



Kapa'a Middle School Academic Plan SY 2025 -2026

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kapaamiddleschool.org

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

Submitted by Principal: Paul Zina		Approved by Complex Area Superintendent: Daniel S. Hamada	
	4/15/25		4/16/25

[VIALE QUALITY CURRICULUM](#) [SCREENING ASSESSMENTS](#) [IDENTIFIED SCHOOL NEEDS](#) [PRIORITY_1](#) [PRIORITY_2](#) [PRIORITY_3](#) [BELL SCHEDULE](#)

VIABLE QUALITY CURRICULUM

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

Please utilize the drop-down 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
Grades 6 through 8	'23 CommonLit 360 6-8 ▾	enVision Mathematics Co... ▾	OpenSciEd	Gr. 6 McGraw Hill World History Gr. 7 Bess Press: A History of the Hawaiian Kingdom Gr. 8 McGraw Hill U.S. History

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades 6 through 8	LanguageLive! Language!	Let'sGoMath		

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.

<input type="checkbox"/> Panorama	<input checked="" type="checkbox"/> School-created template: Student Support Team Logs (grades 6, 7, 8)	<input type="checkbox"/> Other:
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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
Grades 6 through 8	I-Ready ▾	I-Ready ▾

IDENTIFIED SCHOOL NEEDS

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

- ☒ Current Comprehensive Needs Assessment (CNA)
- ☐ Other current assessment/self-study report: N/A
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: Spring 2024

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

Year of Next Action: SY 2026-27

Type of Next Action: Full Self-Study ▾

Year of Next Self-Study:

SY 2026-27

Identified critical student learning needs and the root/contributing cause(s) why these needs have been prioritized.

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

1

LITERACY

SBA ELA-Literacy											
Proficiency				High Needs Achievement Gap				Growth			
20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24
39%	39%	38%	32%	24%	18%	25%	18%	45%	52%	43%	40%
Goal >80%				Goal <10%				Goal >60%			

i-Ready Diagnostic Screener - Reading									
Growth - Fall to Spring 2023-24					Current Proficiency - Winter 2024-25				
Met Typical Growth	Met Stretch Growth	Median Progress to Annual Typical Growth			Mid or Above GL	Early On GL	One GL Below	Two GLs Below	Three or More GL Below
46%	21%	78%			17%	17%	19%	10%	37%
>80%	>30%	>100% (Spring)							

Student LEARNING Needs (What students need to learn regarding literacy.)

- All students need to increase their understanding and application of literacy skills in reading, writing, listening/speaking, and research/inquiry.
 - Reading - All students need to increase their ability to apply skills related to foundational reading (i.e., phonics, fluency) and comprehension (i.e., text structures & features, language use, and reasoning & evidence).
 - Writing - All students need to increase their ability to edit their writing using the conventions of standard English (i.e., grammar, capitalization, punctuation, and spelling).
 - Listening/Speaking - All students need to increase their ability to comprehend and interpret complex auditory information and communicate effectively.
 - Research/Inquiry - All students need to increase their ability to interpret, analyze, integrate, and evaluate information and sources.

Student LEARNER Needs (What students need us to provide so that they can strengthen their literacy.)

- All students need instruction that scaffolds the teaching of literacy concepts and skills in the areas of reading, writing, listening/speaking, and research/inquiry; effectively engages all types and levels of learners; and is differentiated and targeted to address their needs.
 - All students need quality Tier 1 instruction on grade level ELA/literacy standards incorporating the strategic use of schoolwide best practices and research-based/high-yield instructional strategies that effectively engage all types and levels of learners and are designed to strengthen students' ability to read fluently and with comprehension; write with purpose, clarity, and voice; listen with understanding; speak effectively; and conduct research/inquiry.
 - Identified students need flexible grouping and intentional Tier 2 instruction designed to scaffold ELA/literacy concepts and skills within the grade level standards to strengthen their understanding and application.
 - Identified students need strategic Tier 3 literacy instruction that addresses their learning deficiencies and improves their growth rate to bring them up to the same academic level as their grade-level peers.

Root/Contributing Causes:

- 1A. There are varying levels of implementation of ELA standards-based curriculum, instruction, assessment, and grading practices.
- 1B. The levels of instruction and use of reading strategies vary from classroom to classroom in the implementation of i-Ready lessons for intervention.
- 1C. There are inconsistent grading practices identified for schoolwide implementation, leading to inconsistencies in our grading practices of ELA concepts and skills.
- 4A. There has been insufficient targeted attention to the effective implementation of academic Response to Intervention (RTI) programs and procedures.
- *Additional contributing causes: [5B](#), [10B](#), [11A](#), [11B](#), [11C](#), [12A](#), [13A](#), [16A](#)

2 **NUMERACY**

SBA Math											
Proficiency				High Needs Achievement Gap				Growth			
20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24
17%	17%	17%	16%	13%	17%	13%	14%	33%	55%	43%	39%
Goal >80%				Goal <10%				Goal >60%			

i-Ready Diagnostic Screener - Math								
Growth - Fall to Spring 2023-24			Current Proficiency - Winter 2024-25					
Met Typical Growth	Met Stretch Growth	Median Progress to Annual Typical Growth	Mid or Above GL	Early On GL	One GL Below	Two GLs Below	Three or More GL Below	
38%	14%	50%	5%	17%	31%	15%	32%	
Goal >80%	>30%	>100% (Spring)						

Student LEARNING Needs (What students need to learn regarding numeracy.)

- All students need to increase their understanding and application of numeracy skills in mathematical concepts and procedures, math problem-solving, modeling & data analysis, and communicating reasoning.
 - Concepts and Procedures - All students need to increase their ability to apply mathematical concepts and procedures in such a way that they effectively manipulate numbers and symbols to come up with answers, and they understand how and why the math makes sense.
 - Problem-Solving - All students need to increase their ability to make sense of problems and persevere in solving them.
 - Modeling and Data Analysis - All students need to increase their ability to model with mathematics and interpret/analyze numerical information displayed in diagrams, charts, graphs, and tables.
 - Communicating Reasoning - All students need to increase their ability to reason abstractly and quantitatively and communicate their reasoning.

