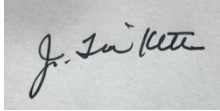


Ke Kula Niihau O Kekaha
Comprehensive Academic Plan (CAP)
Last Approved Revision: September 18, 2020

A. Assurances

- 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. Planning team members and their roles are listed below: (SW2)
 - 1. J. Tia Koerte (Pootumu/Matua)
 - 2. Billi Smith (WASC Self-Study Coordinator)
 - 3. Hokulani Cleeland (Teacher/Board Treasurer)
 - 4. Kelley Phillips (Board Chair)
 - 5. Nui Parongao (Program Specialist)
 - 6. Tracy Fredin (Hamline University)
- 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. (SW3)
- 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	J. Tia Koerte		9-17-20
Governing Board Chair	Kelley Phillips		

B. 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.
- **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, 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.

C. Plan Snapshot

Performance Challenge I

Low and declining math performance. For the past 3 years it's gone from 9% (16-17) to 6% (17-18) to 0% (18-19).

Performance Challenge II

Low and declining ELA performance. For the past three years it's gone from 13% (16-17) to 9% (17-18) and to 0% (18-19).

Performance Challenge III

Fluctuating graduation rate (unclear path and tracking of requirements for graduation). For the past three years we have seen a decline from 100% (16-17) to 50% (19-20).

Identified Root Causes and Contributing Conditions (CNA)

- 1) Kumu Capacity (HQT) and poor kumu-haumana relationships are contributing factors to the overall performance of our students.
- 2) The complexity of the bilingual immersion model and multi-grade configurations leads to low performance in all content areas.
- 3) Graduation Rate: look at the functionality of tracking diploma progress. No clear tracking system to ensure student progress toward graduation. Cultural factors impede the normal experience of students in grades 6-12 that would cause them to graduate on time.

Performance Target SY 2022-2023

I. By the end of SY 22-23 SBAC math scores will increase by 5%.

SY 2021-2022

I. By the end of SY 21-22 SBAC math scores will increase by 5%.

SY 2020-2021

I. By the end of SY 20-21 SBAC math scores will increase from 0 to 10%.

Performance Target SY 2022-2023

II. By the end of SY 22-23 SBAC ELA scores will increase by 5%.

SY 2021-2022

II. By the end of SY 21-22 SBAC ELA scores will increase by 5%.

SY 2020-2021

II. By the end of SY 20-21 SBAC ELA scores will increase from 0 to 10%.

Performance Target SY 2022-2023

III. By the end of SY 22-23 graduation rate will be above 67%.

SY 2021-2022

III. By the end of SY 21-22 graduation rate will be above 67%.

SY 2020-2021

III. By the end of SY 20-21 graduation rate will be above 67%.

Major Improvement Strategies to Address Root Causes & Performance Challenges

What is our major improvement strategies for math, ELA and graduation rate?

- I. Increase the amount of professional development offerings in bilingual immersion education.**
- II. Increase the amount of professional development offerings in multi-grade configurations in education.**
- III. Redesign secondary program model to increase student engagement to stabilize graduation rate.**

IV. Academic Plan

I. Major Improvement Strategy 1: Increase the amount of professional development offerings in bilingual immersion education.

Description: To build teacher capacity, bring in trainers that have knowledge of bilingual education.

SY 2020-2021: Key Action Steps, Necessary Resources, Funding Sources

Key Actions	Funding Source (indicate all that apply)	
<p>A. Monthly experiences/training to broaden understanding, methodology, and transitions of bilingual immersion settings.</p> <p style="margin-left: 20px;">a. Continuing to grow Olelo Niihau content and resource materials to ensure sustainability indefinitely</p> <p style="margin-left: 20px;">b. Study best practices</p> <p style="margin-left: 20px;">c. Create a system of data collection and assessment to gauge competency and growth of bilingual learners</p>	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
<p>B. Monthly PLC's to provide dialogue and mobilized thought of teachers around bilingual immersion education.</p>	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
<p>C. Shadowing a master teacher to solidify understandings and methodologies around bilingual immersion education.</p>	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
<p>D. Pootumu walkthroughs to validate and give feedback for further reflection by teachers around multi-grade configuration/education.</p>	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
<p>E. Quarterly data reflection meetings.</p>	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning

II. Major Improvement Strategy 2: Increase the amount of professional development offerings in multi-grade configurations in education.

Description: To build teacher capacity, bring in trainers that have knowledge of multi-grade configurations in education.

SY 2020-2021: Key Action Steps, Necessary Resources, Funding Sources

Key Actions	Funding Source (indicate all that apply)
<p>A. Monthly experiences/training to broaden understanding, methodology, and transitions of multi-grade configuration settings.</p> <p>a. Continuing to grow leveled Olelo Niihau content and resource materials to ensure sustainability indefinitely</p> <p>b. Study best practices</p>	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Other grant <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> No Funding Needed <input type="checkbox"/> CSI- 18927 <input type="checkbox"/> Early Learning
<p>B. Monthly PLC's to provide dialogue and mobilized thought of teachers around multi-grade configuration/education.</p>	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Other grant <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> No Funding Needed <input type="checkbox"/> CSI- 18927 <input type="checkbox"/> Early Learning
<p>C. Shadowing a master teacher to solidify understandings and methodologies around multi-grade configuration/education.</p>	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Other grant <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> No Funding Needed <input type="checkbox"/> CSI- 18927 <input type="checkbox"/> Early Learning
<p>D. Pootumu walkthroughs to validate and give feedback for further reflection by teachers around multi-grade configuration/education.</p>	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Other grant <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> No Funding Needed <input type="checkbox"/> CSI- 18927 <input type="checkbox"/> Early Learning
<p>E. Quarterly data reflection meetings.</p>	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Other grant <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> No Funding Needed <input type="checkbox"/> CSI- 18927 <input type="checkbox"/> Early Learning

III. Major Improvement Strategy 3: Redesign secondary program model to increase student engagement to stabilize graduation rate.

Description: Increase teacher capacity and engagement for content and instructional delivery such that learning experiences and the desire to engage in active learning are improved.

Bridging Ola Pono through Malama Aina

SY 2020-2021: Key Action Steps, Necessary Resources, Funding Sources

Key Actions	Funding Source (indicate all that apply)
A. Bridging Ola Pono through Malama Aina	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Other grant <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> No Funding Needed <input type="checkbox"/> CSI- 18927 <input type="checkbox"/> Early Learning
B. Create two credit units that are strength and innovative-based for secondary program a. Staff strengths survey b. Student engagement survey c. Conduct pre and post surveys	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Other grant <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> No Funding Needed <input type="checkbox"/> CSI- 18927 <input type="checkbox"/> Early Learning
C. Seek coaching support from professionals in the field who possess the experience and knowledge in this area of work.	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Other grant <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> No Funding Needed <input type="checkbox"/> CSI- 18927 <input type="checkbox"/> Early Learning
D. Review existing school credit requirements for graduation and investigate potential opportunities for alignment with staff strengths and student engagement.	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Other grant <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> No Funding Needed <input type="checkbox"/> CSI- 18927 <input type="checkbox"/> Early Learning
E. Create curriculum and credit mapping aligned to staff strengths and student engagement survey results a. Culturally responsive credit system b. Relevancy and support mechanisms to succeed independently beyond high school c. Dignity, honor, options	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Other grant <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> No Funding Needed <input type="checkbox"/> CSI- 18927 <input type="checkbox"/> Early Learning
F. Quarterly data reflection meetings.	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Other grant <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Per Pupil/ Gen Funds

- | | |
|---|--|
| <input type="checkbox"/> Title II- PD 20697 | <input type="checkbox"/> No Funding Needed |
| <input type="checkbox"/> CSI- 18927 | <input type="checkbox"/> 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.

Key Action Steps & Resources	Rationale Based on Needs Assessment	Funding Source (indicate all that apply)
Establish a data tracking system and incorporate into the ongoing partnership with Hamline University.	Olelo Niihau curriculum and resource development documentation	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927 <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed
Professional development around mapping and alignment of culturally responsive systems of education.	To support student engagement and stabilizing graduation rate.	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927 <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed
		<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927 <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed