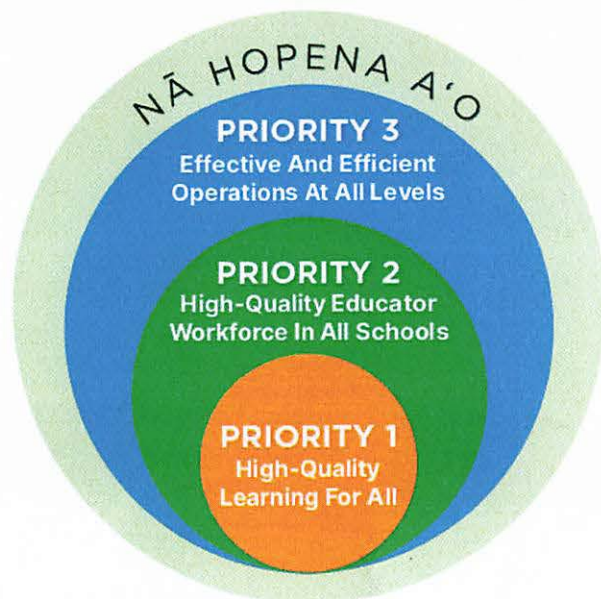
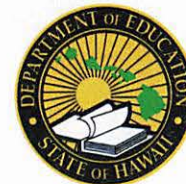




Kapa'a Middle School Academic Plan SY 2026 -2027

4867 Oloheua Road
Kapa'a, Hawaii 96746
(808) 821-4460
kapaamiddleschool.org

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal: Tara Punzal	
Tara Punzal 	4/13//2026

Approved by Complex Area Superintendent: Leila Maeda-Kobayashi	
	04.14.26

[VIALE QUALITY CURRICULUM](#) [UNIVERSAL SCREENING & PROGRESS MONITORING ASSESSMENTS](#) [HAWAII MULTI-TIERED SYSTEM OF SUPPORT \(HMTSS\)](#)

[IDENTIFIED SCHOOL NEEDS](#) [PRIORITY 1](#) [PRIORITY 2](#) [PRIORITY 3](#) [BELL SCHEDULE](#) [SCHOOL COMMUNITY COUNCIL \(SCC\) ASSURANCES](#)

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 <u>comprehensive instructional program(s)</u> 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 <u>supplementary instructional materials</u> 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	LANGUAGE! Live			

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: Grade-level teams record student academic and behavioral interventions in their student support documents. The school cadre meets bimonthly to determine interventions, which are compiled in a running document. The RTI support staff tracks Tier 2 and 3 academic interventions.

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 ▾ Inform	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	24-25	20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25
39%	39%	38%	32%	35%	24%	18%	25%	18%	19%	45%	52%	43%	40%	46%
Goal >80%					Goal <10%					Goal >60%				

Source: Strive HI Report

i-Ready Diagnostic Screener - Reading									
Growth - Fall to Spring 2024-25					Current Proficiency - Winter 2025-26				
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
43%	19%	50%			13%	16%	24%	12%	36%
>80%	>30%	>100% (Spring)			Source: i-Ready				

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

- All students need to increase their understanding and application of literacy skills.
 - 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. The greatest area of need is quality standards-based data-driven Tier 1 instruction to lessen the need for Tiers 2 and 3.
 - 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 and assessment.

1B. The levels of instruction and use of reading strategies vary from classroom to classroom.

1C. There to sustain and strengthen our grading practices identified for schoolwide implementation, leading to inconsistencies in our grading practices of ELA concepts and skills.

1D. There is limited schoolwide alignment in vocabulary instruction across departments.

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

11A. Ongoing professional development for teachers supports continuous improvement of instruction and alignment with best practices, resulting in the need to sustain and strengthen these supports.

*Additional contributing causes: [5B](#), [9A](#), [10B](#), [11B](#), [11C](#), [12A](#), [13A](#), [16A](#)

2

NUMERACY

SBA Math														
Proficiency					High Needs Achievement Gap					Growth				
20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25
17%	17%	17%	16%	18%	13%	17%	13%	14%	9%	33%	55%	43%	39%	43%
Goal >80%					Goal <10%					Goal >60%				

Source: Strive HI Report

i-Ready Diagnostic Screener - Math									
Growth - Fall to Spring 2024-25					Current Proficiency - Winter 2025-26				
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%	56%			4%	15%	35%	13%	33%
Goal >80%	>30%	>100% (Spring)			Source: i-Ready				

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

- All students need to increase their understanding and application of numeracy skills.
 - 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. The greatest area of need is quality standards-based data-driven Tier 1 instruction to lessen the need for Tiers 2 and 3.

