

COMPREHENSIVE ACADEMIC PLAN (CAP) Summary of Implementation

VISION

Kū kilakila ‘o Kawaikini, ke ‘ōlino nei, mālamalama
Steadfastly stands Kawaikini, for the brightness of day is here - Kawaikini stands tall in an era of knowledge and enlightenment
Kū ha‘aheo mākou, ko Kawaikini, i kaiaulu kuano‘o, na‘auao, a hāehuola e kuluma ai ka ‘ōlelo, nā mana‘o, a me nā hana a ka po‘e ‘ōiwi o Hawai‘i nei.
We, Kawaikini (NCPCS), stand tall as a thoughtful, knowledgeable, and healthy community where the language, beliefs and practices of the indigenous peop

MISSION

Me ka pa‘a ma ka ‘ike kūpuna ma ka ‘ōlelo Hawai‘i, e mālama ai ke kula ‘o Kawaikini (M-12) i kaiapuni kāko‘o a i kaiapuni a‘o, ma ka ‘ōlelo Hawai‘i a me ka ‘ōlelo Pelekānia nō ho‘i, kahi e minamina, ho‘ohana, a ho‘omau ‘ia ai nō ho‘i ka ‘ike ku‘una ‘ōiwi.
Grounded in the Hawaiian Language, Kawaikini NCPCS will create a productive community of bi-lingual and bi-literate citizens in a supportive K-12 learning environment where indigenous cultural knowledge is valued, applied, and perpetuated.

Performance Challenge

Challenge/Need 1

Student Support

Challenge/Need 2

CURRICULUM, INSTRUCTION AND ASSESSMENT

Challenge/Need 3

Teacher Support

Identified Root Causes and Contributing Conditions (CNA)

1

2

3

<p>Additional interventions to provide academic support (e.g. individual and small group pull-outs with kumu kōkua)</p> <ul style="list-style-type: none"> - Strategies to support student organization of tasks and assignments - Transition supports needed for math instruction in hawaiian for grades K-5 to instruction in english for grades 6-12 - Lack of necessary equipment, supplies, instructional support materials that supports digital technology based learning platforms and programs 	<p>Lack of alignment between Hawaiian language curriculum with Hawaiian Immersion program standards</p> <ul style="list-style-type: none"> - Nā 'A'o Kaiapuni 'Ōlelo Hawai'i standards not implemented consistently throughout the grade levels. - Kā'eo assessment is required in all testing content areas, even those courses instructed in English. (Kawai'ini Immersion is K-4, bilingual for grades 5-12). - Curriculum and assessment is not aligned to Mana'o Ho'okele (Scope and Sequence) of Manokalanipō (Kaua'i 'Āina-based curriculum) - Lack of standards aligned, prepared curriculum provided across all grade and content areas in hawaiian and in english - Lack of vertical alignment for grade-level math and language standards, curriculum, and implementation. - Lack of or inconsistent instructional methods used to support bilingualism and biliteracy - Resequencing of Common Core ELA standards not finalized. - Teacher retention and licensure training 	<ul style="list-style-type: none"> - Lack of Hawaiian language fluency across many faculty and staff (struggle to communicate in a way that respects that Hawaiian language while also modeling the bravery to practice the language skills they do know). - Lack of necessary equipment, supplies, instructional support materials that supports an inclusive learning environment for all students - Lack of understanding for teaching the Singapore Math methodology -Lack of understanding of formative and summative assessments - A lot of time is spent on translating materials into Hawaiian language, due to teacher turnover and updated curriculum materials.
Student Success Outcomes		

*	<p>Kawaikini students are proficient in both Hawaiian and English in all areas of speaking, writing, and reading.</p>	<p>NWEA goal setting Graduates-Biliteracy Seal He Lawai'a growth Manokalanipō writing</p>	*
*	<p>Kawaikini students conduct themselves in a culturally appropriate manner that reflect values instilled at Kawaikini.</p>	<p>Manokalanipō writing Student reflections Student surveys</p>	*
*	<p>Kawaikini students are prepared to succeed in college and/or career and participate in a global community.</p>	<p>KĀ'EO scores Capstone projects Graduation rate Dual-credit course w/community college</p>	*
*	<p>Kawaikini students are knowledgeable about Kaua'i and appreciate and care for their island home.</p>	<p>Capstone projects Manokalanipō writing</p>	*
*			*
<p>Growth Progress Monitoring</p>			

Hawaiian language arts: He Lawai'a and KĀ'EO tests, Hawaiian Language arts proficiency grades on report cards English language arts: NWEA and ELA reading proficiency grades on report cards
 Math: Classroom formative tests; NWEA Math test

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

HLA:40% of students proficient on He Lawai'a. Grades M-6 - 30% meet/exceed proficiency in HLA on report card
 Grades 7-12 - 52% proficiency in HLA on report card

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

HLA: 43% of students proficient on He Lawai'a
 Grades M-6 - 35% meet/exceed proficiency in HLA on report card
 Grades 7-12 - 55% proficiency in HLA on report card

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

HLA: 45% KĀ'EO
 45% He Lawai'a
 Grades M-6 - 35% meet/exceed proficiency in HLA on report card
 Grades 7-12 - 60% proficiency in HLA on report card

Math: 70% completion of singapore math classroom formative math tests aligned to math Kahua benchmarks for Grades 1-12
 34% of students proficient in math on singapore math-formative assessments in grades 2-5.
 100% of students in Grades 5-12 will take the NWEA

Math: 70% completion formative math tests for Grades 1-12
 35% of students proficient in math on singapore math-formative assessments in grades 2-5.
 100% of students in Grades 5-12 will take the NWEA

Math: 40% of students proficient in Math on the KĀ'EO
 80% completion formative math tests for Grades 5-12
 40% of students proficient in math on singapore math-formative assessments in grades 2-5.
 100% of students in Grades 5-12 will take the NWEA

<p>ELA: 100% of students in Grades 5-12 will take the NWEA Reading and Language Assessment 3 times a year. 45% of students will meet their growth goals on the NWEA</p>	<p>ELA: 100% of students in Grades 5-12 will take the NWEA Reading and Language Assessment 3 times a year. 45% of students will meet their growth goals on the NWEA</p>	<p>ELA: 100% of students in Grades 5-12 will take the NWEA Reading and Language Assessment 3 times a year. 45% of students will meet their growth goals on the NWEA</p>
Academic Performance Targets		
ELA	MATH	HLA
<p>SY 2025-2026</p>	<p>SY 2025-2026</p>	<p>SY 2025-2026</p>
<p>100% of students in Grades 5-12 will take the NWEA Reading and Language Assessment 3 times a year. 45% of students will meet their growth goals on the NWEA</p>	<p>40% of students are proficient in Math on the KĀ'EO</p>	<p>45% of students are proficient in Hawaiian Language Arts on KĀ'EO 45% of students are proficient in Hawaiian Language Arts on the He Lawai'a</p>
<p>SY 2024-2025</p>	<p>SY 2024-2025</p>	<p>SY 2024-2025</p>
<p>100% of students in Grades 5-12 will take the NWEA Reading and Language Assessment 3 times a year. 40% of students will meet their growth goals on the NWEA</p>	<p>30% of students are proficient in Math on the KĀ'EO</p>	<p>40% of students are proficient in Hawaiian Language Arts on KĀ'EO 40% of students are proficient in Hawaiian Language Arts on the He Lawai'a</p>
<p>SY 2023-2024</p>	<p>SY 2023-2024</p>	<p>SY 2023-2024</p>

