NĀ HOPENA AʻO

**PRIORITY 3**
Effective And Efficient Operations At All Levels

**PRIORITY 2**
High-Quality Educator Workforce In All Schools

**PRIORITY 1**
High-Quality Learning For All

# Kapaʻa High School Academic Plan SY 2025 -2026

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www.kapaahighschool.com**

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

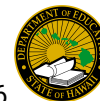| Submitted by Principal: **Thomas John Cox** | | Approved by Complex Area Superintendent: **Daniel S. Hamada** | |
|---|---|---|---|
| *[signature]* | 4/14/25 | *[signature]* | 4/15/25 |

VIABLE 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 9 through 12 | '20 Odell Education High … ˅ | enVision Mathematics Co… ˅ | Bozeman Science | Gr. 9 Realize Learning Management System - Online Social Studies Curriculum (publisher: SAVVAS Learning Company)<br><br>Gr. 10-12 Edmentum - Online Social Studies Curriculum |

**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 |
|---|---|---|---|---|
| N/A - Emphasis on the core curricula. | - | - | - | - |

## 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: Cadre Meeting Notes, eCSSS, school wide Student Support System including the Request for Assistance (RFA) process which consist of collaboration between teachers, counselors, SSC, and Administration.

## 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 |
|---|---|---|
| Grade 9 ELA<br>Grade 9-12 Math | STAR Enterprise ⌄ | STAR Enterprise ⌄ |

## 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: Winter 2025          Year of Next Action: SY 2027-28          Year of Next Self-Study:
Type of Last Visit: Mid-Cycle Report & Visit ⌄     Type of Next Action:  Full Self-Study ⌄          SY 2027-28

| Identified <u>critical student learning needs</u> and the <u>root/contributing cause(s)</u> 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 | | | |
| 20-21 | 21-22 | 22-23 | 23-24 | 20-21 | 21-22 | 22-23 | 23-24 |
| 59% | 43% | 59% | 47% | 4% | 13% | 23% | 19% |
| Goal > 80% | | | | Goal <10% | | | |

*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.
  - <u>Reading</u> - All students need to increase their ability to apply skills related to reading and comprehension (i.e., text structures & features, language use, and reasoning & evidence).
  - <u>Writing</u> - All students need to increase their ability to edit their writing using the conventions of standard English (i.e., grammar, capitalization, punctuation, and spelling).
  - <u>Listening/Speaking</u> - All students need to increase their ability to comprehend and interpret complex auditory information and communicate effectively.
  - <u>Research/Inquiry</u> - All students need to increase their ability to interpret, analyze, integrate, and evaluate information and sources.

*Student LEARNER Needs (What students <u>need us to provide</u> 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 classroom 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.
  - All students need quality instruction that is designed to strengthen their 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 additional assistance to support their acquisition and development of literacy skills.

**Root/Contributing Causes:**

1A. There are varying degrees of implementation of "mental lift" (rigor), which do not always meet the rigor of high stakes (SBA-ELA), college, and career-ready assessments.
4A. There are varying levels of support provided to ensure that all students thrive academically.
12A. There are varying degrees of understanding and use of effective teaching practices and high-yield instructional strategies (i.e., student discussion, checking for understanding, and student feedback).

| | |
|---|---|
| | *Additional contributing causes: 13A, 14A, 17A |

**2** **NUMERACY**

| SBA Math | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Proficiency** | | | | **High Needs Achievement Gap** | | | |
| **20-21** | **21-22** | **22-23** | **23-24** | **20-21** | **21-22** | **22-23** | **23-24** |
| 20% | 17% | 19% | 12% | 22% | 10% | 10% | 9% |
| Goal >80% | | | | Goal <10% | | | |

*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 quality classroom instruction on grade-level math standards, incorporating the strategic use of schoolwide best practices that effectively engage all types and levels of learners.
  - All students need quality instruction that is designed to strengthen their ability to understand and apply mathematical concepts and procedures, problem-solve, create models, interpret/analyze data, and communicate their reasoning.
  - Identified students need additional assistance to support their acquisition and development of numeracy skills.

**Root/Contributing Causes:**

2A. There are varying degrees of implementation of "mental lift" (rigor) which do not always meet the rigor of high stakes (SBA-Math), college and career ready assessments.
4A. There are varying levels of support provided to ensure that all students thrive academically.
12A. There are varying degrees of understanding and use of effective teaching practices and high-yield instructional strategies (i.e., student discussion, checking for understanding, and student feedback).
*Additional contributing causes: 13A, 14A, 17A

| 3 | **SCIENCE** |
|---|---|

| Science - Biology I EOC Exam | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Proficiency** | | | | **High Needs Achievement Gap** | | | |
| **20-21** | **21-22** | **22-23** | **23-24** | **20-21** | **21-22** | **22-23** | **23-24** |
| 16% | 25% | 30% | 26% | 5% | 15% | 33% | 14% |
| 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 course.

*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 degrees of implementation of "mental lift" (rigor) which do not always meet the rigor of high stakes (NGSS Biology I EOC Exam), college and career ready assessments.
4A. There are varying levels of support provided to ensure that all students thrive academically.
12A. There are varying degrees of understanding and use of effective teaching practices and high-yield instructional strategies (i.e., student discussion, checking for understanding, and student feedback).
*Additional contributing causes: 13A, 14A, 17A

| 4 | **SOCIAL-EMOTIONAL LEARNING and ATTENDANCE** |
|---|---|

| Social-Emotional Learning Competencies | | | | | | | Regular Attendance | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Self Management** | **Social Awareness** | **Perseverance** | **Sense of Belonging** | **Growth Mindset** | **Emotion Regulation** | **Self-Efficacy** | **20-21** | **21-22** | **22-23** | **23-24** |
| 61% | 51% | 51% | 42% | 40% | 46% | 39% | *81% | 61% | 64% | 64% |
| Panorama Winter 2024-25 | | | | | | | 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, with an emphasis on a sense of belonging through compassion and empathy.
- All students need to attend school regularly to engage in learning activities with their teachers and peers.

*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 their ability to demonstrate compassion and empathy towards others, as well as other strategies that strengthen students' sense of belonging.
- All students need a positive learning environment that embeds *Nā Hopena Aʻo* and fosters academic and social growth, resulting in a sense of belonging and regular attendance in school.

**Root/Contributing Causes:**

6A. There is a need to sustain and strengthen our activities that encourage student attendance and adhere to the attendance procedures and RFA process when students are absent.
7A. There are varying levels of support provided to ensure that all students thrive socially and emotionally.
7B. There are varying degrees of implementation of effective strategies/ practices to support positive and productive student behaviors in the classroom.
*Additional contributing causes: 5A, 8A, 13A, 14A, 17A

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**5** | **STUDENT SUCCESS**

| On-Time 9th Gr. Promotion | | | | |
|---|---|---|---|---|
| **2020** | **2021** | **2022** | **2023** | **2024** |
| 98% | 99% | 91% | 96% | 93% |

Goal: 100%  (Class of 2020, etc.)

| On-Time Graduation | | | | |
|---|---|---|---|---|
| **2020** | **2021** | **2022** | **2023** | **2024** |
| 96% | 96% | 96% | 97% | 94% |

Goal: 100%

| Post-Secondary Readiness | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **CTE Completion** | | | | | **Post-Secondary Enrollment** | | | | |
| **2020** | **2021** | **2022** | **2023** | **2024** | **2020** | **2021** | **2022** | **2023** | **2024** |
| 77% | 83% | 90% | 69% | 60% | 56% | 46% | 41% | 48% | 39% |

Goal: 100%                         Goal: >70%

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

- All 9th graders need to obtain the academic skills necessary to enter, engage in, and complete 9th grade academic programs and coursework successfully to be promoted to 10th grade on time.
- All 10th through 12th graders need to demonstrate the academic skills necessary to successfully meet the grade level learning requirements and course work to graduate on time (within four years).
- All students need to obtain the academic skills necessary to actively engage in and successfully complete a CTE  program/pathway.
- All students need to obtain the academic skills necessary to be able to enroll in the post-secondary institutions/options of their choice.

*Student LEARNING Needs (What students need us to provide so that they can learn.)*

- All 9th graders need to be provided with the academic background (K-8) that enables them to obtain the skills necessary for them to enter, engage in, and complete 9th grade academic programs and coursework successfully and be promoted to 10th grade on time; those students that do not already possess the necessary skills when they enter Kapaʻa High School need to be provided with academic support to ensure their success.
- All 10th through 12th graders need to be provided with the curriculum, instruction, and student support necessary for them to successfully meet the grade level learning requirements/course work and graduate on time (within four years).
- All students need to be provided with the academic background and support necessary for them to obtain the skills needed to actively engage in and successfully complete a CTE program/pathway.
- All students need to be provided with the academic background and support necessary for them to obtain the skills needed to enroll in the post-secondary institutions/options of their choice.

**Root/Contributing Causes:**

9A. There is a need to sustain and strengthen our successful Academies, CTE pathways, and Early College programs, which increase students' awareness of college/career options, establish a connection with their community, and develop a sense of civic responsibility.
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.
11A. There is a need to sustain and strengthen support to students in the development of post-high school plans.
*Additional contributing causes: 5A, 13A, 14A, 17A

**1**

**Targeted Subgroup:** *Economically Disadvantaged*

| Economically Disadvantaged Subgroup | | | | |
|---|---|---|---|---|
| | Proficiency | | | |
| | 20-21 | 21-22 | 22-23 | 23-24 |
| ELA SBA | 58% = 19 | 32% = 20 | 51% = 38 | 40% = 21 |
| Math SBA | 9% = 3 | 9% = 4 | 17% = 12 | 9% = 5 |
| Biology I EOC | 16% | 20% | 16% | 24% |
| 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 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Proficiency | | | | | Language Acquisition | | | |
| | 20-21 | 21-22 | 22-23 | 23-24 | | 20-21 | 21-22 | 22-23 | 23-24 |
| ELA SBA | 67% = 2 | 0% | 14% = 1 | 10% = 1 | | 22% | 11% | 10% | 6% |
| Math SBA | 0% | 0% | 17% = 1 | 0% | | Growth to Target (WIDA Access) | | | |
| Biology I EOC | 0% | 0% | 0% | 6% | | | | | |
| Percentage and number of EL students proficient | | | | | | | | | |

