



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: [Kamaile Academy PCS]
School Address: [85-180 Ala Akau Street]
School Phone Number: [808-697-7110]
School Website: [www.kamale-academy.org]

Submitted by [Anna Winslow]

Principal's Signature:

Signature Date:

Approved by [Joseph Uno]

Local School Board Chair's Signature:

Signature Date:

Acknowledged by Charter School Commission's Executive Director

Executive Director's Signature:

Signature Date:

Received by HIDOE – School Transformation Branch

STB 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>Student proficiency rates in reading are consistently low in grades K-6 according to the Developmental Reading Assessment (DRA), DIBELS Next Assessment and the SBA (grades 3-6).</p> <ul style="list-style-type: none"> • Average improvement/student growth rates in grades K-6 are not enough to improve their “need of support” (indicates the presence or lack of an effective, well-planned intervention) 	<ul style="list-style-type: none"> • Instruction is not sufficiently rigorous, differentiated or consistently implemented and monitored school-wide. • Curriculum is not sufficiently meeting the needs of all students (core reading program not addressing students two or more grade levels below) 	Sec. III-B pg. 20 & 21; Sec. IV pg. 31 & 32; Sec. V pg.34-38 & 41-42
<p>Student proficiency rates in math are consistently low in grades 3-8 according to the SBA.</p>	<ul style="list-style-type: none"> • Instruction is not sufficiently rigorous, differentiated or consistently implemented and monitored school-wide. • Current Curriculum (Saxon) is not aligned to CCSS 	Sec. III-B pg. 20 & 21; Sec. IV pg. 31 & 32; Sec. V pg. 41 & 42
<p>Student proficiency rates in Science are consistently low according to the Hawaii State Science Assessment (given in grades 4 & 8).</p>	<ul style="list-style-type: none"> • Instruction is not sufficiently rigorous, differentiated or consistently implemented and monitored school-wide. • Curriculum is not sufficiently meeting the needs of our school (i.e. lack of curriculum that aligns with 	Sec. III-B pg. 20; Sec. IV pg. 31 & 32; Sec. V pg. 41

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	PBL)	
Consistently low teacher retention rates (decrease in teacher retention rates over the past 3 years).	<ul style="list-style-type: none"> • Teachers not aligned to vision, mission and who we are (Hawaiian Focused Arts Integrated School) • Limited Pool of teachers to recruit (locally) from • Kamaile is identified as a “Hard to Staff” area • Need to strengthen teacher recruitment/retention plan that includes support for new or struggling teachers. 	Sec. II pg. 15; Sec. III-A pg. 17; Sec. IV pg. 31 & 32
High chronically absent rates in grades K-6 and daily average attendance rates that consistently fall below the state benchmark of 95%.	<ul style="list-style-type: none"> • Lack of a school-wide system/plan to address low attendance and barriers that prevent students from attending school • Lack of understanding of why students are chronically absent • Systems and supports to meet the needs of all students and their families, especially those who are transient, lack basic needs, or have attendance, social/emotional and/or behavioral challenges are insufficient 	Sec. II pg. 11 & 12; Sec. III-A pg. 17; Sec. IV pg. 31 & 32
Lack of clear and transparent communication that includes input from community stakeholders and communication regarding the school budget.	<p>(Prior to SY2014-2015)</p> <ul style="list-style-type: none"> • No long-range financial planning or analysis documents. • Lack of a sustainable budget development process that reviews existing programs and identifies priorities based on CNA results 	WASC Self Study
<p>Addressing Equity: Sub-Group Identification 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>Reading & Mathematics: IDEA students have the highest percentage of students who are below grade level in grades 3-6 (SBA 15-16 data). We will work to provide IDEA students with rigorous, differentiated instruction w/ access to the core program. Instruction will be based on their needs, utilizing curriculum/strategies that address students performing two or more grade levels below. Students performing two or more grade levels below will be progress</p>		

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monitored 2x's a month.

ORGANIZE: Identify your Leadership Team Accountable Leads.	
Name and Title of Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Principal	1. Curriculum & Instruction; RTI; PBL; Professional Development; Teacher Support System (KATSS); Teacher Recruitment & Retention Plan; "Great Teacher" Competency Model (Teacher Evaluation system); ISA System; Communication & Collaborative Budget Process
2. Associate Principal (Grades PreK-5)	2. Curriculum & Instruction (provide ongoing support w/ feedback); "Great Teacher" Competency Model (Teacher Evaluation System); PreK program
3. Associate Principal	3. Curriculum & Instruction (provide ongoing support w/ feedback); "Great Teacher" Competency Model (Teacher Evaluation System)
4. Associate Principal (Grades 6-12)	4. Curriculum & Instruction (provide ongoing support w/ feedback); "Great Teacher" Competency Model (Teacher Evaluation System)
5. Instructional Coaches	5. Coaching (Provide ongoing support to teachers)
6. Curriculum Coordinator	6. KATSS; PD

