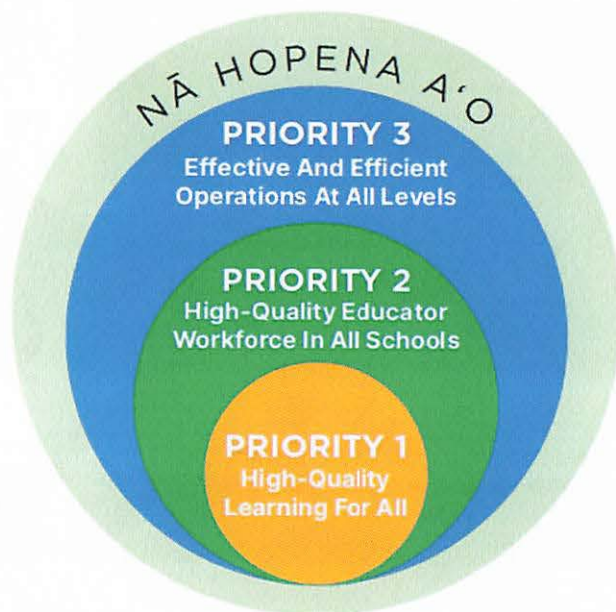
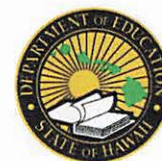




Kapa'a High School Academic Plan SY 2026 -2027

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Kapa'a, Hawaii 96746
(808) 821-4400
www.kapaahighschool.com

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal: Thomas John Cox	
	4/14/26

Approved by Complex Area Superintendent: Leila Maeda-Kobayashi	
	04.14.26

[VIABLE 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 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 Online Science Curriculum	Gr. 9 Houghton-Mifflin Harcourt Modern History of Hawaii; Participation in Democracy (Google Classroom) 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 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

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

Year of Next Action: SY 2027-28

Type of Next Action: Full Self-Study ▾

Year of Next Self-Study:

SY 2027-28

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				
20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25
59%	43%	59%	47%	46%	4%	13%	23%	19%	22%
Goal > 80%					Goal <10%				

Source: Strive HI Report

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

- All students need to increase their understanding and application of literacy skills in reading.
 - Reading - 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).
 - Writing - All students need to increase their ability to edit their writing using the conventions of standard English (i.e., grammar, capitalization, punctuation, and spelling).
 - Listening/Speaking - All students need to increase their ability to comprehend and interpret complex auditory information and communicate effectively.
 - Research/Inquiry - All students need to increase their ability to interpret, analyze, integrate, and evaluate information and sources.

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

- All students need instruction that scaffolds the teaching of literacy concepts and skills in the areas of reading, writing, listening/speaking, and research/inquiry; effectively engages all types and levels of learners; and is differentiated and targeted to address their needs.
 - All students need quality 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. Implementation of the ELA curriculum has some inconsistencies across classrooms.

1B. Implementation of effective instructional strategies for teaching literacy skills and vocabulary varies across classrooms.

1C. Use of the ELA IABs for instruction and SBA practice varies across classrooms.

12A. 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: [4A](#), [13A](#), [14A](#), [17A](#)

NUMERACY

SBA Math									
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
20%	17%	19%	12%	20%	22%	10%	10%	9%	13%
Goal > 80%					Goal <10%				

Source: Strive HI Report

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.
 - 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. Implementation of the math curriculum may be inconsistent across classrooms.

2B. Implementation of effective instructional strategies for teaching math skills and vocabulary varies across classrooms.

2C. Use of the math IABs for instruction and SBA practice varies across classrooms.

12A. 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: [4A](#), [13A](#), [14A](#), [17A](#)

3

SCIENCE

Science - Biology I EOC Exam									
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
16%	25%	30%	26%	27%	5%	15%	33%	14%	6%
Goal > 80%					Goal <10%				

Sources: Strive HI Report and [ARCH ADC](#) Data Dashboard

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 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 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. Implementation of the science curriculum may be inconsistent across classrooms.

3B. Implementation of effective instructional strategies for teaching science skills and vocabulary varies across classrooms.

3C. Use of the NGSS Interim Assessment questions for instruction and SBA practice varies across classrooms.

12A. 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: [4A](#), [13A](#), [14A](#), [17A](#)

4

SOCIAL-EMOTIONAL LEARNING

Social-Emotional Learning Competencies							
Self Management	Social Awareness	Perseverance	Sense of Belonging	Growth Mindset	Emotion Regulation	Self-Efficacy	Supportive Relationships
64%	58%	55%	48%	45%	51%	45%	79%
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, with an emphasis on a sense of belonging through compassion and empathy.

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 A'o* and fosters academic and social growth.

Root/Contributing Causes:

7A. Levels of support to ensure all students thrive socially and emotionally vary across classrooms and settings.

7B. Implementation of effective strategies and practices to support positive and productive student behavior in the classroom varies across classrooms.

*Additional contributing causes: [5A](#), [8A](#), [13A](#), [14A](#), [17A](#)

5

ATTENDANCE

Regular Attendance			
21-22	22-23	23-24	24-25
61%	64%	64%	61%
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 encouraging and promoting student attendance support student engagement and participation, resulting in the need to sustain and strengthen these practices.

6B. 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.

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

*Additional contributing causes: [5A](#), [8A](#), [13A](#), [14A](#), [17A](#)

POST-SECONDARY READINESS

Post-Secondary Readiness																	
CTE Completion						On-Time HS Graduation						Post-Secondary Enrollment					
2020	2021	2022	2023	2024	2025	2020	2021	2022	2023	2024	2025	2020	2021	2022	2023	2024	2025
77%	83%	90%	69%	60%	61%	96%	96%	97%	94%	94%	94%	56%	46%	41%	48%	39%	38%
Goal: 100%						Goal: 100%						Goal: >70%					

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

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 coursework 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 Kapa'a 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/coursework 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:

5A. Established student transition practices contribute to smoother adjustment and continuity in learning, resulting in the need to sustain and strengthen these practices.

9A. Strategies and methods that increase students' awareness of college and career options, connect them with their community, and develop a sense of civic responsibility contribute to student readiness and engagement, resulting in the need to sustain and strengthen these efforts.

10A. K–12 alignment and school-level initiatives support students in developing the academic skills needed to enter, engage in, and complete high school academic and CTE programs successfully, resulting in the need to sustain and strengthen these efforts.

11A. Support for students in developing post-high school plans contributes to college and career readiness, resulting in the need to sustain and strengthen these efforts.

*Additional contributing causes: [5A](#), [10B](#), [13A](#), [14A](#), [17A](#)

1

Targeted Subgroup: *Economically Disadvantaged*

Economically Disadvantaged Subgroup					
	Proficiency				
	20-21	21-22	22-23	23-24	24-25
ELA SBA	58% = 19	32% = 20	51% = 38	40% = 21	38% = 25
Math SBA	9% = 3	9% = 4	17% = 12	9% = 5	12% = 8
Biology I EOC	16%	20%	16%	24%	25%

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										
	Proficiency					Language Acquisition				
	20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25
ELA SBA	67% = 2	0%	14% = 1	10% = 1	18% = 2	22% (9/41)	11% (4/38)	10% (4/40)	6% (3/52)	9% (5/55)
Math SBA	0%	0%	17% = 1	0%	8% = 1					
Biology I EOC	0%	0%	0%	6%	8%					

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

Targeted Subgroup: *Special Education*

Special Education Subgroup					
	Proficiency				
	20-21	21-22	22-23	23-24	24-25
ELA SBA	0%	10% = 1	18% = 3	21% = 3	11% = 2
Math SBA	0%	0%	6% = 1	0%	5% = 1
Biology I EOC	13%	6%	8%	0%	0%
Percentage and number of SPED students proficient (Does not include HSA-Alt)					

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

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 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>	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>
Reading Proficiency 1.1.2. Students who do not read proficiently receive necessary and timely support to become proficient. (adapted for HS)	1A. Implementation of the ELA curriculum has some inconsistencies across classrooms. 1B. Implementation of effective instructional strategies for teaching literacy skills and vocabulary varies across classrooms. 1C. Use of the ELA LABs for instruction and SBA practice varies across classrooms.	EA 1. Literacy (1.1.2) Student literacy will increase through the effective implementation of 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. Action Steps: ➤ Schoolwide Literacy a. School administration will provide articulation time for content area teams to plan strategies for incorporating vocabulary, reading, and writing. (WASC #1) b. 9th-grade teachers will implement Achieve3000, including the use of strategies that support student success. (WASC #2, #5) c. Teachers of all content areas will... i. Pre-load lessons with brief vocabulary development activities, when appropriate to support student understanding. (WASC #5) 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. (WASC #5) iii. Incorporate reading and writing activities into their instruction of content and teach/reinforce students' use of	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

