

COMPREHENSIVE ACADEMIC PLAN (CAP)

Summary of Implementation

VISION

To establish and sustain a community, business, and learning 'ohana (family). Within this framework, inquiry and project-based curricula will stress independent thinking, development of the individual's mind and talents, cooperative learning, sense of self within the neighborhood and the world-wide community with particular attention to the precious and unique environment of Hawaii, both as an island ecology and a place where ethnic diversity is the norm.

MISSION

Our mission is to create an 'ohana which is conducive to the recognition and development of individual talents. Thematic and experiential learning experiences are provided which focus on how students construct knowledge using creative and critical thinking. A forum for the development of the ability to recognize and differentiate a quality result or product is offered. Classroom experiences are connected to real life experiences so that students can grow in the understanding of themselves in relation to their community and the world.

Performance Challenge

Challenge/Need 1

Lower than Expected Academic Achievement and Academic Growth in Mathematics, ELA, and Science

Challenge/Need 2

Decreased Engagement Rates

Challenge/Need 3

Decreased "On-time" Graduation Rate

Identified Root Causes and Contributing Conditions (CNA)

1

Lack of data driven culture

Contributing conditions:

- Need for continued professional development regarding the importance and utilization of curriculum-based formative data and STAR data during data teams and PD sessions
- Need for an organized database to allow for streamlined data exports increasing staff and leadership understanding of student performance and growth
- Need for continued student incentives, Positive Behavioral Interventions and Supports (PBIS), to improve buy-in and provide more accurate evidence of academic growth

2

Inconsistent delivery of curriculum and quality instruction

Contributing conditions:

- Need for continued staff training on quality instructional practices (best practices aligned with our mission)
- Need dedicated time for teacher collaboration and support as new curricula is implemented to ensure consistency of use
- Need for consistent use of walkthroughs/learning walks to better understand staff needs around implementation of quality instructional practices
- Need for effective classroom management expectations from classroom to classroom with training/mentoring as needed.

3

Inadequate social-emotional support

Contributing conditions:

- Need for continued Ci3T, Navigate360, and PBIS training around SEL supports needed for students and staff to improve buy-in and engagement
- Need for development, identification, and analysis of staff and student surveys and results to guide necessary social-emotional work

Mission Alignment to Student Success

Student Success Outcomes

Universal Outcomes (Aligned to Vision and Mission)

Students shall develop their abilities to become responsible members of a family, work group, or local/global community within the framework of democracy.

Quality Measures

Behavior incident and attendance rates
Student survey results



Students will think creatively, critically, and strategically to make effective decisions, solve problems, and achieve goals in their academic, personal, and social lives, in and out of school.		STAR Reading and Math Assessments growth Project-based and advisory/enrichment work Student survey results	*
Students will write, speak, and listen effectively in a variety of situations for a variety of audiences and purposes.		Project-based and advisory/enrichment Performances and presentations	*
Students will understand, use, and evaluate technologies as well as produce new innovative uses and applications in a variety of contexts for a variety of audiences and purposes including academic, personal, and social.		STAR Reading and Math Assessments growth Student survey results Project-based work	*
Students will understand a variety of ecosystems, natural energy flows, and the natural environment in order to preserve and design systems to renew natural resources and habitats.		Project-based work HSA Science data	*
Growth Progress Monitoring			
Which diagnostic tools (Adaptive/Local specific) or Universal screener are you using?			
RENAISSANCE STAR ASSESSMENTS	RENAISSANCE STAR ASSESSMENTS	RENAISSANCE STAR ASSESSMENTS	
Quarter 1 Growth Targets ELA/Math/Science	Quarter 2 Growth Targets ELA/Math/Science	Quarter 3/4 Growth Targets ELA/Math/Science	
ELA and Math MGPs for all tested students will be in the range of 35-50	ELA and Math MGPs for all tested students will be greater than or equal to 50	ELA and Math MGPs for all tested students will be greater than or equal to 50	
Academic Performance Targets			
ELA	MATH	SCIENCE	
SY 2025-2026 ELA MGPs for all tested students will be greater than or equal to 50 ELA proficiency average rates for all tested students will rise by at least 9% Using the Renaissance STAR Growth model, 85% of all students will reach their projected growth goal by the end of the school year	SY 2025-2026 Mathematics MGPs for all tested students will be greater than or equal to 50 Mathematics proficiency average rates for all tested students will rise by at least 9%	SY 2025-2026 Science proficiency average rates for all tested students will rise by at least 9%	
SY 2024-2025	SY 2024-2025	SY 2024-2025	

<p>ELA MGPs for all tested students will be greater than or equal to 50</p> <p>ELA proficiency average rates for all tested students will rise by at least 7%</p> <p>Using the Renaissance STAR Growth model, 80% of all students will reach their projected growth goal by the end of the school year</p>	<p>Mathematics MGPs for all tested students will be greater than or equal to 50</p> <p>Mathematics proficiency average rates for all tested students will rise by at least 7%</p>	<p>Science proficiency average rates for all tested students will rise by at least 7%</p>
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SY 2023-2024	SY 2023-2024	SY 2023-2024
<p>ELA MGPs for all tested students will be greater than or equal to 50</p> <p>ELA proficiency average rates for all tested students will rise by at least 5%</p> <p>Using the Renaissance STAR Growth model, 75% of all students will reach their projected growth goal by the end of the school year</p>	<p>Mathematics MGPs for all tested students will be greater than or equal to 50</p> <p>Mathematics proficiency average rates for all tested students will rise by at least 5%</p>	<p>Science proficiency average rates for all tested students will rise by at least 5%</p>

Major Improvement Strategies to Address Root Causes & Performance Challenges		
Improvement Strategy 1	Improve data driven culture	
Description	Connections will work to improve staff and student buy-in towards engagement in and use of school-level progress monitoring assessments and state-level assessments.	
Key Actions (SW6)	Estimated Funding Amount	Funding Source
Development of an interactive data and assessment warehouse with dashboarding capabilities (SW6)	<\$20,000	Title I - General 18902
Provide PD on use of formative assessment data to inform instruction and interventions. Include support for data analysis of Renaissance Star and Smarter Balanced Assessments to identify the needs of ELL students.	<\$5,000	Per-Pupil
Create incentives to increase buy-in from all students	<\$5,000	Title I - General 18902
Development and implementation of the data-teams process, including time for teachers to analyze and collaborate, increasing the use of formative data and effectiveness of interventions (SW6).	\$10,000 - \$19,000	Per-Pupil
Ensure student representation on school-level progress monitoring assessments and state-level assessments.	0	Grant Funds
Provide web-based platforms and software to support a data-driven culture.	<\$20,000	Title I - General 18902
Purchase chromebooks and operating system with capabilities for use via secure browsers necessary for school-wide and state assessments	>\$20,000	Title I - General 18902

Improvement Strategy 2	Identify and consistently implement standards and research-based curriculum delivered through quality instructional practices	
Description	Connections will identify the research and standards-based curriculum, across grade levels, that will be implemented with fidelity. Additional focus will be placed on the delivery of quality instructional practices, including effective classroom management.	
Key Actions (SW6)	Estimated Funding Amount	Funding Source
Provide time and support for teachers to		Title I - General 18902

collaborate while implementing the newly purchased research and standards-based curricula, specific to school level, including tiers 1, 2, 3 ELA/Math interventions and assessments. (SW6)	<\$10,000	Grant Funds
Provide PD to enhance quality instructional practices for both teachers and paraprofessional tutors to ensure effective delivery of identified curriculum enabling success of all students. Provide PD with WestEd QTEL on best practices and strategies for meeting the needs of ELL students.	<\$10,000	Title I - General 18902
Provide annual web-based components of the new curricula to increase engagement and intervention opportunities for students.	<\$10,000	Per-Pupil
Provide time for collaboration and mentoring to ensure new curricula is being implemented with fidelity.	\$0	Title I - General 18902
Provide paraprofessional tutors and reading interventionists to assist with Math/ELA interventions enabling success of all students	>\$20,000	Per-Pupil
		Grant Funds

Improvement Strategy 3	Design and implement effective social-emotional supports for all students and staff	
Description	Improved social-emotional supports will be designed based on survey results and implemented with staff and students.	
Key Actions (SW6)	Estimated Funding Amount	Funding Source
Identify effective social-emotional surveys for teachers and students, separating elementary appropriate surveys from those used in secondary. (SW6)	\$0	
Provide digital platforms that provide support for school safety and student wellness, including implementation and tracking of positive behavioral interventions and supports.(SW6)	>\$7500	Title I - General 18902
Provide PD to staff to inform effective delivery of social-emotional supports for students (SW6)	<\$5,000	Per-Pupil
Provide leadership and wellness training around effective social-emotional supports for staff (SW6)	<\$5,000	Grant Funds
Design experiential learning events/outings that encompass social-emotional needs of all students (SW6)	<\$5,000	Per-Pupil
		Grant Funds

Other Improvement Efforts		
Description		
Key Actions	Estimated Funding Amount	Funding Source

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

NAME

SIGNATURE

School Leader: Damon Murphy

DATE: 4/4/25

Damon Murphy

Governing Board Chair: Romeo Garcia

DATE: 4/4/25

Romeo Garcia

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 form accompanied by the

TITLE I ASSURANCES

SW 1: The school's Comprehensive 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)

SW 2: The school's Comprehensive 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 1 List of Stakeholders

SW 3: The school's Comprehensive 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 2 Other: Implementation Plan

SW 4: The school's Comprehensive 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

SW 5: If appropriate and applicable, the Comprehensive 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 2 Other: Contributors - Planning Team

SW 6: The Comprehensive 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 2 Other: Implementation Plan

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: Damon Murphy

	SIGNATURE <i>Damon Murphy</i>
DATE:	04/04/25

Governing Board Chair: Romeo Garcia

	SIGNATURE <i>Romeo Garcia</i>
DATE:	04/04/25

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	Damon L. Murphy	Director
2	John Woolverton	Deputy Director
3	Cade Loftin	Deputy Director SPED
4	Cheryl Gravela	Business Manager
5	Pamela Thatcher	Title I Coordinator
6	Kathy Booth	Teacher/Elementary Grade-level Co-Chair
7	Jessica Butler	Teacher/Elementary Grade-level Co-Chair
8	Harmony Bowen	Teacher/Middle School Grade-level Chair
9	Sonya Carvalho	Teacher/High School Grade-level Chair
10	Alicia Porter	SPED Educational Assistant/504 Coordinator
11	Lindsey Borg	SPED Department Chair
12	Romona Ridley	SSC
13	Christina Wilbourn	EA/Support Staff Governing Board Rep
14	Brian Herr	Registrar/Curriculum Support

	Community Members	Position
1	Romeo Garcia	Governing Board Chair
2	Nalu Tufui	Parent Governing Board Member
3	Joanna Highstein	Parent Governing Board Member
4	Heather McDaniel	Community Governing Board Member
5	Clint Kolyer	Community Governing Board Member
6		