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7. Navigators' Center Director	7. Summer Intersession; Parent Involvement; Community Partnerships
8. Ho'okako'o Business Manager	8. Collaborative Budgeting Process
9. Counseling Team	9. PBIS; Social Emotional Development & Learning
10. Title I/Assessment Coordinator	10. Data for Interim Measures; CNA Coordinator

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.
- 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)
42-51% of Kamaile students (Grades 3 - 8, 11) will score proficient or above on the ELA SBA (Academic Performance Framework Target).	<p>Need Identified in CNA:</p> <ul style="list-style-type: none"> Student proficiency rates in reading are consistently low in grades K-6 according to the Developmental Reading Assessment (DRA), DIBELS Next Assessment and the SBA (grades 3-6). Only 22% proficient in ELA according to SBA. <p>Underlying Causes:</p> <ul style="list-style-type: none"> Lack of understanding of the unique needs of Kamaile students and how to differentiate instruction (i.e. cultural understanding, social-emotional learning, etc.) Lack of a plan to implement effective strategies beyond the initial training 80% of students entering K are needing intensive support

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<p>28-37% of Kamaile students (Grades 3 - 8, 11) will score proficient or above on the Mathematics SBA. (Academic Performance Framework Target).</p>	<p>Need Identified in CNA:</p> <ul style="list-style-type: none"> • Student proficiency rates in math are consistently low in grades 3-8 according to the SBA. Only 11% proficient in mathematics according to SBA. <p>Underlying Causes:</p> <ul style="list-style-type: none"> • Lack of understanding of the unique needs of Kamaile students and how to differentiate instruction (i.e. cultural understanding, social-emotional learning, etc.) • Lack of a plan to implement effective strategies beyond the initial training • 80% of students entering K are needing intensive support
<p>30-39% of Kamaile students (Grades 4, 8 and students in Biology I) will score proficient or above on the Hawai'i State Assessment in Science. (Academic Performance Framework Target).</p>	<p>Need Identified in CNA:</p> <ul style="list-style-type: none"> • Student proficiency rates in Science are consistently low according to the Hawaii State Science Assessment (given in grades 4 & 8) and Hawaii End of Course Exam for Biology I. Only 15% proficient in science. <p>Underlying Causes:</p> <ul style="list-style-type: none"> • Lack of understanding of the unique needs of Kamaile students and how to differentiate instruction (i.e. cultural understanding, social-emotional learning, etc.) • Lack of a plan to implement effective strategies beyond the initial training • 80% of students entering K are needing intensive support
<p>Chronic absent rate will be reduced to 20-24% (Academic Performance Framework Target) – also see Goal 3</p>	<p>Need Identified in CNA:</p> <ul style="list-style-type: none"> • Chronic absent rates are consistently high in grades K-6 (SY15-16: 45%) and daily average attendance rates consistently fall below the state benchmark of 95% <p>Underlying Causes:</p> <ul style="list-style-type: none"> • Lack of a school-wide system/plan to address low attendance and barriers that prevent students from attending school • Systems and supports to meet the needs of all students and their families, especially those who are transient, lack basic needs, or have attendance, social/emotional and/or behavioral challenges are insufficient

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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>
<p>Instruction is sufficiently rigorous, differentiated (supports students that need diverse instructional methods, including IDEA and ELL students) and consistently implemented and monitored school-wide (Academic Achievement)</p>	<p>Establish and communicate clear expectations (i.e. must do's) for the implementation of Kamaile Academy's K-6 ELA program (Core-Reading Street, **small group instruction, **computer-based programs & standards based test prep).</p> <p>Resources: Summer recall pay for coaches to assist admin with the development of expectations; PD day to communicate expectations; Computer Based Interventions (IXL, Lexia, etc.);** Learning Ally; Technology (i.e. laptops, ipads, smartboard); Test Ready test prep; Assessments (DRA & DIBELS)</p>	June-July 2017	<p>Teacher Level:</p> <ul style="list-style-type: none"> Core Program Assessments (Reading Street) DRA K-6 (administered 3xs a year) <p>Grade Level:</p> <p>DIBLES Next K-6 Assessment (Benchmark administered 3xs a year & Progress Monitoring administered 2xs a month to intensive students)</p> <p>School Level:</p> <ul style="list-style-type: none"> Monthly Implementation Observations by Admin (data entered in a google doc data tracker) Monthly Coaching Log 	<p>Lead: Principal</p> <p>Supports: Associate Principals</p>	<input checked="" type="checkbox"/> PP \$ <input checked="" type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input checked="" type="checkbox"/> Other \$ <input type="checkbox"/> N/A
	<p>Provide initial training (or re-training) for all teachers on Kamaile's K-6 core reading program (Reading Street).</p> <p>Resources: Coaches to provide in-house training; RTI Consultant to support coaches; PD day for training; Reading Street curriculum and consumables</p>	July 2017		<p>Lead: Instructional Coaches</p> <p>Supports: Consultant</p>	

