

| COMPREHENSIVE ACADEMIC PLAN (CAP) Summary of Implementation | | |
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| | VISION | |
| English Speaking Program: Students from Kualapu'u School students will: Exhibit the rigorous outcomes expected by the Common Core Standards in a learning environment, Be instructed by curricula that is researched and outcomes based, and Learn in a safe and positive learning environment that promotes the Hawaiian and all other cultural values needed to thrive in an ever changing world Hawaiian Language Program: Students from Kula Kaiapuni o Kualapu'u will Become proficient in the Hawaiian language through instructional practices that are culturally appropriate, researched, and outcomes based, Exhibit the rigorous outcomes expected by the Common Core, Learn in a safe and positive learning environment embedded in Hawaiian cultural values, protocols, and language. | | |
| | MISSION | |
| Nurturing our Children to Thrive in an Ever Changing World (E ola nā pua i ke ao huli au) "To build a strong foundation for lifelong learning so with proper nurturing our keiki will be able to discover and grow, develop skills and confidence, and, like the 'uala, withstand adversity and thrive in an ever-changing world." | | |
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| Performance Challenge | | |
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| Challenge/Need 1 | Challenge/Need 2 | Challenge/Need 3 |
| Students are not meeting proficiency in English Language Arts & Hawaiian language Arts | Students are not meeting proficiency in Math Common Core Standards | Student Safety -- Student safety for physical and emotional safety data shows that our school is in the at risk category among schools nationally. |
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| Identified Root Causes and Contributing Conditions (CNA) | | |
| 1 | 2 | 3 |

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| <p>Student Supports</p> <ul style="list-style-type: none"> -Learning loss due to COVID impact (school closures and absences) -Lack of parent capacity to help at home, access to technology, students lack devices at home. -Lack of/not enough high quality instructional resources to support students with Tier 1, Tier 2 and Tier 3 needs - specifically hiring and retaining teachers and tutors to secure consistent additional support/instruction for high needs students -Students do not feel safe at school -- many students experience social emotional and behavioral challenges that impacts students readiness to learn and and classroom instruction | <p>Teacher Supports</p> <ul style="list-style-type: none"> -Lack of/Not enough planning time to specifically plan for the breadth of learning needs (reading, math, science, SEL) -Lack of/Not enough PD to support teachers with new early literacy practices -Lack of consistent expertise in classroom management, behavior support and trauma informed strategies for high needs students and high needs classrooms and schoolwide -Unlicensed teachers/ teachers new to teaching in a school with high student needs requires different skills and additional training -The number of students that require SEL and behavior supports is overwhelming many classrooms and teacher's ability to have classroom environments that are supportive to student learning for all learners. | <p>Curriculum</p> <ul style="list-style-type: none"> -Need to align high quality phonics instruction K-2 -Reading and Writing programs in English K-6 have a more holistic/constructivist approach to reading/writing. There is a need to make intentional vertically-articulated alignments in instruction to grade level expectations/standards. -Prioritizing deeper understanding in diagnosing reading needs/skills and then integrating the various tools and curriculum to meet students needs -Reading has taken precedence over math and writing for the last 3 years as an instructional focus due to lower scores in reading -Singapore Math needs to be embedded in conceptual understanding into the EDM curriculum approach -Changes in state HLA assessment creates curriculum instability over the years -Lack of reading material in Hawaiian Language, especially upper grade reading -Lack of translated materials -Insufficient/Incomplete curriculum development for HLA, especially in grammar -Assessment, curriculum, and instruction across the HLIP program is in progress to being aligned |
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| Mission Alignment to Student Success (refer Scorecard) | | |
| Student Success Outcomes | | Quality Measures |
| Universal Outcomes (Aligned to Vision and Mission) | | |

