



MĀLAMA HONUA PUBLIC CHARTER SCHOOL

Comprehensive Academic Plan (CAP)

Last Approved Revision: May 11, 2023

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COMPREHENSIVE ACADEMIC PLAN (CAP) Summary of Implementation

VISION

One day, students will possess the mind, values, capacities and empowerment to fulfill their potential and positively impact society's most pressing social and environmental challenges.

MISSION

To provide an education that cultivates the caring, compassionate, and astute "mind of the navigator" in students and teachers alike by the appropriate application of indigenous Hawaiian values, inclusive of 21st century skills.

Performance Challenge

Challenge/Need 1

Math and ELA proficiency rates are still below our target, and consistent individual growth has not led to proportional gains in grade-level proficiency.

Challenge/Need 2

Explorations curriculum and assessment alignment is superficial across grade-levels. The summative (defense) assessment requires clear alignment to standards in instructional practice, cultural competency, and assessment. Re-alignment and developing clarity of expectations (to both CCSS and 'ike Hawai'i) K-8 is required for increased rigor and consistency.

Challenge/Need 3

Students and staff are at varying levels of understanding and capability to learn and teach with a foundation 'ike Hawai'i, which impacts the ways we develop, implement, and assess those parts of our program.

Identified Root Causes and Contributing Conditions (CNA)

1

Multiple and competing priorities: Need for alignment, intentionality, and accountability systems in place and implemented with fidelity, balancing content standards and culturally relevant assessment standards.

2

Desire and need for training and learning across all stakeholder groups: Need for learning opportunities, offered to all stakeholders, that are aligned to schoolwide definitions of success- balancing and integrating cultural competencies and ELA/Math/Science standards.

3

Mission Alignment to Student Success (refer Scorecard)

Student Success Outcomes

Universal Outcomes (Aligned to Vision and Mission)

* Grounded in Hawai'i: Students strengthen their sense of self and place through perpetuation of Hawaiian values and practices.

* Lifelong Learners: Students inquire, research, communicate effectively, and feel empowered to make growth and meet goals in academics, behavior, and culture.

* Leaders who impact positive change: Students are a part of efforts to lead, create, and implement positive change for school, 'ohana, community, 'āina, and honua.

Quality Measures

* Explorations curriculum and assessments (hoike) *

* Student-led conference goals, NWEA, SBA *

* 8th grade defense, Explorations curriculum and assessments (hoike) *

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

NWEA	Literacy Formative Assessments (ex: F&P)	Math Formative Assessments (EX:JAM/IKAN)
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Trimester 1 Growth Targets ELA/Math/Other	Trimester 2 Growth Targets ELA/Math/Other	Trimester 3 Growth Targets ELA/Math/Other
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Fall Baseline data collected for NWEA, literacy and math formative assessments. Teacher and student growth goals are created. Intervention plan for targets are created.	Goals and interventions are revisited utilizing at least 3 data points as evidence of growth over time. Goals are updated as needed	Teachers and students reflect on goals for the year utilizing at least 6 total data points for the year.
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Academic Performance Targets

ELA	MATH	SCIENCE
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SY 2025-2026 65 % of students will meet projected RIT	SY 2025-2026 65% of students will meet projected RIT	SY 2025-2026
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SY 2024-2025 63% of students will meet projected RIT	SY 2024-2025 63% of students will meet projected RIT	SY 2024-2025
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SY 2023-2024 60% of students will meet projected RIT	SY 2023-2024 60% of students will meet projected RIT	SY 2023-2024
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Major Improvement Strategies to Address Root Causes & Performance Challenges		
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Improvement Strategy 1 HEADLINE	Alignment, intentionality, and accountability systems in place and implemented with fidelity.	
<i>Description</i>		
Key Actions	Estimated Funding Amount	Funding Source

A	Literacy and Math tools that allow for individualized supports in and out of school	>\$20,000	Title I - General 18902 Grant Funds
B	Continue to engage families in student achievement through outreach events that	<\$5,000	Title I - Fam Eng 18935 Grant Funds
C			
D			
E			

Improvement Strategy 2 HEADLINE		Learning opportunities, offered to all stakeholders, that are aligned to schoolwide definitions of success-balancing and integrating cultural competencies and ELA/Math/Science standards.	
Description			
Key Actions		Estimated Funding Amount	Funding Source
A	Develop and administer regular formative assessments to inform instructional next steps and monitor student growth	\$10,000-\$19,000	Title I - General 18902 Grant Funds
B	Professional Development in best practice literacy instruction and alignment	<\$5,000	Title I - General 18902 Grant Funds
C	Professional Development in best practice math instruction and alignment	>\$20,000	Title I - General 18902 Grant Funds
D			
E			

Improvement Strategy 3 HEADLINE			
Description			
Key Actions		Estimated Funding Amount	Funding Source
11			
12			
13			
14			
15			

Other Improvement Efforts HEADLINE			
Description			
Key Actions		Estimated Funding Amount	Funding Source
16			
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: Denise Y Espania

Denise Y Espania

DATE:

May 10 2023	
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Governing Board Chair:

Ulalia Woodside	<i>Ulalia Woodside</i>
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DATE: May 11, 2023

SPCSC APPROVAL

APPROVED	<input type="checkbox"/>
NOT YET APPROVED	<input type="checkbox"/>

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

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.

Page 1	Other: Submitted Comprehensive Needs Assessment (CNA)	LINKS
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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.

Page 3	List of Stakeholders	LINKS
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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

Page 1	Other: Implementation Plan	LINKS
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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.

Page 1	Other: On Website	LINKS
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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).

Page 3	Other: Contributors - Planning Team	LINKS
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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 and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
 - (V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;

Page 1	Other: Implementation Plan	LINKS
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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 above.

School Leader:

SIGNATURE	
DATE:	May 11 2023
	Denise Y Espania <i>Denise Y Espania</i>

Governing Board Chair:

SIGNATURE	
DATE:	May 11 2023
	Ulatia Woodside <i>Ulatia Woodside</i>

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	Kuuleianuhea Awo-Chun	Asst Director
2	Kehaulani Piiohia	Kumu and Parent
3	Mel Loo	Counselor
4	Tiffany DeSilva	Business Manager
5	Denise Espania	Director
6	Jessica Piiohia	Kumu
7	Billie Koohiki Napoleon	Kumu
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11		
12		

	Community Members	Position
1	Ulalia Woodside	Board Chair
2	Alice Kawakami	Education Committee Member
3	Pua Kama	Education Committee Member
4	Lisa Takatsugi	Education Committee Member
5		
6		