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	<p>Provide on-going support (monthly observation w/ feedback & coaching) for all teachers on the implementation of ELA Program, including core reading program (Reading Street) & small group instruction (monitor implementation of must-do's)</p> <p>Resources: Coaches; Admin; Grade Level PLCs</p>	<p>2017-2018, ongoing</p>		<p>Leads: Associate Principals</p> <p>Supports: Instructional Coaches</p>	
	<p>Establish and communicate clear expectations (i.e. must do's) for the implementation of Secondary Course Maps.</p> <ul style="list-style-type: none"> • Secondary Course Maps Implemented <p>Resources: Admin; Coaches; PD day; Secondary Course Maps; Secondary Curriculum/ supplemental programs that support the implementation of course maps; Technology (i.e. laptops, ipads, smartboard) Materials & Supplies</p>	<p>July 2017</p>	<p>Teacher/Department Level:</p> <ul style="list-style-type: none"> • Course Assessments • Grade Checks <p>School Level:</p> <ul style="list-style-type: none"> • Monthly Implementation Observations by Admin (data entered in a google doc data tracker) • Monthly Coaching Log 	<p>Lead: Secondary Associate Principal</p>	<p><input checked="" type="checkbox"/> PP \$</p> <p><input checked="" type="checkbox"/> Title I \$</p> <p><input type="checkbox"/> Title II \$</p> <p><input checked="" type="checkbox"/> Other \$</p> <p><input type="checkbox"/> N/A</p>
	<p>Provide on-going support (monthly observation w/ feedback & coaching) for all teachers on the implementation of Secondary Course Maps.</p> <p>Resources: Admin; Coaches; Secondary PLCs</p>	<p>2017-2018, ongoing</p>		<p>Lead: Secondary Associate Principal,</p> <p>Supports: Instructional Coaches</p>	

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<p>Instruction is sufficiently rigorous, differentiated and consistently implemented and monitored school-wide (Academic Achievement)</p> <p>and</p> <p>Curriculum is sufficiently meeting the needs of students: core math program aligned to CCSS (Academic Achievement)</p>	<p>Establish and communicate clear expectations (i.e. must do's) for the implementation of Kamaile Academy's K-6 Mathematics program (core program TBD by the end of May 2017, **small group instruction, **computer-based programs; standards based test prep).</p>	<p>June-July 2017</p>	<p>Teacher Level: Core Program Assessments</p> <p>Grade Level: Track My Progress Assessment</p> <p>School Level:</p> <ul style="list-style-type: none"> • Monthly Implementation Observations by Admin (data entered in a google doc data tracker) • Monthly Coaching Log 	<p>Lead: Principal</p> <p>Supports: Associate Principals</p>	<p><input checked="" type="checkbox"/> PP \$</p> <p><input checked="" type="checkbox"/> Title I \$</p> <p><input type="checkbox"/> Title II \$</p> <p><input checked="" type="checkbox"/> Other \$</p> <p><input type="checkbox"/> N/A</p>
	<p>Resources: Summer recall pay for coaches to assist admin with the development of expectations; PD day to communicate expectations; Computer Based Interventions (IXL, Lexia, etc.); Technology (i.e. laptops, ipads, smartboard); Test Ready test prep; Assessments (Track My Progress)</p>	<p>July 2017</p>	<p>Provide initial training (or re-training) for all teachers on Kamaile's K-6 core Mathematics program (TBD by the end of May 2017).</p> <p>Resources: Coaches to provide in-house training; PD day for training; core curriculum and consumables</p>	<p>Lead: Program Trainer/Consultant (TBD)</p> <p>Supports: Instructional Coaches</p>	
	<p>Provide on-going support (monthly observation w/ feedback & coaching) for all teachers on the implementation of Mathematics Program, including core math program (TBD by the end of May 2017) & **small group instruction</p>	<p>2017-2018, ongoing</p>	<p>Leads: Associate Principals</p> <p>Supports: Instructional Coaches</p>		

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	Resources: Coaches; Admin; Grade Level PLCs				
<p>Instruction is sufficiently rigorous, differentiated (supports students that need diverse instructional methods, including IDEA & ELL students) and consistently implemented and monitored school-wide (Academic Achievement & Achievement Gap)</p> <p>and</p> <p>RTI curriculum sufficiently meets the needs of all students: RTI program addresses students two or more grade levels below (Achievement Gap)</p>	<p>Further establish and maintain a K-6 RTI system for ELA to include clear expectations and must-do's:</p> <ul style="list-style-type: none"> • Design RTI system which includes MTSS coordinator job description (push-in for K-1, walk-to-read for 2-6 & Instructional Specialist will work with tier 3 students) • Roll out RTI system K-6 • Provide training for RTI curriculum (i.e. Rewards, Reading Master, Phonics 4 Reading) • Provide on-going support (monthly observation w/ feedback & coaching) • 5 weeks (sooner if needed) data cycle during grade level PLCs w/ MTSS coordinator • MTSS Coordinator will collaborate with Counselors, Attendance Officer and Social Worker to support students • Monitor implementation of RTI system (i.e. collect and analyze weekly data) • Evaluate and Revise RTI system <p>Resources: MTSS Coordinator;</p>	<p>May-July 2017 (Further develop)</p> <p>2017-2018 ongoing (implement)</p> <p>2019-2020 (Evaluate and Revise)</p>	<p>Teacher Level:</p> <ul style="list-style-type: none"> • Teachers submit weekly data sheets to RTI Coordinator. • DRA K-6 (administered 3xs a year) <p>Grade Level: DIBELS Next K-6 (Benchmark administered 3xs a year & Progress Monitoring administered 2xs a month to intensive students)</p> <p>School Level: Monthly Implementation observation by Admin/RTI Coordinator</p>	<p>Leads: Principal, and MTSS Coordinator/Consultant RTI Coordinator (TBD)</p> <p>Supports: Associate Principals, & Instructional Coaches & Consultant</p>	<p><input checked="" type="checkbox"/> PP \$</p> <p><input checked="" type="checkbox"/> Title I \$</p> <p><input type="checkbox"/> Title II \$</p> <p><input checked="" type="checkbox"/> Other \$</p> <p><input type="checkbox"/> N/A</p>

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	<p>Consultant; Grade Level PLC time; Coaches; Admin; RTI Curriculum; Computer Based Resources; **Learning Ally; Instructional Specialists; ELL Coordinator & Staff; SPED Coordinator/SSC; Assessment Coordinator & Testing Team (PTTs); DIBELS Next & DRA Assessments; Data Repository & Consultant; Technology (i.e. laptops, ipads, smartboard)</p>				
	<p>Develop and Implement K-6 RTI system for Math to include clear expectations and must-do's</p> <p>Evaluate and Revise K-6 RTI system for Math</p> <p>Resources: MTSS Coordinator; RTI Consultant; Grade Level PLC time; Coaches; Admin; RTI Curriculum; Instructional Specialists; ELL Coordinator & Staff; SPED Coordinator/SSC; Assessment Coordinator & Testing Team (PTTs); Track My Progress Assessment; Data Repository & Consultant; Technology (i.e. laptops, ipads, smartboard)</p>	<p>2018-2019, ongoing</p> <p>2019-2020 (Evaluate and Revise)</p>	<p>Teacher Level:</p> <ul style="list-style-type: none"> Teachers submit weekly data sheets to MTSS Coordinator. <p>Grade Level: Track My Progress Assessment</p> <p>School Level: Monthly Implementation observation by Admin/RTI Coordinator</p>	<p>Leads: Principal, and MTSS Coordinator (TBD)</p> <p>Supports: Associate Principals & Instructional Coaches & MTSS Coordinator/Consultant RTI Consultant</p>	
<p>Instruction is sufficiently rigorous, differentiated and consistently implemented and monitored school-wide (Academic Achievement &</p>	<p>Continue Implementation of Project Based Learning lessons K-12 (engagement strategy to increase student access to the curriculum):</p> <ul style="list-style-type: none"> Establish and communicate clear expectations (i.e. must do's) for the implementation of 	<p>2017-2018 ongoing</p>	<p>Grade Level: Completed PBL lessons</p> <p>School Level: PBL exhibition & defense 'Ohana events</p>	<p>Leads: Principal, and Associate Principals</p> <p>Supports: Curriculum Coordinator & Navigators' Center</p>	<p><input checked="" type="checkbox"/> PP \$</p> <p><input checked="" type="checkbox"/> Title I \$</p> <p><input checked="" type="checkbox"/> Title II \$</p> <p><input checked="" type="checkbox"/> Other \$</p> <p><input type="checkbox"/> N/A</p>

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<p>Family and Community Engagement)</p>	<p>Project Based Learning lessons</p> <ul style="list-style-type: none"> • Further develop Project Based Learning lessons (aligned to CCSS & NGSS-Next Generation Science Standards) • Continue to engage family and community participation in PBL exhibition and defense events <p>Resources: PD (sub days & consultant(s); Exhibition/Defense ‘Ohana Events; Website/ Synrevoice; Navigators’ Center Staff; Curriculum/ supplemental materials & programs that aligns w/ PBL - culture, place & arts integration; Technology (i.e. laptops, ipads, smartboard)</p>			<p>Director</p>	
<p>Instruction is sufficiently rigorous, differentiated and consistently implemented and monitored school-wide (Academic Achievement & Achievement Gap)</p>	<p>Continue implementation of engagement strategies to increase student access to the curriculum</p> <ul style="list-style-type: none"> • GLAD • Arts Integration (VTS, Tableau, Music/Movement) • Kagan • Culturally relevant strategies • Explorations (whole child learning - Music, PE, Garden, Ike Hawaii, Technology, Social Emotional Learning through Art) <p>Resources: Admin; PD-sub days & consultant(s); TALT; TAA</p>	<p>2017-2018, ongoing</p>	<p>Teacher/Grade Level:</p> <ul style="list-style-type: none"> • Behavior Data (5 week check-ups) <p>School Level:</p> <ul style="list-style-type: none"> • The BERG Group Evaluation • ‘Ohana Surveys (includes Keiki surveys) 	<p>Leads: Principal, and Curriculum Coordinator</p> <p>Supports: Associate Principals</p>	<p><input checked="" type="checkbox"/> PP \$</p> <p><input checked="" type="checkbox"/> Title I \$</p> <p><input checked="" type="checkbox"/> Title II \$</p> <p><input checked="" type="checkbox"/> Other \$</p> <p><input type="checkbox"/> N/A</p>