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| Our students will be strong, like the 'uala and be equipped with a firm foundation in literacy and math and SEL skills, and be able to thrive even through adversity. | -All students have had instruction in peaceful problem solving. -Number of students needing Tier 2/3 supports -All students have access to a computer -Hawaiian Culture Based Education All students have access to field trips to learn cultural and place based learning. *All students have access to Ike Hawaii lessons and the opportunity to participate in May Day; Cultural Field Trip; Literacy lessons integrated with Ike Hawaii content -Increase in reading/writing stamina and literacy engagement. -Increase of student achievement in reading, writing, math and science in both Hawaiian and English Program -High engagement in parent conferences and student support team process. -Increasing community and parent relationship building opportunities and communication. |
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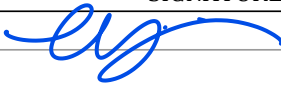

Growth Progress Monitoring 23-24

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

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| ELA: Dibels, Achieve HLA: Helewai'a, Hwn dibels | Math: NWEA, SBA Interim Science: NWEA, HSA | SEL/Behavior - SEL Skills, DIR Data, Student Perception Survey |
| Quarter 1 Growth Targets ELA/Math/Other | Quarter 2 Growth Targets ELA/Math/Other | Quarter 3/4 Growth Targets ELA/Math/Other |
| 30% of students will be proficient in reading (K-6 on dibels/lexile) | 35% of students will be proficient in reading (K-6 on dibels/lexile) | 45% of students will be proficient in reading (K-6 on dibels/SBA/KAEO) |
| 30% of students will be proficient in math (3-6 NWEA) | 35% of students will be proficient in math (3-6 SBA interim/NWEA) | 45% of students will be proficient on Math SBA (3-6) |
| 30% of students will be proficient on Science NWEA. | 32% of students will be proficient on Science NWEA | 35% of students will be proficient on Science NWEA/SBA |
| Maintain SEL Skills Domains from EOY 22-23 | Growth in SEL Skill Domains from BOY 23-34 | Growth in SEL Skill Domains from BOY 23-24 |
| Academic Performance Targets | | |
| ELA | MATH | SCIENCE |
| SY 2025-2026 | SY 2025-2026 | SY 2025-2026 |
| 50% of students will be proficient in reading (K-6 on dibels/SBA/Helewai'a) | 50% of students will be proficient in reading (3-6 SBA/KAEO) | 40% of students will be proficient in reading (3-6 HSA/NWEA) |
| SY 2024-2025 | SY 2024-2025 | SY 2024-2025 |

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| 48% of students will be proficient in reading (K-6 on dibles/SBA/Helewai'a) | 48% of students will be proficient in reading (3-6 SBA/KAEO) | 35% of students will be proficient in reading (3-6 HSA/NWEA) |
| SY 2023-2024 | SY 2023-2024 | SY 2023-2024 |
| 45% of students will be proficient in reading (K-6 on dibles/SBA/Helewai'a) | 45% of students will be proficient in reading (3-6 SBA/KAEO) | 30% of students will be proficient in reading (3-6 HSA/NWEA) |
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| Major Improvement Strategies to Address Root Causes & Performance Challenges | | |
| Improvement Strategy 1 Tier 1 Curriculum | | |
| Description Using the prescribed Tier 1 curricula with consistency and fidelity. Our Tier 1 programs have been selected because they fit the needs of our students. Using these regularly and with rigor will be required to achieve the desired results. There is a need to make intentional vertically-articulated alignments in instruction to grade level expectations/standards. | | |
| Key Actions | | |
| | Estimated Funding Amount | Funding Source |
| Study, plan, scope and sequence and implement reading/writing curricula units, bends, and lessons | <\$5,000 | Title I - General 18902 |
| | | Per-Pupil |
| Review and align formative assessments, program assessments, quarterly assessments, and high stakes assessment | <\$5,000 | Title I - General 18902 |
| | | Per-Pupil |
| Vertically align grade level curriculum, assessments, and student work (For both ELA and HLA program) to grade level standards. | <\$5,000 | Title I - General 18902 |
| | | Per-Pupil |
| Supporting new teachers with basic training in curriculum and ongoing support for quality implementation | <\$5,000 | Title I - General 18902 |
| | | Per-Pupil |
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| Improvement Strategy 2 Tier 1 School-Level PD | | |
| Description Tier 1 School-Level PD: Ongoing PD and support is required to use our programs to meet the needs of our school and our students. Consistent opportunities to look at student work, review data and make adjustments will be key to addressing specific student needs. Additionally, our programs, especially in literacy, are rich and complex. PD is required to unwrap and unpack the components of the programs, understand student need, and how to intersect these two with high quality results. Hawaiian Immersion needs time and PD to align program wide curriculum, skills and expectations. | | |
| Key Actions | | |
| | Estimated Funding Amount | Funding Source |
| In House Curriculum Coordinators/ coaches/Use of Consultants for specific academic skills | >\$20,000 | Grant Funds |
| | | Per-Pupil |
| PLC - Implement Structured and guided PLC discussions among teachers to look at student work, study and plan curriculum, | >\$20,000 | Grant Funds |
| | | Per-Pupil |
| Teachers will receive professional | | Title I - General 18902 |