- 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 scaffolds 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 inconsistencies in math instruction and assessment.

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

2C. There is a need to sustain and strengthen our 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.

11A. Ongoing professional development for teachers supports continuous improvement of instruction and alignment with best practices, resulting in the need to sustain and strengthen these supports.

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

3

SCIENCE

NGSS-HSA Science									
Proficiency					High Needs Achievement Gap				
20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25
18%	19%	15%	19%	22%	13%	15%	17%	8%	15%
Goal >80%					Goal <10%				

Source: Strive HI Report and [ARCH ADC](#) Data Dashboards

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

- All students need to increase their understanding and application of the topics and performance expectations outlined in 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 grounded in a high-quality, vertically aligned curriculum that strengthens 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 inconsistent grading practices identified for schoolwide implementation, leading to inconsistencies in our assessment and grading practices of Science concepts.

3B. There are varying levels of teacher understanding of scientific concepts and the specialized pedagogical skills needed to effectively teach NGSS.

3C. Vertical alignment of science standards and common rubrics are not consistently in place.

3D. The curriculum relies heavily on formative assessments, and while hands-on summative assessments exist, unit-level summatives are not consistently used to measure mastery.

11A. Ongoing professional development for teachers supports continuous improvement of instruction and alignment with best practices, resulting in the need to sustain and strengthen these supports.

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

4

SOCIAL-EMOTIONAL LEARNING

Social-Emotional Learning Competencies							
Self Management	Social Awareness	Perseverance	Sense of Belonging	Growth Mindset	Emotion Regulation	Self-Efficacy	Supportive Relationships
66%	56%	55%	50%	49%	48%	43%	77%
Goal: >80%							

Sources: [Panorama Education](#) Student SEL Survey – Winter 2025-26

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).

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.

Root/Contributing Causes:

7A. Schoolwide SEL practices and classroom management routines support positive student behavior, resulting in the need to sustain and strengthen these practices.

*Additional contributing causes: [8A](#), [11A](#), [12A](#), [13A](#), [16A](#)

ATTENDANCE

Regular Attendance			
21-22	22-23	23-24	24-25
55%	71%	70%	65%
Goal: >90%			

Source: Strive HI Report

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

- All students need to understand how regular school attendance supports their learning, strengthens relationships at school, and contributes to their future success.

Student LEARNER Needs (What students need us to provide so that they attend school more regularly.)

- All students need clear instruction, and parents/guardians need ongoing guidance and communication, on the importance of regular attendance and its impact on student academic achievement.
- All students need a safe, supportive, and engaging learning environment, consistent communication of attendance expectations, and access to resources and interventions that address barriers to regular attendance.

Root/Contributing Causes:

6A. Established practices for clear, proactive follow-up procedures when students are absent support consistent monitoring of attendance, resulting in the need to sustain and strengthen these practices.

6B. Parents and students have limited understanding of how regular attendance impacts student learning.

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

1

Targeted Subgroup: *Economically Disadvantaged*

Economically Disadvantaged Subgroup					
	SBA/HSA Proficiency				
	20-21	21-22	22-23	23-24	24-25
ELA	32% = 90	33% = 97	30% = 83	25% = 61	30% = 74
Math	14% = 39	11% = 32	13% = 37	10% = 24	15% = 38
Science	15% = 13	16% = 15	9% = 9	13% = 11	17% = 16

Percentage and number of EDS students proficient

Source: [LEI Kulia](#) - School Profile Report***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	24-25		20-21	21-22	22-23	23-24	24-25
ELA	8% = 3	26% = 11	17% = 7	5% = 2	13% = 4		6% (2/34)	3% (1/40)	3% (1/41)	11% (4/38)	14% (5/35)
Math	0%	2% = 1	2% = 1	0%	0%						
Science	0%	0%	0%	23% = 3	0%						
							Source: LEI Kulia - Growth to Target (WIDA Access)				

Source: [LEI Kulia](#) - School Profile Report; Percentage and # of EL students proficientSource: [LEI Kulia](#) - Growth to Target (WIDA Access)[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.

