

# Ke Ana La‘ahana

## SY21-22 Comprehensive Academic Plan (CAP)

Last Approved Revision: 7/26/2021

### Assurances (SW1, SW2, SW3, SW4)

- 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. Schools with a high school division should include a student on the planning team. Planning team members and their roles are listed below **(SW2)**:
  - 1. W. Mapuana Waipa
  - 2. Ronda Makua
  - 3. Donna Kotaki
  - 4. Roberta Souza
- C. **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)**
- D. **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.
- E. **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		
Governing Board Chair	Patrick Kahawaiola a		

# 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.

**Growth Progress Monitoring (Interim Measures)** describes how your school is monitoring student growth throughout the year.

**Mission Alignment to Student Success** describes how your school is assessing with quality measures to demonstrate performance toward the school mission.

**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, the 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.

# 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: o 40% of students have identified disabilities; o 16% have repeated a grade; o 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.

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# Three Year Performance Cycle (STRIVE HI)

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**Performance Target  
SY 2022-2023**

Student performance on ELA SBA will be at or above 50% proficiency

**SY 2021-2022**

Student performance on ELA SBA will be at or above 42% proficiency

**SY 2020-2021**

Student performance on ELA SBA will be at or above 34% proficiency

**Performance Target  
SY 2022-2023**

Student performance on Math SBA will be at or above 42% proficiency

**SY 2021-2022**

Student performance on Math SBA will be at or above 37% proficiency

**SY 2020-2021**

Student performance on Math SBA will be at or above 34% proficiency

**Performance Target  
SY 2022-2023**

100% of 12 graders will graduate on-time at the end of SY22-23

**SY 2021-2022**

90% of 12th graders will graduate on time at the end of SY21-22

**SY 2020-2021**

85% of 12th graders will graduate on-time at the end of SY 20-21

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## Growth Progress Monitoring (Interim Measures)

Which diagnostic tools (Adaptive/Local specific) or Universal screener are you using?

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**NWEA-MAP**

**DIPLOMA PROGRESS REPORT FROM LDS**

**Quarter 1  
Growth Targets  
ELA/Math/Other**

**ELA: Generating baseline ELA data using NWEA-MAP assessment**

**MATH: Generating baseline Math data using NWEA-MAP assessment**

**Diploma Progress Report from LDS indicates that 85% of students are on track to graduate**

**Quarter 2  
Growth Targets  
ELA/Math/Other**

**ELA: 20% to be on track to make adequate yearly progress/growth score based on NWEA-MAP growth goals**

**MATH: 20% to be on track to make adequate yearly progress/growth score based on NWEA-MAP growth goals**

**Diploma Progress Report from LDS indicates that 85% of students are on track to graduate**

**Quarter 3/4  
Growth Targets  
ELA/Math/Other**

**ELA: 20% of students made adequate yearly progress/met growth goals on NWEA-MAP**

**MATH: 20% of students made adequate yearly progress/met growth goals on NWEA-MAP**

**Diploma Progress Report from LDS indicates that 85% of students are on track to graduate**

**Mission Alignment to Student Success**

**School Mission Statement**

To recognize, nurture, and foster cultural identity and cultural awareness in an environment that has historical connections and linear linkage to students. Students engage in critical thinking and demonstrate complete mastery of the academia for their future as a result of this educational program that is driven by family, community, and culture.

What are your school student success outcomes and how is your school assessing, with quality measures, to demonstrate performance toward the mission ?

**Student Success Outcomes Measures**

**Quality**

# Major Improvement Strategies to Address Root Causes & Performance Challenges

Cultural Instruction and Assessment

Teacher Support and Development

Targeted Student Interventions

## Academic Plan

### I. Major Improvement Strategy 1: Cultural Instruction and Assessment

#### Description:

Build cultural assessments to accurately measure student success outside of state-tested subject matter

#### SY 2021-2022: Key Action Steps, Necessary Resources, Funding Sources

Key Actions (SW6)	Funding Source (indicate all that apply)
A. PD from practitioners and community members to teachers around student expectations and engagement, and cultural integration into core content classes	Title I- General 18902 Title I- Fam Eng 18935 Title II- Non HQ 20696 Title II- PD 20697 CSI- 18927 Kamehameha Schools Other grant Per Pupil/ Gen Funds No Funding Needed Early Learning
B. 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)	Title I- General 18902 Title I- Fam Eng 18935 Title II- Non HQ 20696 Title II- PD 20697 CSI- 18927 Kamehameha Schools Other grant Per Pupil/ Gen Funds No Funding Needed Early Learning

### II. Major Improvement Strategy 2: Teacher Support and Development

#### Description:

- CITW strategies and power walk-through model

## **SY 2021-2022: Key Action Steps, Necessary Resources, Funding Sources**

<b>Key Actions (SW6)</b>	<b>Funding Source (indicate all that apply)</b>	
A. Coaching to teachers on instructional strategies/routines. Continue CITW strategies and power walk-through model	Title I- General 18902 Title I- Fam Eng 18935 Title II- Non HQ 20696 Title II- PD 20697 CSI- 18927	Kamehameha Schools Other grant Per Pupil/ Gen Funds No Funding Needed Early Learning
B. Data-focused PD to support teachers' ability to analyze data and make data-informed decisions in planning and instructional delivery	Title I- General 18902 Title I- Fam Eng 18935 Title II- Non HQ 20696 Title II- PD 20697 CSI- 18927	Kamehameha Schools Other grant Per Pupil/ Gen Funds No Funding Needed Early Learning
C. 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	Title I- General 18902 Title I- Fam Eng 18935 Title II- Non HQ 20696 Title II- PD 20697 CSI- 18927	Kamehameha Schools Other grant Per Pupil/ Gen Funds No Funding Needed Early Learning

## **III. Major Improvement Strategy 3: Targeted Student Interventions**

### **Description:**

Culturally-focused projects to provide targeted intervention

## **SY 2021-2022: Key Action Steps, Necessary Resources, Funding Sources**

<b>Key Actions (SW6)</b>	<b>Funding Source (indicate all that apply)</b>	
A. RTI embedded into class time	Title I- General 18902 Title I- Fam Eng 18935 Title II- Non HQ 20696 Title II- PD 20697 CSI- 18927	Kamehameha Schools Other grant Per Pupil/ Gen Funds No Funding Needed Early Learning
B. RTI structure and intervention planning/delivery to support with data analysis and feed it into interventions	Title I- General 18902 Title I- Fam Eng 18935 Title II- Non HQ 20696 Title II- PD 20697 CSI- 18927	Kamehameha Schools Other grant Per Pupil/ Gen Funds No Funding Needed 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.

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