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| Teachers will receive professional development for core curriculum. Ongoing PD and support is required to use our programs to meet the needs of our school and our students. | \$10,000-19,000 | |
| Students will receive high quality curricula and access to materials, and support technology. (Instruction and curricula—math, ELA, science, and writing, library material | >\$20,000 | Title I - General 18902 |
| Data Team Process /model and discussion format to meet with individual teachers quarterly to discuss (whole class and individual) student needs. | <\$5,000 | Per-Pupil |
| | | |
| Improvement Strategy 3 Tier 2 Curriculum & Teacher Supports | | |
| Description Tier 2 PD and curriculum - many of our students are not meeting grade level benchmarks. Consistent attention to this and intentional PD in instruction that includes high-quality differentiation to address the needs of all learners is key to school and student success. | | |
| Key Actions | Estimated Funding Amount | Funding Source |
| | | Title I - General 18902 |
| Use computer based and live tutoring instruction to build students frequency of reading instruction, feedback to students, and tracking of achievement. | \$5,000-\$9,000 | Per-Pupil |
| Use RTI model and discussion format to meet with individual teachers quarterly to discuss and plan for (whole class and individual) student needs. | <\$5,000 | Per-Pupil |
| Use highly qualified and highly trained tutors, educational assistants | >\$20,000 | Grant Funds |
| Teachers and tutoring staff will receive intentional professional development to help with providing necessary supports for Tier 2 instruction. | <\$5,000 | Title I - General 18902 |
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| Other Improvement Efforts Social Emotional and Behavioral Supports | | |
| Description We will be collecting and reviewing SEL data and aligning and expanding school supports - staffing, curriculum, professional development, classroom supports -- to address the social emotional and behavioral challenges that many children are experiencing and it's impact on academic outcomes and classroom instruction. | | |
| Key Actions | Estimated Funding Amount | Funding Source |
| Collection, analysis and planning based on SEL and behavior data. | <\$5,000 | Per-Pupil |
| Use RTI model and discussion format to | | |

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| meet with individual teachers and counselors/support staff quarterly to discuss and plan for (whole class and individual) student SEL and behavioral needs. | <\$5,000 | Title I - General 18902 |
| High quality professional development training in SEL and behavior supports for classroom and school level, including Ike Hawaii curriculum, values and content. | <\$5,000 | Grant Funds |
| Implementation of PBIS framework through training, planning and ongoing support and implementation. | \$5,000-\$9,000 | Title I - General 18902 |
| Trainers so families will know the events, activities, progress, and attendance of their children. | <\$5,000 | Grant Funds |
| | | Title I - General 18902 |
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| I certify that I have reviewed this plan and the information reported herein is correct: | | |
| NAME | SIGNATURE | |
| School Leader: Lydia Trinidad |  | |
| DATE: June 12, 2023 | | |
| | | |
| Governing Board Chair: Pualani S. Akaka | | |
| DATE:  | | |
| SPCSC APPROVAL | | |
| | | |
| APPROVED | | |
| NOT YET APPROVED | | |
| | | |
| Effective Date: | | |
| Reviewer General Comments: | | |
| <p>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.</p> <p>Please send your schools disbursement request forms and supporting documentation to Kaleo.Iwasaki@spcsc.hawaii.gov</p> | | |






CAP 23-24 Kualapuu School - Approved by Board Chair

Final Audit Report

2023-06-13

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