Targeted Subgroup: *Special Education*

Special Education Subgroup					
	SBA/HSA Proficiency				
	20-21	21-22	22-23	23-24	24-25
ELA	4% = 2	2% = 1	2% = 1	7% = 4	4% = 2
Math	2% = 1	2% = 1	0%	4% = 2	2% = 1
Science	6% = 1	0%	0%	0%	6% = 1
Percentage and number of SPED students proficient (Does not include HSA-Alt)					

Source: [LEI Kulia](#) - School Profile Report

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 can 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 2026-27



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 and assessment. 1B. The levels of instruction and use of reading strategies vary from classroom to classroom. 1C. There to sustain and strengthen our grading practices identified for schoolwide implementation, leading to inconsistencies in our grading practices of ELA concepts and skills. 1D. There is limited schoolwide alignment in	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 congruent with the HCCSS. 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) (WASC #1, #4) b. School administration will... i. Coordinate a schoolwide initiative focused on strengthening vocabulary instruction. district-led complex vertical alignment strategy for vocabulary and research protocols. ii. Re-establish protocols for teachers to bring their classes to the school library to provide students with access to reading and research materials. c. Teachers of all content areas will... i. Monitor and support the implementation of i-Ready during Advisory for students to complete lesson path activities.	i-Ready Diagnostic Screener Reading Proficiency and Growth Data Strive HI SBA ELA Proficiency and Growth Data	☐ WSF ☒ Title I 18902 B - 3502 McGraw Hill Social Studies curriculum subscription \$18,684

	vocabulary instruction across departments.	(WASC #1) ii. Provide instruction on academic and department vocabulary, including SBA-Sample Academic Vocabulary and SBA-ELA and Literacy Vocabulary. (WASC #4) iii. Display classroom focus walls that include academic and department vocabulary. (WASC #4) iv. Incorporate common high-yield instructional strategies that support comprehension. (WASC #4) v. Review schoolwide and individual student literacy data during teacher collaboration time to monitor student progress and plan for student feedback and instructional response. (WASC #2) vi. Engage in peer-to-peer discussions to increase student engagement and rigor. (WASC #4) d. All students will reach a monthly goal of 75 minutes of i-Ready My Path Reading and 75 minutes of Math i-Ready lessons. ➤ English Language Arts Department g. The ELA Department will... i. Select at least three common high-yield instructional strategies for department-wide implementation. (WASC #4) ii. Examine student work and assessment data, providing timely feedback to students on how they can improve. (WASC #2) iii. Utilize rubrics from the CommonLit 360 curriculum for writing, etc., and conduct a comparison with the CCSS Writing Exemplars and SBA-Rubrics/Scoring Guides in relation to expectations/rigor. (WASC #2, #3) iv. Collaborate with the coaches to develop writing templates (graphic organizers, conventions checklist) and tools and strategies for teaching and learning vocabulary, and share with teachers of other content areas. (WASC #4) h. All ELA teachers will... i. Implement the vertically aligned CommonLit360 curriculum to teach the identified grade-level priority standards as indicated in their pacing guides. (WASC #4) ii. Provide instruction on academic and department content-specific vocabulary, including SBA-ELA and Literacy Vocabulary.		
--	---	--	--	--

		iii. Select and utilize individual questions from the ELA SBA Interim Assessment Blocks (IABs) <i>informally for instruction</i> (e.g., as a lesson activity, practice item, “do now” activity). (WASC #2, #4) iv. 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 provide feedback to students. (WASC #2, #4) v. Teach students how to filter sources for credibility and how to properly use citations. (WASC #5) i. All students will... i. Complete standards-based learning activities/tasks to read proficiently, prepare them for success on standardized assessments (e.g., i-Ready screener, SBA). Leads: Principal, VPs, and ELA DH		
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 inconsistencies in math instruction and assessment. 2B. There has been insufficient implementation of data teams to inform instruction and address learning gaps. 2C. There is a need to sustain and strengthen our grading practices identified for schoolwide implementation, leading to inconsistencies in our grading practices	EA 2. Numeracy (1.1.3) Student numeracy will increase through the effective implementation of horizontally and vertically aligned curriculum, instruction, and assessments congruent with the CCSS and relevant to real-world applications. Action Steps: a. School administration will... i. Allocate department time (in addition to PLCs) specifically for vertical alignment conversations, common rubrics/scoring guides, and project planning. (WASC #3, #4, #6) b. The Math Department will... i. Select at least three common high-yield instructional strategies for department-wide implementation, which will be used multiple times throughout the school year. (WASC #4) ii. Utilize common rubrics/scoring guides from the enVision Math curriculum, and conduct a comparison with the SBA-Mathematics General Scoring Rubric in relation to expectations/rigor. (WASC #2, #3)	i-Ready Diagnostic Screener Math Proficiency and Growth Data Strive HI SBA Math Proficiency and Growth Data	☐ WSF 42101 ☒ Title I 18902 B - 3006 enVision Math Curriculum consumables \$14,060

	of Math concepts and skills. 2D. Instruction emphasizes procedures over conceptual understanding and does not consistently address prerequisite skills from previous grades.	c. All math teachers will... i. Implement the vertically aligned enVision Math curriculum to teach the identified grade-level priority standards, mathematical practices, and real-world connections as indicated in their pacing guides. (WASC #4) ii. Provide instruction on academic and department vocabulary, including SBA-Math Vocabulary. (WASC #4) iii. Select and utilize individual questions from the Math SBA Interim Assessment Blocks (IABs) <u>informally for instruction</u> (e.g., as a lesson activity, practice item, “do now” activity. (WASC #2, #4) iv. Utilize at least two Math IABs <u>formally within the testing system</u> as a formative assessment to provide students with practice in the online testing system, including using the SBA online tools and provide feedback to students. (WASC #2, #4) v. Examine student work and assessment data, providing timely feedback to students on how they can improve. vi. Implement Building Thinking Classrooms (BTC) practices to increase student perseverance and problem-solving. (WASC #4) d. All students will... i. Complete standards-based learning activities/tasks 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). ii. Participate in Building Thinking Classrooms (BTC) activities to develop perseverance when solving difficult problems. Leads: Principal, VPs, and Math DH		
All students are proficient in their understanding of the NGSS concepts.	3A. There are inconsistent grading practices identified for schoolwide implementation, leading to inconsistencies in	EA 3. Science Students’ understanding of science concepts will increase through the effective implementation of horizontally and vertically aligned curriculum, instruction, and assessments congruent with the NGSS and relevant to real-world applications. Action Steps:	Classroom Science Assessment Results Strive HI NGSS-HSA Proficiency Data	☐ WSF ☒ Title I 18902 B - 3006 OpenSciEd Active Learning Science Curriculum

	our assessment and grading practices of Science concepts. 3B. There are varying levels of teacher understanding of scientific concepts and the specialized pedagogical skills needed to effectively teach NGSS. 3C. Vertical alignment of science standards and common rubrics are not consistently in place. 3D. The curriculum relies heavily on formative assessments, and while hands-on summative assessments exist, unit-level summatives are not consistently used to measure mastery.	a. School administration will... i. Allocate department time (in addition to PLCs) for vertical alignment of standards, rubrics/scoring guides, projects, and grading practices. (WASC #3, #4) ii. Facilitate cross-curricular articulation/planning opportunities between the Science and Math departments. (WASC #6) b. The Science Department will... i. Select at least three common high-yield instructional strategies for department-wide implementation, which will be used multiple times throughout the school year. ii. Examine student work and assessment data, providing timely feedback to students on how they can improve. (WASC #2) iii. Create and implement common rubrics and checklists for the six science practices across all grade levels. (WASC #2, #3) iv. Review instructional units annually to determine and prioritize those that align best to the NGSS standards. v. Develop a tool using the Claim-Evidence-Reasoning (CER) framework for use with OpenSciEd units. (WASC #4) c. All science teachers will... i. Implement the vertically aligned OpenSciEd curriculum to teach the MS NGSS Evidence Statements, 5E instructional model, cross-cutting concepts, and real-world connections as indicated in their pacing guides. (WASC #4) ii. Provide instruction on academic and department vocabulary, including NGSS Vocabulary. iii. Select and utilize individual questions from the NGSS Interim Assessments <i>informally for instruction</i> (e.g., as a lesson activity, practice item “do now” activity). (WASC #2, #4) iv. Utilize at least two NGSS Interim Assessments <i>formally within the testing system</i> as a formative assessment to provide students with practice in the online testing system, including using the HSA online tools and provide feedback to students. (WASC #2, #4) d. All students will complete standards-based learning activities/tasks to strengthen their understanding/application		Replacement Consumable Kits and Workbooks \$5,519 C-7709 Science Tables for Science classrooms \$26,361
--	---	--	--	--

		of scientific concepts, preparing them for real-world application and success on standardized assessments (e.g., NGSS HSA). Leads: Principal, VPs, and Science DH		
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	4A. There has been insufficient targeted attention to the effective implementation of academic Response to Intervention (RTI) programs and procedures.	EA 4. Inclusive Practices and Academic Student Support (1.1.4) 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. Action Steps: a. School administration/leadership will... - Coordinate the schoolwide ELA and Math intervention programs (i.e., i-Ready, Language! / LanguageLive!) to diagnose and address students' academic needs and incentives to reinforce effort and recognize/reward student academic growth. (WASC #1) - Provide guidance on inclusive practices and strategies to strengthen the learning of all students and subgroups. - Establish criteria for identifying at-risk students based on universal screener results and develop a system for tracking and managing student data. (CLSD) (WASC #1) - Define program goals, strategies, grouping methods, and progress monitoring procedures for Tier 2 and 3 interventions for reading and math. (CLSD) (WASC #1) - Conduct regular school literacy leadership team meetings to evaluate the effectiveness of the HMTSS-R framework and make adjustments to improve student outcomes. (CLSD) (WASC #1) b. Teachers and the Literacy Coach will... - Administer appropriate diagnostic assessments to determine specific skill deficits for students identified as at-risk. (CLSD) (WASC #1) - Use diagnostic assessment data to develop grouping structures and intervention plans for Tier 2 and Tier 3 instruction. (CLSD) (WASC #1)	i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data Strive HI SBA ELA and Math Proficiency, Growth, and Achievement Gap Data	☒ Possible Add'l WSF A1-2741 Before School Support- 1 PPE x 1.5 hours x 24 wks = 36 hrs x \$25.45 = \$916 <u>After-school tutoring program</u> A1-2744 2 PTTA-DIN x 6 hrs/wk x 10 weeks x 4 quarters = 480 hrs x \$42.16 \$20,237 A1-2741 2 PPE x 4 hours x 10 wks x 4 quarters = 320 hrs x \$25.45 \$8,144 A1-2721 PPT-DIS x 17 hr/wk x 7 weeks = 119 hrs x \$21.76 \$2,589 B - 3502 i-Ready licenses & Toolbox ELA (Budgeting for SY27-28) \$16,147 B-3502 Edmentum \$6,270 B-3502 Go Guardian

		c. All teachers will incorporate inclusive practices in all classrooms, reinforce effort, and recognize/reward student progress. (WASC #1, #7) d. All inclusion teachers (SPED and EL) will... 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) (WASC #1) ii. Implement the Language! intervention program to deliver teacher-led literacy instruction for Tier 2 and 3, EL, and SPED students. (CLSD) e. All students will reflect on their learning, set goals, and self-monitor their progress toward ongoing academic growth (e.g., ELA/Math diagnostic data, core values). (WASC #2) Leads: Principal, VPs, SSC, Counselors, EL Teacher/Coordinator, and ELA/Math DHs		\$6,810
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	5A. Established student transition practices contribute to smoother adjustment and continuity in learning, resulting in the need to sustain and strengthen these practices. 5B. There are varying degrees of understanding and implementation of teaming in ways that make the learning of content meaningful and relevant for students.	EA 5. Student Transitions and Structures for Middle-Level Learners (1.1.5) 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. Action Steps: a. School administration will... i. Provide designated time for grade level/department teaming to support students academically, socially, and emotionally. (WASC #7) ii. Provide designated time for articulation/planning of interdisciplinary instruction and/or project-based learning. (WASC #6) b. Advisory teachers will implement alliance activities and i-Ready Learning Path lessons.	Panorama Student Perception/SEL Survey Results	☒ WSF 42101 B - 4801 Transportation (\$280/bus x 3 buses middle school transition) \$840 <i>Interpreters for NEP students (school will use district BSHA & EL PTT)</i> ☒ Summer Learning 16729 A1 - 2744 6 Summer Hub PTTA x 20 hrs/wk x 3 weeks = 360 hrs x \$42.16 \$15,178 1 Summer Hub PTTA-NID coordinator x

		c. Transition teachers will implement the strategies, practices, lessons, and programs (i.e., Wayfinder, RiseHI, Find Your Grind) as collaboratively determined for Transition classes. (WASC #7) d. Counselors and staff will coordinate activities that support student transitions into, within, and out of KMS, including the transition to high school. e. All students will participate in a Middle School Transitions class focused on grade and age-level-appropriate needs to support academic, SEL, and physical growth. Leads: Principal, VPs, SSC, and Counselors		25 hrs/wk x 3 weeks = 75 hrs x \$42.16 \$3,162 A1-2741 2 Summer Hub PPE-DIS x 19 hrs/wk x 3 weeks = 114 hrs \$25.45 \$2,901
--	--	---	--	--

★ 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 <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 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 to and attend school regularly.	6A. Established practices for clear, proactive follow-up procedures when students are absent support consistent monitoring of attendance, resulting in the need to sustain and strengthen these practices. 6B. Parents and students have limited understanding of how regular attendance impacts student learning.	EA 6. Student Attendance (1.2.1) Student attendance will be encouraged and clear, proactive follow-up procedures will be implemented to address absences. Action Steps: - School administration will communicate clear, proactive attendance procedures to teachers, staff, and students/parents, including the use of Infinite Campus. - Administration, teachers, and staff will encourage student attendance and implement proactive follow-up procedures when students are absent. - Teachers will take attendance at the beginning of each class period and maintain accurate daily attendance records. - Students will receive recognition/rewards for attendance. Leads: Principal, VPs, SSC, and Counselors	Attendance Data (LEI Kūlia and Strive HI)	☒ Possible Add'l WSF B-3006 Student Recognition awards/rewards \$5,000 ☐ Title I

1.2.2. All students demonstrate positive behaviors at school.	7A. Schoolwide SEL practices and classroom management routines support positive student behavior, resulting in the need to sustain and strengthen these practices.	EA 7. Positive Student Behavior (1.2.2) Behavioral Rtl, Classroom Management Routines, and SEL will be implemented effectively to ensure all students have access to rigorous standards-based instruction within a positive and productive learning environment. Action Steps: a. School administration will... i. Provide guidance to strengthen social-emotional learning (SEL), proactive classroom management routines, behavioral interventions, and Advisory activities. (WASC #7) ii. Define, teach, and reward positive and productive behavior aligned with the school values of Kūpono (Compassion), Kūpa’a (Character), and Kūlia (Confidence). (WASC #7) iii. Provided opportunities to visit other classrooms to see other teachers implementing proactive classroom management routines (e.g., learning walks/peer visits during PLC). (WASC #4, #7) b. School counselors will... i. Support the school-wide process for addressing student social-emotional needs using SEL survey results. ii. Provide timely, targeted student interventions and support through individual or small group counseling. (WASC #7) c. Transition teachers will implement guidance lessons to address social-emotional needs and promote school community (i.e., Wayfinder, RiseHI, Find Your Grind). d. The administration, teachers, and staff will implement SEL, proactive classroom management routines, behavioral interventions, and Advisory activities to foster a positive classroom/school climate. e. Students will receive core values recognition/rewards for positive/productive behavior. Leads: Principal, VPs, SSC, and Counselors	Behavior Incident Referral Data Panorama Student Perception/SEL Survey Results	☒ WSF 42104 B-3006 Student Recognition awards/rewards \$5,000 A1 - 2721 PPT (DIS) Adult Mentor 2 x 19 hrs per week x 40 weeks 1520 hrs x \$21.76 \$33,075 ☒ WSF 42110 B-RESV Set aside funds for the School Security Attendant Position to be bought on 6/1/2026. \$36,529
--	---	--	--	---

1.2.3. All students experience a Nā Hopena A'o environment for learning.	8A. Established activities, events, and practices that align with the components of the Nā Hopena A'o (HĀ) Framework support student connection to school culture and community values, resulting in the need to sustain and strengthen these efforts.	EA 8. Nā Hopena A'o (1.2.3) The Nā Hopena A'o (HĀ) Framework of Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawaii (BREATH) will continue to be embedded within our school culture. Action Steps: a. School administration, teachers, and staff will... i. Coordinate and implement a variety of activities and events that align with the HĀ Framework, such as Aina Aloha, Makahiki Games, and place-based field trips. b. All students will participate in Nā Hopena A'o-aligned activities and events. Leads: Principal, VPs, and DHs	Panorama Student Perception/SEL Survey Results	☒ WSF 42101 B - 3401 HĀ Community Day Activities \$6,500 B - 3401 HĀ Other supplies \$1,000 B - 5701 HĀ Other Rentals \$2,500
--	--	--	--	---

★ 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. Action Steps: a. School administration and teachers/staff will ... i. Coordinate and implement activities that promote college and career awareness and exploration (e.g., guest speakers, field trips/excursions, career day, student research, CTE, and elective classes). (WASC #6) 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,	Community Partners and Volunteers List Field Trip Log	☒ WSF 42101 B - 4801 Transportation \$280/bus x 4 buses/grade x 3 grades x 2 field trips/year \$6,720 ☒ Title I 18902 B-7203 Chat ENG Curriculum/Instruction \$16,000

		guest speakers, student research, student leadership). (WASC #6) b. Transition teachers will engage students in career exploration activities. c. All students will... i. Complete the “Find Your Grind” lifestyle and self-discovery assessments (interest and ability inventories) and reflect on their personal results. (WASC #5) ii. Participate in learning activities designed to increase awareness of colleges/careers, foster a connection with their community, and strengthen their sense of civic responsibility. Leads: Principal, VPs, Counselors, and DHs		
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. K–12 alignment and school-level initiatives support students in developing the academic background and skills needed for transition to high school and beyond, resulting in the need to sustain and strengthen these efforts.	EA 10. K-12 Alignment of Academic Background and Skills (1.3.2) Kapa’a Middle School students will acquire the knowledge and skills needed to enter high school prepared for success in progressively rigorous academic work and CTE pathways. Action Steps: a. School administration will... i. Facilitate vertical articulation meetings with elementary feeder schools to discuss the need for increased conceptual learning at the elementary level, and to address students entering middle school with low reading levels and foundational skill gaps. (WASC #1) ii. Collaborate and coordinate opportunities to strengthen K-12 articulation and alignment amongst schools within the Kapa’a Complex. (WASC #4) b. Teachers and staff will... i. Identify transferable skills that strengthen student preparedness for high school, college and careers, including GLO integration, and study skills, note-taking, test-taking, and organization. (WASC #4) ii. Provide opportunities for students to use technology and teach digital skills to support learning and prepare for high school. (WASC #5)	Quarterly and End-of-Year/ Course Report Card Grades	☒ WSF 42101 B - 3010 Student earbuds 600 x 2 per year x \$1 \$1,200 ☐ Title I

