

Ka ‘Umeke Kā‘eo

SY21-22 Comprehensive Academic Plan (CAP)

Last Approved Revision: April 27, 2021

Assurances (SW1, SW2, SW3, SW4)

- 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. Schools with a high school division should include a haumāna on the planning team. Planning team members and their roles are listed below **(SW2)**:
1. Nohea Nahale-a, Po‘okumu
 2. Louisa Lee, Director of Operations
 3. Ka‘aka Swain, Papa 5 Kumu
 4. Lima Naipo, Makua
 5. Pohai Weller, Papa 1 Kumu
 6. Napua Kalima Martin, haumāna
- 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 haumāna 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 haumāna 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	Nohea Nahale-a	M.N.	April 30, 2021
Governing Board Chair	Lima Naipo	L.N.	April 30, 2021

Overview

- **haumāna Performance Challenges** (Performance Challenges) describe areas of low haumāna 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.
- **Growth Progress Monitoring (Interim Measures)** describes how your school is monitoring haumāna growth throughout the year.
- **Mission Alignment to haumāna Success** describes how your school is assessing with quality measures to demonstrate performance toward the school mission.
- **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, the 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 haumāna, 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.

Plan Snapshot

Performance Challenge I

Hawaiian Language Arts Proficiency

Hawaiian language arts proficiency has decreased by 23% from SY 16-17 to SY 19-20. The average percent at or above grade level for HLA Comprehension has steadily decreased over the last 3 years (SY 16-17 47%, SY 17-18 44%, SY 18-19 33%) with the exception of a 9% increase for SY 19-20 36%.

Performance Challenge II

Decreased Papakū Makawalu Kilo Proficiency

Papakū Makawalu Kilo proficiency has drastically decreased across all grade levels, in SY 17-18 not a single haumāna in grades 1, 2, 3, 6, 7, 8 was at proficiency based on the Papakū Makawalu Competency Assessment.

Performance Challenge III

Low Math Proficiency

Math proficiency has been consistently low across all grade levels, for the last three years, with no more than 16% of haumāna at proficiency in any given grade level at Ka ‘Umeke. The achievement gap between haumāna at Ka ‘Umeke and the rest of the state was 29% in 2018.

Identified Root Causes and Contributing Conditions (CNA)

HLA-

- Data is not being collected consistently because assessments are inadequate (admin and scoring/analyzing) and thus data collection is inconsistent. This includes both school level and state level data.
- We still need to build a HLA curriculum that would allow us to group haumāna based on ability and do consistent progress monitoring. While such programs exist for ELA they do not for HLA.
- There is not enough HLA reading material.
- Older haumāna need to learn the mechanics of HLA and need access to differentiated programs to improve ‘ōlelo Hawai‘i.
- ‘Ohana need additional supports from the school around ‘ōlelo Hawai‘i so that they have the tools they need to support their own keiki with Hawaiian language acquisition as well as their academic work.
- Leadership has not developed clear ‘ōlelo Hawai‘i learning goals
- Accountability to instructional strategies through teacher coaching is inconsistent
- Not all ‘ohana have access to a reliable internet connection that would enable haumāna to participate in online/distance learning due to COVID-19.
- There are limited opportunities for teachers to engage in professional development to improve their ‘ōlelo Hawai‘i, and access Hawaiian ‘ike, thought, and cultural material in ‘ōlelo Hawai‘i. This is essential for building a coherent and consistent Hawaiian language education program.

Papakū Makawalu-

- Haumāna need more opportunities to engage in hands-on learning to develop kilo skills through practice and guidance from practitioners and kumu.
- Middle and high school haumāna rigorous hands-on science instruction to make connections between western science concepts and practices and Papakū Makawalu practices
- Instruction is inconsistent, we previously had a Papakū Makawalu resource teacher that supported kumu to develop and deliver Papakū Makawalu instruction in all grade levels.
- Vague and or unclear learning expectations across all grade levels (it is a new methodology so we are still working these out).

- Assessment processes are still being developed and revised.
- Funding restraints have forced us to cut staff dedicated to Papakū Makawalu, although this is part of of mission it is not a priority area for state assessments.
- Resources for Papakū Makawalu are limited both people and curriculum
- Not all ‘ohana have access to a reliable internet connection that would enable haumāna to participate in online/distance learning due to COVID-19.

Math-

- Different styles of math being taught we adopted Singapore math a number of years ago but there was no teaching fidelity to Singapore math teaching strategies.
- No vertical alignment between the grade levels and teachers are unclear about what is taught/expected from grade level grade level in math.
- Although we began developing specific math learning strategies this work is not complete.
- Our primary data point for baseline data, EOY data, and progress monitoring is NWEA, which only occurs 2-3x a school year.
- We need additional and regular progress monitoring assessments and data so that we can identify where haumāna are struggling and use this information to inform instruction.
- We have not involved ‘ohana in haumāna learning and provide training around our math learning expectations and strategies (Singapore math).
- We don’t have a school wide communication process for kumu to regularly meet with keiki and their ‘ohana about haumāna progress in math.
- Leadership has not developed or provided clear math learning goals or targets
- Coaching has not been focused on math instruction
- Not all ‘ohana have access to a reliable internet connection that would enable haumāna to participate in online/distance learning due to COVID-19.

Three Year Performance Cycle (KAEO/KEAU)

**Performance Target
SY 2022-2023**

45% of haumāna in grades 3-11 will be at proficient or distinguished on KAEO Math (SBAC) assessment.

SY 2021-2022

**Performance Target
SY 2022-2023**

60% of haumāna in papa 5 and 8 will be proficient or distinguished on KAEO science (SBAC) assessment

SY 2021-2022

**Performance Target
SY 2022-2023**

80% of haumāna in grades 3-11 will get a score of 3(meeting proficiency) or 4 (meeting excellence) on the comprehension section of the KEAU Kupulau assessment

SY 2021-2022

35% of haumāna in grades 3-11 will be at proficient or distinguished on KAE0 Math (SBAC) assessment.

SY 2020-2021

50% of haumāna in papa 5 and 8 will be proficient or distinguished on KAE0 science (SBAC) assessment

SY 2020-2021

60% of haumāna in grades 3-11 will get a score of 3 (meeting proficiency) or 4 (meeting excellence) on the comprehension section of the KEAU Kupulau assessment.

SY 2020-2021

25% of haumāna in grades 3-11 will be at proficient or distinguished on KAE0 Math (SBAC) assessment.

40% of haumāna in papa 5 and 8 will be proficient or distinguished on KAE0 science (SBAC) assessment.

50% of haumāna in grades 3-11 will get a score of 3 (meeting proficiency) or 4 (meeting excellence) on the comprehension section of the KEAU Kupulau assessment.

Growth Progress Monitoring (Interim Measures)

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

NWEA, KEAU

Quarter 1 (Hā'ulelau)
Growth Targets
ELA/Math/Other

Quarter 2 (Ho'oilō)
Growth Targets
ELA/Math/Other

Quarter 3/4 (Kupulau)
Growth Targets
ELA/Math/Other

‘ōlelo Hawaii:

35% of haumāna in papa 3-11 will will get a score of 3(meeting proficiency) or 4 (meeting excellence) on the comprehension section of the KEAU Kupulau assessment

Makemakika:

30% of haumāna in papa 3-11 will score within the national average RIT range for NWEA Math.

English Reading:

50% of haumāna in papa 6-11 will score within the national average RIT range for NWEA Reading.*

Papakū Makawalu/Science:

100% of haumāna in papa 6-12 will have engage in weekly hands-on learning at a loko i‘a site in Keaukaha.

*English language arts instruction does not begin until Papa 4 at Ka ‘Umeke.

‘ōlelo Hawaii:

40% of haumāna in papa 3-11 will will get a score of 3(meeting proficiency) or 4 (meeting excellence) on the comprehension section of the KEAU Kupulau assessment

Makemakika:

90% of haumāna in papa 3-11 will see growth on the national average RIT range for NWEA Math.

English Reading:

90% of haumāna in papa 6-11 will see growth on the national average RIT range for NWEA Reading.*

Papakū Makawalu/Science:

100% of haumāna in papa 6-12 will have engage in weekly hands-on learning at a loko i‘a site in Keaukaha.

*English language arts instruction does not begin until Papa 4 at Ka ‘Umeke.

‘ōlelo Hawaii:

50 of haumāna in papa 3-11 will will get a score of 3(meeting proficiency) or 4 (meeting excellence) on the comprehension section of the KEAU Kupulau assessment

Makemakika:

50% of haumāna in papa 3-11 will score within the national average RIT range for NWEA Math.

English Reading:

55% of haumāna in papa 6-11 will score within the national average RIT range for NWEA Reading.*

Papakū Makawalu/Science:

100% of haumāna in papa 6-12 will have engage in weekly hands-on learning at a loko i‘a site in Keaukaha.

*English language arts instruction does not begin until Papa 4 at Ka ‘Umeke.

Mission Alignment to haumāna Success

School Mission Statement

I Ulu I Ke Kuamo‘o. I Mana I Ka ‘Ōiwi. I Kā‘eo No Ka Hanauna Hou.

What are your school haumāna success outcomes and how is your school assessing with quality measures to demonstrate performance toward the mission ?

haumāna Success Outcomes

Haumāna are engaging in meaningful hands-on learning at sites in Keaukaha that allow them to develop science and Papakū Makawalu skills including kilo, wae ‘ano, and makawalu and make connections between modern and ancestral practices.

Quality Measures

Papa PreK3-3: 10 hours a month
Papa 4-5: 15 hours month
Papa 6-1: 6 hours a week

Kula ki'eki'e (high school) haumāna will engage in rigorous and differentiated 'ōlelo Hawai'i and or science curriculum and earn college credits

**100% of Papa 9 haumāna will audit a kula nui course, 100% of Papa 10-12 haumāna will earn no less than 3 college credits in each year.*
*haumāna will graduate with no less than 9 college credits**

Haumāna at every grade level are building 'ike and cultural knowledge along with performance, exhibit, and public speaking skills through hula, mele, oli, and, and paheona

100% of haumāna will receive weekly hula and paheona instruction.

All haumāna by the end of Papa 8 are prepared to engage in independent Papakū Makawalu research.

By the end of 8th grade haumāna will be at grade level in English and Hawaiian Language Arts as measured by NWEA RIT for ELA and KEAU for HLA.

Haumāna have math skills needed for post secondary success

90% of haumāna in papa 3-11 will see growth on the national average RIT range for NWEA Math.

Major Improvement Strategies to Address Root Causes & Performance Challenges

- 1. Data Based Instruction-**Data collection specifically for progress monitoring tools beyond bi-annual assessments (NWEA, KEAU, and Papakū Makawalu Competency Assessment) for implementation of a multi-tiered system of support which includes interventions, social and emotional counselling support, early identification of learning challenges (SPED), and communication and engagement with ‘ohana.
- 2. Curriculum Alignment-** Align curriculum so that there is a clear understanding between grade levels about what expectations are and what students are being instructed to build seamless transitions between grades levels and continuity in learning.
- 3. Coaching-** Continue to build teacher expertise and practice in Ka ‘Umeke’s instructional cycle and related strategies creating systems for ongoing monitoring and coaching. Provided relevant instructional and content area professional development.

Academic Plan

I. Major Improvement Strategy 1: Data and Experiential Based Instruction

Description: Data and experiential based learning at Ka ‘Umeke will be a priority. Perception data will be gathered, along with regular assessment data, and data collected around experiential based learning opportunities and the direct impact it has on haumāna understanding and skill building. Data must be used to ensure haumāna are receiving the intervention and supports they need in a timely manner and that learning aligns with our vision and mission.

SY 2021-2022: Key Action Steps, Necessary Resources, Funding Sources

Key Actions (SW6)	Funding Source (indicate all that apply)
Haumāna at every grade level are getting dedicated hands-on learning experiences that include Papakū Makawalu skill development in kilo, wae ‘ano, and makawalu.	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Other grant <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Per Pupil/ Gen Funds <input checked="" type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> No Funding Needed <input type="checkbox"/> CSI- 18927 <input checked="" type="checkbox"/> Early Learning
Identify meaningful grade level appropriate hands-on learning experiences for Papakū Makawalu/science and developing pacing guides for Papakū/Science and Math.	Title I- General 18902 <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Other grant <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Per Pupil/ Gen Funds <input checked="" type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> No Funding Needed <input type="checkbox"/> CSI- 18927 <input checked="" type="checkbox"/> Early Learning
Po‘okumu and Data Coordinator revise data collection expectations, processes, and protocols and share with kumu to build appropriate haumāna support systems.	<input checked="" type="checkbox"/> Title I- General 18902 <input checked="" type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Other grant <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> No Funding Needed <input type="checkbox"/> CSI- 18927 <input type="checkbox"/> Early Learning
Identify what assessments we have and use for proficiency and progress monitoring purposes-determine if these are sufficient and determine what	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Kamehameha Schools Title I- Fam Eng 18935 <input type="checkbox"/> Other grant <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Per Pupil/ Gen Funds

tools we still need to collect additional data to inform instruction.	<input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input checked="" type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
Review 20-21 individual and grade level haumāna learning data sets in grade bands focused on math, Hawaiian language arts, and Papakū Makawalu and develop analyze and discuss intervention strategies for each grade level. Use this data (after 1 year of virtual instruction) to inform instructional and content focus to bring all haumāna up to speed in 21-22 SY.	<input 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 type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input checked="" type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
Continue to administer Fall , Winter, and Spring NWEA Math and language arts, administer KEAU Fall, Winter, Spring, and KAEO science assessment (required for grade 5 and 8).	<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 type="checkbox"/> CSI- 18927	<input checked="" type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning

Major Improvement Strategy 2: Curriculum and Instructional Alignment

Description: Po‘okumu and kumu will continue to work on developing an aligned curriculum in Hawaiian language arts, math, and Papakū Makawalu. Kumu will ensure that curriculum is spiraled between the grade levels, and that haumāna expectations and instruction at each grade level reflect this alignment.

SY 2021-2022: Key Action Steps, Necessary Resources, Funding Sources

Key Actions (SW6)	Funding Source (indicate all that apply)	
Grade band reflection of provided PD (‘ōlelo Hawai‘i), math alignment work including identification of gap areas in curriculum and instruction.	<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 type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input checked="" type="checkbox"/> Early Learning
Develop pacing guides for Math and Papakū Makawalu to include assessments, data collection methods, and timeline, modification of pacing guides to occur at least quarterly within grade band meetings as curriculum is implemented.	<input 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 type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input checked="" type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
Po‘okumu and kumu identify ways to communicate learning expectations and goals to ‘ohana and to engage them in haumāna learning.	<input type="checkbox"/> Title I- General 18902 <input checked="" type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927	<input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning

II. Major Improvement Strategy 3: Kumu Coaching and PD

Description: Po‘okumu with support from Kauluwao PD Team will continue to work with kumu via coaching to assist in the implementation of Ka ‘Umeke’s instructional model/cycle, to put into action ‘ōlelo Hawai‘i PD, and to support planning and preparation of haumāna lessons.

SY 2021-2022: Key Action Steps, Necessary Resources, Funding Sources

Key Actions (SW6)	Funding Source (indicate all that apply)
Kumu will engage in monthly ‘ōlelo Hawai‘i PD with Kauluwao. Kauluwao provides intensive in-service PD for in-service Hawaiian language immersion kumu.	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Title I- Fam Eng 18935 <input checked="" type="checkbox"/> Other grant <input checked="" type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> No Funding Needed <input type="checkbox"/> CSI- 18927 <input type="checkbox"/> Early Learning
Po‘okumu will articulate clear academic haumāna learning goals for the 21-22 year including quarterly coaching schedules, coaching checklist, and expectations for planning and prep. Po‘okumu will visit each kumu classroom two times per month for coaching, all coaching to be followed up with a feedback session.	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Other grant <input type="checkbox"/> Title II- Non HQ 20696 <input checked="" type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> No Funding Needed <input type="checkbox"/> CSI- 18927 <input type="checkbox"/> Early Learning
Po‘okumu will participate in grade band meetings once per month per grand band.	<input type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Other grant <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> Title II- PD 20697 <input checked="" type="checkbox"/> No Funding Needed <input type="checkbox"/> CSI- 18927 <input type="checkbox"/> Early Learning
Po‘okumu, Director of Operations seeks mentors/Professional Development for leadership role, also builds capacity within staff to support with coaching work (identify teachers who could be coaches)	<input checked="" type="checkbox"/> Title I- General 18902 <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Other grant <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> No Funding Needed <input type="checkbox"/> CSI- 18927 <input type="checkbox"/> Early Learning

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)
Provide haumāna with access to counselor to support with emotional and social health	Not explicitly noted in the CNA but this is an issue at our school especially amongst middle and high school haumāna and we know it affects their	<input checked="" type="checkbox"/> Title I- General 18902 <input checked="" type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Other grant <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> No Funding Needed <input type="checkbox"/> CSI- 18927

	learning dramatically. We believe coming out of 20-21 SY this will be even more necessary.	
High school haumāna will enroll in Hawaiian language post-secondary course work at either the University of Hawaii at Hilo, Windward Community College, University of Hawai‘i at Mānoa Hawaiinuiakea). Course work could include Hawaiian language, cultural based science courses.	Through collaborations with our community partners we can provide our haumāna with rigorous and differentiated post secondary course work to improve ‘ōlelo Hawai‘i and science/Papakū while also preparing them for post secondary success.	<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 type="checkbox"/> CSI- 18927 <input checked="" type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed
Ohana will be provided with online ‘ōlelo Hawai‘i learning opportunities, Ka ‘Umeke will provide additional ‘ōlelo Hawai‘i engagement activities like KAEO (Bingo).	Hawaiian language reading comprehension has been decreasing over the last three years we need to find ways to engage ‘ohana in ‘ōlelo Hawai‘i, and literacy. Also with COVID-19 the move to an online program meant many of our youngest learners were not in the immersive language environment needed to support ‘ōlelo Hawai‘i learning.	<input type="checkbox"/> Title I- General 18902 <input checked="" type="checkbox"/> Title I- Fam Eng 18935 <input type="checkbox"/> Title II- Non HQ 20696 <input type="checkbox"/> Title II- PD 20697 <input type="checkbox"/> CSI- 18927 <input type="checkbox"/> Kamehameha Schools <input type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input checked="" type="checkbox"/> No Funding Needed <input type="checkbox"/> Early Learning
Continue with ELA intervention program for students in grades 4-11	ELA scores have been consistently improving and our students are making gains. This is credited to clear intervention strategies and tools like read naturally and Fountas and Pinnell. To continue towards our goal for all grade 8 students to be at grade level in ELA we must continue this work.	<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 type="checkbox"/> CSI- 18927 <input checked="" type="checkbox"/> Kamehameha Schools <input checked="" type="checkbox"/> Other grant <input type="checkbox"/> Per Pupil/ Gen Funds <input type="checkbox"/> No Funding Needed