



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:** Ke Kula 'O Nāwahīokalani'ōpu'u Iki LPCS

**School Address:** 16-120 'Ōpūkaha'ia St. Kea'au, HI 96749

**School Phone Number:** 808-982-4260

**School Website:** [www.nawahi.org](http://www.nawahi.org)

# Hawaii State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-2020

*In Collaboration with the Hawaii State Public Charter School Commission*

## ***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 |
|---|--|--------------|
| Communication is an ongoing challenge; communication and relationships go hand-in-hand and need constant improvement.   | Lack of family understanding and involvement in their children's education; □ōlelo Hawai□i at home, attend meetings and conferences, school-family communication, help hold students accountable | 30           |
| Meeting the range of students' preparedness, needs & services (academic, poverty, SPED, and differentiated instruction).  | Insufficient professional development opportunities focused on Hawaiian medium education needs.  | 26           |
| Servicing growing demand with current enrolled families fulfills the schools purpose of revitalizing the Hawaiian speaking community however not at the risk of impacting student success and safety due to overcrowded facilities. | Insufficient resources; Hawaiian medium curriculum materials (Hawaiian language arts, math, science, social studies), technology and tools, SPED eligibility test, classroom space, personnel.   | 26           |
| Align Hawaiian medium curriculum and assessment practices schoolwide. Curriculum alignment and improvement of consistency across grades as well as addressing gaps and overlaps in vertical curriculum.                             | Insufficient data and/or processes to target instruction and engage staff in continuous school improvement.  | 27           |

## **Addressing Equity: Sub-Group Identification**

# Hawaii State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-2020

*In Collaboration with the Hawaii State Public Charter School Commission*

**In order to address equity, list the targeted subgroup(s) and their identified needs.** \*\*Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs.

- Economically Disadvantaged. High free/reduced lunch status (63%); professional development on teaching children living in poverty.
- High percentage (93%) of students Hawaiian or part Hawaiian. 35% mixed race students; high mixed race presents a reporting challenge. Collect ethnicity data in a different way.
- Students with Disabilities
  - 1 student is identified as 504 in SY16-17; need services in Hawaiian.
  - 5 students are IDEA identified in SY16-17; need services in Hawaiian.

**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. Governing Board                                   | 1. Kēhau □ Aipia-Peters: High School Teacher/Governing Board Chair/Title I Committee Member   |
| 2. Teachers  | 2. Pelehonuamea Harman: Elementary Head Teacher/Governing Board Member/Title I Committee Member<br>Noelani English: Elementary Teacher/Title I Committee Member<br>Naupaka Joaquin: Elementary Teacher/Title I Committee Member |
| 3. Administrators                                    | 3. Kauanoē Kamanā: Principal/Governing Board Member (no voting rights)<br>Kaleihōkū Kala □ i-Aguiar: Vice Principal/Title I Committee Member  |
| 4. Title I Committee                                 | 4. Kamalei Ouranitsas-Hayes: SASA/Governing Board Member/Title I Coordinator  |
| 5. Data Monitoring/Assessment                        | 5. Pu □ uwai Zane: Statistics   |
| 6. Curriculum-Based Measurement Testing              | 6. Kaleihōkū Kala □ i-Aguiar: Vice Principal/Title I Committee Member   |
| 7. Teacher/Staff Enrichment/Professional Development | 7. Kauanoē Kamanā: Principal/Governing Board Member (no voting rights)  |

# Hawaii State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-2020

*In Collaboration with the Hawaii State Public Charter School Commission*

|   |   |
|---|---|
| 8. After-school Tutoring                      | 8. Kristine Deitch/Registrar/Title I Committee Member |
| 9. Hui Kīpaepae/School & Community Gatherings | 9. Puamana Deal/Elementary Teacher                    |

**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.

| <b>Outcome:</b> By the end of three years,  | <b>Rationale:</b> Explain the link to your CNA / Underlying Cause(s) |
|---|--|
| School Climate at or above 79%.   |  |
| Academic achievement - progressive results of CBM testing for all, especially low achieving students. |  |