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	coordinators; Dean of Students; ELL coordinator & staff; The BERG Group; KS ‘Ohana Surveys; Materials & Supplies				
Instruction is sufficiently rigorous, differentiated and consistently implemented and monitored school-wide (Achievement Gap)	<p>Improve and expand afterschool and summer intersession program (K-12) to provide remediation and enrichment activities for students</p> <p>Evaluate & Assess afterschool and summer program (impact on student achievement)</p> <p>Resources: Afterschool coordinator; Summer intersession coordinator (Nav. Center Director); afterschool & summer intersession staff; Curriculum Coordinator; Assessment Coordinator; Website/Synrevoice; Technology (i.e. laptops, ipads, smartboard); Materials & Supplies</p>	<p>2017-2018, ongoing (includes summer 2018)</p> <p>2018-2019 (Evaluate & Assess)</p>	<ul style="list-style-type: none"> Participation data Afterschool & Summer Attendance 	<p>Leads: After School Coordinator (TBD) & Navigators’ Center Director</p> <p>Supports: Curriculum Coordinator & Assessment Coordinator</p>	<input checked="" type="checkbox"/> PP \$ <input checked="" type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input checked="" type="checkbox"/> Other \$ <input type="checkbox"/> N/A
Decrease the % of students entering Kindergarten that need intensive support – increase the ratio of students entering Kindergarten with preschool experience (Academic Achievement)	<p>Continue and expand PreK program (2.5 General education and 1.5 SPED classrooms):</p> <ul style="list-style-type: none"> Family Engagement Activities K Transition Plan Site Level Team Strengthen early literacy (data analysis) <p>Resources: Admin; PreK staff (includes general education and SPED teachers; EA’s & PPTs); SPED Coordinator/SSC; PD (sub</p>	2017-2018, ongoing	<ul style="list-style-type: none"> Teaching Strategies Gold Assessment Kindergarten DIBELS Next Data (the % of students entering K needing intensive support) Kindergarten DRA Data 	<p>Lead: Associate Principal</p> <p>Support: Principal,</p>	<input checked="" type="checkbox"/> PP \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input checked="" type="checkbox"/> Other \$ <input type="checkbox"/> N/A

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	<p>days); Site Level Team; Facilities; Navigators' Center Staff; Family engagement activities; Website/Synrevoice; Assessments (i.e. TS Gold, DIBELS, DRA); Materials & Supplies</p>				
<p>Systems and supports to meet the needs of all students and their families, especially those who are transient, lack basic needs, or have attendance, social/emotional and/or behavioral challenges are in place (School Climate & Chronic Absenteeism-see Goal 3)</p>	<p>Continue to review and refine PBIS implementation plan</p> <p>Evaluate implementation of PBIS strategies including analysis of disciplinary data for full implementation of PBIS system to ensure consistent school-wide behavior and discipline practices</p> <p>Resources: Admin; Counseling Department; MTSS Coordinator; Dean of Students; Navigators' Center Staff; Kalo Cards; Kamaile Store; Kamaile Store Staff; Community partnerships; PD; KS 'Ohana Survey; The BERC Group; materials & supplies</p>	<p>2017-2018, ongoing</p> <p>2018-2019 (Evaluate)</p>	<p>Teacher/Grade Level:</p> <ul style="list-style-type: none"> • Behavior Data (5 week check-ups) • Kalo Card Data (i.e. # of Kalo cards redeemed at store) <p>School Level:</p> <ul style="list-style-type: none"> • The BERC Group Evaluation • 'Ohana Surveys (includes Keiki surveys) 	<p>Leads: Counseling Department</p> <p>Supports: Admin Team and MTSS Coordinator</p>	<p><input checked="" type="checkbox"/> PP \$</p> <p><input checked="" type="checkbox"/> Title I \$</p> <p><input type="checkbox"/> Title II \$</p> <p><input checked="" type="checkbox"/> Other \$</p> <p><input type="checkbox"/> N/A</p>