<p>100% of students in Grades 5-12 will take the NWEA Reading and Language Assessment 3 times a year. 35% of students will meet their growth goals on the NWEA</p>	<p>25% of students are proficient in Math on the KĀ'EO</p>	<p>35% of students are proficient in Hawaiian Language Arts on KĀ'EO 35% of students are proficient in Hawaiian language art on the He Lawai'a</p>
<p align="center">Major Improvement Strategies to Address Root Causes & Performance Challenges</p>		
<p>Improvement Strategy 1 HEADLINE</p>	<p align="center">Staff Development and Support</p>	
<p><i>Description</i></p>	<p align="center">Grow capacity of faculty and staff based on research and best practices.</p>	
<p>Key Actions</p>	<p align="center">Estimated Funding Amount</p>	<p align="center">Funding Source</p>
<p>1 Structure a system for identifying and implementing best practices to support growth of students' levels of English proficiency in grades Papa 5-12</p>	<p align="center">\$5,000-\$9,000</p>	<p>Title I - General 18902</p>
<p>2 Structure a system for identifying and implementing best practices to support growth of students' levels of Hawaiian language proficiency in grades Papa M-12</p>	<p align="center">\$10,000-\$19,000</p>	<p>Title I - General 18902</p>
<p>3 Provide support resources to faculty, families and staff to increase Hawaiian language development and proficiency</p>	<p align="center">\$5,000-\$9,000</p>	<p>Title I - General 18902</p>
<p>4 Provide professional development based upon teacher needs: Singapore Math, Hawaiian Language, instructional strategies, and data analysis tools</p>	<p align="center">>\$20,000</p>	<p>Title I - General 18902 Per-Pupil</p>

5			Grant Funds	
Improvement Strategy 2 HEADLINE				
Data Driven instruction Collect and analyze data effectively to inform instruction and targeted interventions.				
Estimated Funding Amount				
6	Establish an ongoing, annual system of data collection, analysis and future planning, which would include regular training for faculty, staff, and Governing Board, as appropriate.	\$10,000-\$19,000	Title I - General 18902 Grant Funds	
7	Refine a balanced assessment system to include Kawaikini school-developed cultural performance assessments	<\$5,000	Title I - General 18902 Grant Funds	
8	Leadership and student support services team annually attends trainings in best practices in instructional leadership strategies	\$10,000-\$19,000	Title I - General 18902	
9	Develop a system of reviewing student surveys regarding school climate and plan for any improvement needed.	<\$5,000	Per-Pupil	
10	Provide professional development on practical, effective instructional strategies. Ensure teachers and students have all necessary equipment, supplies, materials,	<\$20,000	Per-Pupil	

10	and support necessary to effectively participate in all types of learning programs/software technology for student success.	\$2,200,000	Title I - General 18902
Improvement Strategy 3 HEADLINE			
Curriculum and Assessments			
Description			
Structure curriculum and assessments for grade level alignment			
Key Actions		Estimated Funding Amount	Funding Source
11	Continue collaboration between grade levels to discuss, plan, and monitor grade-level language and math standards and their implementation.	\$5,000-\$9,000	Title I - General 18902
12	Continue building a K-12 Curriculum Inventory (Singapore math, ELA, HLA, Science, social studies, manokalanipō and SEL)	\$5,000-\$9,000	Title I - General 18902 Grant Funds
13	Implement curriculum committees for Manokalanipō, English Language Arts, Hawaiian Language Arts, SEL, and Math	<\$5,000	Title I - General 18902 Per-Pupil
14	Identify and implement (via professional development) best practices in second-language acquisition & immersion instruction for Grades K-12	\$5,000-\$9,000	Title I - General 18902 Title I - Fam Eng 18935
15			
Other Improvement Efforts HEADLINE			
Student/Family Support			

<i>Description</i>		Strengthening relationships is an additional intervention to support individual student needs for success	
Key Actions	Estimated Funding Amount	Funding Source	
16	Continue to strengthen relationships through 'ohana activities and regular, open communication between school, students, and 'ohana to increase student achievement.	\$5,000-\$9,000	Title I - General 18902 Title I - Fam Eng 18935
17			
18			
19			
20			
I certify that I have reviewed this plan and the information reported herein is correct:			
	NAME	SIGNATURE	
School Leader: Chadley Schimmelfennig			
	DATE:		
	05/08/2023	<i>Chadley Schimmelfennig</i>	
Governing Board Chair: Leimakana Ornellas			
	05/08/2023	<i>M. Leimakanalani Ornellas</i>	
	DATE:08/05/2023		

SPCSC APPROVAL					
	APPROVED				
	NOT YET APPROVED				
	Effective Date:				
	Reviewer General Comments:				
	The Federal Programs Department of the Hawaii State Public Charter School Commission will wait for the submittal of your school's disbursement request form accompanied by				