



HAWAII STATE PUBLIC CHARTER SCHOOLS  
**TITLE I SCHOOLWIDE PLAN**

**SY 2017-2018, 2018-2019, 2019-2020**

*Prepared in collaboration with the Hawaii State Public Charter School Commission*

**School:** [Kawaikini NCPCS]

**School Address:** [3-1821 Kaumuali'i Hwy, Lihue, 96766]

**School Phone Number:** [1808-632-2032]

**School Website:** [[www.kawaikini.com](http://www.kawaikini.com)]

**Submitted by Executive Director [ Jessell Tanaka ]**

Principal's Signature:

Signature Date:

5/11/18

**Approved by Governing Board Chair [DeeAnn Lei'ilima Rapoozo]**

Local School Board Chair's Signature:

Signature Date:

5/11/18

**Acknowledged by Charter School Commission's Executive Director [Sione Thompson]**

Executive Director's Signature:

Signature Date:

**Received by HIDEOE – School Transformation Branch**

TB Director's Signature:

Signature Date:

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## ***Where are we now?***

List your school's prioritized needs as identified in one or more of the following needs assessments:

- Comprehensive Needs Assessment (Title I Schools)
- WASC Self Study
  - WASC Category B: Standards Based Student Learning: Curriculum, instruction
  - WASC Category C: Standards Based Student Learning: Instruction
  - WASC Category D: Standards Based Student Learning: Assessment and Accountability
- International Baccalaureate (IB) Authorization
- Other

Then, based on the analysis you performed in the CNA, list the contributing or root causes as well as a citation for what page of the CNA contains more information on the listed need.

Needs	Contributing or Root Cause(s)	Pg. # in CNA
<p>Scores for language arts, math and reading are consistently low in the past 2 years according to SBA (state) and He Lawai'a (hawaiian reading comprehension) assessments. Hawaiian language arts in Grade 3 and 4 are increasing.</p>	<p>Elementary grades through Grade 6 follow a Singapore math curriculum. Time is needed for teachers to align common core standards curriculum and assessments through each grade and subject.</p> <p>Curriculum materials and training in singapore math implementation is needed.</p> <p>Lack of training in intervention strategies to assess, track and improve foundational reading, writing and math skills (RTI-Response to Intervention)</p> <p>Lack of best practice, instructional strategies to meet the academic needs of all learners is also identified as an underlying cause.</p>	<p>16,17</p>

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<p>Overall school satisfaction as reported by ‘Ohana surveys has decreased from 2015 to 2017 which may negatively affect enrollment.</p>	<p>Student safety and well being as identified by parents are declining as listed in the ‘Ohana survey. More engagement in school-family partnerships is needed. Lack of updated school activity, curriculum development information and status of school goals on the school’s website is also a root cause of this challenge.</p>	<p>18, 20</p>

<p><b>Addressing Equity: Sub-Group Identification</b></p> <p>In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p>
<p>*Grades 3-12 have low test scores in math, language arts and reading. Training to Grade k-6 teachers on Singapore math curriculum and assessments, specific strategies for RTI interventions and implementation of best practice instructional strategies will ensure students academic achievement through each grade.                  Reading and tracking materials and systems will ensure student progress in reading for Grades 5 and up for English language arts; structured reading material in hawaiian language arts in grades kindergarten through 4 to support RTI interventions that will ensure students academic achievement.                  *Teachers and school staff need reliable internal communication systems to ensure student and staff safety and flow of internal, daily processes                  *New leadership positions need training in various charter school leadership topics, strategies for motivating their team and knowledge of diverse communication styles to ensure ongoing, efficient dissemination of school wide information.</p>

<p><b>ORGANIZE:</b> Identify your Leadership Team Accountable Leads.</p>	
<p style="text-align: center;">Name and Title of Team Accountable Lead</p>	<p style="text-align: center;">Responsible for implementation of the school’s strategies and initiatives</p>
<p>1. Pouhana, Teacher leaders: Kaliko Goo and Rayanna Waiamau</p>	<p>1. Curriculum and Instruction</p>

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2. Academic Director, Malia Rogers;  SY 1819 Academic Director, Namomi McCorriston	2. Assessment inventory and scheduling teacher collaboration time
3. Executive Director, Jessell Tanaka	3. Monitor for progress towards implementation of school's strategies
4. Governing Board President, DeeAnn Rapozo	4. Monitor for progress towards implementation of school's strategies
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

**Goal 1: Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

- Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.

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❑ **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome: By the end of three years,	Rationale: Explain the link to your CNA / Underlying Cause(s)
Majority of our students will be calculating math problems and reading on grade level and will have successful transition from elementary to secondary levels. Math and reading scores will indicate gradual increases by at least 5% each year.	Student scores on state assessments in math, language arts, and reading are consistently below state levels. Hawaiian language arts for Grades 3 and 4 show steady increases.

Desired Outcomes	Strategies & Actions	School Year(s) of Activity	Relevant Interim Measures	Accountable Lead(s)	Funding Sources
<i>Based on Strategic Plan Student Success Indicators</i>	<i>How will you achieve your goal? What resources will you leverage?</i>	<i>When will this occur?</i>	<i>How will you know if you are on track to meet your goal? How will you monitor progress?</i>	<i>Who will be leading?</i>	<i>Check applicable boxes to indicate source of funds.</i>

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<p>Students grades K-6 will use singapore math worksheets and strategies to meet their individualized learning plan goals which are designed to get them as close to grade level as possible.</p>	<p>Curriculum training and materials for all teachers grades K-6 in Singapore math implementation.</p> <p>Develop and create common formative assessments for Singapore math for each grade and goals for classroom evaluation (K-6).</p> <p>Individual needs based training for all teachers in instructional strategies to meet the academic needs of all learners.</p> <p>Monthly meetings for teachers to align math curriculum across grades, discuss strategies and track interim measures.</p> <p>Teacher observations and feedback on implementation of Singapore math curriculum</p>	<p>Q4 2018-19</p>	<p>Teacher level: ILPs will list specific strategies (instructional, RTI, or other) each teacher will utilize through the year towards meeting math goals.</p> <p>Grade level: Quarterly assessment review (unit completion and accuracy) based on Singapore math grade level goals.</p> <p>Schoolwide: Completion and review of data for math assessments as listed in the annual testing calendar.</p>	<p>Academic Director</p> <p>Supports: Pouhana Teacher leaders</p>	<p>PP \$ X Title I \$ X Title II \$ Other \$ N/A</p>
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**Goal 2: Staff Success.** Kawaikini NCPCS has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

- ❑ *Objective 1: Focused Professional Development – Develop and grow employees to support student success and continuous improvement.*
- ❑ *Objective 2: Timely Recruitment and Placement – Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.*
- ❑ *Objective 3: Expanded Professional Pipeline- Expand well-qualified applicant pools for all Hawaii educator positions and expand the number of candidates who are prepared to support student success objectives.*

<p>Majority of teachers and teacher aides will have multiple levels of knowledge in curriculum, teaching instructional strategies, and best practice student and classroom interventions as outlined in their individual learning plans.</p>	<p>Student scores on state assessments in math, language arts, and reading are consistently below state levels. Teachers and teacher aides need skills to assess, track and improve foundational reading, writing and math skills (RTI-Response to Intervention) beginning from Kindergarten through high school.</p>
<p>New leadership positions will show growth in knowledge of the multiple areas involved in charter school leadership as indicated on their annual evaluations.</p>	<p>Training is needed for new leadership positions- Academic Director, executive director and new board members to ensure structures are in place to support student learning success.</p>

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<i>Based on Strategic Plan Staff Success Indicators</i>	<i>How will you achieve your goal? What resources will you leverage?</i>	<i>When will this occur?</i>	<i>How will you know if you are on track to meet your goal? How will you monitor progress?</i>	<i>Who will be leading?</i>	<i>Check applicable boxes to indicate source of funds.</i>
<p>More than 80% of all teachers will attend professional development workshops towards meeting individualized teacher goals.</p>	<p>Financial resources will be utilized to cover the costs of training travel and attendance</p> <p>Recommended professional development workshops will align with goals listed in teacher ILPs</p> <p>At least one professional development will focus on data collection, review and analysis for informing instruction</p> <p>Track and monitor teacher attendance at offered training workshops</p>	<p>Q4 2018-19</p>	<p>Teacher level: Teachers will develop goals and list individual workshop topics for development</p> <p>Grade level: Teacher ILPs will list the alignment of attended professional development workshops to specific student learning outcomes</p> <p>Schoolwide: Monitor for % of teachers attending offered professional development workshops</p> <p>Host a data review workshop at Kawaikini to support schoolwide learning opportunities</p>	<p>Academic Director</p> <p>Supports: Pouhana teacher leaders; academic coach (new position)</p>	<p>PP \$ X Title I \$ X Title II \$ Other \$ N/A</p>



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<p>New Executive director, school operations supervisor and incoming new academic director will be qualified to lead the school towards accomplishing school goals.</p>	<p>Financial resources will be used to cover the costs of professional development workshops specific to each leaders' areas of improvement.</p> <p>Leaders will attend at least 3 different areas of professional development each year to expand on individual skills.</p>	<p>Q4 2018-19</p>	<p>Each Leader will identify specific PD topics for professional development for the year.</p> <p>Quarterly Meetings with administration and Human Resources Board committee (if needed) to assess progress for development.</p> <p>Completed training certificates will be filed in employee files.</p>	<p>Governing Board- Human Resources committee chair</p> <p>Executive Director, Jessell Tanaka</p>	<p>PP \$ X Title I \$ X Title II \$ Other \$ N/A</p>
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**Goal 3: Successful Systems of Support.** The system and culture of Kawaikini NCPCS works to effectively organize financial, human, and community resources in support of student success.

- Objective 1: Innovation** – Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.
- Objective 2: Adequate and Expanded Resources**– Secure adequate resources to support school and community-based plans for student success.
- Objective 3: Efficient and Transparent Supports**- Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public education resources.


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<i>Based on Strategic Plan Successful Systems of Support Indicators</i>	<i>How will you achieve your goal? What resources will you leverage?</i>	<i>When will this occur?</i>	<i>How will you know if you are on track to meet your goal? How will you monitor progress?</i>	<i>Who will be leading?</i>	<i>Check applicable boxes to indicate source of funds.</i>
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					PP \$ Title I \$ Title II \$ Other \$ N/A