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	<p>Continue to implement a system of support for the social and emotional development and learning of students:</p> <ul style="list-style-type: none"> • Implement established procedures and services for tiered counseling program • Provide training and support for teachers on strategies for supporting the social emotional growth and development of Tier 1 students • Utilize teaching and learning opportunities for specialized intervention classes (i.e. Second Step, Anti-Bullying) <p>Evaluate system for social and emotional development and learning and plan for improvements</p> <p>Resources: Admin; Counseling Department; Social Worker (TBD); PD; PLC Time; Character Education program/strategies (i.e. Second Step); materials & supplies</p>	<p>2017-2018, ongoing</p> <p>2018-2019 (Evaluate)</p>	<p>Teacher/Grade Level:</p> <ul style="list-style-type: none"> • Behavior Data (5 week check-ups) <p>School Level:</p> <ul style="list-style-type: none"> • The Behavior Intervention Monitoring Assessment System (BIMAS)- behavior screener for Tier 2 students • The Behavior Assessment System for Children (BASC-2)- measures behavioral & emotional strengths & weaknesses for Tier 3 	<p>Leads: Counseling Department</p> <p>Supports: Admin Team and Social Worker (TBD)</p>	<p><input checked="" type="checkbox"/> PP \$</p> <p><input checked="" type="checkbox"/> Title I \$</p> <p><input type="checkbox"/> Title II \$</p> <p><input checked="" type="checkbox"/> Other \$</p> <p><input type="checkbox"/> N/A</p>
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Goal 2: Staff Success. [Kamaile Academy] 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.

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☒ **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.*

Outcome: By the end of three years,	Rationale: Explain the link to your CNA / Underlying Cause(s)
85% Teacher Retention Rate	<p>Need Identified in CNA:</p> <ul style="list-style-type: none"> • High teacher turnover rate • Decrease in retention rate over the past 3 years (SY13-14 87% to SY 14-15 76% to SY15-16 72%) • Nearly ½ of teachers not HQT <p>Underlying Causes:</p> <ul style="list-style-type: none"> • Teachers not aligned to vision, mission and who we are (Hawaiian Focused Arts Integrated School) • Limited Pool of teachers to recruit (locally) from • Kamaile is identified as a “Hard to Staff” area • Need to strengthen recruitment/retention plan
20% increase in the percent of classrooms aligned with Powerful Teaching and Learning (as measured by The BEREC Group Star Protocol)	<p>Need Identified in CNA:</p> <ul style="list-style-type: none"> • Instruction is not sufficiently rigorous, differentiated or consistently implemented and monitored school-wide. • Only 48% of classroom aligned to Powerful Teaching and Learning in SY2015-2016 according to the BEREC Group Star Protocol <p>Underlying Causes:</p> <ul style="list-style-type: none"> • Lack of understanding of the unique needs of Kamaile students and how to differentiate instruction (i.e. cultural understanding, social-emotional learning, etc.) • Lack of a plan to implement effective strategies beyond the initial training

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Desired Outcomes	Strategies & Actions	School Year(s) of Activity	Relevant Interim Measures	Accountable Lead(s)	Funding Sources
<i>Based on Strategic Plan Staff Success Indicators</i>	How will you achieve your goal? What resources will you leverage?	When will this occur?	<i>How will you know if you are on track to meet your goal? How will you monitor progress?</i>	Who will be leading?	<i>Check applicable boxes to indicate source of funds.</i>
Instruction is sufficiently rigorous, differentiated and consistently implemented and monitored school-wide (Teacher Retention)	<p>Continue to provide teachers with coaching and peer mentoring supports:</p> <ul style="list-style-type: none"> Provide 4 FTE coaches to support teachers with instructional strategies, classroom management, understanding and unpacking CCSS, curriculum/course mapping, creating formative assessments, and analyzing data flexible groupings Kamaile Academy Teacher Support System (KATSS) mentor program to support new and struggling teachers <p>Resources: Admin.; 4 FTE coaches; KATSS coordinator (TBD); teacher mentors (up to 12); The BERG Group; sub days for teacher observations; sub days for IFWs</p>	2017-2018, ongoing	<p>Teacher Level:</p> <ul style="list-style-type: none"> School-wide Instructional Focus Walks (self-reflection) <p>School Level:</p> <ul style="list-style-type: none"> Coaching Logs KATSS Support Log The BERG Group Evaluation 	Leads: Instructional Coaches and KATSS Coordinators	<input checked="" type="checkbox"/> PP \$ <input checked="" type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input checked="" type="checkbox"/> Other \$ <input type="checkbox"/> N/A
Focused Professional Development that increases teachers' knowledge and understanding of effective strategies, including	<p>Continue implementation of Kamaile Academy's Professional Development Plan that includes:</p> <ul style="list-style-type: none"> Training on new core Math program Training on core reading program (Reading Street) 	2017-2018, ongoing	<p>Teacher Level:</p> <ul style="list-style-type: none"> School-wide Instructional Focus Walks (self-reflection) <p>School Level:</p> <ul style="list-style-type: none"> PD Sign-in and out Logs 	Lead: Principal Supports: Associate Principals and Curriculum Coordinator	<input checked="" type="checkbox"/> PP \$ <input checked="" type="checkbox"/> Title I \$ <input checked="" type="checkbox"/> Title II \$ <input checked="" type="checkbox"/> Other \$ <input type="checkbox"/> N/A