		basic writing conventions and skills. (WASC #5) d. All students will learn and apply vocabulary, reading, and writing skills in all content areas. ➤ English Language Arts Department e. School administration will provide collaboration time in content area meetings and quarterly planning days. f. 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. (WASC #1) ii. Provide instruction on the content-specific vocabulary words on the SBA-ELA and Literacy Vocabulary list. iii. Identify two “mental lift” instructional strategies, including student discussion. (WASC #2, #5) iv. Develop a standards-based common rubric that increases in complexity by grade level, moving beyond general scoring to grade-specific rigor. (WASC #1, #5) v. Identify real-world/locally relevant connections for the use of ELA concepts/skills and embed them in their instruction to students. (WASC #5) vi. Utilize individual questions from the ELA SBA Interim Assessment Blocks (IABs) informally for instruction. vii. Administer ELA IABs formally within the testing system at least once per semester. (WASC #3) viii. Examine student work and assessment data, providing timely feedback to students on how they can improve. ix. Reflect on classroom successes and share resources via the department’s shared Google Folder. g. All 9th-grade students will complete a minimum of two Achieve3000 articles/activities a month, striving for 75% or higher on the first try. h. All students will complete standards-based learning activities, tasks, and assessments designed to build reading proficiency		
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		and strengthen overall literacy development, preparing them for real-world application and success on standardized assessments (e.g., SBA, ACT/SAT, EdReady). Lead: ELA Department Head		
Mathematics Proficiency 1.1.3. Students who are not proficient in math receive necessary and timely support to become proficient. (adapted for HS)	2A. Implementation of the math curriculum may be inconsistent across classrooms. 2B. Implementation of effective instructional strategies for teaching math skills and vocabulary varies across classrooms. 2C. Use of the math IABs for instruction and SBA practice varies across classrooms.	EA 2. Numeracy (1.1.3) 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) Action Steps: - School administration will provide time for all Math teachers to collaborate in content area meetings and on quarterly planning days. (WASC #1) - All Math teachers will... - Implement the enVision Mathematics (SAVVAS) curriculum. (WASC #1) - Identify and implement two "mental lift" instructional strategies, including student discussion. (WASC #2, #5) - Enhance student engagement and "mental lift" by applying Building Thinking Classrooms (BTC) strategies, such as the use of vertical non-permanent surfaces (VNPS) and random groupings to foster a culture of problem-solving. (WASC #2, #5) - Intentionally design lessons that require productive struggle and stamina, building student perseverance and "grit" when facing complex, multi-step problems. (WASC #5) - Provide instruction on content-specific vocabulary words (e.g., word walls, math graffiti), including those on the SBA-Math Vocabulary list. (WASC #5) - Identify real-world/locally relevant connections and utilize real-world data charts and tables to answer the common student question, "What's the point?" and demonstrate the immediate relevance of numeracy. (WASC #3) - Utilize individual questions from the Math SBA Interim Assessment Blocks (IABs) informally for instruction.	Star Screener Math Proficiency Data Strive HI SBA Math Proficiency Data	☒ WSF 42101 B-3502 STAR Math Subscription \$6,000