[Kapa'a High 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 | | | | |
|---|---|---|---|---|
| | **Proficiency** | | | |
| | **20-21** | **21-22** | **22-23** | **23-24** |
| **ELA SBA** | 0% | 10% = 1 | 18% = 3 | 21% = 3 |
| **Math SBA** | 0% | 0% | 6% = 1 | 0% |
| **Biology I EOC** | 13% | 6% | 8% | 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** *"What do we plan to accomplish?"* | **Root/Contributing Causes** *"Why are we doing this?"* | **Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"* | **Monitoring of Progress** **Initial & Intermediate Outcomes** *"How will we know progress is being made?"* | **Anticipated Source of Funds** *"What funding source(s) should be utilized?"* |
| **Reading Proficiency** 1.1.2. Students who do not read proficiently receive necessary and timely support to become proficient. (adapted for HS) | 1A. There are varying degrees of implementation of "mental lift" (rigor), which do not always meet the rigor of high stakes (SBA-ELA), college, and career-ready assessments. | **EA 1. Literacy (1.1.2)** Student literacy will increase through the effective implementation of the Odell Education High School Literacy Program (HSLP), a horizontally and vertically aligned curriculum with embedded instructional strategies, practices, and assessments aligned to the HCCSS, supported by vocabulary development, Science of Reading pedagogy, Achieve3000, and literacy reinforcement in all content areas. (WASC #1, #5) Action Steps: ➤ *Schoolwide Literacy* a. School administration will provide articulation time for content area teams to plan strategies for how they will incorporate vocabulary, reading, and writing in their content area instruction. b. 9th-grade teachers will implement Achieve3000, including the use of strategies that support student success. c. Teachers of all content areas will…    i. Pre-load units/lessons with quick (2-3 minutes) vocabulary development activities.    ii. Provide instruction on the cross-content vocabulary words included on the SBA-Sample Academic Vocabulary list, and content-specific/industry-based vocabulary applicable to their content area/course.    iii. Incorporate reading and writing activities into their | Star Screener Reading Proficiency Data Strive HI SBA ELA Proficiency Data | ☑ **WSF 42101** **A1 - 2744** Literacy Coach PTTA 10 hrs per wk x 40 wks = 400 hr x $42.16 **$16,864** **B-3502** STAR Reading Subscription **$6,000** |

instruction of content and teach/reinforce students' use of basic writing conventions and skills.

d. All students will learn and apply vocabulary, reading, and writing skills in all content areas.

➢ *English Language Arts Department*

f. School administration will provide time for all ELA teachers to collaborate in content area meetings, and in quarterly planning days.

g. All ELA teachers will…

   i. Implement the horizontally and vertically aligned Odell Education High School Literacy Program (HSLP) curriculum to teach and assess the CCSS and GLOs as indicated by their pacing guides; pacing guides for the same grade level/course will indicate aligned pacing and common assessments.

   ii. Provide instruction on the content-specific vocabulary words on the SBA-ELA and Literacy Vocabulary list.

   iii. Identify two "mental lift" instructional strategies for frequent implementation by the ELA content area team, including at least one that involves student discussion.

   iv. Use the common rubrics and other types of scoring guides (e.g., criteria checklists) from the Odell Education curriculum for various types of writing, research, and speaking assignments, and share the common rubrics with students and teachers of other content areas. (CCSS Writing Exemplars and SBA-Rubrics/Scoring Guides will continue to be used as a reference for grade-level expectations/rigor.)

   v. Identify real-world/locally relevant connections for the use of ELA concepts/skills and embed them in their instruction to students.

   vi. Utilize individual items (questions) from the ELA SBA Interim Assessment Blocks (IABs) *informally for instruction* (e.g., as a lesson activity/practice item) 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.<br><br>vii. Administer at least one ELA IAB per semester _formally within the testing system_ 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.<br><br>viii. Examine student work and assessment data, providing timely feedback to students on how they can improve.<br><br>h. All 9th-grade students will complete a minimum of two Achieve3000 articles/activities a month, striving for 75% or higher on the first try.<br><br>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., SBA, ACT/SAT, EdReady).<br><br>Lead: ELA Department Head | | |
| **Mathematics Proficiency**<br><br>1.1.3. Students who are not proficient in math receive necessary and timely support to become proficient. (adapted for HS) | 2A. There are varying degrees of implementation of "mental lift" (rigor) which do not always meet the rigor of high stakes (SBA-Math), college and career ready assessments. | **EA 2. Numeracy (1.1.3)**<br><br>Student numeracy will increase through the effective implementation of enVision Mathematics (SAVVAS), a horizontally and vertically aligned curriculum, with embedded instructional strategies, practices, and assessments aligned to the CCSS. (WASC #1, #5)<br><br>Action Steps:<br><br>a. School administration will continue to provide time for all Math teachers to collaborate in content area meetings and on quarterly planning days.<br><br>b. All Math teachers will…<br><br>i. Implement enVision Mathematics (SAVVAS), a vertically aligned curriculum to teach the CCSS and GLOs, as indicated by their pacing guides, including common assessments for the same grade level/course.<br><br>ii. Provide instruction on content-specific vocabulary words (e.g., word walls, math graffiti), including those on the SBA-Math Vocabulary list. | Star Screener Math Proficiency Data<br><br>Strive HI SBA Math Proficiency Data | ☑ **WSF 42101 B-3502**<br>STAR Math Subscription<br>**$6,000** |

