

Kona Pacific Public Charter School


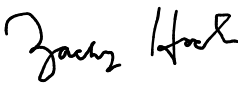
Comprehensive Academic Plan (CAP)

Last Approved Revision: 07/16/20

A. Assurances

- A. **The school's Academic Plan is based on a Comprehensive Needs Assessment** of the entire school. Multiple forms of data including performance, demographic, process, and perception which included measures that are collected and used in the ESSA Hawaii State Plan. For more details, see the Comprehensive Needs Assessment Data Narrative and the CNA Data Report. (SW1)
- B. **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. Planning team members and their roles are listed below (SW2):
1. Phil Centers - Executive Director
 2. Amy Sanchez - Parent
 3. David Duke - Movement Teacher
 4. Greg Learned - Pedagogical Director & G8 Teacher
 5. Heather Baraka - Sped Teacher & SSC
 6. Leif Muehleck - Parent
 7. Sasha Garsson - Student Records Coordinator
- C. **The school's Academic Plan and its implementation will be regularly monitored.** The school is responsible for developing and updating an Implementation Plan that aligns to the Academic Plan. (SW3)
- D. **The school's Academic Plan will be revised as necessary based on student needs.** Any revisions made to this plan will be reviewed with the planning team and shared with the Governing Board. All revisions must be reflected in the school budget plans.
- E. **The school's Academic Plan is available to the public while protecting the privacy of students and staff.** This plan is accessible to parents in appropriate languages when practicable. Any private or identifiable information is redacted from the plan prior to posting to your website. (SW4)

By signing below and submitting your plan, you are acknowledging that you understand and agree to the assurances above.

Role	Name	E-Signature	Date
School Leader	Phil Centers		7/16/20
Governing Board Chair	Zac Hosler		07/16/20

B. Overview

- **Student Performance Challenges** (Performance Challenges) describe areas of low student academic achievement that the school is committed to improving. Schools focus on 1-3 challenges.
- **Performance Targets** are goals for improved performance in those challenge areas for the next 3 years.
- **Major strategies** have been designed to address the performance challenges and achieve performance targets. There may be more than one major strategy used to address a performance challenge or alternatively, a single strategy might address more than one performance challenge.
- **Key Actions** support the implementation of the major strategies and describe the milestones necessary to make the strategy work. By identifying the **various funding sources** for each **key action**, schools can consider how best to leverage multiple funding sources for a single school priority. For the purpose of reviewing this document, Federal Programs Team (FPT) and The Hawaii Department of Education are only interested in ensuring allowable use and technical compliance for Federal Title Funds. However, FPT may use the plans to identify commonalities across the charter complex area in order to best utilize complex area funding and to partner with other stakeholders to scale resources and opportunities across the state.
- **The Implementation Plan** (separate from this plan) is a more granular document to be used to drive the short term work involved in hitting the key actions. By keeping the implementation a school-facing, flexible document, implementation tasks can be kept current and be modified easily.
- **For schools offering preschool:** While the **Performance Challenges** must be based on the academic performance of K-12th grade students, the strategies and key actions for delivering those strategies can be the same as, or informed by, the strategies in the preschool/early learning grant. By including early learning strategies and funding to support schoolwide strategies, both funding and school improvement focus is aligned and leveraged to have the maximum impact.

C. Plan Snapshot

Performance Challenge I

Plateauing ELA growth

ELA growth stayed flat and possibly declined between last year and this year (50% proficient per the SY18-19 SBAC, 41% currently Tier 1 per local data). While the results from the two data systems aren't comparable, the trend indicated is enough to help us formulate our plan of action until further comparable data is available.

Performance Challenge II

Low math performance

Math performance / achievement, not considering 16% average *growth* from SY17-18 (14% proficiency) to SY18-19 (30% proficiency), has been substantially below the state average for three years (SY16-17: 20% proficiency, SY17-18: 14% proficiency, and SY18-19: 30% proficiency, compared to the current state proficiency level of 40% proficiency). When disaggregated, in SY18-19 two classes (3 and 8) were at 40%, two (4 and 5) were around 30%, and two (6 and 7) were around 17%.

