

Ke Ana La'ahana



Comprehensive Academic Plan (CAP)

Last Approved Revision: 07/15/20

A. Assurances

- A. **The school's Academic Plan is based on a Comprehensive Needs Assessment** of the entire school. Multiple forms of data including performance, demographic, process, and perception which included measures that are collected and used in the ESSA Hawaii State Plan. For more details, see the Comprehensive Needs Assessment Data Narrative and the CNA Data Report. (SW1)
- B. **The school's Academic Plan is developed with a variety of stakeholders.** Our planning team included parents, members of the community, and individuals who will implement and monitor the plan such as teachers, school leaders, paraprofessionals, and other school staff determined by the school. Planning team members and their roles are listed below (SW2):
 - 1. W. Mapuana Waipa - Principal
 - 2. Ronda Makua - Counselor
 - 3. Donna Kotaki - Instructional/Curriculum Coach
 - 4. Roberta Souza - Office Manager
 - 5. Parent Rep - Joyce-Lynn Sanborn
 - 6. **The school's Academic Plan and its implementation will be regularly monitored.** The school is responsible for developing and updating an Implementation Plan that aligns to the Academic Plan. (SW3)
- C. **The school's Academic Plan will be revised as necessary based on student needs.** Any revisions made to this plan will be reviewed with the planning team and shared with the Governing Board. All revisions must be reflected in the school budget plans. (SW3)
- D. **The school's Academic Plan is available to the public while protecting the privacy of students and staff.** This plan is accessible to parents in appropriate languages when practicable. Any private or identifiable information is redacted from the plan prior to posting to your website. (SW4)

By signing below and submitting your plan, you are acknowledging that you understand and agree to the assurances above.

Role	Name	E-Signature	Date
School Leader	W. Mapuana Waipa		7.29.20
Governing Board Chair	Patrick Kahawaiola'a		7.29.20

B. Overview

- **Student Performance Challenges** (Performance Challenges) describe areas of low student academic achievement that the school is committed to improving. Schools focus on 1-3 challenges.
- **Performance Targets** are goals for improved performance in those challenge areas for the next 3 years.
- **Major strategies** have been designed to address the performance challenges and achieve performance targets. There may be more than one major strategy used to address a performance challenge or alternatively, a single strategy might address more than one performance challenge.
- **Key Actions** support the implementation of the major strategies and describe the milestones necessary to make the strategy work. By identifying the **various funding sources** for each **key action**, schools can consider how best to leverage multiple funding sources for a single school priority. For the purpose of reviewing this document, Federal Programs Team (FPT) and The Hawaii Department of Education are only interested in ensuring allowable use and technical compliance for Federal Title Funds. However, FPT may use the plans to identify commonalities across the charter complex area in order to best utilize complex area funding and to partner with other stakeholders to scale resources and opportunities across the state.
- **The Implementation Plan** (separate from this plan) is a more granular document to be used to drive the short term work involved in hitting the key actions. By keeping the implementation a school-facing, flexible document, implementation tasks can be kept current and be modified easily.
- **For schools offering preschool:** While the **Performance Challenges** must be based on the academic performance of K-12th grade students, the strategies and key actions for delivering those strategies can be the same as, or informed by, the strategies in the preschool/early learning grant. By including early learning strategies and funding to support schoolwide strategies, both funding and school improvement focus is aligned and leveraged to have the maximum impact.

C. Plan Snapshot

Performance Challenge I

Low ELA Proficiency

Reading performance is a major challenge: SBA data shows that schoolwide only 31% of students are at grade-level proficiency in ELA.

Performance Challenge II

Low Math Proficiency

Math performance is a major challenge: SBA data shows that schoolwide only 32% of students are at grade-level proficiency in math.

Performance Challenge III

Declining Grad Rate

Over the last four years, grad rate has declined from 85% of students graduating at the end of 12th grade to 36%.

Identified Root Causes and Contributing Conditions (CNA)

LOW STUDENT PERFORMANCE ON STATEWIDE ASSESSMENT

- Lack of plan/structures/ curricula to accelerate reading achievement;
- School is attempting to instruct students at grade level which is frustrating for students;
- Teachers need additional support and instructional strategies to effectively reach students.
- High number of students with disabilities may mean that different approaches to reading instruction are needed.

ABSENTEEISM

- Factors that attribute to this can be: Transition from other educational foundations, new school expectations.
- High absenteeism rate in the middle school resulting in low academic scores directly related to school attendance.

ACADEMIC CHALLENGES

- The school is viewed by families/community as a safe place for students who need extra support or who might not do well in a traditional setting.
- All teachers teach multi-grade and ability levels in one class when students may need more targeted instruction. Teachers need additional support on curriculum development, standards aligned instruction, acceleration, and time to collaborate.
- Declining graduation rate due to students and families deciding to leave for various reasons and circumstances beyond the school's control. However, this issue is a concern and the school is working to increase graduation rates by improving instructional practices to be effective.
- Student profile presents students with many academic challenges:
 - 40% of students have identified disabilities;
 - 16% have repeated a grade;
 - Current average GPA is 2.27 (source: LDS data)

DATA ANALYSIS

- Purposeful analysis of student data is important in determining effective instructional approaches and strategies.
- Develop a plan to intentionally and regularly review and evaluate student data to include a process for documenting information so that it is accessible and updateable.