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iii. Identify two "mental lift" instructional strategies for frequent implementation by the Math content area team, including at least one that involves student discussion.

iv. Use the common scoring methods and guides (e.g., criteria checklists) from the enVision Mathematics curriculum and the SBA-Mathematics General Scoring Rubric as a reference for grade-level expectations/rigor.

v. Identify real-world/locally relevant connections for the use of mathematical concepts/skills and embed them in their instruction to students.

vi. Utilize individual items (questions) from the Math SBA Interim Assessment Blocks (IABs) *informally for instruction* (e.g., as a lesson activity/practice item) 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.

vii. Administer at least one Math IAB per semester *formally within the testing system* 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.

viii. Examine student work and assessment data, providing timely feedback to students on how they can improve.

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., SBA, ACT/SAT, EdReady).

Lead: Math Department Head

</td><td></td><td></td></tr>
<tr><td>All students are proficient in their understanding of the NGSS concepts.</td><td>3A. There are varying degrees of implementation of "mental lift" (rigor) which do not always meet the</td><td>**EA 3. Science**<br>Students' understanding of Science concepts will increase through the effective implementation of the SAVVAS Realize LMS-Social Studies, a horizontally and vertically aligned curriculum with</td><td>Science Report Card Grades<br><br>Strive HI Biology I EOC Exam Data</td><td>☐ **WSF**</td></tr>
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| | rigor of high stakes (NGSS Biology I EOC Exam), college and career ready assessments. | embedded instructional strategies, practices, and assessments aligned with the NGSS. (WASC #1, #5)<br><br>Action Steps:<br><br>a. School administration will continue to provide time for all Science teachers to collaborate in content area meetings and quarterly planning days.<br><br>b. All Science teachers will…<br><br>    i. Implement teacher-created/sourced curriculum to teach the NGSS and meet the NGSS Evidence Statements for HS and GLOs, as indicated by their pacing guides, including common assessments for the same grade level/course.<br><br>    ii. Provide instruction on the content-specific vocabulary words included on the NGSS Vocabulary list.<br><br>    iii. Identify two "mental lift" instructional strategies for frequent implementation by the Science content area team, including at least one that involves student discussion (e.g., jigsaws, novel ideas, interviews, collaborative charts/tables, etc.).<br><br>    iv. Identify real-world/locally relevant connections for the use of scientific concepts/skills and embed them in their instruction to students.<br><br>    v. Examine student work and assessment data, providing timely feedback to students on how they can improve.<br><br>c. All Biology teachers will…<br><br>    i. Utilize individual items (questions) from the Science NGSS Interim Assessments *informally for instruction* (e.g., as a lesson activity/practice item) 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.<br><br>    ii. Administer at least one Science NGSS Interim Assessment per semester *formally within the testing system* 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. | | |

| | | | | |
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| | | d. 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., Biology I End-of-Course Exam, ACT/SAT).<br><br>Lead: Science Department Head | | |
| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. | 4A. There are varying levels of support provided to ensure that all students thrive academically. | **EA 4. Inclusive Practices and Academic Student Support (1.1.4)**<br>Inclusive practices and interventions will be strategically implemented to ensure all students have access to rigorous standards-based instruction that strengthens their learning of the key concepts and skills for that course/grade level. (WASC #5)<br>Action Steps:<br>a. School administration/leadership will…<br>　i. Continue to provide an Academy structure and access to appropriate educational technological devices and programs that support student learning and credit accrual/recovery (e.g., Plato, HVLN).<br>　ii. Provide guidance and expectations on the schoolwide use of inclusive practices.<br>　iii. Provide designated time as needed for collaboration between teachers (e.g., special educators and general education teachers) (e.g., 2:30-3:00 P.M. 4-5 days per week)<br>b. ELA and Math teachers will administer Star Renaissance screener assessments and access the data to identify school/student needs and plan accordingly, including providing direct instruction to address learning gaps and pre-requisite skills.<br>c. All teachers/staff will…<br>　i. Implement the use of inclusive practices in all classrooms, reinforce effort, and recognize/reward student progress.<br>　ii. Participate in weekly student support meetings to address student needs based on data and provide students with frequent opportunities to use targeted programs that enhance and strengthen their learning. | Star Screener Reading and Math Proficiency Data<br><br>Strive HI SBA ELA and Math Achievement Gap Data<br><br>On Time 9th Grade Promotion Data<br><br>On Time Graduation Data | ☑ **WSF 42101**<br>**B - 3502**<br>Subscriptions for Achieve3000<br>**$30,000**<br><br>**A1 - 2741**<br>Academy support<br>2 PPEs (DIS) 19 hrs per wk x 40 wks = 1,520 hrs x $25.45<br>**$38,684**<br><br>**A1 - 2744**<br>Afternoon school<br>2 PTTA = 17 hrs per wk x 40 wks = 680 hr x $42.16<br>**$28,669**<br><br>☑ **WSF 42102**<br>**A1 - 2741**<br>EL (PPE DIS)<br>19 hrs per wk x 20 wks = 380 x $25.45 per hr<br>**$9,671**<br><br>EL Interpreter<br>16 NEP students x 4 hrs per student = 64 hrs x $23.52<br>**$1,505**<br><br>**A1 - 2769**<br>EL sub teacher for KCA workshops |

