

Kanu o ka 'Āina



SY22-23 Comprehensive Academic Plan (CAP)

Last Approved Revision: 10/08/20

Assurances (SW1, SW2, SW3, SW4)

- 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. Schools with a high school division should include a student on the planning team. Planning team members and their roles are listed below **(SW2)**:
1. Nicole Ryan, Ka Oha Principal (and parent)
 2. Keomailani Case, Kauhale K-5 Principal
 3. Kanoa Castro, Kauhale 6-12 Principal
 4. Taffi Wise, Chief Business Officer
 5. Margo Stirber, Title 1 Coordinator
 6. Pua Mendonca, Curriculum Coordinator
- 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.
- 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	Kanoa Castro		4/25/22
Governing Board Chair	Marion K. Kapuniai		4/25/22

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.
- **Growth Progress Monitoring (Interim Measures)** describes how your school is monitoring student growth throughout the year.
- **Mission Alignment to Student Success** describes how your school is assessing with quality measures to demonstrate performance toward the school mission.
- **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, the 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.

Plan Snapshot

Performance Challenge I

Low math proficiency : Over the past four years, math proficiency has been a focus and challenge for our school. In SY 16/17, only 33% of learners were proficient, and that proficiency dropped to 24% in SY 17/18. There was slight growth in math in SY 18/19, proficiency remained low at 27%, below the complex (proficiency rate 32%) and state (proficiency rate 42.5%). In SY 20/21 there was again a slight increase in proficiency to 28%, below the state (32%).

Performance Challenge II

Math academic achievement gap: The math academic achievement gap for high needs students has worsened over the past four years. Math proficiency for high needs students (SY 16/17: 28%; SY 17/18: 22%; SY 18/19: 21%; SY 20/21: 18%) has been consistently below the already low proficiency of non-high needs students (SY 16/17: 39%; SY 17/18: 27%; SY 18/19: 36%, SY 20/21: 40%) math proficiency.

Performance Challenge III

Math academic achievement gap: The math academic achievement gap for Native Hawaiian students (62% of overall enrollment) continues to be a challenge. Math proficiency for Native Hawaiian students (SY 16/17: 23%; SY 17/18: 15%; SY 18/19: 17%; SY 20/21: 21%) has been consistently below the already low proficiency of the overall school (SY 16/17: 33%; SY 17/18: 24%; SY 18/19: 27%; SY 20/21: 28%) and all subgroups (with the exception of IDEA students) for the past 4 years.

Identified Root Causes and Contributing Conditions (CNA)

- Lack of deliberate and articulated math integration into project-based learning approaches
- Lack of alignment of instructional math strategies to school mission and vision (EA)
- Lack of cohesive math curriculum implementation within each grade sector (Elementary, Middle, High)
- Lack of specific strategies for personalizing math interventions and tutoring based on student individual needs
- Lack of math champions to lead and inspire math PLC groups
- Lack of teacher evaluation including classroom observation, feedback and teacher reflection/improvement
- Lack of a math teacher pool for recruiting.

Three Year Performance Cycle (STRIVE HI)

Performance Target SY 2022-2023

Increase school-wide student math proficiency to 42%.

SY 2021-2022

Performance Target SY 2022-2023

Increase high needs students math proficiency to 42%.

SY 2021-2022

Performance Target SY 2022-2023

Increase Native Hawaiian student math proficiency to 38%.

SY 2021-2022

Increase school-wide student math proficiency to 37%.

SY 2020-2021

Increase high needs students math proficiency to 35%.

SY 2020-2021

Increase Native Hawaiian student math proficiency to 31%.

SY 2020-2021

Increase school-wide student math proficiency to 32%.

Increase high needs students math proficiency to 28%.

Increase Native Hawaiian student math proficiency to 24%.

Growth Progress Monitoring (Interim Measures)

Which diagnostic tools (Adaptive/Local specific) or Universal screener are you using?

STAR Universal Screener

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

Increase school-wide student math proficiency to 30%.

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

Increase school-wide student math proficiency to 40%.

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

Increase school-wide student math proficiency to 50%.

Mission Alignment to Student Success

School Mission Statement

Kanu's mission is Kūlia i ka nu'u, or strive for the highest. A philosophy of excellence guides Kanu as we collectively design, implement and continuously evaluate a quality, culturally-driven, intergenerational Hawaiian model of education with Aloha.

What are your school student success outcomes and how is your school assessing with quality measures to demonstrate performance toward the mission ?

Student Success Outcomes

Quality Measures

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Major Improvement Strategies to Address Root Causes & Performance Challenges

1. **Curriculum Alignment:** Utilize a mission and vision aligned math curriculum with comprehensive support for implementation and teacher monitoring.
2. **Ohana Support Team:** Enhance and refine the current practices of the Ohana Support Team (OST) to include intervention strategies as well as data collection and analysis.
3. **Instructional Strategies:** Cultivate effective math PLC committees that develop and implement culturally-relevant math strategies for intervention for students at all academic levels (elementary, middle, high).