	10B. Integration of technology into instruction supports teaching and learning through a balanced approach that includes peer interaction and collaboration, resulting in the need to sustain and strengthen these practices.	iii. Support students in transitioning from foundational skills to the abstract thinking required in secondary mathematics and literacy. 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		
--	--	--	--	--



Priority 2

High-Quality Educator Workforce In All Schools

- ★ GOAL 2.1 All students are taught by effective teachers who are committed to quality teaching and learning for all.
- ★ GOAL 2.2 All schools are staffed by effective support staff who are committed to providing quality services to support students.
- ★ GOAL 2.3 All schools are led by effective school administrators who are committed to supporting all staff and students.

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 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. Ongoing professional development for teachers supports continuous improvement of instruction and alignment with best practices, resulting in the need to sustain and strengthen these supports. 11B. Integrating the GLOs into content instruction and assessment supports student development in the GLO competencies, resulting in the need to sustain and strengthen this practice.	EA 11. Teacher Professional Development and Growth (2.1.2) All teachers will be provided with professional development (PD), training, coaching, focused Professional Learning Communities (PLC) time, and guidance to support effective teaching practices and high-yield instructional strategies that foster student well-being and academic growth toward meeting the standards. Action Steps: a. School administration/coaches will... i. Provide PD and coaching of the following: - Standards-based CIA (e.g., enVision Math, CommonLit360 ELA, OpenSciEd, McGraw-Hill Social Studies, i-Ready, AVID, IABs, components for EL and SPED). (WASC #4) - Science of Reading Pedagogy, Adolescent Literacy PD series, and LANGUAGE! Live intervention programs to address students' literacy needs (CLSD) - Effective teaching practices and high-yield instructional strategies (e.g., cooperative learning, effective questioning, checking for understanding, differentiation, scaffolding, vocabulary, active participation, teaching to an objective/teacher clarity, explicit instruction). (WASC #4)	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	☒ WSF 42102 A1 - 2769 3 Sub days for ELL teacher to attend district workshops x \$200.80 = \$602 ☒ WSF 42106 A1 - 2802 10 x 2 = 20 days for Stipend PD days/ Subs for teacher inter complex articulation days x \$200.80 = \$4,016 A1-2769 Floating subs for classroom observations 20 sub days x \$200.80 = \$4,016 A1 - 2802 10 x 4 = 40 days for Stipend PD days during breaks x \$200.80 = \$8,032

		• Content-specific reading comprehension strategies, academic vocabulary instruction, and scaffolding for complex informational texts. • Building Thinking Classrooms (BTC) practices. • Specialized training for Special Education teachers (e.g., data collection, PLAAF, SDI, inclusive practices) ii. Coordinate school-wide participation in the Corwin Visible Learning Institute (October 21, 2026) and conduct follow-up activities to reinforce/expand effective practices and strategies learned. (WASC #4) iii. Regularly collect and analyze Tier I student performance data to identify trends and areas of need for targeted PD or coaching cycles. (CLSD) (WASC #1, #2) b. Teachers will... i. Participate in PD and PLCs to strengthen their understanding and implementation of best practices and effective strategies. ii. Engage in ongoing, job-embedded PD for Adolescent Literacy and LANGUAGE! Live intervention programs, including modeling, observation, coaching, and feedback. (CLSD) iii. Utilize grade-level team/department days when possible. iv. Engage in purposeful planning time focused on grade-level or department-specific instructional alignment. v. Implement effective teaching practices and high-yield instructional strategies to teach the standards as-evident in classroom walkthroughs. vi. Participate in classroom visits to see other teachers implementing high-yield instructional strategies (e.g., learning walks/peer visits during PLC). (WASC #4) vii. Participate in an onboarding session and ongoing induction and mentoring support when new to the school. c. All students will increase their learning through teachers' consistent use of effective teaching practices and high-yield instructional strategies. Leads: Principal and VPs		B-4804 In/Out of State Travel Teachers & staff registration, airfare, per diem, excess lodging, and ground transportation (e.g., for school visitation, AMLE model schools) \$20,000 ☐ Title I
--	--	--	--	--