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<p>differentiated Instruction (supports students that need diverse instructional methods, including IDEA and ELL students)-(Teacher Retention)</p> <p>and</p> <p>Instruction is sufficiently rigorous, differentiated and consistently implemented and monitored school-wide (Teacher Retention)</p>	<ul style="list-style-type: none"> • Training on Small Group Instruction • Training on RTI and reading intervention supports (i.e. Rewards program, Lexia computer based program) • Training on the administration of assessments: DRA, DIBELS, SBA, Track My Progress, and core program assessments • Culture Based Education that includes Wai`anae cultural learning field trips focusing on the following areas: Kane `Ilio, Kane Aki, Kane `Ika Pualena & additional Wahi pana • GLAD training to build capacity in all teachers to teach English Language Learners • Arts Integration Strategies (i.e. Tableau, VTS, Music/Movement) • Kagan • Project Based Learning <p>Resources: Admin; Curriculum Coordinator; Assessment Coordinator; Coaches; TALT; PD-sub days & consultant(s); sub days for IFWs; grade level PLC time; The BERC Group; materials & supplies</p>		<ul style="list-style-type: none"> • Monthly Implementation Observations by Admin (data entered in a google doc data tracker) • Monthly Coaching Log • The BERC Group Evaluation 		
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<p>Instruction is sufficiently rigorous, differentiated and consistently implemented and monitored school-wide (Teacher Retention)</p>	<p>Continue implementation of Kamaile Academy’s “Great Teacher” Competency Model that include: self-assessment, professional development planning and performance reviews & observations</p> <p>Resources: Admin; PD</p>	<p>2017-2018, ongoing (initial meeting completed at the beginning of school)</p>		<p>Leads: Admin Team</p>	<p><input checked="" type="checkbox"/> PP \$ <input checked="" type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input checked="" type="checkbox"/> Other \$ <input type="checkbox"/> N/A</p>
<p>Strengthened recruitment & retention system that increases teacher retention (Teacher Positions Filled & Teacher Recruitment)</p>	<p>Implementation of a recruitment plan:</p> <ul style="list-style-type: none"> • Conduct faculty exit surveys, review results and identify strengths, weaknesses and trends • Create recruitment schedule <ul style="list-style-type: none"> ○ location of job fairs/events to attend ○ Create and distribute recruitment materials highlighting the benefits of working at Kamaile • Establish local partnerships with teacher preparation programs • Post jobs in a timely manner and w/ consistent procedures <p>Implementation of a long-range retention plan that include: professional growth opportunities, career ladder, leadership roles,</p>	<p>2017-2018, ongoing</p>	<p>Vacancies</p> <ul style="list-style-type: none"> • Beginning of SY • Mid-year • End of the Year <p>Highly Qualified Rate</p> <ul style="list-style-type: none"> • Beginning of SY • Mid-year • End of the year 	<p>Leads: Principal Supports: Ho‘okako‘o HR Manager and Director</p>	<p><input checked="" type="checkbox"/> PP \$ <input checked="" type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input checked="" type="checkbox"/> Other \$ <input type="checkbox"/> N/A</p>

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	coaching & mentor support, review of teacher surveys (i.e. clear and transparent communication - adjust practices as needed) and support to become a Highly Qualified Teacher (HQT)				
	Resources: Admin; Ho‘okako‘o HR Manager and Director; Travel \$ & supplies for recruitment; exit surveys; \$ for advertising/website				

Goal 3: Successful Systems of Support. The system and culture of [Kamaile Academy] 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.

Outcome: By the end of three years,	Rationale: Explain the link to your CNA / Underlying Cause(s)
Chronic absent rate will be reduced to 20-24% (Academic Performance Framework Target) – also see Goal 1	Need Identified in CNA: <ul style="list-style-type: none"> Chronic absent rates are consistently high in grades K-6 (SY15-16: 45%) and daily average attendance rates consistently fall below the state benchmark of 95% Underlying Causes: <ul style="list-style-type: none"> Lack of a school-wide system/plan to address low attendance and barriers that prevent students from attending school Systems and supports to meet the needs of all students and their families, especially those who are transient, lack basic needs, or have attendance, social/emotional and/or behavioral challenges are

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	insufficient
A collaborative budgeting process including all stakeholders will be in place	<p>Need Identified in WASC self-study (prior to current Admin):</p> <ul style="list-style-type: none"> Lack of clear and transparent communication that includes input from community stakeholders and communication regarding the school budget. <p>Underlying Causes (prior to SY2014-2015):</p> <ul style="list-style-type: none"> No long-range financial planning or analysis documents. Lack of a sustainable budget development process that reviews existing programs and identifies priorities based on CNA results