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| | | iii. Provide students with multiple systems of support for academic study and college and career preparation (e.g., tutoring, college entry assessment preparation sessions, MVA, Migrant Ed, and dedicated Academy counselors). <br><br> d. All Algebra I and II teachers will make video tutorials accessible for all students to have available when they need them. <br><br> e. Special Education and 504 care coordinators will examine student work to provide feedback and assessment data to monitor special education and 504 student services across curriculum/content areas in support of accommodation/modification implementation in the general education setting. <br><br> f. The Special Education Team will provide guidance on methods for differentiating and supporting students with disabilities in the general education classrooms. <br><br> g. All students will reflect on their learning, set goals, and self-monitor their progress (e.g., Lexile growth, GLOs). <br><br> Leads:  Principal, VPs, Counselors, SSC, and Content Area Leads | | 4 per year x 194.01 <br> **$776** |
| 1.1.5.   All students transition successfully at critical points, from elementary to middle school and from middle to high school. | 5A. There is a need to sustain and strengthen our activities that support student transitions. | **EA 5. Student Transitions (1.1.5)** <br> Multiple activities will support students' transitions into, through, and out of Kapa'a High School. <br> Action Steps: <br> a. Administration and teachers/staff will coordinate activities that support student transitions, including the transition to post-secondary options, through the 9th-grade Transition to High School course and the Transition to College and Career elective course offered to Junior and Senior students. <br><br> b. Teachers of the 9th and 11th/12th grade Transitions courses will integrate self-advocacy, financial literacy, and social communication skills into their curriculum and instruction. <br><br> c. All students will participate in learning activities that prepare them for a successful transition to their post-secondary choices, including creating a Personal Transition Plan (PTP) that includes their 10-Year Roadmap, beginning in the 9th grade. | Panorama Student Perception/SEL Survey Results | ☑ **WSF 42101** <br> **A1 - 2744** <br> 9th Grade Academies support 10 hrs per week x 40 wks = 400 hrs x $42.16 = <br> **$16,864** |

| | | Leads: VPs, Counselors, Hui/Academy Leads, SSC, Transitions Teacher, and Early College Coordinator | | |
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| ★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment. | | | | |
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| **Desired Outcomes** *"What do we plan to accomplish?"* | **Root/Contributing Causes** *"Why are we doing this?"* | **Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"* | **Monitoring of Progress** **Initial & Intermediate Outcomes** *"How will we know progress is being made?"* | **Anticipated Source of Funds** *"What funding source(s) should be utilized?"* |
| 1.2.1. All students desire to and attend school regularly. | 6A. There is a need to sustain and strengthen our activities that encourage student attendance and adhere to the attendance procedures and RFA process when students are absent. | **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: a. School administration will communicate clear, proactive attendance procedures to teachers, staff, and students/parents. b. School administration, teachers, and staff will encourage student attendance and adhere to the attendance procedures and RFA process when students are absent. c. Students will attend school regularly. Leads: Counselors, SSC, SBBH, Principal, and VPs | Attendance Data (LEI Kūlia and Strive HI) | ☐ **WSF 42104** |
| 1.2.2. All students demonstrate positive behaviors at school. | 7A. There are varying levels of support provided to ensure that all students thrive socially and emotionally. 7B. There are varying degrees of implementation of effective strategies/ | **EA 7. Positive Student Behavior (1.2.2)** Our student support model will be effectively implemented to ensure all students have access to rigorous standards-based instruction within a positive and productive learning environment. Action Steps: a. School administration and teachers/staff will continue to implement the school's student support model and RFA (request for assistance) process to support positive/productive student behavior. | Behavior Incident Referral Data Panorama Student Perception/SEL Survey Results | ☑ **WSF 42104** **B-3006** **SEL student incentives** **$10,000** |