Student LEARNER Needs (What students need us to provide so that they can strengthen their numeracy.)

- All students need instruction that scaffolds the teaching of numeracy concepts and skills in the areas of mathematical concepts and procedures, math problem-solving, modeling & data analysis, and communicating reasoning, and is differentiated and targeted to address their needs.
 - All students need Tier 1 instruction on grade level math standards incorporating the strategic use of schoolwide best practices that effectively engage all types and levels of learners and are designed to strengthen students' ability to understand and apply mathematical concepts and procedures, problem-solve, create models, interpret/analyze data, and communicate their reasoning.

- Identified students need flexible grouping for Tier 2 instruction (and Tier 3 as needed) that scaffold the mathematical concepts and skills necessary to achieve the grade level standards, including their ability to problem solve, create models, interpret/analyze data, and communicate their reasoning.

Root/Contributing Causes:

2A. There are varying levels of implementation of Math standards-based curriculum, instruction, assessment, and grading practices.

2B. There has been insufficient implementation of data teams to inform instruction and address learning gaps.

2C. There are inconsistent grading practices identified for schoolwide implementation, leading to inconsistencies in our grading practices of Math concepts and skills.

4A. There has been insufficient targeted attention to the effective implementation of academic Response to Intervention (RTI) programs and procedures.

*Additional contributing causes: [5B](#), [10B](#), [11A](#), [11B](#), [11C](#), [12A](#), [13A](#), [16A](#)

3

SCIENCE

NGSS-HSA Science							
Proficiency				High Needs Achievement Gap			
20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24
18%	19%	15%	19%	13%	15%	17%	8%
Goal >80%				Goal <10%			

Student LEARNING Needs (*What students need to learn regarding science.*)

- All students need to increase their understanding and application of the performance expectations as outlined within the Next Generation Science Standards (NGSS), including the science and engineering practices, crosscutting concepts, and disciplinary core ideas for their grade level.

Student LEARNER Needs (*What students need us to provide so that they can strengthen their understanding and application of science.*)

- All students need instruction based on a viable and quality curriculum that is vertically aligned and designed to strengthen their ability to meet the NGSS performance expectations by fully addressing the science and engineering practices, crosscutting concepts, and disciplinary core ideas.

Root/Contributing Causes:

3A. There are varying levels of implementation of Science standards-based curriculum, instruction, assessment, and grading practices.

3B. There are inconsistent grading practices identified for schoolwide implementation, leading to inconsistencies in our grading practices of Science concepts.

*Additional contributing causes: [5B](#), [10B](#), [11A](#), [11B](#), [11C](#), [12A](#), [13A](#), [16A](#)

SOCIAL-EMOTIONAL LEARNING and ATTENDANCE

Social-Emotional Learning Competencies						
Self Management	Social Awareness	Perseverance	Sense of Belonging	Growth Mindset	Emotion Regulation	Self-Efficacy
59%	47%	51%	46%	44%	40%	39%
Panorama Winter 2024-25						

Regular Attendance			
20-21	21-22	22-23	23-24
*87%	55%	71%	70%
Goal: >90%			

Student LEARNING Needs (What students need to learn regarding SEL.)

- All students need to increase their understanding and application of the social-emotional learning (SEL) competencies as outlined within the Panorama Student SEL Survey, especially regarding our school values of Kūpono (Compassion), Kūpa'a (Character), and Kūlia (Confidence).
- All students need an understanding of how regular attendance in school helps them to learn to their fullest potential.

Student LEARNER Needs (What students need us to provide so that they can embody the SEL competencies and experience a positive learning environment.)

- All students need explicit instruction and positive reinforcement in the SEL competencies, with an ongoing emphasis on developing attributes aligned with compassion, character, and confidence.
- All students need a positive learning environment that embeds Nā Hopena A'o and fosters academic and social growth, resulting in a sense of belonging and regular attendance in school.

Root/Contributing Causes:

5A. There is a need to sustain and strengthen the successful practice of providing students with transitions.

6A. There is a need to sustain and strengthen our activities that encourage student attendance.

7A. There are inconsistencies in the implementation of some aspects of our schoolwide SEL practices, as well as in the implementation of PBIS.

8A. There is a need to sustain and strengthen our activities that embed the Nā Hopena A'o (HĀ) Framework in our school culture.

*Additional contributing causes: [11A](#), [11B](#), [11C](#), [12A](#), [13A](#), [16A](#)

1

Targeted Subgroup: *Economically Disadvantaged*

Economically Disadvantaged Subgroup				
	SBA/HSA Proficiency			
	20-21	21-22	22-23	23-24
ELA	32% = 90	33% = 97	30% = 83	25% = 61
Math	14% = 39	11% = 32	13% = 37	10% = 24
Science	15% = 13	16% = 15	9% = 9	13% = 11
Percentage and number of EDS students proficient				

Student LEARNING Needs (What students who are economically disadvantaged need to learn.)

- Students in the economically disadvantaged subgroup need to increase their understanding and application of word recognition (phonological awareness, decoding, sight recognition) and language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge), as well as math fluency, computational skills, and math problem-solving.

Student LEARNER Needs (What students who are economically disadvantaged need us to provide so that they can increase their learning.)

- Students in the economically disadvantaged subgroup need instruction that targets word recognition, language comprehension, math fluency, computational skills, and math problem solving, as well as ongoing positive reinforcement, consistent classroom routines, and social-emotional support to increase their rate of learning so that they perform equally as well academically as their non-economically disadvantaged peers.