Desired Outcomes	Strategies & Actions	School Year(s) of Activity	Relevant Interim Measures	Accountable Lead(s)	Funding Sources
<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>
Design and Implement an Increasing Student Attendance (ISA) System that prevents excessive absences before they occur and promotes positive school and family connections. (Chronic Absenteeism & Family & Community Engagement)	<p>Design the ISA system</p> <ul style="list-style-type: none"> Form an attendance committee comprised of students, parents, teachers, counselors, and administrators Hire social worker and attendance officer to support ISA system Select strategies/practices to increase student attendance Establish criteria for how focused interventions will be determined 	2017-2018, ongoing	<ul style="list-style-type: none"> Attendance Data will be analyzed every 2 weeks Contact made with families whose absences are on the trajectory for chronic absenteeism 	<p>Lead: Principal</p> <p>Supports: Associate Principals & Social Worker (TBD) & Attendance Officer (TBD)</p>	<input checked="" type="checkbox"/> PP \$ <input checked="" type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input checked="" type="checkbox"/> Other \$ <input type="checkbox"/> N/A

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	<ul style="list-style-type: none"> • Social worker and attendance officer connects with all families whose children were chronically absent in SY16-17 • Create Flow Chart • Social worker & attendance officer work with students & families whose absences are on the trajectory for chronic absenteeism • Create ISA system handbook <p>Resources: Admin; Social Worker; Attendance Officer; Attendance Committee; Counseling Team; professional literature/best practices & strategies (i.e. attendanceworks.org)</p>				
Systems and supports to meet the needs of all students and their families, especially those who are transient, lack basic needs, or have	Continue implementation of a system (strategies) to increase school-family communication and includes/considers bilingual families	2017-2018, ongoing	<p>Teacher Level:</p> <ul style="list-style-type: none"> • Communication notebooks/ student planners <p>School Level:</p> <ul style="list-style-type: none"> • Attendance Data 	<p>Lead: Principal, A. Winslow</p> <p>Support: Navigators' Center Staff</p>	<input checked="" type="checkbox"/> PP \$ <input checked="" type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input checked="" type="checkbox"/> Other \$ <input type="checkbox"/> N/A
	Implement the ISA system	2018-2019		Same as Above	
	Evaluate and Revise the ISA system	2019-2020		Same as Above	

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<p>attendance, social/emotional and/or behavioral challenges are in place (Family and Community Engagement)</p>	<p>Resources: Admin; Navigators' Center director and staff; Principal's Coffee Hour; Kamaile Website; Kamaile Newsletters; Synrevoice Co.; communication notebooks & student planners</p>		<ul style="list-style-type: none"> • The BERC Group Evaluation • KS 'Ohana Survey 	
	<p>Improve, expand and implement parent involvement strategies and activities and evaluate effectiveness of involvement strategies (include parent/community/student feedback)</p> <p>Resources: Navigators' Center director and staff; Community Partners; 'Ohana events; Website/Synrevoice; materials & supplies; The BERC Group parent & student surveys; KS 'Ohana survey; materials & supplies</p>	<p>2017-2018, ongoing</p>	<ul style="list-style-type: none"> • Event sign-in sheets • Event survey results • Attendance Data • The BERC Group Evaluation • KS 'Ohana Survey 	<p>Lead: Navigators' Center Director</p> <p>Supports: Navigators' Center Staff and Classroom teachers</p>
	<p>Continue to build community partnerships and programs that provide and support student learning, achievement and well-being (i.e. Waianae Comprehensive Coast, PALS, INPEACE)</p> <p>Resources: Navigators' Center director and staff; Community Partners; 'Ohana events; materials & supplies; The BERC Group parent & student surveys; KS 'Ohana survey; materials & supplies</p>	<p>2017-2018, ongoing</p>	<ul style="list-style-type: none"> • # of students receiving services/support from community partnerships (i.e. # of students participating in dental screenings) • Attendance Data 	

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<p>A collaborative budget development process that reviews existing programs and identifies needs/priorities based on CNA results will be in place (process will include all stakeholders)</p>	<p>Implement a collaborative budget process:</p> <ul style="list-style-type: none"> • Identify needs based on CNA results • Look at projected enrollment, projected income (base-funding only) and required expenses • Prioritize needs (required to level 5) • Share proposed budget with stakeholders (including Board) & gather input • Revise as needed • Board approval <p>Assess and refine budget development process</p> <p>Resources: Admin; Ho‘okako‘o Director & Business Manager; Title I/CNA Coordinator; Executive Leadership Team; Leadership Team; meeting time with stakeholders (i.e. faculty meetings, LAP, Principal’s coffee hour); The BERC Group</p>	<p>2017-2018 (to be completed prior to end of school year)</p> <p>2018-2019 (assess & refine budget development process)</p>	<ul style="list-style-type: none"> • KS ‘Ohana Survey • The BERC Group Evaluation 	<p>Leads: Principal, and Ho‘okako‘o Business Manager</p> <p>Supports: Ho‘okako‘o Director and Title I /CNA Coordinator</p>	<p><input checked="" type="checkbox"/> PP \$</p> <p><input checked="" type="checkbox"/> Title I \$</p> <p><input type="checkbox"/> Title II \$</p> <p><input checked="" type="checkbox"/> Other \$</p> <p><input type="checkbox"/> N/A</p>
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