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| | practices to support positive and productive student behaviors in the classroom. | b. Counselors will lead the school-wide effort to support students' social-emotional needs using the SEL survey results to plan and deliver guidance lessons in all classrooms.<br><br>c. Teachers and administrators will implement strategies to foster students' compassion and empathy while building positive, meaningful connections to support healthy adult-student relationships in the classroom and school.<br><br>d. Students will receive recognition/rewards for demonstrating positive/productive behavior through the monthly Warrior Ohana Challenge program.<br><br>Leads: Counselors, SSC, SBBH, Principal, and VPs | | |
| 1.2.3. All students experience a Nā Hopena Aʻo environment for learning. | 8A. There is a need to sustain and strengthen our activities that embed the Nā Hopena Aʻo (HĀ) Framework in our school culture. | **EA 8. Nā Hopena Aʻo (1.2.3)**<br><br>The <u>Nā Hopena Aʻo (HĀ) Framework</u> (Sense of Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawaii) will continue to be embedded within our school culture.<br><br>Action Steps:<br><br>a. School administration/leadership will coordinate the sharing of strategies with teachers and staff to enhance students' connection to Hawaii, Kapaʻa, and the surrounding communities.<br><br>b. School administration, teachers, and staff will implement activities/events that instill and promote the components of the (HĀ) Framework within and outside of classrooms, including activities that strengthen students' sense of Hawaiʻi and incorporate Hawaiian language (e.g., monthly "Warrior ʻOhana Challenge" Hawaiian values program, Hawaiian language classes, Hawaiian "Word of the Day" challenge, May Day, classroom use of <u>Olelo Noʻeau</u>) and connection to Kapaʻa and the surrounding communities (e.g., place-based field trips, online student research, guest presenters).<br><br>c. Counselors/support staff will provide guidance on the ʻOlelo Noʻeau for each month.<br><br>d. Students will engage in activities that strengthen their connection to Hawaiʻi and Kapaʻa and receive recognition/rewards for demonstrating Hawaiian values.<br><br>Leads: Counselors and SAC | Panorama Student Perception/SEL Survey Results | ☐ **WSF** |

| ★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement | | | | |
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| **Desired Outcomes** *"What do we plan to accomplish?"* | **Root/Contributing Causes** *"Why are we doing this?"* | **Enabling Activities** *"How will we achieve the desired outcome?"* ***and*** **Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"* | **Monitoring of Progress** **Initial & Intermediate Outcomes** *"How will we know progress is being made?"* | **Anticipated Source of Funds** *"What funding source(s) should be utilized?"* |
| 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 our successful Academies, CTE pathways, and Early College programs, which 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)** Kapaʻa High School will maintain, strengthen, and refine our Academy structure, CTE pathways, community partnerships, Early College Classes, and other systems that prepare all students for post-high school success. Action Steps: a. School administration/leadership will… i. Provide resources (e.g., staff, scheduling, materials) for all academy and early college programs and activities. ii. Collaborate with community partners to provide students with college and career-ready opportunities. iii. Provide students with opportunities to take face-to-face and online Early College Classes that are aligned with Pathways or college admission requirements. b. School administration and teachers/staff will… i. Coordinate and implement activities that promote college/career awareness and exploration, such as guest speakers, field trips, student research, 9th-grade Career Fair, and connecting to how adults use a particular skill in a job field. ii. Foster students' connection with their community and instill a sense of civic responsibility through school and community service activities such as food drives, blood drives, guest speakers, and campus cleanup/beautification. iii. Support students with learning in all academy and early college programs (e.g., CTE Pathway Completion, industry-specific certifications) to implement the CCTC Career-Ready Practices. | Community Partners and Volunteers List Field Trip Log CTE Pathway Completion Data Early College Data | ☑ **WSF 42101** **B – 3006** Academy capstone, mentorships & internships, Mathematics, ELA and other content materials. **$40,000** **B - 4801** Bus for academy/ CTE pathway/ early college field trips, mentorships, internships **$2,000** ☑ **WSF 42101/ 455564** **B – 7203** MOA Contract UH Early College Tuition **$23,500** ☑ **WSF 42104** **B - 3006** Purchase of promotional design materials (banners, school bags, lanyards, and other needed materials) **$20,000** ☑ **WSF 42107** |

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| | | iv. Carry out leadership/team roles to support the implementation of all our key initiatives to support student learning, growth, and post-high school success.<br><br>c. All students (general ed, Low SES/disadvantaged, SpEd, 504, Native Hawaiian, ELL, etc.) will have opportunities to participate in…<br><br>   i. Completion of a CTE Pathway<br>   ii. Work-study programs, internships, or mentorships in their chosen pathway (in person or virtual)<br>   iii. Early college classes<br>   iv. Junior/Senior "Life After High School" events<br>   v. College and Career Fairs<br><br>Leads: Principal, VPs, Academy Leads, Counselors, Early College Coordinator, and CTE Coordinator | | **A1 - 2769**<br>Leadership Team<br>20 subs days x $194.01<br>**$3,880**<br><br>☑ **WSF 42115**<br><br>**A1 - 2744**<br>CTE coordinator<br>PTTA 17 hrs per wk x 40 wks = 680 hr x $42.16<br>**$28,669** |
| **K-12 Alignment**<br><br>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. | **EA 10. K-12 Alignment of Academic Background and Skills (1.3.2)**<br>Students will obtain the academic background and skills necessary to enter, engage in, and complete high school academic and CTE programs successfully.<br><br>Action Steps:<br>a. School administration will collaborate and coordinate opportunities to strengthen K-12 articulation and alignment amongst schools within the Kapaʻa Complex (East/North Kauai).<br>b. All teachers will reinforce and encourage students' use of the strategies learned in the 9th-grade Transition to High School course that prepares students for success in high school (e.g., GLOs, study skills, note-taking, test-taking, organization, use of technology, and computer science).<br>c. All students will participate in learning activities that prepare them for success in high school and beyond.<br><br>Leads: Principal, VPs, CTE Coordinator, Counselors | On Time 9th Grade Promotion Data<br><br>CTE Pathway Completion Data<br><br>On Time Graduation Data | ☑ **WSF 42101**<br><br>**C - 7708**<br>Replacement computers<br>**$30,000**<br><br>☑ **WSF 42106**<br><br>**B - 4804**<br>In-state student competition/awards for registration, airfare, lodging, and ground transportation<br>**$95,175**<br><br>☑ **WSF 42106**<br><br>Out of state STN, HOSA, and DECA airfare and registration<br>**B - 4804**<br>**$30,000** |