Academic Plan

I. Major Improvement Strategy 1: Curriculum Alignment

Description: Utilize a mission and vision aligned math curriculum with comprehensive support for implementation and teacher monitoring.

SY 2021-2022: Key Action Steps, Necessary Resources, Funding Sources

Key Actions (SW6)	Funding Source (indicate all that apply)
A. Develop culturally relevant, cross-curricular, project-based learning modules for grades K-12 utilizing multiple curriculum resources.	<input checked="" type="checkbox"/> Title I- General 18902 <input checked="" 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 checked="" type="checkbox"/> Kamehameha Schools <input checked="" type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
B. Provide ongoing training to teachers to implement mission and vision aligned curriculum within the classroom and LMS.	<input checked="" type="checkbox"/> Title I- General 18902 <input checked="" 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 checked="" type="checkbox"/> Kamehameha Schools <input checked="" type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning

<p>C. Provide access to technology devices for every child to ensure access to personalized and custom built math curriculum.</p>	<ul style="list-style-type: none"> <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 <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Kamehameha Schools <input checked="" type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
<p>D. Develop common-core aligned, personalized math curriculum for students across all sectors.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I- General 18902 <input checked="" 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 <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Kamehameha Schools <input checked="" type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
<p>E. Integrate web-based interaction systems (Zoom, PowerSchool) and technology tools to ensure teachers can deliver instruction via technology to multiple learners for asynchronous and synchronous instruction.</p>	<ul style="list-style-type: none"> <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 <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Kamehameha Schools <input checked="" type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input checked="" type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning

II. Major Improvement Strategy 2: Ohana Support Team and Ka ‘Ohana Paepae

Description: Enhance and refine the current practices of the Ohana Support Team (OST) and Ka ‘Ohana Paepae (KOP) to include intervention strategies as well as data collection and analysis.

SY 2021-2022: Key Action Steps, Necessary Resources, Funding Sources

Key Actions (SW6)	Funding Source (indicate all that apply)
A. Establish comprehensive school Ohana Support Teams to meet regularly and analyze school trends and data as well as identified students.	<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. Implement identified supplemental and intervention programs for select students.	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Kamehameha Schools <input checked="" 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. Provide PD and/or on-going support and coaching for core, supplemental, and intervention programs.	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Kamehameha Schools <input checked="" 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. Train PLC’s that meet regularly to support math and reading interventions (iReady, IXL) implementation with fidelity.	<input checked="" 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. Review data regularly with teachers and instructional staff and modify instructional approaches accordingly.	<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 checked="" type="checkbox"/> No Funding Needed <input type="checkbox"/> CSI- 18927 <input type="checkbox"/> Early Learning

III. Major Improvement Strategy 3: Instructional Strategies

Description: Cultivate effective math PLC committees that develop and implement culturally-relevant math strategies for intervention for students at all academic levels (elementary, middle, high).

SY 2021-2022: Key Action Steps, Necessary Resources, Funding Sources

Key Actions (SW6)	Funding Source (indicate all that apply)	
A. Establish Math PLCs and Committees to continuously review math data, discuss math data, needs, and collaborate to improve instruction, increase proficiency and growth, and close the achievement gap.	<input checked="" type="checkbox"/> Title I- General 18902 <input checked="" 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 checked="" type="checkbox"/> Kamehameha Schools <input checked="" type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
B. Identify instructional strategies, curriculum, and best practice for math instruction in Math PLCs and Committees.	<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 checked="" type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
C. Provide professional development and support for core math program(s), best practice, and instructional strategies.	<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 checked="" type="checkbox"/> Kamehameha Schools <input checked="" type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
D. Implement regular math PLC meetings to monitor math progress (student data, program implementation, teacher reflection).	<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 checked="" type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
A. Utilize action-based agendas to monitor PLC and committee progress.	<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 checked="" type="checkbox"/> No Funding Needed <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)
1. Ensure social emotional wellbeing of students during by implementation of Ohana Support Team and Ka ‘Ohana Paepae	Student perception survey reported students’ low self-esteem.	<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 checked="" type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed
2. Ensure student and ‘ohana engagement and implementation of Ohana Support Team and Ka ‘Ohana Paepae	Student perception survey reported students’ do not feel safe.	<input type="checkbox"/> Title I- General 18902 <input checked="" 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 checked="" type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed
3. Cultural excellence and school culture will be recalibrated through programs/academics grounded in the school values, in alignment with the school vision and mission.	Student perception survey reported needed orientation for new students, families and staff.	<input checked="" 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 checked="" type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed