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## 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

2

3

**Lack of data driven culture**

Contributing conditions:  
 --Need for 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 engagement  
 --Need for student incentives for evidence of academic growth to improve buy in

**Inconsistent delivery of curriculum and quality instruction**

Contributing conditions:  
 --Need for improved staff training on quality instructional practices  
 --Need for consistency in use of identified and selected curriculum  
 --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

**Inadequate social emotional support**

Contributing conditions:  
 --Need for effective training around SEL supports needed for staff and students to improve buy-in and engagement  
 --Need for development/identification and implementation of staff and student climate survey and consequential results to guide necessary social emotional work

**Mission Alignment to Student Success (refer Scorecard)**

**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.
- \* 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.
- \* Students will write, speak and listen effectively in a variety of situations for a variety of audiences and purposes.
- \* 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.

**Quality Measures**

Behavior incident rate  
 Student climate survey

STAR reading  
 STAR mathematics  
 Student climate survey

Project based work  
 Classroom data

STAR reading  
 STAR mathematics  
 Student climate survey

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OUTCOME DATA LINK SY23-24	OUTCOME DATA LINK SY24-25	OUTCOME DATA LINK SY25-26
OUTCOME DATA LINK SY23-24	OUTCOME DATA LINK SY24-25	OUTCOME DATA LINK SY25-26
OUTCOME DATA LINK SY23-24	OUTCOME DATA LINK SY24-25	OUTCOME DATA LINK SY25-26
OUTCOME DATA LINK SY21-22	OUTCOME DATA LINK SY22-23	OUTCOME DATA LINK SY23-24

\* 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  
classroom data



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?

STAR

STAR

STAR

**Quarter 1 Growth Targets ELA/Math/Other**   **Quarter 2 Growth Targets ELA/Math/Other**   **Quarter 3/4 Growth Targets ELA/Math/Other**

ELA and Math SGPs for all tested students will be in the range of 35-65

ELA and Math MGPs for all tested students will be greater than or equal to 50

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**Academic Performance Targets**

**ELA**

**MATH**

**SCIENCE**

SY 2025-2026  
greater than or equal to 60  
ELA proficiency average rates for all tested students will rise by at least 9%  
Using the Renaissance mastery model, 85% of all students will reach their projected mastery reading level by the end of the school year

SY 2025-2026  
Mathematics MGPs for all tested students will be greater than or equal to 60  
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

ELA MGPs for all tested students will be greater than or equal to 55

ELA proficiency average rates for all tested students will rise by at least 7%

Using the Renaissance mastery model, 80% of all students will reach their projected mastery reading level by the

SY 2023-2024

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 5%

Using the Renaissance mastery model, 75% of all students will reach their projected mastery reading level by the

Mathematics MGPs for all tested students will be greater than or equal to 55

Mathematics proficiency average rates for all tested students will rise by at least 7%

SY 2023-2024

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 5%

Science proficiency average rates for all tested students will rise by at least 7%

SY 2023-2024

Science proficiency average rates for all tested students will rise by at least 5%

**Major Improvement Strategies to Address Root Causes & Performance Challenges**

Major Improvement Strategies to Address Root Causes & Performance Challenges		
HEADLINE	Improve data driven culture	
Description	Connections will work to improve staff and student buy in toward engagement in and use of interim and state level assessments.	
Key Actions (SW6)	Estimated Funding Amount	Funding Source
1 Development of a interactive data and assessment warehouse with dashboarding capabilities (SW6)	>\$20,000	Title I - General 18902
2 Provide PD on use of interim and classroom data	<\$5,000	Per-Pupil
3 Create incentives to increase buy in by all students	<\$5,000	Grant Funds
4 Development and implementation of the data teams process (SW6)	\$10,000 - \$19,000	Per-Pupil
5 Ensure student representation on interim student assessment	0	Grant Funds

**Improvement Strategy 2  
HEADLINE**

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
6	Identify and obtain research and standards based curricula, specific to school level, including tiers 1,2,3 ELA/Math interventions and assessments. (SW6)	>\$20,000	Title I - General 18902 Grant Funds
7	Provide PD to enhance quality instructional practices for both teachers and para-professional tutors.	<\$5,000	Title II - PD 20697 Per-Pupil
8	Provide PD to ensure effective delivery of identified curriculum enabling success of all students	<\$5,000	Grant Funds Per-Pupil
9	Provide para-professional tutors to assist with Math/ELA interventions enabling success of all students	>\$20,000	Title I - General 18902 Grant Funds
10			

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 climate survey results and implemented with staff and students.	
	Key Actions (SW6)	Estimated Funding Amount	Funding Source
11	Identify social emotional climate survey for students (separating elementary appropriate surveys from those used in secondary. (SW6)	\$0	
12	Identify social emotional climate survey for staff (SW6)	\$0	
13	Provide PD to staff designed to inform effective delivery of social emotional supports for students (SW6)	<\$5,000	Title II - PD 20697 Per-Pupil
14	Provide leadership training around effective social emotional supports for staff (SW6)	<\$5,000	Grant Funds Per-Pupil
15	Design expeditionary 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
16			

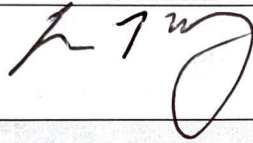
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I certify that I have reviewed this plan and the information reported herein is correct:

NAME	SIGNATURE
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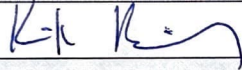
School Leader: **Damon Murphy**

DATE: **5/10/2023**



Governing Board Chair: **Kirk Bailey**

DATE: **5/9/23**



**SPCSC APPROVAL**

APPROVED

NOT YET APPROVED

Effective Date:

Reviewer General Comments:

# 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

**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 1    [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

Page 2    Other: Implementation Plan

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.

Page 1    Other: On Website

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).

Page 2    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;

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 \_\_\_\_\_  
DATE: \_\_\_\_\_ 05/09/23

Governing Board Chair: *Kirk Bailey*  
SIGNATURE \_\_\_\_\_  
DATE: \_\_\_\_\_ 05/09/23

# 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	SpEd Deputy Director (Administrator)
4	Pamela Thatcher	Teacher
5	Alicia Porter	SpEd Educational Assistant
6	Karen Xavier	Teacher
7	Harmony Bowen	Teacher
8	Cheryl Gravela	Business Manager
9		
10		
11		
12		

	Community Members	Position
1	Kirk Bailey	Board Chair
2	Jennifer Strawbridge	Technical Assistance
3		
4		
5		
6		