2.2.2. All school support staff are effective or receive the necessary support to become effective.	12A. Professional development and training for support staff builds their understanding and implementation of best practices, supporting continuous improvement of their work, resulting in the need to sustain and strengthen these efforts.	EA 12. Support Staff Training and Professional Development (2.2.2) Classified and 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. Action Steps: a. School administration will coordinate and communicate training sessions and relevant PD for classified and support staff on best practices applicable to their roles. b. All classified and support staff will... i. Participate in 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. Students will... 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. Strengthen their well-being and academic growth through support staff's use of best practices/strategies. Leads: Principal and VPs	PD/Training Log i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data Panorama Student Perception and SEL Survey Results	☐ WSF ☐ Title I
2.3.2 All school administrators are effective or receive the necessary support to become effective.	13A. Providing school administrators with PD/training supports continuous improvement of leadership, resulting in the need to sustain and strengthen these supports.	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... i. Participate in professional development to continuously improve professional practice, such as operational/management training, instructional leader sessions, and NASSP. ii. Attend district, state, and national meetings to engage in collaborative problem-solving with colleagues, mentors, and supervisors.	PD/Training Log	☒ WSF 42112 B - 4804 UNITED 2027: 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

		iii. Facilitate a learning environment that benefits from the insights gained through peer-to-peer professional networking. Lead: Principal		
--	--	--	--	--



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. Communication and adherence to HIDOE rules, regulations, guidelines, and expectations supports consistent and compliant school operations, resulting in the need to sustain and strengthen these practices.	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 our vision and mission, and role in meeting school goals and outcomes. iii. Ensure the Academic Plan remains aligned with the BOE/DOE Strategic Plan, and the Salaried Plan and Comprehensive Financial Plan supports the initiatives and priorities of our Academic Plan. Leads: Principal and VPs	Academic and Financial Plan Documents	☐ WSF ☐ Title I

3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	15A. Involving the School Community Council (SCC) in collaborative planning and decision-making supports school improvement efforts, resulting in the need to sustain and strengthen this practice..	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... i. Collaborate to schedule and plan regular meetings for SCC members throughout the school year. ii. Organize two SCC meetings open to the community to share and discuss school data and receive input on the draft/proposed Academic Plan. iii. Ensure SCC meeting agendas and minutes are posted on the school website in a timely manner. b. All stakeholder role groups will have respective members on the SCC to ensure diverse representation in collaborative planning and decision-making processes. Leads: Principal and SCC Chair	SCC Meeting Minutes Posted on School Website SCC Academic Plan Assurances Form	☐ WSF ☐ 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 to support their child's learning and overall well-being at school. b. All students will participate in activities, programs, and events that foster academic growth, social development, and parent/family engagement. c. Utilize Parent Square as a communication tool to enhance parent outreach and provide timely reminders. Leads: Principal, VPs, and PCNC	Parent School Quality Survey (SQS) Involvement and Engagement Results Parent/Family Involvement and Engagement Log	☒ Title I 18902 A1 - 2741 /2702 PIC (PPE NID) 19 hr/wk x 18 weeks = 342 hrs x \$25.45 = \$8,704 + \$259 (2.98% fringe) = \$8,963 B-3502 Parent Square \$6,850 ☒ Title I 18935 B - 3301 Refreshments for Family Engagement, \$1,144 B - 3006 Supplies for 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.	We requested three waiver days for PD/collaboration.
Bell Schedule: Kapa'a Middle School Bell Schedule	

APPENDIX B: 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.

[Signed SCC Assurances Form SY2026-27](#)

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

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

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Dec 15, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Dec 15, 2025** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): **[Insert text here. For example: School Leadership Team, Curriculum Committee, School Safety Committee. Then remove this note and the yellow highlight.]**
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: **Dec 15, 2025**

Attested:

Kapa'a Middle Principal	Signature	Date
Tara Punzal		Dec 16, 2025
SCC Chairperson	Signature	Date
Nadine Rapozo		Dec 16, 2025

SCC Recommendations to the Academic Plan and Financial Plan:

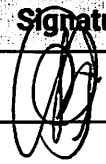
The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations or comments were made, please write "None" in the tables below. **The SCC Chairperson's signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
None		

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

None

Attested:

SCC Chairperson	Signature	Date
Nadine Rapozo		Dec 16, 2025