

COMPREHENSIVE ACADEMIC PLAN (AcPlan) Summary of Implementation

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

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 kaialu kuano'o, na'auao, a hāehuola e kulumā 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 of Hawai'i are instinctive.

Performance Challenges

Title I

Title II

Identified Need (CNA)

Increase access and engagement with Hawaiian language resources for students, families, and teachers

Identified Need (CNA)

Root /Contributing Causes (CNA, Column B on the FRF)

There is no coordinated, school-wide system to intentionally integrate and sustain 'Ōlelo Hawai'i across curriculum, staffing, environment, and daily instructional practices. This results in fragmented resource use, limited literacy development supports, insufficient qualified personnel, and inconsistent opportunities for students to engage in meaningful, sustained language use.

Root /Contributing Causes

Identified Need (CNA)

Increase academic achievement in reading and math, especially for students performing two or more grade levels below

Identified Need (CNA)

Root /Contributing Causes (CNA, Column B on the FRF)

There is an inconsistent, school-wide instructional system to use assessment data to drive differentiated instruction and targeted interventions, combined with limited teacher capacity and insufficient structures for extended learning and family engagement. This results in learning gaps that are not consistently identified, addressed, or closed in reading and math.

Root /Contributing Causes

Identified Need (CNA)

Improve teacher capacity to promote student engagement and increase student interest in learning through effective instructional practices and ongoing support

Identified Need (CNA)

Root /Contributing Causes (CNA, Column B on the FRF)	There is no consistent, school-wide system to build and sustain teacher capacity in delivering engaging, culturally relevant, and student-centered instruction. This includes gaps in instructional practices, classroom environment consistency, and ongoing coaching and support, resulting in low levels of student engagement and interest in learning.	Root /Contributing Causes	
Title III		Title IV WRE (At least 20% of Title IV funds spent here)	
Identified Need (CNA)	#REF!	Identified Need (CNA)	#REF!
Root /Contributing Causes		Root /Contributing Causes	
Identified Need (CNA)	#REF!	Identified Need (CNA)	#REF!
Root /Contributing Causes		Root /Contributing Causes	
Identified Need (CNA)	#REF!	Identified Need (CNA)	#REF!
Root /Contributing Causes		Root /Contributing Causes	
Title IV SHS (At least 20% of Title IV funds spent here)		Title IV EUT (No minimum funding requirement, no more than 15% of funds spent on equipment)	
Identified Need (CNA)		Identified Need (CNA)	#REF!
Root /Contributing Causes		Root /Contributing Causes	
Identified Need (CNA)		Identified Need (CNA)	#REF!
Root /Contributing Causes		Root /Contributing Causes	
Identified Need (CNA)		Identified Need (CNA)	#REF!
Root /Contributing Causes		Root /Contributing Causes	
Targeted Subgroups			
Major Improvement Strategies (Column C on the FRF)			
Strategy/Goal 1			
Strengthen School-Wide Instructional Systems (Focused on Engagement + 'Ōlelo Hawai'i Integration)			
Desired Outcome *What do you plan to accomplish?	Root/Contributing Cause * Why are we doing this?	Name of Accountable Lead (s) Who is responsible to oversee outcome & monitor implementation & progress	Monitoring of Progress * How will we know progress is being made
Improved teacher effectiveness in delivering engaging instruction	Teachers do not consistently receive ongoing support in applying engagement strategies, analyzing student responses, and adjusting instruction to improve engagement.	Executive Director Academic Director Academic Coach	Monitor Instruction: Conduct walkthroughs and lesson plan reviews to track use of engaging, student-centered strategies; provide targeted feedback. Strengthen Systems: Establish consistent school-wide structures (coaching cycles, PLCs) to support and sustain effective instruction. Build Capacity: Provide ongoing PD focused on engagement strategies and student-centered
			Title I

Improved teacher effectiveness in delivering culturally relevant instruction	Culturally responsive and place-based practices are not systematically integrated into curriculum and instruction, limiting student connection and motivation.	Executive Director Academic Director Cultural Educational Specialist	Monitor Instruction: Conduct walkthroughs and lesson plan reviews; provide targeted feedback on 'Ōlelo Hawai'i integration. Ensure Schoolwide Consistency: Increase visible 'Ōlelo Hawai'i across campus and classrooms.	Per Pupil
Consistent implementation of high-impact instructional strategies across classrooms	There is inconsistent use of high-impact instructional strategies (e.g., inquiry-based learning, discussion, collaboration), with some classrooms relying heavily on passive learning approaches.	Executive Director Academic Director Academic Coach	Monitor Instruction: Conduct walkthroughs and lesson plan reviews to ensure high-impact strategies (e.g., differentiation, small groups) are driven by student data. Strengthen Data Systems: Establish consistent routines (PLCs, data cycles) for analyzing assessment data and planning targeted instruction. Build Capacity: Provide PD and coaching on using data to identify skill gaps and implement appropriate instructional strategies.	Title I
Strategy/Goal 2				
Implement a Data-Driven Instruction & Intervention System				
Desired Outcome *What do you plan to accomplish?	Root/Contributing Cause * Why are we doing this?	Name of Accountable Lead (s) Who is responsible to oversee outcome & monitor implementation & progress	Monitoring of Progress * How will we know progress is being made	Funding Source
Students performing below grade level demonstrate measurable growth in reading and math through targeted, timely interventions.	There is inconsistent implementation of differentiated core instruction and targeted interventions aligned to grade-level standards and individual student needs, compounded by inconsistent student attendance that limits access to instruction and continuity of learning.	Executive Director Academic Director Academic Coach Teaching Staff	Student Growth Data: Track reading and math assessment results to monitor student progress over time. Instructional Response: Review lesson plans, small group instruction, and data meeting notes to ensure instruction is adjusted based on student needs.	Title I
Increased use of assessment data to inform differentiated instruction and interventions	There is limited teacher capacity and ongoing support for analyzing data, identifying trends, grouping students effectively, and planning targeted instruction.	Executive Director Academic Director Academic Coach Teaching Staff	Data-Driven Planning: Track teacher use of assessment data to identify student skill gaps. Instructional Adjustments: Ensure lesson plans and interventions reflect data-informed decisions. Coaching Evidence: Monitor PLCs and coaching to confirm data guides instruction.	Title I
Increased integration of 'Ōlelo Hawai'i literacy supports within reading instruction and intervention settings	There are limited structured programs, materials, and supports focused specifically on developing Hawaiian language literacy skills	Executive Director Academic Director Academic Coach Cultural Educational Specialist	Classroom Implementation: Conduct walkthroughs to observe students actively using 'Ōlelo Hawai'i during reading instruction. Student Outcomes: Monitor student progress in reading and language skills when 'Ōlelo Hawai'i supports are used.	Title I
Strategy/Goal 3				
Strengthen Tier 1 Instruction (Engagement, Rigor& Cultural Relevance)				
Desired Outcome *What do you plan to accomplish?	Root/Contributing Cause Why are we doing this?	Name of Accountable Lead (s) Who is responsible to oversee outcome & monitor implementation & progress	Monitoring of Progress * How will we know progress is being made	Funding Source

Increased student engagement and on-task behavior across classrooms	There is inconsistency in classroom management, relationship-building, and the establishment of clear expectations and routines that promote a positive, engaging learning environment.	Executive Director Academic Director Academic Coach Teaching Staff	Classroom Observations: Conduct regular walkthroughs to track student engagement and on-task behavior in all classrooms. Behavior & Participation Data: Use data from participation logs, behavior trackers, or engagement checklists to measure trends over time. Student Feedback: Collect student surveys or quick check-ins to gauge interest, motivation, and perceived engagement.	Title I
Increased use of student-centered and culturally relevant instructional practices	Culturally responsive and place-based practices are not systematically integrated into curriculum and instruction, limiting student connection and motivation.	Executive Director Academic Director Academic Coach Teaching Staff	Classroom Observations: Track use of student-centered and culturally relevant strategies. Lesson Plans: Ensure plans include student voice, collaboration, and culturally responsive content. Teacher Reflection: Monitor growth through self-assessments, coaching, and PD feedback.	Title I
Improved classroom environments with consistent expectations, routines, and strong relationships	Teachers do not consistently receive ongoing support in applying engagement strategies, analyzing student responses, and adjusting instruction to improve engagement.	Executive Director Academic Director Academic Coach Teaching Staff	Classroom Observations: Monitor consistency of expectations, routines, and teacher-student interactions. Lesson Plans & Routines: Check that classroom procedures and structures are clearly planned and implemented. Student Feedback & Engagement: Use surveys or check-ins to gauge relationships and students' sense of classroom consistency.	Per Pupil
I certify that I have reviewed this plan and the information reported herein is correct:				
School Leader Name		Signature		
Nāmomi McCorriston		Nāmomi K. McCorriston		
Date: 4/10/26				
Governing Board Chair Name		Signature		
Leimakana Ornellas		Leimakana Ornellas		
Date: 4/13/2026				
SPCSC APPROVAL				
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 the pertinent Invoices, Purchase Orders, Contracts, or Receipts before disbursement will be approved & sent to your school via ACH Transfer. Please see that all forms are signed and dated by the schools Director or Principal before submitting. Please send your schools disbursement request forms and supporting documentation to Kaleo.Iwasaki@spcsc.hawaii.gov				