

##

COMPREHENSIVE ACADEMIC PLAN (CAP) Summary of Implementation Kula Aupuni Niihau A Kahelelani Aloha PCS

VISION

Vision: Our vision is to educate our youth so that they may lead the direction for their own future and the future of Niihau by promoting, perpetuating and revitalizing the language of Olelo Kanaka Niihau.

MISSION

Mission: It is our mission to raise the level of student involvement in community-related activities and issues, including economics and governmental affairs, so that the Niihau community is prepared to deliver strong representation of the indigenous population, in all matters that affect their lives.

Performance Challenge

Challenge/Need 1	Challenge/Need 2	Challenge/Need 3
Increase effectiveness of instructional delivery geared towards student engagement and knowledge building	Support home grown highly effective teachers to increase career longevity at KANAKA PCS	Continue classroom and facilities infrastructure improvements that support teacher effectiveness with delivery of instruction

Identified Root Causes and Contributing Conditions (CNA)

1	2	3
Teaching staff effectiveness at instructional delivery to common core and NGSS standards requires that multiple sensitivities be used to increase student knowledge of content necessary to reach their grade level expectation. Professional development in the areas of student engagement that will lead to building of student knowledge bases have been sparse. Teacher perceptions of self effectiveness are key factors for attrition in the teaching staff and student population.	Instructional delivery challenges combined with gaps in content knowledge make it difficult for instructional staff to effectively utilize cultural sensitivities to build relevance in student learning objectives necessary to increase achievement towards gaining grade level expectations for CCSS and NGSS.	Aging student classroom technology resources hamper the ability to raise student ability to produce quality products that demonstrate that teacher instructional delivery has effectively impact student abilities and growth.

Mission Alignment to Student Success (refer Scorecard)

Student Success Outcomes	Quality Measures				
Universal Outcomes (Aligned to Vision and Mission) * Students are and will be responsible citizens that promote Olelo Kanaka Niihau and the Niihau culture in all activities civic, governmental, volunteer, public and private.	Active Public participation	* <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="text-align: center;">OUTCOME DATA LINK SY23-24</td> <td style="text-align: center;">OUTCOME DATA LINK SY24-25</td> <td style="text-align: center;">OUTCOME DATA LINK SY25-26</td> </tr> </table>	OUTCOME DATA LINK SY23-24	OUTCOME DATA LINK SY24-25	OUTCOME DATA LINK SY25-26
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* Students that effectively demonstrate reading, writing, and communication skills in Olelo Kanaka Niihau and English with the ability to be responsible for one's own learning.	Self directed learning	* <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="text-align: center;">OUTCOME DATA LINK SY23-24</td> <td style="text-align: center;">OUTCOME DATA LINK SY24-25</td> <td style="text-align: center;">OUTCOME DATA LINK SY25-26</td> </tr> </table>	OUTCOME DATA LINK SY23-24	OUTCOME DATA LINK SY24-25	OUTCOME DATA LINK SY25-26
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* Students that demonstrate mastery of academic, cultural, and workplace competencies with the understanding that it is essential for human beings to work together	Collaboratively work to result	* <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="text-align: center;">OUTCOME DATA LINK SY23-24</td> <td style="text-align: center;">OUTCOME DATA LINK SY24-25</td> <td style="text-align: center;">OUTCOME DATA LINK SY25-26</td> </tr> </table>	OUTCOME DATA LINK SY23-24	OUTCOME DATA LINK SY24-25	OUTCOME DATA LINK SY25-26
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* Students that demonstrate the ability to access, evaluate, synthesize, and present information using a variety of technologies coupled with the ability to recognize and produce quality performances and products	Technology competent	* <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="text-align: center;">OUTCOME DATA LINK SY21-22</td> <td style="text-align: center;">OUTCOME DATA LINK SY22-23</td> <td style="text-align: center;">OUTCOME DATA LINK SY23-24</td> </tr> </table>	OUTCOME DATA LINK SY21-22	OUTCOME DATA LINK SY22-23	OUTCOME DATA LINK SY23-24
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* Students that demonstrate understanding of life-long learning and work ethics as essential elements in transitioning to self-sufficiency with the ability and willingness to work for the betterment of their communities	Ethical Life Long Learners	* <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="text-align: center;">OUTCOME DATA LINK SY21-22</td> <td style="text-align: center;">OUTCOME DATA LINK SY22-23</td> <td style="text-align: center;">OUTCOME DATA LINK SY23-24</td> </tr> </table>	OUTCOME DATA LINK SY21-22	OUTCOME DATA LINK SY22-23	OUTCOME DATA LINK SY23-24
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Growth Progress Monitoring

