

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 kaiaupuni kāko'o a i kaiaupuni 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	Challenge/Need 2	Challenge/Need 3
STUDENT SUPPORT	CURRICULUM, INSTRUCTION AND ASSESSMENT	TEACHER SUPPORT

Identified Root Causes and Contributing Conditions (CNA)

1	2	3
<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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	*
*	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	*
*			*
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	
HLA: 30% of students proficient on He Lawai'a. Grades M-5 - 30% meet/exceed proficiency in HLA (oral) on report card Grades 6-12 - 52% proficiency in HLA on report card	HLA: 33% of students proficient on He Lawai'a Grades M-5 - 32% meet/exceed proficiency in HLA on report card Grades 6-12 - 55% proficiency in HLA on report card	HLA: 35% KĀ'EO 35% He Lawai'a Grades M-5 - 35% meet/exceed proficiency in HLA on report card Grades 6-12 - 60% proficiency in HLA on report card	

<p>Math: 30% of M-5 students <u>proficient</u> on math number sense report card 100% in Grade K will complete the KEA 100% in Grade 1-5 will <u>complete</u> a previous grade level EOY exam 100% of students in Grades 5-12 will <u>take</u> the NWEA</p>	<p>Math: 35% of M-5 students proficient on math number sense on their report card 100% of students in Grades 5-12 will take the NWEA</p>	<p>Math: 38% of M-5 students proficient on math number sense on their report card 100% in Grade K will complete the KEA (Round 2) 100% in Grade 1-5 will complete grade level EOY exam 50% Students in 6-8 will increase their NWEA MAP growth scores 100% of students in Grades</p>
<p>ELA: 100% of students in Grades 5-12 will take the NWEA Reading and Language Assessment</p>	<p>ELA: 100% of students in Grades 5-12 will take the NWEA Reading and Language Assessment 41% 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
SY 2025-2026	SY 2025-2026	SY 2025-2026
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	31% of students are proficient in Math on the KĀ'EO	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
SY 2024-2025	SY 2024-2025	SY 2024-2025
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	28% of students are proficient in Math on the KĀ'EO	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
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
Major Improvement Strategies to Address Root Causes & Performance Challenges		
Improvement Strategy 1 HEADLINE	Staff Development and Support	
<i>Description</i>	Grow capacity of faculty and staff based on research and best practices.	
Key Actions	Estimated Funding Amount	Funding Source
Structure a system for identifying and implementing best practices to support	\$5,000-\$9,000	Title I - General 18902

1	growth of students' levels of English proficiency in grades Papa 5-12	\$5,000-\$9,000	
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	\$10,000-\$19,000	Title I - General 18902
3	Provide support resources to faculty, families and staff to increase Hawaiian language development and proficiency	\$5,000-\$9,000	Title I - General 18902
4	Provide professional development based upon teacher needs: Singapore Math, Hawaiian Language, instructional strategies, and data analysis tools	>\$20,000	Title I - General 18902 Per-Pupil
5			Grant Funds
Improvement Strategy 2 HEADLINE			
Data Driven instruction			
<i>Description</i> Collect and analyze data effectively to inform instruction and targeted interventions.			
Key Actions			
		Estimated Funding Amount	Funding Source
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, 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
Improvement Strategy 3 HEADLINE			
Curriculum and Assessments			
<i>Description</i> 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			
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I certify that I have reviewed this plan and the information reported herein is correct:			
NAME		SIGNATURE	
School Leader: Namomi McCorrison			
DATE: 4/18/24		<i>Namomi McCorrison</i>	
Governing Board Chair: Leimakana Ornellas			
04/19/2024		<i>Leimakana Ornellas</i>	