system to resolve disputes for the Kaiapuni program.	Moenahā ☒ Responsibility ☒ Relationship ☒ Relevance ☐ Rigor FAFKE Mo‘olelo Alignment ☐ Kuana‘ike & Content: Is the activity grounded in mo‘olelo/‘āina to build Hawaiian worldview? ☐ Pedagogy & Proficiency: Does it utilize culturally relevant pedagogy to foster proficiency in Hawaiian Ways of Knowing and Being? ☒ Pilina and Kōkua: Does it strengthen Pilina and Aloha through collaborative, reciprocal actions? ☐ Ho‘okō & Leadership: Does it cultivate Ho‘okō and leadership competency through real-world problem-solving? ☐ Loina and Environment: Does it promote Loina within culturally relevant learning environments? ☐ Support Systems: Does it actively engage the ‘Ohana, Community, and Department support systems for collective success? 3.3.3: Kaiapuni staff will institutionalize a transparent, pilina-based feedback system that streamlines participation and ensures stakeholder input is visibly integrated into decision-making at all levels. <u>Accountable Leads</u> Kaiapuni Staff	EA 3.3.3 • Student Support Log • Quarterly parent in-person/virtual meeting agendas • Google Classroom • Academy Newsletters or Announcements • Google Classroom

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

Desired Outcome <i>"What do we plan to accomplish?"</i> <i>Is it...</i> • Observable, Instructionally • Actionable • Student-Focused • Specific • Measurable	Data ☐ Learning ☐ Demographic ☐ Perception ☐ Process	Root/Contributing Cause <i>"Why are we doing this?"</i> <i>Language to use:</i> <i>Lack of...</i> <i>Gaps in...</i> <i>Inconsistency with...</i> <i>Underutilization of...</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 Progress <i>"How will we know progress is being made?"</i>
	☐ Learning ☐ Demographic ☐ Perception ☐ Process	ENGLISH-MEDIUM PROGRAM		
	☐ Learning ☐ Demographic ☐ Perception ☐ Process	HAWAIIAN-MEDIUM PROGRAM	Moenahā ☐ Responsibility ☐ Relationship ☐ Relevance ☐ Rigor	

★ Other Systems of Support

Desired Outcome <i>"What do we plan to accomplish?"</i> <i>Is it...</i> • Observable, Instructionally • Actionable • Student-Focused • Specific • Measurable	Data ☐ Learning ☐ Demographic ☐ Perception ☐ Process	Root/Contributing Cause <i>"Why are we doing this?"</i> <i>Language to use:</i> <i>Lack of...</i> <i>Gaps in...</i> <i>Inconsistency with...</i> <i>Underutilization of...</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 Progress <i>"How will we know progress is being made?"</i>
	☐ Learning ☐ Demographic ☐ Perception ☐ Process	ENGLISH-MEDIUM PROGRAM		
		HAWAIIAN-MEDIUM PROGRAM	Moenahā ☐ Responsibility ☐ Relationship ☐ Relevance ☐ Rigor	

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.

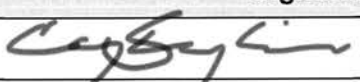
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Ke Kula Ki'eki'e Kaiapuni o Kapolei** 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 **Nov 19, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 20, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): **KHS Administration, Ke Kula Ki'eki'e Kaiapuni o Kapolei**
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 20, 2026**

Attested:

Ke Kula Ki'eki'e Kaiapuni o Kapolei Principal	Signature	Date
Wesley Shinkawa		
SCC Chairperson	Signature	Date
Cary Miyashiro		

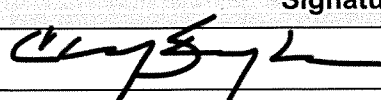
SCC Recommendations to the Academic Plan and Financial Plan:

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 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.
N/A

Attested:

SCC Chairperson	Signature	Date
Cary Miyashiro		March 20, 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 (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1080
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement

Ke Kula Ki'eki'e Kaiapuni o Kapolei [Bell Schedule](#):

SY2026-2027 KAPOLEI HIGH SCHOOL BELL SCHEDULE

MONDAY			TUESDAY - FRIDAY			
Start	End	Classes	Start	End	Classes	Lunch
8:55 AM	9:00 AM	PASSING	8:55 AM	9:00 AM	PASSING	
9:00 AM	9:45 AM	PTP / ADVISORY	9:00 AM	10:15 AM	PERIOD 1/5	
9:45 AM	9:50 AM	PASSING	10:15 AM	10:25 AM	RECESS	
9:50 AM	10:50 AM	PERIOD 1/5	10:25 AM	10:30 AM	PASSING	
10:50 AM	11:00 AM	RECESS	10:30 AM	11:45 AM	PERIOD 2/6	
11:00 AM	11:05 AM	PASSING	11:45 AM	12:15 PM	LUNCH A *	* LUNCH A or B is determined by your PERIOD 3/7 classroom See below for Fall & Spring Lunch schedule
11:05 AM	12:05 PM	PERIOD 2/6	12:15 PM	12:20 PM	PASSING	
12:05 PM	12:45 PM	EVERYONE on LUNCH	12:20 PM	1:35 PM	PERIOD 3/7	
12:45 PM	12:50 PM	PASSING	11:45 AM	11:50 AM	PASSING	
12:50 PM	1:50 PM	PERIOD 3/7	11:50 AM	1:05 PM	PERIOD 3/7	
1:50 PM	1:55 PM	PASSING	1:05 PM	1:35 PM	LUNCH B *	
1:55 PM	2:55 PM	PERIOD 4/8	1:35 PM	1:40 PM	PASSING	
			1:40 PM	2:55 PM	PERIOD 4/8	

FALL SEMESTER

LUNCH A (Buildings D, H, J, Woodshop and Portables)

LUNCH B (Buildings G, I, Gym and Ho'ola Academy)

SPRING SEMESTER

LUNCH A (Buildings G, H, Woodshop and Portables)

LUNCH B (Buildings D, I, J, Gym and Ho'ola Academy)