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

NWEA	NWEA	NWEA
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Quarter 1 Growth Targets ELA/Math/Science	Quarter 2 Growth Targets ELA/Math/Science	Quarter 3/4 Growth Targets ELA/Math/Science
25% of students tested with prior year scores in Math will score at or above Spring Results	50% of students tested with prior year scores in Math will score at or above Expected NWEA computed Growth	75% of students tested with prior year scores in Math will score meet or exceed Expected NWEA computed
33% of students tested with prior year scores in Science will score at or above Spring Results	50% of students tested with prior year scores in Science will score at or above Expected NWEA computed Growth	75% of students tested with prior year scores in Science will score meet or exceed Expected NWEA computed Growth
35% of students tested with prior year scores in Reading will score at or above Spring Results	50% of students tested with prior year scores in Reading will score at or above Expected NWEA computed Growth	75% of students tested with prior year scores in Reading will score meet or exceed Expected NWEA computed Growth
20% of students tested with prior year scores in Language Usage will score at or above Spring Results	50% of students tested with prior year scores in Language Usage will score at or above Expected NWEA computed Growth	75% of students tested with prior year scores in Language Usage will score meet or exceed Expected NWEA computed Growth

Academic Performance Targets

ELA	MATH	SCIENCE
SY 2025-2026 > 29% proficient	SY 2025-2026 > 29% proficient	SY 2025-2026 > 29% proficient
SY 2024-2025 > 24% proficient	SY 2024-2025 > 24% proficient	SY 2024-2025 > 24% proficient
SY 2023-2024 > 20% proficient	SY 2023-2024 > 20% proficient	SY 2023-2024 > 20% proficient

Major Improvement Strategies to Address Root Causes & Performance Challenges		
HEADLINE	Improve instructional delivery	
Description	Utilize teacher coaching and professional development to improve instructional strategies	
Key Actions	Estimated Funding Amount	Funding Source
1 CKLA Professional Development and coaching	\$35,000	CSI- 18927
2 Engage NY Professional Development and coaching	\$35,000	CSI- 18927
3 NGSS implementation Professional Development and coaching	\$5,000	CSI- 18927
4		
5		

HEADLINE	Added support for homegrown teaching staff	
Description	Utilize instructional positions to hire and develop staff that engage in pursuing higher educational degrees, teacher training and teaching educational certifications	
Key Actions	Estimated Funding Amount	Funding Source
6 Implement home grown instructional hiring practices	>\$20	Per-Pupil
7 Promote staff that achieve higher degrees	>\$20	Per-Pupil
8 Promote teaching staff that add teaching field certifications	>\$20	Per-Pupil
9		
10		

HEADLINE	Improve classroom and facilities infrastructures	
Description	Support classroom instructional delivery with improvements to facilities and classroom equipment infrastructures improvements	

	Key Actions	Estimated Funding Amount	Funding Source
11	Classroom surface computers	\$17,000	Title I - General 18902
12	Improve facilities through non-construction level improvements and maintenance	>\$20	Grant Funds
13	Classroom infrastructure improvements	>\$20	Per-Pupil
14			
15			

	HEADLINE	Install playground equipment	
	Description	Setup playground equipment	
	Key Actions	Estimated Funding Amount	Funding Source
16	Setup playground equipment	0	Donations
17			
18			
19			
20			

I certify that I have reviewed this plan and the information reported herein is correct:

NAME	SIGNATURE
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School Leader:

DATE: 10 May 23

Hedy L. Sullivan	Hedy L. Sullivan
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Governing Board Chair:

Kristy K. Kanahale	Kristy K Kanahale
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DATE:

SPCSC APPROVAL

APPROVED

NOT YET 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

TITLE I ASSURANCES

SW 1: The school's Academic Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing to meet the challenging academic standards.

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Other: Submitted Comprehensive Needs Assessment (CNA)

[LINKS](#)

SW 2: The school's Academic Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, complex area staff, to the extent feasible, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals as determined by the school.

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[List of Stakeholders](#)

SW 3: The school's Academic Plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards

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[LINKS](#)

SW 4: The school's Academic Plan is available to the Hawaii Department of Education, parents, and the public and the information contained in such plan is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

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[LINKS](#)

SW 5: If appropriate and applicable, the Academic Plan is developed in coordination and integration with other federal, state, and local services, resources, and programs (e.g., programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities).

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[LINKS](#)

SW 6: The Academic Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will—

- (i) provide opportunities for all children, including each of the subgroups of students (i.e. economically disadvantaged, major racial and ethnic groups, children with disabilities, English learners) to meet the challenging State academic standards;
- (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—
 - (I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
 - (II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
 - (III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
 - (IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction

I certify that I have reviewed and the information reported herein is correct:
By signing below and submitting your plan, you are acknowledging that you understand and agree to the assurances

School Leader:

SIGNATURE Hedy L Sullivan

DATE: 9 June 2023

Governing Board Chair:

SIGNATURE Kristy K Kanahale

DATE: 9 June 2023

List of Stakeholders

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)**

	Staff	Position
1	Hedy Sullivan	Poo
2	Benson Broyles	Licensed K-12 teacher
3	Shantel Stevens	Education Paraprofessional
4	Kia Matias	Education Paraprofessional
5	Steven Sullivan	Licensed Secondary Teacher
6		
7		
8		
9		
10		
11		
12		

	Community Members	Position
1	Kristy Kanahele	Governance Chair/Parent
2		
3		
4		
5		
6		