Performance Target
SY 2022-2023

Performance Target
SY 2022-2023

Performance Target
SY 2022-2023

Student performance on ELA SBA will be at or above 50% proficiency	Student performance on Math SBA will be at or above 42% proficiency	100% of 12 graders will graduate on-time at the end of SY22-23
SY 2021-2022	SY 2021-2022	SY 2021-2022
Student performance on ELA SBA will be at or above 42% proficiency	Student performance on Math SBA will be at or above 37% proficiency	90% of 12th graders will graduate on-time at the end of SY21-22
SY 2020-2021	SY 2020-2021	SY 2020-2021
Student performance on ELA SBA will be at or above 34% proficiency	Student performance on Math SBA will be at or above 34% proficiency	85% of 12th graders will graduate on-time at the end of SY 20-21

Major Improvement Strategies to Address Root Causes & Performance Challenges

Targeted Student Interventions

Due to both our low performance in core content areas and low grade rate, we plan to create interventions that are specific to each of our student's unique needs.

- Culturally-focused projects to provide targeted intervention
- RTI embedded into class time (supported by Donna, Ronda, and Kari)
 - Connie Hebert? RTI structure and intervention planning/delivery (can she support with data analysis and feed it into interventions)
- Special Education accommodations supported by instructional staff/coach (Donna, Ronda, and Kari)

Teacher Support and Development

To support our teachers in providing high-quality, consistent instruction, intentional PD and coaching will be made available to teachers throughout the 20-21 SY.

- Donna provides coaching to teachers on instructional strategies/routines
- Continue CITW strategies and power walk-through model
 - Cheryl Alba?
- In the event in extended school closure: teachers will receive additional support in how to best provide virtual or blended instruction/how to remove barriers to success for students working from home
- Data-focused PD to support teachers' ability to analyze data and make data-informed decisions in planning and instructional delivery (Ronda to provide internally, if possible)

Cultural Instruction and Assessment

Teachers, community members, practitioners and administration will work together to develop and implement culturally relevant instructional strategies and assessments that aim to support our mission and vision while also increasing proficiency and graduation rates.

- Building cultural assessments to accurately measure student success outside of state-tested subject matter
- PD from practitioners and community members to teachers around student expectations and engagement, and cultural integration into core content classes
- Establish a system of communication between practitioners to teachers to find areas of alignment/opportunities for support (collaboration time, observation time for core content teachers)

D. Academic Plan (sw6)

I. Major Improvement Strategy 1: Targeted Student Interventions

Description: Due to both our low performance in core content areas and low grade rate, we plan to create interventions that are specific to each of our student's unique needs.

SY 2020-2021: Key Action Steps, Necessary Resources, Funding Sources

Key Actions	Funding Source (indicate all that apply)	
A. Culturally-focused projects to provide targeted intervention in core subjects, most specifically in Math and ELA 6.29	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input checked="" type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
B. RTI embedded into class time (supported by Donna, Ronda, and Kari)	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input checked="" type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
C. Special Education accommodations supported by instructional staff/coach (Donna, Ronda, and Kari)	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input checked="" type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
D. Communication with families on student progress and interventions will be provided regularly.	<input type="checkbox"/> Title I- General 18902 <input checked="" type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
E. Credits toward graduation will be monitored regularly, and interventions provided as necessary to keep students on track to graduate on time.	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input checked="" type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning

II. Major Improvement Strategy 2: Teacher Support and Development

Description: To support our teachers in providing high-quality, consistent instruction, intentional PD and coaching will be made available to teachers throughout the 20-21 SY.

SY 2020-2021: Key Action Steps, Necessary Resources, Funding Sources

Key Actions	Funding Source (indicate all that apply)	
A. Donna provides coaching to teachers on instructional strategies/routines	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input checked="" type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
B. Continue CITW strategies and power walk-through model	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
C. In the event of an extended school closure or alternate day schedules: teachers will receive additional support in how to best provide virtual or blended instruction/how to remove barriers to success for students working from home	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
D. Data-focused PD to support teachers' ability to analyze data and make data-informed decisions in planning and instructional delivery (Ronda to provide internally, if possible)	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input checked="" type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
E.	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning

III. Major Improvement Strategy 3: Cultural Instruction and Assessment

Description: Teachers, community members, practitioners and administration will work together to develop and implement culturally relevant instructional strategies and assessments that aim to support our mission and vision while also increasing proficiency and graduation rates.

SY 2020-2021: Key Action Steps, Necessary Resources, Funding Sources

Key Actions	Funding Source (indicate all that apply)	
A. Building cultural assessments to accurately measure students learning success	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
B. PD from practitioners and community members to teachers around student expectations and engagement, and cultural integration into core content classes	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
C. Establish a system of communication between practitioners to teachers to find areas of alignment/opportunities for support (collaboration time, observation time for core content teachers)	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input checked="" type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
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E.	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning

IV. Other Improvement Efforts

These improvement efforts may not be directly related to your MAJOR improvement strategies but still require attention and funding. Use this section to describe those efforts and how they are aligned to a need identified through the CNA process.

Key Action Steps & Resources	Rationale Based on Needs Assessment	Funding Source (indicate all that apply)	
		<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed
		<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed
		<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed