COMPREHENSIVE ACADEMIC PLAN (AcPlan) Summary of Implementation

VISION

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

MISSION

"To provide an education that cultivates the caring, compassionate, and astute ""mind of the navigator"" in students and teachers alike by the appropriate application of indigenous Hawaiian values, inclusive of 21st century skills.
Student Version: All hamāna and kumu will become caring compassionate, loving navigators that live aloha, mālama, 'imi 'ike, lokomaika'i, na'au pono, and ola kino maika'i with the skills of the 21st century learner."

Performance Challenges

Title I

Challenge/Need 1	Challenge/Need 2	Challenge/Need 3
The school lacks a coherent, standards-aligned K–8 system for ELA and Math that ensures consistent curriculum delivery, instructional practices, and formative assessment use. This inconsistency is contributing to variability in student growth and proficiency outcomes across grade levels. (Kukupu)	While the Explorations Curriculum integrates 'āina-based learning across Reading, Writing, Science, and Culture, the school lacks a valid and reliable K–8 assessment system to measure its impact and monitor student progress toward the Vision of the Graduate. (Hōʻike)	Although Wellness and Culture are deeply integrated within the school community, the school lacks clear processes, protocols, and practices to consistently design and implement curriculum, instruction, and assessment systems that intentionally cultivates confident cultural identity in both students and teachers. (Kuauhau)
WASC Report 2026	Data: WASC Report	Data: WASC Report

Identified Root Causes (CNA)

1	2	3
The school lacks a clearly articulated, vertically aligned K–8 scope and sequence for ELA and Math — supported by defined implementation expectations, common assessment systems (including writing), and structured professional learning — resulting in inconsistent curriculum delivery, instructional practices, and student outcomes.	Explorations curriculum and assessment is not yet aligned across grade-levels, nor does the school have a valid and reliable system and tools aligned K-8 to defense and standards (Reading, Writing, Science)	The school lacks a clearly articulated, vertically aligned 'ikena Hawai'i framework that defines the intersection of wellness and culture through developmental identity outcomes, instructional expectations, and aligned assessment practices.

Mission Alignment to Student Success (refer to Scorecard Info Here)

	Student Success Outcomes Universal Outcomes (Aligned to Vision and Mission)	Quality Measures				
*	Grounded in Hawai'i: Students strengthen their sense of self and place through perpetuation of Hawaiian values and practices.	Explorations curriculum and assessments (hoike): Kumu will complete NLH rubric documentation for all K–8 haumāna, demonstrate student growth over time through comparative data.	*	OUTCOME DATA LINK SY23-24	OUTCOME DATA LINK SY24-25	OUTCOME DATA LINK SY25-26
*	Lifelong Learners: Students inquire, research, communicate effectively, and feel empowered to make growth and meet goals in academics, behavior, and culture.	Student-led conference goals, IReady, SBA 70% of haumāna will meet their typical growth goal in 100% of haumāna will set an Kūʻauhau (Behavior) goal	*	OUTCOME DATA LINK SY23-24	OUTCOME DATA LINK SY24-25	OUTCOME DATA LINK SY25-26
*	Leaders who impact positive change: Students are a part of efforts to lead, create, and implement positive change for school, 'ohana, community, 'āina, and honua.	8th grade defense, Explorations curriculum and assessr	*	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

Growth Progress Monitoring

Which diagnostic tools or Universal screener are you using? (must be nationally normed such as NWEA or MAP, DIBELS, STAR, etc)

iReady

Begining of Year (BOY) Growth Targets ELA/Math/Other	Middle of the Year (MOY) Growth Targets ELA/Math/Other	End of Year (EOY) Growth Targets ELA/Math/Other
All haumāna will set goals based on iReady and classroom assessments	70% of Haumāna will be on track to meet growth goals by the end of the year.	70% of Haumāna will meet or exceed their growth goals.

Academic Performance Targets

ELA	MATH	SCIENCE
SY 2025-2026	SY 2025-2026	SY 2025-2026
SY 2024-2025	SY 2024-2025	SY 2024-2025
SY 2023-2024	SY 2023-2024	SY 2023-2024

Major Improvement Strategies to Address Root Causes & Performance Challenges

	Improvement Strategy (Addressing Root Cause #1) HEADLINE	The school lacks and needs to create a clearly articulated, vertically aligned K–8 scope and sequence for ELA and Math — supported by defined implementation expectations, common assessment systems (including writing), and structured professional learning — resulting in inconsistent curriculum delivery, instructional practices, and student outcomes.	
	Description		
	Key Actions	Estimated Funding Amount	Funding Source
1	Literacy and Math tools that allow for individualized supports in and out of school	>$20,000	Title I - General 18902 Grant Funds
2	Continue to engage families in student achievement through outreach events that include materials and	<$5,000	Title I - Fam Eng 18935 Grant Funds
3	Budget time and resources for planning, feedback, and reflection cycles regarding Explorations curriculum,	$5,000-$9,000	Title I - General 18902 Grant Funds
4			
5			

	Improvement Strategy (Addressing Root Cause #2) HEADLINE	Explorations curriculum and assessment needs to create an aligned across grade-levels, nor does the school have a valid and reliable system and tools aligned K-8 to defense and standards (Reading, Writing, Science)	
	Description		
	Key Actions	Estimated Funding Amount	Funding Source
6	Professional Development and clear articulation in best practice literacy instruction and alignment	<$5,000	Title I - General 18902 Grant Funds
7	Professional Development and clear articulation in best practice science instruction and alignment	>$20,000	Title I - General 18902 Grant Funds
8			
9			
10			

	Improvement Strategy (Addressing Root Cause #3) HEADLINE	The school needs to create a clearly articulated, vertically aligned ʻikena Hawaiʻi framework that defines the intersection of wellness and culture through developmental identity outcomes, instructional expectations, and aligned assessment practices.	
	Description		
	Key Actions	**Estimated Funding Amount**	**Funding Source**
11	**Professional Development and clear articulation in best practice mission-aligned instruction and alignment**	**$10,000-$19,000**	Title I - General 18902 Grant Funds
12			
13			
14			
15			

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

School Leader Name	Signature
Denise Espania	*Denise Y Espania*
Date: March 31, 2026	
Governing Board Chair Name	Signature
Puanani Kama	*Puanani Kama*
Date: March 31, 2026	

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 pertinent Invoices, Purchase Orders, Contracts, or Receipts before disbursement will be approved & sent to your school via ACH Transfer. Please see that all forms are signed and dated by the schools Director or Principal before submitting.

Please send your schools disbursement request forms and supporting documentation to Kaleo.Iwasaki@spcsc.hawaii.gov