

# 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 people

## 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

- Additional interventions are needed to provide academic support that meets individual student needs.  
(e.g. individual and small group pull-outs with kumu kōkua)
- 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
- Lack of communication to all stakeholders

2

- Lack of alignment between Hawaiian language curriculum with Hawaiian Immersion program standards
- Below grade levels for significant number of entering secondary students in ‘Ōlelo Hawai‘i
- Lack of support to teachers in reflection, feedback and improvement of instructional strategies
- Kā‘eo assessment is required in all testing content areas, even those courses instructed in English. (Kawaikini Immersion is K-4, bilingual for grades 5-12).
- Curriculum and assessment needs alignment to Mana‘o Ho‘okele (Scope and Sequence) of Manokalanipō (Kaua‘i ‘Āina-based curriculum)
- Lack of existing curriculum, and assessment materials for grade-level math and language standards
- Lack of or inconsistent instructional methods used to support bilingualism and biliteracy

3

- Not all teachers understand how to utilize data to inform instruction
- Lack of teacher knowledge for second language learning strategies to support ‘Ōlelo Hawai‘i curriculum
- Lack of time for teachers to develop curriculum, as well as analyzing student data to inform instruction
- Current Teacher Evaluation doesn’t address high quality staff performance.
- Lack of necessary equipment, supplies, instructional support materials that supports an inclusive learning environment for all students
- Lack of understanding and consistency of formative and summative assessments administration

**Student Success Outcomes**

\* Kawaikini students are proficient in both Hawaiian and English in all areas of speaking, writing, and reading.

NWEA goal setting  
 Graduates-Biliteracy Seal  
 He Lawai'a growth  
 Manokalanipō writing

\*

\* Kawaikini students conduct themselves in a culturally appropriate manner that reflect values instilled at Kawaikini.

Manokalanipō writing  
 Student reflections  
 Student surveys  
 'Aha Na'auao  
 PIKO

\*

\* Kawaikini students are prepared to succeed in college and/or career and participate in a global community.

KĀ'EO scores  
 Capstone projects  
 Graduation rate  
 Dual-credit course w/community college

\*

\* Kawaikini students are knowledgeable about Kaua'i and appreciate and care for their island home.

Capstone projects  
 Manōkalanipo writing

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\*

**Growth Progress Monitoring**

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**

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

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

<p><b>HLA:</b> 33% of students in grades 4-12 are proficient on the He Lawai'a assessment</p>	<p><b>HLA:</b> 38% of meet/exceed proficiency on the He Lawai'a assessment</p>	<p>41% of students are proficient in Hawaiian Language Arts on KĀ'EO 41% of students are proficient in Hawaiian Language Arts on the He Lawai'a</p>
<p><b>Math:</b> 96% of students in grades 5-8 will complete the i-ready math assessment with generated growth goals 96% of students in grades 5-12 will take the NWEA Math assessment</p>	<p><b>Math:</b> 32% of students in grades 5-8 who took the i-ready math assessment were above or on grade level</p>	<p><b>Math:</b> 31% of students in grades 3-8 are proficient in Math on the KĀ'EO 50% of students in 5-8 will increase their NWEA MAP growth scores 36% of students in grades 5-8 who took the i-ready math assessment were above or on grade level</p>
<p><b>ELA:</b> 96% of students in Grades 5-12 will take the NWEA Reading and Language Assessment 98% of students in Grades 5-8 will complete the iReady ELA assessment</p>	<p><b>ELA:</b> 31% of students in Grades 6-8 who took the iReady ELA assessment were above or on grade level</p>	<p><b>ELA:</b> 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 35% of students in Grades 6-8 who took the iReady ELA assessment will be above or on grade level</p>
<b>Academic Performance Targets</b>		
<b>ELA</b>	<b>MATH</b>	<b>HLA</b>
SY 2025-2026	SY 2025-2026	SY 2025-2026
<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>31% of students are proficient in Math on the KĀ'EO</p>	<p>41% of students are proficient in Hawaiian Language Arts on KĀ'EO 41% of students are proficient in Hawaiian Language Arts on the He Lawai'a</p>
SY 2024-2025	SY 2024-2025	SY 2024-2025
<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>28% of students are proficient in Math on the KĀ'EO</p>	<p>38% of students are proficient in Hawaiian Language Arts on KĀ'EO 38% of students are proficient in Hawaiian Language Arts on the He Lawai'a</p>

SY 2023-2024		SY 2023-2024		SY 2023-2024	
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		25% of students are proficient in Math on the KĀ'EO		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	
<b>Major Improvement Strategies to Address Root Causes &amp; Performance Challenges</b>					
<b>Improvement Strategy 1 HEADLINE</b>		<b>Staff Development and Support</b>			
<i>Description</i>		Grow capacity of faculty and staff based on research and best practices.			
<b>Key Actions</b>		<b>Estimated Funding Amount</b>		<b>Funding Source</b>	
1	Structure a system for identifying and implementing best practices to support growth of students' levels of English proficiency in grades Papa 5-12	<b>\$5,000-\$9,000</b>		Title I - General 18902	
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	<b>\$10,000-\$19,000</b>		Title I - General 18902	
3	Provide support resources to faculty, families and staff to increase Hawaiian language development and proficiency	<b>\$5,000-\$9,000</b>		Title I - General 18902	
4	Provide professional development based upon teacher needs: Singapore Math, Hawaiian Language, instructional strategies, and data analysis tools	<b>&gt;\$20,000</b>		Title I - General 18902 Per-Pupil	
5				Grant Funds	
<b>Improvement Strategy 2 HEADLINE</b>		<b>Data Driven instruction</b>			
<i>Description</i>		Collect and analyze data effectively to inform instruction and targeted interventions.			
<b>Key Actions</b>		<b>Estimated Funding Amount</b>		<b>Funding Source</b>	
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.	<b>\$10,000-\$19,000</b>		Title I - General 18902 Grant Funds	
7	Refine a balanced assessment system to include Kawaikini school-developed cultural performance assessments	<b>&lt;\$5,000</b>		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, and support necessary to effectively participate in all types of learning programs/software technology for student success.	>\$20,000	Per-Pupil Title I - General 18902
<b>Improvement Strategy 3 HEADLINE</b>			
<b>Description</b>		Curriculum and Assessments	
<b>Key Actions</b>		Structure curriculum and assessments for grade level alignment	
		<b>Estimated Funding Amount</b>	<b>Funding Source</b>
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			
<b>Other Improvement Efforts HEADLINE</b>			
<b>Description</b>		Student/Family Support	
<b>Key Actions</b>		Strengthening relationships is an additional intervention to support individual student needs for success	
		<b>Estimated Funding Amount</b>	<b>Funding Source</b>
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
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I certify that I have reviewed this plan and the information reported herein is correct:

NAME	SIGNATURE
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**School Leader: Namomi McCorriston**

DATE:	
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05/14/2025	<i>Namomi McCorriston</i>
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**Governing Board Chair: Leimakana Ornellas**

05/15/2025	<i>Leimakana Ornellas</i>
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