		viii. Administer Math IABs formally within the testing system at least once per semester. (WASC #3) ix. Examine student work and assessment data, providing timely feedback to students on how they can improve. x. Implement a motivation system for assessments (e.g., Star, IAB, SBA) that includes instant feedback to help students see their own growth and value the effort put into high-stakes testing. (WASC #2, #3) c. All students will complete standards-based activities to prepare for real-world application and success on standardized assessments (e.g., SBA, ACT/SAT, EdReady). Lead: Math Department Head		
All students are proficient in their understanding of the NGSS concepts.	3A. Implementation of the science curriculum may be inconsistent across classrooms. 3B. Implementation of effective instructional strategies for teaching science skills and vocabulary varies across classrooms. 3C. Use of the NGSS Interim Assessment questions for instruction and SBA practice varies across classrooms.	EA 3. Science Students' understanding of Science concepts will increase through the effective implementation of horizontally and vertically aligned curriculum with embedded instructional strategies, practices, and assessments aligned with the NGSS. (WASC #1, #5) Action Steps: a. School administration will... i. Provide time for all Science teachers to collaborate in content area meetings and quarterly planning days. (WASC #1) ii. Provide opportunities for cross-disciplinary collaboration to integrate science concepts across other subjects. (WASC #1) iii. Expand NGSS Interim Assessment test-taking practice into the Sophomore year, even for students not currently in a tested science course, to build stamina and maintain familiarity with the NGSS assessment format. (WASC #3, #5) b. All Science teachers will... i. Implement Bozeman Online Science curriculum to teach the NGSS Evidence Statements for HS and NGSS Vocabulary. (WASC #1) ii. Ensure the Three Dimensions of NGSS (Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting	Science Report Card Grades Strive HI Biology I EOC Exam Data	☐ WSF

		Concepts) frameworks are visible in all science courses and referenced in non-science subjects to deepen student understanding. iii. Identify two "mental lift" instructional strategies, including student discussion (e.g., jigsaws, novel ideas, interviews, collaborative charts/tables, etc.). (WASC #2, #5) iv. Implement a "flipped" lab model where students preview lab procedures and vocabulary as homework, maximizing in-class time for high-engagement, hands-on learning. (WASC #2) v. Identify real-world and locally relevant connections by integrating Hawai'i-based contexts and examples into science lessons. (WASC #5) vi. Examine student work and assessment data, providing timely feedback to students on how they can improve. (WASC #3) c. All Biology teachers will... i. Utilize individual questions from the NGSS Interim Assessments informally for instruction. ii. Administer NGSS Interim Assessments formally within the testing system as a weekly formative assessment. 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). Lead: Science Department Head		
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	4A. Inclusive practices and interventions are implemented at varying levels to ensure all students have access to rigorous standards-based instruction, resulting in the need to sustain and strengthen these efforts.	EA 4. Inclusive Practices and Academic Student Support (1.1.4) 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) Action Steps: - School administration/leadership will... - Continue to provide access to appropriate educational technological programs for credit accrual/recovery (e.g., Plato, HVLN). (WASC #2) - Provide guidance on schoolwide inclusive practices and allocate dedicated collaboration time (e.g., 2:30-3:00 P.M., 4-5 days per week) between teachers (e.g., special educators and general education teachers). (WASC #1) - ELA and Math teachers will administer Star Renaissance screener assessments to identify gaps and provide direct instruction on pre-requisite skills. (WASC #3) - Teachers and staff will... - Implement inclusive practices and participate in regular student support meetings to address data-driven student needs. - Provide multiple systems of support, including tutoring, counseling, college entry prep, MVA, and Migrant Ed. - Provide structured literacy interventions for students with disabilities reading below grade level and ensure access to leveled or adapted texts across all content areas, incorporating explicit vocabulary instruction with visuals and repeated practice. (WASC #5) - Consistently provide appropriate support (e.g., audiobooks, chunked text, guided notes, text-to-speech) and regularly review IEP reading goals and progress monitoring data to guide and adjust instruction. - Strengthen foundational numeracy skills while maintaining alignment to grade-level standards, using modeling, visual supports, and explicit problem-solving steps. - Provide opportunities for students to explain their thinking verbally, teach intentional use of accommodations (e.g.,	Star Screener Reading and Math Proficiency Data Strive HI SBA ELA and Math Achievement Gap Data On Time 9th Grade Promotion Data On Time Graduation Data	☒ WSF 42101 B - 3502 Subscriptions for Achieve3000 \$30,000 A1 - 2741 Academy support 2 PPEs (DIS) 19 hrs per wk x 40 wks = 1,520 hrs x \$25.45 \$38,684 A1 - 2744 Afternoon school 2 PTTA = 17 hrs per wk x 40 wks = 680 hr x \$42.16 \$28,669 ☒ WSF 42102 A1 - 2741 EL (PPE DIS) 19 hrs per wk x 20 wks = 380 x \$25.45 per hr \$9,671 EL Interpreter 16 NEP students x 4 hrs per student = 64 hrs x \$23.52 \$1,505 A1 - 2769 EL sub teacher for KCA workshops 4 per year x \$200.80 \$803
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		calculators, reference sheets), and build independence in problem-solving. d. The Special Education and ELL teams will guide methods for differentiating and supporting students in general education. (WASC #1, #5) e. The ELL team will implement the "Newcomer Bridge" support system to facilitate the transition and academic success of English Language Learners. (WASC #2) f. Science teachers will enhance the rigor of science lessons for ELL and struggling learners by integrating targeted math mini-lessons, building on the methodology established in Spring 2025. g. All Algebra I and II teachers will make video tutorials accessible for on-demand student support. h. Special Education and 504 care coordinators will examine student work to monitor the effective implementation of accommodations and modifications in general education settings. i. All students will reflect on their learning, set goals, and self-monitor progress (e.g., Lexile growth, Star, classroom assessments/grades, GLOs). Leads: Principal, VPs, Counselors, SSC, and Content Area Leads		
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.	EA 5. Student Transitions (1.1.5) Students will be supported during multiple stages of transition throughout their high school experience. Action Steps: 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. b. Teachers of the 9th and 11th/12th-grade Transitions courses will integrate self-advocacy, and social communication skills into their curriculum and instruction, and 11th/12th-grade will also include financial literacy.	Panorama Student Perception/SEL Survey Results	☑ WSF 42101 A1 - 2744 PTTA 9th Grade Academies support 10 hrs per week x 40 wks = 400 hrs x \$42.16 = \$16,864

		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. 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.				
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 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>
1.2.1. All students desire to and attend school regularly.	6A. Established practices for encouraging and promoting student attendance support student engagement and participation, resulting in the need to sustain and strengthen these practices. 6B. 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	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... i. Encourage student attendance and adhere to the attendance procedures and RFA process. ii. Leverage assemblies and other community partner events to foster a stronger sense of student belonging and engagement through fairs, activities, games, and music, providing students with high-interest social incentives to be on campus. iii. Teachers and staff will expand student engagement by identifying and implementing new ways to connect students to school activities and events, fostering a stronger sense of belonging and better school attendance. c. Teachers will provide "online flexibility" for students on unavoidable long vacations or medical leave, ensuring they can	Attendance Data (LEI Kūlia and Strive HI)	☐ WSF

	practices. 6C. Parents and students have limited understanding of how regular attendance impacts student learning.	complete work via digital platforms without falling behind, while reinforcing the importance of in-person instructional time. d. Students will attend school regularly. Leads: Counselors, SSC, SBBH, Principal, and VPs		
1.2.2. All students demonstrate positive behaviors at school.	7A. Levels of support to ensure all students thrive socially and emotionally vary across classrooms and settings. 7B. Implementation of effective strategies and practices to support positive and productive student behavior in the classroom varies across classrooms.	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. b. Counselors will lead the school-wide effort to support students' social-emotional needs using the Panorama social-emotional survey results to plan and deliver guidance lessons in all classrooms. c. All teachers will promote a strong sense of belonging amongst students by intentionally integrating social-emotional learning (SEL) strategies into their classroom practice. d. 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. e. Students will receive recognition/rewards for demonstrating positive/productive behavior through the monthly Warrior Ohana Challenge program. Leads: Counselors, SSC, SBBH, Principal, and VPs	Behavior Incident Referral Data Panorama Student Perception/SEL Survey Results	☒ WSF 42104 B-3006 SEL student incentives \$10,000

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 (Sense of Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawaii) will continue to be embedded within our school culture. Action Steps: a. School administration/leadership will review the HĀ Framework with teachers and staff and highlight connections to current school practices. b. School administration, teachers, and staff will... i. Coordinate activities/events aligned with the HĀ Framework, including those that ii. strengthen students' sense of Hawai'i by incorporating Hawaiian language and culture through 'āina based education initiatives and programs, such as the monthly "Warrior 'Ohana Challenge" Hawaiian values program, place-based field trips, May Day, Hawaiian language classes, and the Ho'ākea Wa'a Pae Kula program. c. Students will engage in Nā Hopena A'o-aligned activities/events. Leads: Counselors and SAC	Panorama Student Perception/SEL Survey Results	☐ WSF
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★ **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>	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>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	9A. Strategies and methods that increase students' awareness of college and career options, connect them with their community, and develop a sense of civic responsibility contribute to student readiness and engagement, resulting in the need to sustain and strengthen these efforts.	EA 9. College/Career Exploration, Community Connections, and Civic Engagement (1.3.1) Kapa'a 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. 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 aligned with CTE pathways or college admission requirements. b. School administration and teachers/staff will... i. Coordinate and implement activities that promote college and career awareness and exploration, such as guest speakers, field trips, student research, the KEDB Career Fair, and connecting to how adults use a particular skill in a job field. ii. As part of the KEDB Career Fair, teachers and counselors will incorporate mock interviews to give students opportunities to prepare for and participate in interviews, including practicing appropriate professional attire. iii. Foster students' community connections and civic responsibility through school and community service activities such as food drives, blood drives, guest speakers, and campus cleanup/beautification.	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. \$20,000 B - 4801 Bus for academy/ CTE pathway/ early college field trips, mentorships, internships \$5,000 ☒ 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 A1 - 2769 Leadership Team

		iv. Support student learning in all academy and Early College programs, including CTE Pathway completion, industry-specific certifications, and implementation of CCTC Career-Ready Practices. v. Serve in leadership/team roles to support the implementation of initiatives that support student learning, growth, and post-high school success. c. All students (general education, Low SES/disadvantaged, SpEd, 504, Native Hawaiian, ELL, etc.) will have opportunities to participate in: • Completion of a CTE Pathway • Work-study programs, internships, or mentorships in their chosen pathway (in person or virtual) • Early college classes • Junior/Senior “Life After High School” events • College and Career Fairs Leads: Principal, VPs, Academy Leads, Counselors, Early College Coordinator, and CTE Coordinator		20 subs days x \$200.80 \$4,016 ☒ WSF 42115 A1 - 2744 CTE coordinator PTTA 17 hrs per wk x 40 wks = 680 hr x \$42.16 \$28,669
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 skills needed to enter, engage in, and complete high school academic and CTE programs successfully, resulting in the need to sustain and strengthen these efforts.	EA 10. K-12 Alignment of Academic Background and Skills (1.3.2) Students will acquire the knowledge and skills needed to enter, engage in, and successfully complete high school academic and CTE programs. Action Steps: a. School administration/leadership will communicate with feeder middle school administration/staff to share prioritized prerequisite skills for incoming 9th graders. b. Teacher(s) of the 9th-grade Transition to High School course will integrate the instruction of financial literacy into the existing curriculum. c. All teachers will review, reinforce, and encourage students’ to apply the strategies introduced in the 9th-grade Transition to High School course, which prepares students for success in high school and are outlined in the Freshman Handbook and on the school website. d. School administration and special education teams will strengthen articulation between middle and high school by	On Time 9th Grade Promotion Data CTE Pathway Completion Data On Time Graduation Data	☒ WSF 42101 C - 7708 Replacement computers and printers \$25,000 ☒ WSF 42106 B - 4804 In-state student competition/awards for registration, airfare, lodging, and ground transportation \$94,346 ☒ WSF 42106 Out-of-state STN, HOSA, and DECA airfare and registration B - 4804 \$20,000

	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.	reviewing incoming IEPs before 9th grade and providing summer bridge or skill-building opportunities to ensure continuity of services and smoother transitions into high school coursework. e. The EL Coordinator/teachers will meet with feeder school staff to discuss the skill levels and needs of incoming EL students and strategize on how to best support them. f. All students will participate in learning activities that prepare them for success in high school and beyond. Leads: Principal, VPs, CTE Coordinator, Counselors		
1.3.3. All students graduate high school with a personal plan for their future.	11A. Support for students in developing post-high school plans contributes to college and career readiness, resulting in the need to sustain and strengthen these efforts.	EA 11. Student Post-High School Plans (1.3.3) All students will have a personal transition plan in place that includes their next steps after graduation. Action Steps: a. Teacher(s) of the 9th-grade Transition to High School course will assist students in the development of their Personal Transition Plans (PTP) and 10-Year Roadmap, setting a long-term vision for post-secondary success. b. The teacher of the Transitions to College course for 11th and 12th graders will provide instruction and support in SAT preparation, personal statement writing, resume development, and college research, and counselors provide support in the same areas through guidance classes. c. 10th through 12th-grade counselors will... i. Actively monitor and assist students in updating their PTPs annually to ensure their goals remain aligned with their evolving interests and academic progress. ii. Collaborate closely with the college transition counselor and postsecondary partners to identify and remove barriers to FAFSA completion through targeted workshops and outreach efforts that increase the rate of successful FAFSA submissions.	Post-Secondary Enrollment Data	☐ WSF

		iii. Expand standardized test preparation (ACT/SAT) specifically for underrepresented or marginalized populations to ensure equitable access to post-secondary enrollment. d. Special Education teachers will provide structured support for FAFSA completion and postsecondary planning to ensure students with disabilities graduate with a clear next step toward college, career, or other postsecondary opportunities. e. All students will create, update, and implement their Personal Transition Plans, ensuring they have a concrete "next step" documented before graduation day. Leads: 9th Grade Transition to High School Teacher(s) and Counselors		
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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>	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.	12A. 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.	EA 12. Teacher Professional Development and Growth (2.1.2) All teachers will be provided with job-embedded professional development (PD), training, coaching, focused collaboration 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... i. Coordinate content area team collaboration sessions to strengthen the implementation of core curricula (Odell ELA, enVision Math, Bozeman Science, and SAVVAS/Edmentum Social Studies). (WASC #1) ii. Seek opportunities for externships and industry training opportunities for Science and CTE teachers. iii. Coordinate Building Thinking Classrooms PD. iv. Coordinate school-wide participation in the Corwin Visible Learning Institute to be held on Kauai, October 21, 2026, and conduct follow-up activities to reinforce/expand effective practices and strategies learned. (WASC #5) v. Provide quarterly workdays for content area teams to collaborate and plan, and provide one workday in quarter 4	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 @ \$200.80 \$14,056 A1 – 2802 Stipends - 10 @\$200.80 \$2,008

		for the 9th grade hui to plan for the next school year. (WASC #1) b. All teachers will... i. Utilize the core curriculum and implement high-yield i strategies, including Vocabulary Instruction, Checking for Understanding, and Descriptive Feedback. ii. Integrate at least one discussion technique that promotes student engagement and “mental lift” into their regular pedagogy, monitored through classroom walkthroughs. (WASC #2, #5) iii. Complete CPR training. iv. Share strategies across contents (teachers sharing best practices) v. Have opportunities to visit other classrooms to observe high-yield instructional strategies in action (e.g., “learning walks” during PLC or prep). (WASC #5) c. All math teachers will participate in Building Thinking Classrooms PD. d. New teachers will receive orientation and ongoing induction and mentoring, including training on the RFA process and curriculum-specific programs like Achieve3000. e. Counselors will attend ASCA Workshops and national education conferences (if funding is available). f. Leadership team representative(s) will participate in and present at state and national conferences to support their professional growth and to build and strengthen strategic school partnerships with nonprofit, industry, business, and postsecondary organizations. g. The SPED department, with the assistance of a KCA Resource Teacher, will conduct PD for general education teachers on inclusive practices for students with disabilities, including proper implementation of IEP accommodations, differentiation, and targeted support to ensure access to rigorous, standards-based instruction. (WASC #1, #5) h. School administration and the SPED department will conduct walkthroughs and peer observations to monitor the implementation of accommodations and supports in general		
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		education classrooms and provide feedback and follow-up guidance as needed. (WASC #3, #5) i. All students will increase their learning through standards-based instruction and high-yield strategies, strengthened by increased rigor and the “mental lift” created through inquiry and academic discussion. 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. 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 13. Support Staff Training and Professional Development (2.2.2) 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. Action Steps: a. School administration/leadership will coordinate PD for Educational Assistants and PPTs on topics such as executive functioning strategies, promoting student independence, prompt fading, behavior support, and literacy and math vocabulary strategies. b. All support staff will... i. Be provided with an orientation, initial training, and ongoing guidance/support when new to the school. ii. Implement effective practices and strategies relevant to their roles as identified by the administration or supervisor. c. All students will increase their learning through the support staff’s use of best practices/strategies. Leads: VPs and Special Education DH	PD/Training Log Star Screener Reading and Math Proficiency Data 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. Providing school administrators with PD/training supports continuous improvement of leadership, resulting in the need to sustain and strengthen these supports.	EA 14. 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 PD to continuously improve their professional practice (e.g., operational/management training sessions, instructional leader PD, state/national conferences, NCAC, Hawaii Academy, NASSP). ii. Attend district, state, and/or national meetings to engage in collaborative problem-solving and learn from their colleagues, mentors, supervisors, and peers. iii. Facilitate a learning environment that benefits from the insights gained through peer-to-peer professional networking. Lead: Principal	PD/Training Log	☒ Possible Add'l WSF Funds B - 4804 UNITED 2026: The National Conference on School Leadership for Principals - joint National Association of Secondary Principals (NASSP) & National Association of Elementary School Principals (NAESP) conference. \$4,000 per administrator x 5 (Principal, VPs, AD) \$20,000
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Priority 3