Identified Root Causes and Contributing Conditions (CNA)

1. Specific areas of ELA emphasis (phonological awareness, grammar, spelling and vocabulary, deepening levels of comprehension across genres, writing, etc., and the many core ELA standards these broad literacy topics encompass) are not clearly articulated or comprehensively taught, and effective methods of instruction fitting for the topic (explicit and non-explicit instruction, small group and whole class, etc.) are not consistently applied across grades and subjects, and there is no system of accountability to make sure that agreements are kept on what core topics and standards specifically to teach, and how, and in what order.
2. Specific areas of math emphasis (of a comprehensive set of math standards across the grades building sequentially on one another) are not clearly articulated or comprehensively taught, and effective methods of instruction fitting for the topic (explicit and non-explicit instruction, small group and whole class, etc.) are not being consistently applied across grades and subjects, and there is no system of accountability to make sure that agreements are kept on what core topics and standards specifically to teach, and how, and in what order.
3. Kona Pacific is lacking academic rigor due in part to lack of effective use of formative data for understanding best instructional practices and mastery-based growth. This in turn will only be feasible through establishing consistent grade-level and grade-specific support team PLC times embedded in the course of the regular school week.
4. Kona Pacific's lack of an effectively functioning RTI program administering ELA and math interventions and progress monitoring for core academic skills classes in grades 2 to 8 has hindered the progress our struggling students could be making in the acquisition of their academic skills.
5. Kona Pacific has not yet developed its middle school program to the degree that would cause our middle school students to be excited about our program outside of school. We need to pilot new innovative middle school projects for our students, such as a Hawaiian Cultural Practices Program.

Performance Target SY 2022-2023

56% proficiency on end-of-year SBA state assessment for ELA.

SY 2021-2022

Performance Target SY 2022-2023

42% proficiency on end-of-year SBA state assessment for Math.

SY 2021-2022

54% proficiency on end-of-year SBA state assessment for ELA.

SY 2020-2021

38% proficiency on end-of-year SBA state assessment for Math.

SY 2020-2021

52% proficiency on end-of-year SBA state assessment for ELA.

34% proficiency on end-of-year SBA state assessment for Math.

These goals will be adjusted per class, grades 3 through 8, each year according to how much growth is needed to reach the 3-year target goals, as indicated by the annual SBAC scores. For instance, G5 in 2018-2019 (the class going into G7 this coming year) was at 30% proficiency in ELA a year ago. We don't know what level of proficiency these students have achieved this year due to our inability to administer this year's SBAC, but in order to be at 56% three years from now they will need to show an average of 6.5% growth a year from last year's 30% ELA proficiency, i.e., to be at 36.5% this year (not able to be measured), 43% next spring, 49.5% the following spring, and then 56% three springs from now (2023), as measured by the SBAC. For this class, this will mean an average quarterly growth of a little over 1.5% as measured by the quarterly iReady assessment to average 6.5% annual growth as measured by the SBAC. However, as noted in our CNA, we will only be able to strive to achieve these gains for two years with this particular group of students before they graduate from Kona Pacific. With regard to our math Student Performance Targets, all other classes seem to be much closer to the 3-year goal, and will not need to show as dramatic quarterly and annual growth to reach it.

In Math, the coming year's G8 class (the G6 class a year ago) was at 18% proficiency as measured by the SBAC a year ago. To be on track of meeting the target goal of 42% proficiency in 2023, they would need to show an average of 8% growth a year, i.e., to be at 26% this year (not able to be measured), and 34% next spring. This coming year's G6 class and G7 class were both at 30% proficiency a year ago, per the SBAC, and so will need to show quarterly growth of 1% as measured by the quarterly iReady assessment, and 4% annual growth as measured by the SBAC, to achieve our schoolwide average Student Performance Targets in math.

Major Improvement Strategies to Address Root Causes & Performance Challenges

1. Establish a Schoolwide System of Detailed Academic Programs

Create a school culture of academic thoroughness, rigor, and excellence in which academic programs, standards, goals, assessments, and accountability form a complete system that teachers know, enjoy, and can effectively achieve.

2. Establish an Effective Kona Pacific PLC

Establish consistent grade-level and grade-specific support team PLC times embedded in the course of the regular school week to develop a schoolwide culture of academic rigor by cultivating effective use of formative data for understanding best instructional practices and mastery-based growth.

3. Establish an Effective Kona Pacific RTI Program

Establish an effectively-functioning RTI program administering ELA and math interventions and progress monitoring for core academic skills classes in grades 2 to 8.

4. Establish an Innovative Middle School Program

Pilot, establish, and develop new innovative middle school programs and projects for our students, such as our Hawaiian Cultural Practices Program, the "Finland Project", and individual student community-mentored projects, resulting in our middle school students being excited about our program inside and outside of school.

D. Academic Plan (SW6)

I. Major Improvement Strategy 1: Establish a Schoolwide System of Detailed Academic Programs

Description: Create a school culture of academic thoroughness, rigor, and excellence in which academic programs, standards, goals, assessments, and accountability form a complete system that teachers know, enjoy, and can effectively achieve.

SY 2020-2021: Key Action Steps, Necessary Resources, Funding Sources

Key Actions	Funding Source (indicate all that apply)	
<p>A. Study and articulate major topics of each schoolwide academic program, and the sequencing of these topics.</p> <ol style="list-style-type: none"> 1. Waldorf Main Lesson blocks / units across the grades (Note: the academic subjects of science, social studies / history, etc. are embedded in these ML units across the grades; broad ELA and math topics are introduced in Main Lesson, but often specific standards are mastered in academic focus periods outside of Main Lesson). 2. Schoolwide Literacy program core topics (phonemic awareness, phonics, phonological awareness, spelling and vocabulary, writing, grammar, deepening levels of comprehension across genres, etc., and the many core ELA standards these broad literacy topics encompass). 3. Schoolwide Math program core topics (number sense and numeration, geometry and spatial sense, four operations, measurement and fractions, patterning and algebra, data management and probability, business math, etc. , and the many core math standards these broad numeracy topics encompass). 	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
<p>B. Articulate the Waldorf, Common Core, and other relevant standards that are expected to be taught in each major ML block / unit and ELA and Math topic across the grades, and, when appropriate, the level of mastery—introduction, practice, or automaticity—intended at each level. For instance, fractions: introduction in G4 Fraction ML unit 1, practice in all subsequent G4 math academic focus periods and G4 Fraction ML unit 2, and basic mastery by the end of G4.</p>	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning

<p>C. Articulate expectations for how each topic should be taught.</p> <ol style="list-style-type: none"> 1. Explicit content of the typical two-hour Main Lesson period. 2. Benchmark standards that should be explicitly taught until mastered by our students. 	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learnin
<p>D. Create appropriate assessments for measuring mastery goals for each topic and benchmark standard.</p> <ol style="list-style-type: none"> 1. Main Lesson block beginning of unit, mid-unit, and end-of-unit assessments. 2. Benchmark standards beginning of segment, mid-segment, and end-of-segment assessments. 	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
<p>E. Create an effective mentoring program, and a system of ongoing relevant faculty PD, to teach and learn together what is expected to be taught, when to teach it, and the most effective approaches to teach given topics / standards.</p>	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
<p>F. Create an appropriate system of accountability of teachers, including partner-reflection / collaborative colleagues (e.g., “accountability buddies”) and self-assessment, to make sure the agreements on what, when and how to teach various core subjects and standards are kept, and instruction and emphasis delivered effectively.</p>	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
<p>G. Develop and/or purchase a curriculum mapping system / software package to facilitate the achieving and maintenance of our comprehensive system of detailed academic programs, which may include teacher-accountability and/or other additional functionality.</p>	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
<p>H. Teacher Support Coordinator / teacher academic coach helps the director and faculty achieve the transformation of our school’s academic programs and system of accountability, and PLC, and the shift in school culture necessary to maintain these.</p>	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
<p>I. Form an Instructional Leadership Team, including Executive Director, Teacher Support Coordinator, RTI Coordinator, Student Services Coordinator, and other interested colleagues, to steward Strategy 1 to completion in the next three years.</p>	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning

<p>J. Provide all necessary training to achieve the goal of establishing a Schoolwide System of Detailed Academic Programs.</p>	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
<p>K. SBA and iReady coordinator(s) administer the interim and annual SBA assessments and quarterly iReady and other benchmark assessments and provide teachers and the director with appropriate feedback about our classes' quarterly and annual progress towards the performance targets outlined in this document.</p>	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
<p>L. Title I Coordinator coordinates Title I Program described in our CNA, CAP and Detailed Implementation Plan 2020-2023, overseeing programs and progress measurement of steps to meet our schoolwide goals for 2020-2023, including Establishing a School-wide System of Detailed Academic Programs, an effective Kona Pacific PLC, an effective Kona Pacific RTI program, and an innovative middle school program.</p>	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
<p>M. CSI coordinators support and oversee programs and progress measurement for steps to meet the school goals described in our CNA, CAP and Detailed Implementation Plan 2020-2023.</p>	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning

II. Major Improvement Strategy 2: Establish an Effective Kona Pacific PLC

Description: Establish consistent grade-level and grade-specific support team PLC times embedded in the course of the regular school week to develop a schoolwide culture of academic rigor by cultivating effective use of formative data for understanding best instructional practices and mastery-based growth.

SY 2020-2021: Key Action Steps, Necessary Resources, Funding Sources

Key Actions	Funding Source (indicate all that apply)	
<p>A. Schedule classes during the week, and hire part-time teachers and substitute teachers where needed to cover classes, so grade-level and grade-specific support teams can meet during the school day once a week to collaborate as part of our PLC.</p>	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
<p>B. Teacher Support Coordinator / teacher academic coach helps establish and maintain a fully functioning Kona Pacific PLC, including facilitating PD and helping with data analyzing / interpreting.</p>	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
<p>C. Instructional Leadership Team working with PLCs will identify benchmark standards and skills, develop common rubrics and assessments, and establish consistent data analysis protocols.</p>	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning

III. Major Improvement Strategy 3: Establish an Effective Kona Pacific RTI Program

Description: Establish an effectively-functioning RTI program administering ELA and math interventions and progress monitoring for core academic skills classes in grades 2 to 8.

SY 2020-2021: Key Action Steps, Necessary Resources, Funding Sources

Key Actions	Funding Source (indicate all that apply)	
A. Instructional Leadership Team and interested faculty members participate in RTI study to ensure program development, implementation, and efficacy.	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
B. Based on the RTI study in #1, the detailed components of the RTI program are articulated and a plan for their implementation developed.	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
C. RTI / Student Academic Coordinator assures that the RTI program is adequately implemented and maintained, oversees scheduling and delivery of appropriate and effective interventions and in-class supports for students, oversees progress monitoring to measure student growth, and analyzes and utilizes results to inform instruction and supplemental services.	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
D. Student Services Coordinator assures that all students receiving special education services make steady progress towards meeting their educational goals as part of the school RTI program.	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
E. Additional RTI support staff / EAs provide small group instruction as a part of the RTI program.	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
F. In the event of extended school closure due to COVID-19, provide the technology (digital and physical) to the staff and, to the degree acceptable, families, to enable the RTI program to function effectively.	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning

IV. Major Improvement Strategy 4: Establish an Innovative Middle School Program

Description: Pilot, establish, and develop new innovative middle school programs and projects for our students, such as our Hawaiian Cultural Practices Program, the “Finland Project”, and individual student community-mentored projects, resulting in our middle school students being excited about our program inside and outside of school.

SY 2020-2021: Key Action Steps, Necessary Resources, Funding Sources

Key Actions	Funding Source (indicate all that apply)	
A. Establish our Hawaiian Cultural Practices Program.	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
B. Pilot a trial run of the “Finland Project”.	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
C. Reestablish our MS individual student community-mentored projects program.	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning

V. Other Improvement Efforts

These improvement efforts may not be directly related to your MAJOR improvement strategies but still require attention and funding. Use this section to describe those efforts and how they are aligned to a need identified through the CNA process.

Key Action Steps & Resources	Rationale Based on Needs Assessment	Funding Source (indicate all that apply)	
<p>A. Provide all technology (digital and physical) and other resources needed to deliver our modified school programs during the time our normal school programs are impacted due to COVID-19.</p>	<p>Kona Pacific, like most schools, has been significantly impacted by the COVID-19 crisis, and it appears that this impact could continue for some time into the future. Our ability to achieve the major strategies and performance targets outlined in our CNA, CAP and Detailed Implementation Plan 2020-2023 will likely be hindered by the crisis. Therefore providing all technology and other resources needed to minimize the negative impacts on our achieving our major strategies and performance targets will be essential.</p>	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
<p>B. Address the Self-Assessment Areas identified as Needing Improvement:</p> <ol style="list-style-type: none"> 1. When we make changes, such as adopting a new curriculum, we commit to it and stay the course (we don't change major components of our program regularly or often). 2. Each teacher assures that if they don't cover a standard, the next grade level teacher will know where to start because they 	<p>These areas needing improvement were identified through the survey the School Improvement Planning Team completed individually and then together as part of the CNA process. These items need to be addressed in order for the other components of our CAP to be successful.</p>	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning

<p>regularly discuss vertical alignment.</p> <ol style="list-style-type: none">3. We use common grade-level assessments for many or all subject areas.4. We practice writing in every discipline and the same expectations are upheld for writing across each grade level.5. When any core teacher teaches a standard, if at least a predetermined percentage of the students don't master it, the teacher reteaches it.6. As a faculty, we use an action-research-based model to select, implement, study, and refine initiatives at our school.		
--	--	--