2

Targeted Subgroup: *English Learners*

English Learners Subgroup								
	SBA/HSA Proficiency				Language Acquisition			
	20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24
ELA	8% = 3	26% = 11	17% = 7	5% = 2	6%	3%	3%	11%
Math	0%	2% = 1	2% = 1	0%	Growth to Target (WIDA Access)			
Science	0%	0%	0%	23% = 3				
Percentage and number of EL students proficient					Kapa'a Middle School EL Success Plan			

[Kapa'a Middle School EL Success Plan](#)

Student LEARNING Needs (What students who are English Learners need to learn.)

- English Learner students need to develop and strengthen their application of listening, speaking, reading, and writing skills.

Student LEARNER Needs (What students who are English Learners need us to provide so that they increase their learning.)

- Students in the English Learner subgroup need instruction that targets auditory comprehension skills, oral communication, and reading comprehension and includes vocabulary supported by visuals to increase their rate of learning so that they perform equally as well academically as their non-English Learner peers.

3

Targeted Subgroup: *Special Education*

Special Education Subgroup				
	SBA/HSA Proficiency			
	20-21	21-22	22-23	23-24
ELA	4% = 2	2% = 1	2% = 1	7% = 4
Math	2% = 1	2% = 1	0%	4% = 2
Science	6% = 1	0%	0%	0%
Percentage and number of SPED students proficient				

Student LEARNING Needs (What students who require Special Education need to learn.)

- Students who receive special education need to strengthen their understanding of grade-level concepts, including the application of literacy/numeracy skills.

Student LEARNER Needs (What students who require Special Education need us to provide so that they increase their learning.)

- Students in this subgroup need specialized instruction in their least restrictive environment that is designed to strengthen their understanding of grade-level concepts and application of literacy/numeracy skills to support their learning of grade-level academic content.

Academic Plan Summary 2025-26



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 Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 1, 2, 3, 4, 5	Monitoring of Progress Initial & Intermediate Outcomes <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> SW5 - EA 4
Reading Proficiency 1.1.2. All students read proficiently, and those who do not read proficiently receive necessary and timely support to become proficient.	1A. There are varying levels of implementation of ELA standards-based curriculum, instruction, assessment, and grading practices. 1B. The levels of instruction and use of reading strategies vary from classroom to classroom in the implementation of i-Ready lessons for intervention. 1C. There are inconsistent grading practices identified for schoolwide implementation, leading to inconsistencies in our grading practices of ELA concepts and skills.	EA 1. Literacy (1.1.2) Student literacy will increase through the effective implementation of i-Ready in all classrooms, cross-content vocabulary, and reading and writing activities in content instruction. Additionally, all ELA teachers will implement a horizontally and vertically aligned curriculum, instruction, and assessments that are congruent with the HCCSS and relevant to real-world applications. (WASC #2, #3, #4) Action Steps: ➤ Schoolwide Literacy a. The Literacy Coach will lead continuous improvement in literacy by facilitating data conversations, co-planning and co-teaching lessons, conducting learning walks, supporting professional development, guiding the implementation of assessment frameworks (universal screener, diagnostics, formative), and implementing coaching cycles with teachers. (CLSD) b. Teachers of all content areas will... i. Monitor and support the implementation of i-Ready by designating advisory time for students to complete lesson path activities. ii. Provide instruction on the cross-content vocabulary words included on the SBA-Sample Academic Vocabulary list, as well as those identified within the SBA-ELA and Literacy Vocabulary list. iii. Incorporate high-yield instructional strategies in reading and	i-Ready Diagnostic Screener Reading Proficiency and Growth Data Strive HI SBA ELA Proficiency and Growth Data	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I 18902 B - 3502/3006 McGraw Hill Social Studies curriculum subscription and textbooks (purchased for SY26-27) \$18,684

		<p>writing that support comprehension.</p> <p>iv. Review schoolwide and individual student literacy data during teacher collaboration time to monitor student progress and plan for student feedback and instructional response.</p> <p>c. All students will complete at least 2 i-Ready math/ELA lessons per week at 70% or higher.</p> <p>➤ English Language Arts Department</p> <p>g. The ELA department will...</p> <p>i. Select at least three common high-yield instructional strategies for department-wide implementation, which will be used throughout the school year and indicated within their pacing guides.</p> <p>ii. Identify/create common rubrics for teacher and student use with various types of writing, research, and speaking assignments, utilizing CCSS Writing Exemplars and SBA-Rubrics/Scoring Guides as guides for expectations/rigor, and share the common rubrics with other departments.</p> <p>h. All ELA teachers will...</p> <p>i. Implement a vertically aligned curriculum to teach the identified grade-level priority standards derived from the CCSS and GLOs, and indicate in their pacing guides the curriculum sources used for each unit/lesson and assessment.</p> <p>ii. Identify real-world connections for using ELA concepts/skills, indicate these connections in their pacing guides, and embed them in their instruction to students.</p> <p>iii. Provide instruction on the ELA content-specific vocabulary words included within the SBA-ELA and Literacy Vocabulary list.</p> <p>iv. Select and utilize individual items (questions) from the ELA SBA Interim Assessment Blocks (IABs) <i>informally for instruction</i> (e.g., as a lesson activity/practice item) multiple times throughout quarters 1-3 to expose students to the types of questions on the SBA and reinforce the learning of standards-based content, which will be embedded within the pacing guides to align with the content taught.</p>		
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		<ul style="list-style-type: none"> v. Utilize at least two ELA IABs <i>formally within the testing system</i> as a formative assessment to provide students with practice in the online testing system, including using the SBA online tools and conducting assessment feedback sessions with students. vi. Examine student work and assessment data, providing timely feedback to students on how they can improve. i. All students will complete standards-based learning activities/tasks and assessments to read proficiently and strengthen their literacy development, preparing them for real-world application and success on standardized assessments (e.g., i-Ready screener, SBA). <p>Leads: Principal, VPs, and ELA DH</p>		
Mathematics Proficiency 1.1.3. All students are proficient in mathematics, and those who are not proficient receive necessary and timely support to become proficient.	2A. There are varying levels of implementation of Math standards-based curriculum, instruction, assessment, and grading practices. 2B. There has been insufficient implementation of data teams to inform instruction and address learning gaps. 2C. There are inconsistent grading practices identified for schoolwide implementation, leading to inconsistencies in our grading	EA 2. Numeracy (1.1.3) Student numeracy will increase through the effective implementation of horizontally and vertically aligned curriculum, instruction, and assessment congruent with the CCSS and relevant to real-world applications. (WASC #2, #3, #4) Action Steps: a. The Math department will... <ul style="list-style-type: none"> i. Select at least three common high-yield instructional strategies for department-wide implementation, which will be used multiple times throughout the school year and indicated within their pacing guides. ii. Identify/create common scoring methods for teacher and student use, utilizing the SBA-Mathematics General Scoring Rubric as a guide. b. All Math teachers will... <ul style="list-style-type: none"> i. Implement a vertically aligned curriculum to teach the identified grade-level priority standards derived from the CCSS and GLOs, and indicate in their pacing guides the curriculum sources used for each unit/lesson and assessment, and/or state if components of the curriculum are teacher-created. ii. Identify real-world connections for using mathematical concepts/skills, indicate these connections in their pacing guides, and embed them in their instruction to students. 	i-Ready Diagnostic Screener Math Proficiency and Growth Data Strive HI SBA Math Proficiency and Growth Data	<input type="checkbox"/> WSF 42101 <input checked="" type="checkbox"/> Title I 18902 B - 3006 enVision Math Curriculum consumables \$11,263

	practices of Math concepts and skills.	<ul style="list-style-type: none"> iii. Provide instruction on the content-specific vocabulary words included on the SBA-Math Vocabulary list. iv. Select and utilize individual items (questions) from the Math SBA Interim Assessment Blocks (IABs) <i>informally for instruction</i> (e.g., as a lesson activity/practice item) multiple times throughout quarters 1-3 to expose students to the types of questions on the SBA and reinforce the learning of standards-based content, which will be embedded within the pacing guides to align with the content taught. v. Utilize at least two Math IABs <i>formally within the testing system</i> as a formative assessment to provide students with practice in the online testing system, including using the SBA online tools and conducting assessment feedback sessions with students. vi. Examine student work and assessment data, providing timely feedback to students on how they can improve. <p>c. All students will complete standards-based learning activities/tasks and assessments to strengthen their numeracy development and become proficient in mathematics, preparing them for real-world application and success on standardized assessments (e.g., i-Ready screener, SBA).</p> <p>Leads: Principal, VPs, and Math DH</p>		
All students are proficient in their understanding of the NGSS concepts.	<p>3A. There are varying levels of implementation of Science standards-based curriculum, instruction, assessment, and grading practices.</p> <p>3B. There are inconsistent grading practices identified for schoolwide implementation, leading to inconsistencies in our grading</p>	<p>EA 3. Science</p> <p>Students' understanding of science concepts will increase through the effective implementation of horizontally and vertically aligned curriculum, instruction, and assessment congruent with the NGSS and relevant to real-world applications. (WASC #2, #3, #4)</p> <p>Action Steps:</p> <ul style="list-style-type: none"> a. All Science teachers will... <ul style="list-style-type: none"> i. Implement a vertically aligned curriculum to teach the NGSS and GLOs that meets the NGSS Evidence Statements for MS, and indicate in their pacing guides the curriculum sources being used for each unit/lesson and assessment, and/or will state if components of the curriculum are teacher-created. ii. Select at least three common high-yield instructional strategies for department-wide implementation, which will 	<p>Classroom Science Assessment Results</p> <p>Strive HI NGSS-HSA Proficiency Data</p>	<p><input type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I 18902</p> <p>B - 3006</p> <p>OpenSciEd Active Learning Science Curriculum Replacement Consumable Kits and Workbooks</p> <p>\$12,969</p>

	practices of Science concepts.	<p>be used multiple times throughout the school year and indicated within their pacing guides.</p> <p>iii. Identify real-world connections for using scientific concepts/skills, indicate these connections in their pacing guides, and embed them in their instruction to students.</p> <p>iv. Select and utilize individual items (questions) from the NGSS Interim Assessments <u>informally for instruction</u> (e.g., as a lesson activity/practice item) multiple times throughout quarters 1-3 to expose students to the types of questions on the HSA and reinforce the learning of standards-based content, which will be embedded within the pacing guides to align with the content taught.</p> <p>v. Utilize at least two NGSS Interim Assessments <u>formally within the testing system</u> as a formative assessment to provide students with practice in the online testing system, including using the HSA online tools and conducting assessment feedback sessions with students.</p> <p>vi. Examine student work and assessment data based on clear criteria and learning expectations/outcomes (e.g., utilizing rubrics/scoring guides), providing timely feedback to students on how they can improve.</p> <p>b. All students will complete standards-based learning activities/tasks and assessments to strengthen their understanding/application of scientific concepts and prepare them for real-world application and success on standardized assessments (e.g., NGSS HSA).</p> <p>Leads: Principal, VPs, and Science DH</p>		
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of	4A. There has been insufficient targeted attention to the effective implementation of academic Response to Intervention (RTI) programs and procedures.	<p>EA 4. Inclusive Practices and Academic Student Support (1.1.4)</p> <p>Inclusive practices and interventions will be strategically implemented to ensure all students can access rigorous standards-based instruction that strengthens their learning of the key concepts and skills for that grade level. (WASC #1, #7)</p> <p>Action Steps:</p> <p>a. School administration/leadership will...</p> <p>i. Coordinate the schoolwide ELA and Math intervention programs (e.g., i-Ready, Language!/, LanguageLive!, Let'sGoMath) to diagnose and address students' academic</p>	<p>i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data</p> <p>Strive HI SBA ELA and Math Proficiency, Growth, and Achievement Gap Data</p>	<p>☑ WSF 42101</p> <p>After-school tutoring program</p> <p>A1-2744</p> <p>PTTA-DIN @ \$42.16 x24 hr/wk x 14 weeks = \$14,166</p> <p>A1-2741</p> <p>PPE @ \$25.45 x 18 hr/wk x 14 weeks = \$6,413</p>

background and circumstances.		<p>needs and incentives to reinforce effort and recognize/reward student academic growth.</p> <ul style="list-style-type: none"> ii. Provide guidance and expectations on the schoolwide use of inclusive practices and strategies to strengthen the learning of all students and subgroups. iii. Establish criteria for identifying at-risk students based on universal screener results and develop a system for tracking and managing student data. (CLSD) iv. Define program goals, strategies, and progress monitoring procedures for Tier 2 and 3 interventions. (CLSD) v. Conduct regular school literacy leadership team meetings to evaluate the effectiveness of the HMTSS-R framework and make adjustments to improve student outcomes. (CLSD) <p>b. Teachers and the Literacy Coach will...</p> <ul style="list-style-type: none"> i. Administer appropriate diagnostic assessments to determine specific skill deficits for students identified as at-risk. (CLSD) (WASC 3d) ii. Use diagnostic assessment data to develop grouping structures and intervention plans for Tier 2 and Tier 3 instruction. (CLSD) (WASC 3d) <p>c. All teachers will...</p> <ul style="list-style-type: none"> i. Implement the Language Live! intervention program to deliver a combination of online instruction for foundational skills and teacher-led instruction for language comprehension (vocabulary, writing, reasoning, literary elements, comprehension) to address Tier 2 and 3, EL, and SPED students' literacy needs. (CLSD) ii. Implement the Language! intervention program to deliver teacher-led literacy instruction for Tier 2 and 3, EL, and SPED students. (CLSD) iii. Incorporate inclusive practices in all classrooms, reinforce effort, and recognize/reward student progress. <p>d. All students will reflect on their learning, set goals, and self-monitor their progress toward ongoing academic growth (e.g., ELA/Math diagnostic data, GLOs).</p> <p>Leads: Principal, VPs, SSC, Counselors, EL Teacher/Coordinator, and ELA/Math DHs</p>		<p>A1-2721 PPT-DIS @ \$21.76 x 17 hr/wk x 7 weeks \$2,589</p> <p>B - 3502 i-Ready licenses & Toolbox for Math & Writing (Budgeting for SY26-27) \$27,629</p> <p>B-3502 Edmentum \$12,718 (to pay in Jan 26)</p> <p><input checked="" type="checkbox"/> Title I 18902 B-3502 \$14,177 of \$15,450</p> <p><input checked="" type="checkbox"/> WSF 42101 B-3502 \$1,273 of \$15,450</p> <p>ICEV subscription Total \$15,450</p>
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	<p>5A. There is a need to sustain and strengthen the successful practice of providing students with transitions.</p> <p>5B. There are varying degrees of understanding and implementation of interdisciplinary instruction, project-based learning, and teaming that make the learning of content meaningful and relevant for students.</p>	<p>EA 5. Student Transitions and Structures for Middle-Level Learners (1.1.5)</p> <p>Multiple activities will support student transitions into, through, and out of Kapa'a Middle School, along with research-based structures and practices (e.g., advisory and teaming) designed for middle-level learners. (WASC #6)</p> <p>Action Steps:</p> <ol style="list-style-type: none"> Counselors and/or other staff will coordinate activities that support student transitions into, within, and out of KMS, including the transition to high school. School administration and/or other staff will guide teachers on strategies/practices (e.g., data chats), lessons/activities, and programs/resources (e.g., i-Ready, Second Step, AVID) to make advisory time beneficial for students. The school administration, teachers, and staff will continue to strengthen our implementation of teaming to support students academically, socially, and emotionally, including interdisciplinary instruction through project-based learning. All students will... <ol style="list-style-type: none"> Participate in a Middle School Transitions class on grade and age-level-appropriate needs to support academic, SEL, and physical growth. Be supported academically and social-emotionally, and engage in standards-based interdisciplinary learning activities/tasks. <p>Leads: Principal, VPs, SSC, and Counselors</p>	Panorama Student Perception/SEL Survey Results	<p><input checked="" type="checkbox"/> WSF 42101 B - 4801</p> <p>Transportation (\$280/bus x 3 buses middle school transition) \$840</p> <p><i>Interpreters for NEP students (school will use district BSHA & EL PTT)</i></p> <p>A1 - 2744 Summer Hub PTT-A, 6 x 42.16 x 20 hrs/wk x 3 weeks = \$15,178 <i>*Reallocate if request from summer hub is approved.</i></p> <p>Summer Hub PTT-A-NID coordinator, 1 x 42.16 x 25 hrs/wk x 3 weeks= \$3,162</p> <p>A1-2741 Summer Hub PPE-DIS, 2 x 25.45 x 20 hrs/wk x 3 weeks= \$3,054</p>
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities and Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 7, 8	Monitoring of Progress Initial & Intermediate Outcomes <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> SW5 - EA 7
1.2.1. All students desire	6A. There is a need to sustain and strengthen our activities that	<p>EA 6. Student Attendance (1.2.1)</p> <p>Student attendance will be encouraged and clear, proactive follow-up procedures will be implemented to address absences.</p>	Attendance Data (LEI Kūlia and Strive HI)	<p><input checked="" type="checkbox"/> Possible Add'l WSF B-3006</p>

to and attend school regularly.	encourage student attendance.	<p>Action Steps:</p> <ul style="list-style-type: none"> a. The school administration will communicate clear, proactive attendance procedures to teachers, staff, and students/parents, including the use of Infinite Campus. b. Administration, teachers, and staff will encourage student attendance and implement proactive follow-up procedures when students are absent. c. Students will receive recognition/rewards for attendance. \$ <p>Leads: Principal, VPs, SSC, and Counselors</p>		<p>Student Recognition awards/rewards \$5,000</p> <p><input type="checkbox"/> Title I</p>
1.2.2. All students demonstrate positive behaviors at school.	7A. There are inconsistencies in the implementation of some aspects of our schoolwide SEL practices, as well as in the implementation of PBIS.	<p>EA 7. Positive Student Behavior (1.2.2)</p> <p>Behavioral RtI, Classroom Management Routines, SEL, and PBIS will be implemented effectively to ensure all students have access to rigorous standards-based instruction within a positive and productive learning environment.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> a. School administration will provide guidance to strengthen behavioral RtI, social-emotional learning (SEL/Second Step), proactive classroom management routines, and Advisory processes/strategies that define, teach, and reward positive/productive behavior, including those aligned with our school values of Kūpono (Compassion) Kūpa'a (Character) and Kūlia (Confidence). b. All teachers will be provided opportunities to visit other classrooms to see other teachers implementing proactive classroom management routines (e.g., learning walks/peer visits during PLC). \$ c. School counselors will support the school-wide process for addressing student social-emotional needs using the SEL survey results to provide timely, targeted student interventions, support via individual or small group counseling, and guidance lessons in all classrooms. d. The administration, teachers, and staff will implement the RtI, SEL, Advisory, and classroom management processes/strategies that define, teach, and reward positive/productive behavior resulting in a positive classroom/school climate. 	<p>Behavior Incident Referral Data</p> <p>Panorama Student Perception/SEL Survey Results</p>	<p><input checked="" type="checkbox"/> WSF 42104 B-3006 Student Recognition awards/rewards \$5,000</p> <p>B-7104/01 Positive Student Behavior Guest Speaker \$5,000</p> <p>A1 - 2721 PPT (DIS) Adult Mentor 130 hrs x \$21.76 \$2,829</p> <p><input checked="" type="checkbox"/> Title I B - 3502 PBIS Subscription (building school climate/reward system) \$2,000</p>

		e. Students will receive recognition/rewards for positive/productive behavior. \$ Leads: Principal, VPs, SSC, and Counselors		
1.2.3. All students experience a Nā Hopena A'o environment for learning.	8A. There is a need to sustain and strengthen our activities that embed the Nā Hopena A'o (HĀ) Framework in our school culture.	EA 8. Nā Hopena A'o (1.2.3) The Nā Hopena A'o (HĀ) Framework (Sense of Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawaii) will continue to be embedded within our school culture. Action Steps: a. School administration, teachers, and staff will coordinate and implement a variety of activities/events that instill and promote the components of the (HĀ) Framework, with an emphasis on a sense of Hawai'i and Belonging within and outside of classrooms (e.g., Aina Aloha, Makahiki Games, place-based field trips, etc.). b. All students will participate in Nā Hopena A'o (HĀ) related activities. Leads: Principal, VPs, and DHs	Panorama Student Perception/SEL Survey Results	<input checked="" type="checkbox"/> WSF 42101 B - 7104/07 HĀ Community Day Activity \$6,500 B - 3401 HĀ Other supplies \$1,000 B - 5701 HĀ Other Rentals \$2,500 <input type="checkbox"/> Title I

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 9, 10	Monitoring of Progress Initial & Intermediate Outcomes <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> SW5 - EA 9
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	9A. There is a need to sustain and strengthen activities and events that increase students' awareness of college/career options, establish a connection with their community, and develop a sense of civic responsibility.	EA 9. College/Career Exploration, Community Connections, and Civic Engagement (1.3.1) Students' awareness of college and career options, connection to their community, and sense of civic responsibility will be strengthened through age-appropriate activities and events. (WASC #5) Action Steps: a. School administration and teachers/staff will coordinate and implement activities that...	Community Partners and Volunteers List Field Trip Log	<input checked="" type="checkbox"/> WSF 42101 B - 4801 Transportation \$280/bus x 4 buses/grade x 3 grades x 2 field trips/year \$6,720

		<p>i. Promote college/career awareness and exploration throughout the school year (e.g., guest speakers, field trips/excursions, career day, student research, connecting to how adults use a particular skill in a job field and/or to CTE pathways, and elective classes).</p> <p>ii. Foster students' connection with their community and develop a sense of civic responsibility within and outside of school (e.g., aina-based learning, service-based learning, guest speakers, student research, student government).</p> <p>b. All students will take interest/ability inventories and reflect on their results. \$</p> <p>c. All students will participate in learning activities that increase their awareness of colleges/careers, foster a connection with their community, and strengthen their sense of civic responsibility.</p> <p>Leads: Principal, VPs, Counselors, and DHs</p>		<p><input checked="" type="checkbox"/> Title I</p> <p>AVID PATHWAY PD (2 days in-state)</p> <p>B-4201 Air $\\$158 \times 8 =$ \$1,264</p> <p>B-4301 Per Diem $8 \times \\$90 \times 2 \text{ days} =$ $\\$1,440 + \text{excess lodging}$ $8 \times \\$68 (4 \text{ rooms}) =$ $\\$544 =$ \$1,984</p> <p>B-4601 Ground Transp $\\$77 \times 2 \text{ cars} \times 2 \text{ days}$ \$308</p> <p>B- 4803 Parking $8 \times \\$24 \text{ Lihue Airport}$ $= \\$192 + \\38 per car $\text{hotel parking} = \\76 \$268</p> <p>B-7203 Registration $8 \times \\$635$ \$5,080 <i>Total \$8,904</i></p> <p>B - 3502 AVID License \$2,999</p> <p>B-3006 AVID curriculum \$5,090</p> <p>B-3006 RiseHi Curriculum (career exploration and readiness) \$5,250</p> <p>B-3502</p>
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				RiseHi Subscription (career exploration and readiness) \$10,250
K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	10A. There is a need to sustain and strengthen K-12 alignment and school-level initiatives to ensure all students obtain the academic background and skills necessary to enter, engage in, and complete high school academic and CTE programs successfully. 10B. There is a need to sustain and strengthen the successful practice of using technology for teaching and learning.	EA 10. K-12 Alignment of Academic Background and Skills (1.3.2) Students will obtain the academic background and skills necessary to enter, engage in, and complete high school academic and CTE programs successfully. Action Steps: a. The school administration and teachers/staff will identify and implement strategies that strengthen college/career preparation throughout the school year (e.g., GLO integration, study skills, note-taking, test-taking, organization, inquiry, research, use of technology, and computer science). b. The administration will... i. Designate time for teachers to review the Computer Science (CSTA) standards and coordinate training on resources and instructional practices that enable teachers to design and deliver coherent, scaffolded computer science learning experiences for students. ii. Collaborate and coordinate opportunities to strengthen K-12 articulation and alignment amongst schools within the Kapa'a Complex (East/North Kauai). (WASC #2) c. All students will participate in learning activities that prepare them for success in high school and beyond. Leads: Principal, VPs, SSC, Counselors, and DHs	Quarterly and End-of-Year/ Course Report Card Grades	<input checked="" type="checkbox"/> WSF 42101 B - 3010 Student earbuds 600 x 2 per year x \$1 \$1,200 <input type="checkbox"/> Title I



Priority 2

High-Quality Educator Workforce In All Schools

- ★ **GOAL 2.1 All students are taught by effective teachers.**
- ★ **GOAL 2.2 All schools are staffed by effective support staff.**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities and Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 11, 12, 13	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>
2.1.2. All teachers are effective or receive the necessary support to become effective.	11A. There are varying levels of understanding and implementation of best practices and high-yield instructional strategies. 11B. There is a need to sustain and strengthen the successful practice of integrating the GLOs into content instruction and assessment. 11C. There is a need to sustain the successful practice of providing teachers with PD/training to increase their understanding and implementation of best practices.	EA 11. Teacher Professional Development and Growth (2.1.2) All teachers will be provided with professional development (PD), training, coaching, focused Professional Learning and Collaboration (PLC) time, and guidance to support effective teaching practices and high-yield instructional strategies that foster student well-being and academic growth while teaching the standards/GLOs. (WASC #4) Action Steps: a. School administration/leadership will coordinate professional development on our schoolwide curriculum, supplemental programs, and instructional practices to support student learning and well-being. <ul style="list-style-type: none"> • Understanding of the revisions to the Hawaii Common Core State Standards for ELA • Understanding and use of standards-based CIA (e.g., Savvas Math, CommonLit360 ELA, OpenSciEd, McGraw Hill Social Studies, i-Ready, AVID, IABs, components for EL and SPED) and SEL (Second Step) • Language Live! and Language! intervention programs to address students' literacy needs (CLSD) • Let's Go Math to address students' numeracy needs. • Understanding and use of effective teaching practice(s) and high-yield instructional strategy(ies) (e.g., cooperative learning, effective questioning, checking for understanding, differentiation, scaffolding, vocabulary, active participation, teaching to an objective/teacher clarity, explicit instruction) • Regularly collect and analyze Tier I student performance data to identify trends and areas of strength and needs, resulting in appropriate PD and/or coaching cycles. (CLSD) (WASC 3d) b. All teachers will... <ol style="list-style-type: none"> i. Be provided with an onboarding session and ongoing induction and mentoring support when new to the school. ii. Participate in ongoing, job-embedded PD for Language Live! and Language! intervention programs, including modeling, observation, coaching, and feedback. (CLSD) 	PD/Training Log Walkthrough Data i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data SBA ELA and Math Proficiency and Growth Data NGSS-HSA Science Proficiency Data	<input checked="" type="checkbox"/> WSF 42102 A1 - 2769 3 Sub days for ELL teacher to attend district workshops x \$194.01 = \$582 <input checked="" type="checkbox"/> WSF 42106 A1 - 2769 10 x 2 = 20 days for Stipend PD days/Subs for teacher inter complex articulation days x \$194.01 \$3,880 A1-2769 Floating subs for classroom observations 20 sub days x \$194.01 \$3,880 A1 - 2802 10 New Teacher x 2 Summer Stipend PD days = 20 x \$194.01 \$3,880 A1 - 2801 10 x 4 = 40 days for Stipend PD days during breaks x \$194.01 \$7,760 <input checked="" type="checkbox"/> Possible Add'l WSF B-4804 In/Out of State Travel Teachers & staff