| 1.3.3. All students graduate high school with a personal plan for their future. | 11A. There is a need to sustain and strengthen support to students in the development of post-high school plans. | **EA 11. Student Post-High School Plans (1.3.3)**<br><br>All students will have a personal transition plan in place that includes their next steps after graduation.<br><br>Action Steps:<br><br>a. Teacher(s) of the 9th-grade Transition to High School course will assist students' development of their Personal Transition Plans (PTP) for post-high school success, which includes their 10-Year Roadmap.<br><br>b. 10th through 12th-grade counselors monitor and assist students to update their PTPs as needed each school year.<br><br>b. All students will create, update, and implement their Personal Transition Plans.<br><br>Leads: 9th Grade Transition to High School Teacher(s) and Counselors | Post-Secondary Enrollment Data | ☐ **WSF** |

# Priority 2
## High-Quality Educator Workforce In All Schools

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

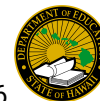| Desired Outcomes *"What do we plan to accomplish?"* | Root/Contributing Causes *"Why are we doing this?"* | Enabling Activities *"How will we achieve the desired outcome?"* *and* Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"* | Monitoring of Progress *"How will we know progress is being made?"* | Anticipated Source of Funds *"What funding source(s) should be utilized?"* |
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| 2.1.2. All teachers are effective or receive the necessary support to become effective. | 12A. There are varying degrees of understanding and use of effective teaching practices and high-yield instructional strategies (i.e., student discussion, checking for understanding, and student feedback). | **EA 12. Teacher Professional Development and Growth (2.1.2)** All teachers will be provided with job-embedded professional development (PD), training, coaching, focused Professional Learning and Collaboration (PLC) time, and guidance to support the implementation of effective teaching practices and high-yield instructional strategies that foster student well-being and academic growth. (WASC #2) Action Steps: a. School administration/leadership will coordinate PD sessions and activities to strengthen understanding and implementation of curriculum, content, and effective teaching practices, including:    i. Effective use of core curriculum, incorporating embedded instructional strategies and assessments:      ● ELA - Odell Education High School Literacy Program (Open Up Resources)      ● Math - enVision Mathematics (SAVVAS Learning Company)      ● Social Studies -        ○ Grade 9: Realize Learning Management System - Online Social Studies Curriculum (SAVVAS Learning Company) | PD/Training Log Walkthrough Data Star Screener Reading and Math Proficiency Data Strive HI SBA ELA and Math Proficiency Data Strive HI Biology I EOC Exam Proficiency Data | ☑ **WSF 42107** **A1 – 2769** PLC Meeting time/Training for Content Planning e.g., Science, ELA, Math 35 x 2 days= 70 Substitutes @ $194.01 **$13,581** **A1 – 2802** Stipends - 10 @$194.01 **$1,940** |

|  |  | <ul><li>○ Grades 10-12: Edmentum - Online Social Studies Curriculum</li></ul>ii. Effective use of Achieve3000 for 9th-grade teachers.<br>iii. High-yield instructional strategies, including:<br><ul><li>Vocabulary instruction</li><li>Checking for understanding</li><li>Descriptive feedback to students</li><li>Student discussion techniques (e.g., Grade 9 Accountable Talk)</li><li>Other methods that promote "mental lift" (student engagement and rigor).</li></ul>iv. Skill-based/certification PD for CTE teachers as applicable to their academy or pathway.<br>b. All teachers will…<br>  i. Utilize the core curriculum and implement effective teaching practices and high-yield instructional strategies, including those designated for content-wide and school-wide implementation.<br>  ii. Receive orientation, training (e.g., curriculum, programs, RFA process), and ongoing induction and mentoring support when new to the school.<br>  iii. Integrate at least one school-identified discussion technique that promotes student engagement and "mental lift" into their regular pedagogy, monitored through classroom walkthroughs.<br>  iv. Complete CPR training.<br>  v. Have opportunities to visit other classrooms to observe high-yield instructional strategies in action (e.g., "learning walks" during PLC or prep).<br>c. All students will increase their learning through teachers' use of standards-based curriculum, best practices, and high-yield instructional strategies.<br><br>Leads: Principal, Content Area Leads, Academy Leads |  |  |