Effective and Efficient Operations At All Levels

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>
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. Communication and adherence to HDOE rules, regulations, guidelines, and expectations supports consistent and compliant school operations, resulting in the need to sustain and strengthen these practices.	EA 15. Aligned Operational and Management Processes (3.2.2) School processes and procedures align with all levels of the HDOE tri-level system. (WASC #3) Action Steps: a. Administration, teachers, and staff will... i. Implement processes/procedures to ensure that all HDOE 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 our vision and mission, and involved in meeting our goals and outcomes. iii. Ensure that our Academic Plan remains 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

3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	16A. 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 16. 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. (WASC #4) Action Steps: a. The school principal and SCC Chair will... i. 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. (WASC #4) ii. 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. Lead: Principal	SCC Meeting Minutes Posted on School Website SCC Academic Plan Assurances Form	☐ WSF
All parents feel welcome, involved, and engaged in their child's school.	17A. Providing opportunities for parents to be involved in their child's education, school activities, and events supports stronger family involvement and student outcomes, resulting in the need to sustain and strengthen this practice.	EA 17. 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, counselors, teachers, and staff will... i. Involve parents/guardians from all demographic groups as collaborative partners in student learning, school governance, and school improvement through student support meetings, Freshmen orientation, parent nights (e.g., FAFSA Night), and the PTSA. (WASC #4) ii. Engage parents and families in the school community through assemblies, athletics, extracurricular activities, performances, and other school events. (WASC #4) b. The Parent Community Networking Center (PCNC) Coordinator will provide ongoing communication to staff, parents, students, and community partners through a school newsletter and emails. (WASC #4)	Parent School Quality Survey (SQS) Involvement and Engagement Results Parent/Family Involvement and Engagement Log	☒ WSF 42104 A1 - 2741 PCNC (PPE NID) 19 hrs per wk x 40 wks = 760 x \$25.45 per hr \$19,342

		c. All parents will have access to school information through the following: • Online enVision curriculum summary of what their child is learning (WASC #4) • Counselor's Google Classroom • Infinite Campus (WASC #4) • School Website d. Students will participate in activities, programs, and events that foster academic growth, social development, and parent/family engagement. Leads: Principal, PCNC, and Counselors		
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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 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: [Kapa'a High 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](#)

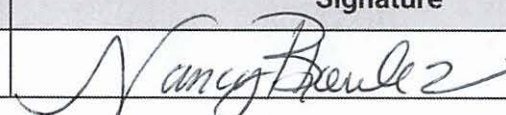
Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

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

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Nov 19, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 11, 2026** 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: **Mar 11, 2026**

Attested:

Kapaa High School Principal	Signature	Date
Tommy Cox		Mar 31, 2026

SCC Chairperson	Signature	Date
Nancy Borilez		Mar 31, 2026

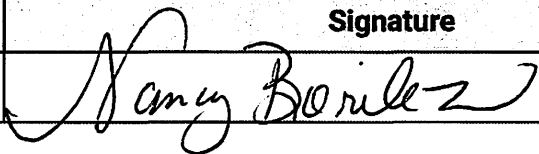
SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations 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:
Continue to focus on both college and career readiness.	As a school community, we will build capacity by offering more opportunities to all students to ensure preparedness for life after high school (internships, mentoring, externships, field trips/culture based learning).	CTE lead teachers will organize and ensure these opportunities within each of their career academies.

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.
none

Attested:

SCC Chairperson	Signature	Date
Nancy Borilez		Mar 31, 2026