		<ul style="list-style-type: none"> iii. Be offered grade-level team/department days. \$ (stipends/subs) iv. Implement effective teaching practices and high-yield instructional strategy(ies) to teach the standards and GLOs and provide evidence of their implementation as identified by the administration/leadership (e.g., sample student work, walkthrough data). v. Be provided opportunities to visit other classrooms to see other teachers implementing high-yield instructional strategies (e.g., learning walks/peer visits during PLC). <p>c. All students will increase their learning through teachers' use of best practices/strategies.</p> <p>Leads: Principal and VPs</p>		<p>registration, airfare, per diem, excess lodging, and ground transportation (e.g., for school visitation, AMLE model schools)</p> <p>\$20,000</p> <p><input type="checkbox"/> Title I</p>
2.2.2. All school support staff are effective or receive the necessary support to become effective.	12A. There is a need to sustain and strengthen the successful practice of providing support staff with PD/training to support them in their understanding and implementation of best practices.	<p>EA 12. Support Staff Training and Professional Development (2.2.2)</p> <p>All support staff will be provided with training and PD to support the implementation of effective practices and strategies that foster student well-being and academic growth.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> a. School administration/leadership will coordinate training and PD sessions/activities that strengthen understanding and use of effective practices and strategies that foster student well-being and academic growth. b. All support staff will... <ul style="list-style-type: none"> i. Be provided with an onboarding session, initial training, and ongoing guidance/support when new to the school. ii. Implement effective practices and strategies relevant to their roles as identified by the administration or supervisor. c. All students will... <ul style="list-style-type: none"> i. Have the ability to identify and utilize support staff and the services they provide to maximize their experiences at Kapa'a Middle School. ii. Increase their learning through support staff's use of best practices/strategies. <p>Leads: Principal and VPs</p>	<p>PD/Training Log</p> <p>i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data</p> <p>Panorama Student Perception and SEL Survey Results</p>	<p><input type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p>

<p>2.3.2 All school administrators are effective or receive the necessary support to become effective.</p>	<p>13A. There is a need to sustain and strengthen the successful practice of providing school administrators with PD/training to support them in their development as school leaders and in their implementation of best practices.</p>	<p>EA 13. Leadership Development for School Administrators (2.3.2) Leadership development opportunities and collaborative problem-solving will increase the effectiveness and retention of current school administrators. Action Steps: a. School administrators will...</p> <ul style="list-style-type: none"> i. Participate in PD to continuously improve their professional practice (e.g., operational/management training sessions, instructional leader PD, state/national conferences, NASSP). ii. Attend district, state, and/or national meetings to engage in collaborative problem-solving and learn from their colleagues, mentors, supervisors, and peers. <p>Lead: Principal</p>	<p>PD/Training Log</p>	<p><input checked="" type="checkbox"/> Possible Add'l WSF Funds B - 4804 UNITED 2026: The National Conference on School Leadership for Principals - joint National Association of Secondary Principals (NASSP) & National Association of Elementary School Principals (NAESP) conference. 3 (Principal + 2 VPs) x \$4,000 per administrator \$12,000</p>
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Priority 3

Effective and Efficient Operations At All Levels

- ★ **GOAL 3.2** All operational and management processes are aligned and implemented in an equitable, transparent, effective, and efficient manner.
- ★ **GOAL 3.3** Families and staff are informed of and engaged in planning and decision-making processes.
- ★ **Other Systems of Support**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> SW5 - EA 16
3.2.2. The Department of Education programs, human resources, organizational structure, and finances are structures to accomplish the strategic plan goals and outcomes.	14A. There is a need to sustain the successful practice of communicating and following HIDOE rules, regulations, guidelines, and expectations.	EA 14. Aligned Operational and Management Processes (3.2.2) School processes and procedures align with all levels of the HIDOE tri-level system. Action Steps: a. School administration, teachers, and staff will... i. Implement processes/procedures to ensure that all HIDOE rules, regulations, guidelines, and expectations are followed at Kapa'a Middle School. ii. Provide ongoing communication with faculty and staff to ensure everyone is knowledgeable of and involved in meeting our goals and outcomes. iii. Ensure that our Academic Plan is aligned with the BOE/DOE Strategic Plan and that the Salaried Plan and Comprehensive Financial Plan are aligned with the initiatives and priorities of our Academic Plan. Leads: Principal and VPs	Academic and Financial Plan Documents	<input type="checkbox"/> WSF <input type="checkbox"/> Title I

3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	15A. There is a need to sustain the successful practice of involving the School Community Council (SCC) in collaborative planning and decision-making.	EA 15. Collaborative Planning and Decision-Making (3.3.1) The School Community Council (SCC) will meet regularly to engage with the school principal and contribute to the school's collaborative planning and decision-making processes. Action Steps: a. The school principal and SCC Chair will collaborate to schedule and plan regular meetings for SCC members and two SCC meetings open to the community to share and discuss school data and receive input on the draft/proposed Academic Plan. b. All stakeholder role groups will have respective members on the SCC. Leads: Principal and SCC Chair	SCC Meeting Minutes Posted on School Website SCC Academic Plan Assurances Form	<input type="checkbox"/> WSF <input type="checkbox"/> Title I
All parents feel welcome, involved, and engaged in their child's school.	16A. There is a need to sustain and strengthen the successful practice of implementing activities/events for parent/family involvement to support their child's learning and overall well-being.	EA 16. Parent/Family Involvement and Engagement Parents/guardians will be offered multiple opportunities to actively participate in meaningful activities focused on improving student academic growth and overall well-being. Action Steps: a. School administration, PCNC, counselors, teachers, and staff will offer parents/guardians multiple opportunities to engage in activities and events designed to support their child's learning, well-being, and development, including training and informational sessions. b. All students will participate in activities, programs, and events that support their academic and social development. Leads: Principal, VPs, and PCNC	Parent School Quality Survey (SQS) Involvement and Engagement Results Parent/Family Involvement and Engagement Log	<input checked="" type="checkbox"/> WSF 42104 A1 - 2741 PCNC (PPE NID) 19 hr/wk x 40 weeks = 760 hrs x \$25.45 \$19,342 <input checked="" type="checkbox"/> Title I 18902 B-3502 Remind101 \$3,025 <input checked="" type="checkbox"/> Title I 18935 B - 3301 Refreshments for Academic and SEL Family Engagement, Principal's Coffee Hour, STEM Night. Career Fair \$1,294 B - 3006 Supplies for Academic and SEL Family Engagement \$200

APPENDIX A: SCHOOL BELL SCHEDULE

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

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

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

1,107 instructional hours per year

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

Yes, SY25-26, 2 additional waiver days approved for PD/Collaboration.

Bell Schedule: [Bell Schedule SY 2025-26](#)