| 2.2.2. All school support staff are effective or receive the necessary support to become effective. | 13A. There is a need to sustain and strengthen training and PD for support staff. | **EA 13. Support Staff Training and Professional Development (2.2.2)**<br><br>Support staff (i.e., Educational Assistants and Part-Time Teachers) will be provided with training and support in the implementation of effective practices and strategies that foster student well-being and academic growth.<br><br>Action Steps:<br><br>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.<br><br>b. All support staff will…<br>　i. Be provided with an orientation, initial training, and ongoing guidance/support when new to the school.<br>　ii. Implement effective practices and strategies relevant to their roles as identified by the administration or supervisor.<br><br>c. All students will increase their learning through the support staff's use of best practices/strategies.<br><br>Leads: VPs and Special Education DH | PD/Training Log<br><br>Star Screener Reading and Math Proficiency Data<br><br>Panorama Student Perception and SEL Survey Results | ☐ **WSF** |
| 2.3.2 All school administrators are effective or receive the necessary support to become effective | 14A. 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. | **EA 14. Leadership Development for School Administrators (2.3.2)**<br>Leadership development opportunities and collaborative problem-solving will increase the effectiveness and retention of current school administrators.<br><br>Action Steps:<br><br>a. School administrators will…<br>　i. Participate in PD to continuously improve their professional practice (e.g., operational/management training sessions, instructional leader PD, state/national conferences, NCAC, Hawaii Academy, NASSP).<br>　ii. Attend district, state, and/or national meetings to engage in collaborative problem-solving and learn from their colleagues, mentors, supervisors, and peers.<br><br>Lead: Principal | PD/Training Log | ☑ **Possible Add'l WSF Funds**<br>**B - 4804**<br>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. $4,000 per administrator x 5 (Principal, VPs, AD) **$20,000** |

# 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 *"What do we plan to accomplish?"* | Root/Contributing Causes *"Why are we doing this?"* | Enabling Activities *"How will we achieve the desired outcome?"* and Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"* | Monitoring of Progress *"How will we know progress is being made?"* | Anticipated Source of Funds *"What funding source(s) should be utilized?"* |
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| 3.2.2. The Department of Education programs, human resources, organizational structure, and finances are structures to accomplish the strategic plan goals and outcomes. | 15A. There is a need to sustain the successful practice of communicating and following HIDOE rules, regulations, guidelines, and expectations. | **EA 15. Aligned Operational and Management Processes (3.2.2)** School processes and procedures align with all levels of the HIDOE tri-level system. (WASC #3) Action Steps: a. Administration, teachers, and staff will…    i. Implement processes/procedures to ensure that all HIDOE rules, regulations, guidelines, and expectations are followed at Kapa'a High 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 | ☐ **WSF** |

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| 3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. | 16A. There is a need to sustain and strengthen the involvement of the School Community Council (SCC) in collaborative planning and decision-making. | **EA 16. Collaborative Planning and Decision-Making (3.3.1)**<br><br>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. (WASC #4)<br><br>Action Steps:<br><br>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.<br><br>b. All stakeholder role groups will have respective members on the SCC.<br><br>Lead: Principal | SCC Meeting Minutes Posted on School Website<br><br>SCC Academic Plan Assurances Form | ☐ **WSF** |
| All parents feel welcome, involved, and engaged in their child's school. | 17A. There is a need to sustain the successful practice of providing opportunities for parents to be involved in their child's education to support their learning and overall well-being. | **EA 17. Parent/Family Involvement and Engagement**<br><br>Parents/guardians will be offered multiple opportunities to actively participate in meaningful activities focused on improving student academic growth and overall well-being. (WASC #4)<br><br>Action Steps:<br><br>a. School administration, teachers, and staff will involve parents/guardians from all demographic groups as collaborative partners in student learning, school governance, and school improvement through parent-teacher conferences, parent nights, and the PTSA.<br><br>b. School administration, teachers, and staff will plan parent events as needed to communicate and showcase school programs, and student projects/ presentations.<br><br>c. The Parent Community Networking Center (PCNC) Coordinator will provide ongoing communication to staff, parents, students, and community partners through a school newsletter and emails.<br><br>d. All parents will have access to school information through the following:<br>    i. Online enVision curriculum summary of what their child is learning.<br>    ii. Counselor's Google Classroom | Parent School Quality Survey (SQS) Involvement and Engagement Results<br><br>Parent/Family Involvement and Engagement Log | ☑ **WSF 42104**<br>**A1 - 2741**<br>PCNC (PPE NID)<br>19 hrs per wk x 40 wks = 760 x $25.45 per hr<br>**$19,342** |

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| | | iii.  Infinite Campus<br>iv.  School Website<br>e.  Students will participate in activities, programs, and events that support their academic and social development.<br><br>Leads: Principal, PCNC, and Counselors | | |

## 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.**

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| This section showcases Kapaʻa Elementary 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)* | 1,083 instructional hours per year |
| **Did your school submit an SCC Waiver Request Form? Please explain.** | No, we did not. |
| **Bell Schedule:** [Kapaʻa High School Bell Schedule](#) | |