# Hawaii State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-2020

*In Collaboration with the Hawaii State Public Charter School Commission*

| 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> | <b>How</b> will you achieve your goal? What <b>resources</b> will you leverage?                     | <b>When</b> will this occur? | <i>How will you know if you are on track to meet your goal? How will you <b>monitor progress</b>?</i>   | <b>Who</b> will be leading? | <i>Check applicable boxes to indicate source of funds.</i>   |
| <i>School Climate</i>                                     | Revisit and continually reinforce the school's mission and vision orally and through our processes. | 2017-2018                    | <ul style="list-style-type: none"> <li>Track responses to the survey question regarding Hawaiian values; previously high across all questionnaires (89% 2013-14 <input type="checkbox"/> Ōpio Survey)</li> <li>Track responses to school surveys pertaining to the understanding of the school's mission and vision.</li> <li>Analyze compiled data and compare results of questionnaires to previous years.</li> </ul> | Admin                       | <input type="checkbox"/> PP \$<br><input type="checkbox"/> Title I \$<br><input type="checkbox"/> Title II \$<br><input type="checkbox"/> Other \$<br><input type="checkbox"/> N/A |
| <i>School Climate</i>                                     | Enforce and ensure continual compliance with school policies and procedures                         | 2017-2018                    | <ul style="list-style-type: none"> <li>Track documented disciplinary incidents</li> <li>Analyze compiled data and compare results of questionnaires to previous years.</li> </ul>   | Admin                       | <input type="checkbox"/> PP \$<br><input type="checkbox"/> Title I \$<br><input type="checkbox"/> Title II \$<br><input type="checkbox"/> Other \$<br><input type="checkbox"/> N/A |

# Hawaii State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-2020

*In Collaboration with the Hawaii State Public Charter School Commission*

|                       |  |           |  |       |  |
|-----------------------|--|-----------|--|-------|--|
| <i>School Climate</i> | Address misconduct timely  | 2017-2018 | <ul style="list-style-type: none"> <li>● Track documented disciplinary incidents</li> </ul>  | Admin | <input type="checkbox"/> PP \$<br><input type="checkbox"/> Title I \$<br><input type="checkbox"/> Title II \$<br><input type="checkbox"/> Other \$<br><input type="checkbox"/> N/A |
| <i>School Climate</i> | Narrow focus of student survey to key areas  | 2017-2018 | <ul style="list-style-type: none"> <li>● Gather student withdrawal data</li> <li>● Analyze compiled data and compare results of questionnaires to previous years.</li> </ul>                                       | Admin | <input type="checkbox"/> PP \$<br><input type="checkbox"/> Title I \$<br><input type="checkbox"/> Title II \$<br><input type="checkbox"/> Other \$<br><input type="checkbox"/> N/A |
| <i>School Climate</i> | Hawaiian Language Medium Māla (Experiencing the Natural Hawaiian Environment in Hawaiian Language) | 2017-2018 | <ul style="list-style-type: none"> <li>● Track responses to the survey question regarding Hawaiian values; previously high across all questionnaires (89% 2013-14 <input type="checkbox"/> Ōpio Survey)</li> </ul> | Admin | <input type="checkbox"/> PP \$<br><input type="checkbox"/> Title I \$<br><input type="checkbox"/> Title II \$<br><input type="checkbox"/> Other \$<br><input type="checkbox"/> N/A |

# Hawaii State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-2020

*In Collaboration with the Hawaii State Public Charter School Commission*

|                        |   |           |  |                    |  |
|------------------------|---|-----------|--|--------------------|--|
| <i>Achievement Gap</i> | Develop learner disability testing in Hawaiian  | 2017-2020 | <ul style="list-style-type: none"> <li>● Evaluate progress for IDEA students via IEPs</li> <li>● Quantify testing of students at-risk</li> <li>● CBM scores</li> <li>● Track responses to the survey question regarding teachers feeling prepared to teach students in special ed, poverty, high/low achieving students</li> </ul> | Teachers           | <input type="checkbox"/> PP \$<br><input type="checkbox"/> Title I \$<br><input type="checkbox"/> Title II \$<br><input type="checkbox"/> Other \$<br><input type="checkbox"/> N/A |
| <i>Achievement Gap</i> | Identify gaps and overlaps and make necessary adjustments to scope and sequence and curriculum maps | 2017-2020 | <ul style="list-style-type: none"> <li>● Grade level teachers continue to meet and make decisions on implementation of curriculum.</li> <li>● Inter-grade level teams continue to work together to assure alignment between grade levels.</li> <li>● Process informed overall curriculum and official curriculum.</li> </ul>       | Admin and Teachers | <input type="checkbox"/> PP \$<br><input type="checkbox"/> Title I \$<br><input type="checkbox"/> Title II \$<br><input type="checkbox"/> Other \$<br><input type="checkbox"/> N/A |

# Hawaii State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-2020

*In Collaboration with the Hawaii State Public Charter School Commission*

|                        |   |           |  |  |  |
|------------------------|---|-----------|--|--|--|
| <i>Achievement Gap</i> | Continue Curriculum Based Measures (CBM) for math calculation, concepts and application.  | 2017-2020 | <ul style="list-style-type: none"> <li>● Test coordinators distribute test results with content and grade level teachers</li> <li>● Teachers of content areas and grade levels meet to analyze results</li> <li>● Teachers verify student growth at least 10%</li> <li>● Tutoring offered to those who do not meet minimum growth percentage</li> </ul>                      | Admin<br>Test coordinator<br>Test proctor<br>Teacher | <input type="checkbox"/> PP \$<br><input type="checkbox"/> Title I \$<br><input type="checkbox"/> Title II \$<br><input type="checkbox"/> Other \$<br><input type="checkbox"/> N/A |
| <i>Achievement Gap</i> | Increase math resources including tools, manipulatives, Singapore Math workbooks, and IXL | 2017-2020 | <ul style="list-style-type: none"> <li>● Teachers are given a budget to use to provide tools and manipulatives for their classrooms.</li> <li>● Singapore math workbooks are printed (K-4) and ordered (5-6) for students to use throughout the school year.</li> <li>● Accounts are purchased for students to use the IXL program to practice their math skills.</li> </ul> | Teacher  | <input type="checkbox"/> PP \$<br><input type="checkbox"/> Title I \$<br><input type="checkbox"/> Title II \$<br><input type="checkbox"/> Other \$<br><input type="checkbox"/> N/A |



# Hawaii State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-2020

*In Collaboration with the Hawaii State Public Charter School Commission*

|                        |   |           |   |         |  |
|------------------------|---|-----------|---|---------|--|
| <i>Achievement Gap</i> | Increase language arts resources including texts, vocabulary charts, Scholastic, and newspapers       | 2017-2020 | <ul style="list-style-type: none"> <li>● Teachers are given a budget to use to provide tools and manipulatives for their classrooms.</li> </ul>   | Teacher | <input type="checkbox"/> PP \$<br><input type="checkbox"/> Title I \$<br><input type="checkbox"/> Title II \$<br><input type="checkbox"/> Other \$<br><input type="checkbox"/> N/A |
| <i>Achievement Gap</i> | Increase use of technology in the classroom to improve student achievement and engagement             | 2017-2020 | <ul style="list-style-type: none"> <li>● As for computer technology, it is always changing, and of course teachers find the technology helpful in instruction.</li> <li>● Technology will be updated and replaced as needed.</li> <li>● Student projects and assignments will show the use of the technology</li> </ul> | Teacher | <input type="checkbox"/> PP \$<br><input type="checkbox"/> Title I \$<br><input type="checkbox"/> Title II \$<br><input type="checkbox"/> Other \$<br><input type="checkbox"/> N/A |
| <i>Achievement Gap</i> | Provide materials and supplies for Career and Tech education courses and Friday project-based lessons | 2017-2020 | <ul style="list-style-type: none"> <li>● Teachers are given a budget to use to provide materials and supplies.</li> <li>● Outcomes of student learning will show during open house nights</li> </ul>  |         | <input type="checkbox"/> PP \$<br><input type="checkbox"/> Title I \$<br><input type="checkbox"/> Title II \$<br><input type="checkbox"/> Other \$<br><input type="checkbox"/> N/A |

# Hawaii State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-2020

*In Collaboration with the Hawaii State Public Charter School Commission*

|                        |   |           |  |                       |  |
|------------------------|---|-----------|--|-----------------------|--|
| <i>Achievement Gap</i> | Provide materials and supplies for After-school Tutoring Program  | 2017-2020 | <ul style="list-style-type: none"> <li>● After-school tutoring program has materials and supplies</li> <li>● 15% increase in student proficient on CBM</li> <li>● Student attendance</li> <li>● Family survey</li> </ul> | Tutor<br>Office Staff | <input type="checkbox"/> PP \$<br><input type="checkbox"/> Title I \$<br><input type="checkbox"/> Title II \$<br><input type="checkbox"/> Other \$<br><input type="checkbox"/> N/A |
| <i>Achievement Gap</i> | Establish expectations for awareness, compassion, and appropriate expectations for students living in diverse circumstances | 2017-2020 | <ul style="list-style-type: none"> <li>● Increase parent satisfaction</li> <li>● 80% of students demonstrate growth on CBM</li> <li>● Timely identification of students living in diverse circumstances</li> </ul>       | Admin                 | <input type="checkbox"/> PP \$<br><input type="checkbox"/> Title I \$<br><input type="checkbox"/> Title II \$<br><input type="checkbox"/> Other \$<br><input type="checkbox"/> N/A |

# Hawaii State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-2020

*In Collaboration with the Hawaii State Public Charter School Commission*

|                        |   |           |   |                               |  |
|------------------------|---|-----------|---|-------------------------------|--|
| <i>Achievement Gap</i> | Improve communication between SPED staff and teachers   | 2017-2020 | <ul style="list-style-type: none"> <li>● Teachers demonstrate understanding of SPED plan and follow as needed</li> <li>● After-school tutoring program student monitor procedures</li> <li>● Increase of student growth on CBM</li> </ul> | Teacher<br>SPED Dept<br>Admin | <input type="checkbox"/> PP \$<br><input type="checkbox"/> Title I \$<br><input type="checkbox"/> Title II \$<br><input type="checkbox"/> Other \$<br><input type="checkbox"/> N/A |
| <i>Achievement Gap</i> | Investigate strategies to distinguish between SPED (English) and SPED (Hawaiian) and provide necessary resources in the Hawaiian language | 2017-2020 | <ul style="list-style-type: none"> <li>● Strategies in place to distinguish between SPED and second language acquisition</li> <li>● Increase of student growth on CBM</li> </ul>  |                               | <input type="checkbox"/> PP \$<br><input type="checkbox"/> Title I \$<br><input type="checkbox"/> Title II \$<br><input type="checkbox"/> Other \$<br><input type="checkbox"/> N/A |

# Hawaii State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-2020

*In Collaboration with the Hawaii State Public Charter School Commission*

|                        |  |  |  |  |  |
|------------------------|--|--|--|--|--|
| <i>Achievement Gap</i> | Develop scope and sequence for language arts and mathematics                             |  |  |  | <input type="checkbox"/> PP \$<br><input type="checkbox"/> Title I \$<br><input type="checkbox"/> Title II \$<br><input type="checkbox"/> Other \$<br><input type="checkbox"/> N/A |
| <i>Achievement Gap</i> | Provide Hawaiian Language Medium Summer Program with Mathematics and Language Arts focus |  |  |  | <input type="checkbox"/> PP \$<br><input type="checkbox"/> Title I \$<br><input type="checkbox"/> Title II \$<br><input type="checkbox"/> Other \$<br><input type="checkbox"/> N/A |

# Hawaii State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-2020

*In Collaboration with the Hawaii State Public Charter School Commission*

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.*

| Outcome: By the end of three years,   | Rationale: Explain the link to your CNA / Underlying Cause(s) |
|---|---|
| 90% HODOE highly qualified teachers   |   |
| Baseline established to evaluate teachers, communicate effectively, and utilize feedback. |   |

# Hawaii State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-2020

*In Collaboration with the Hawaii State Public Charter School Commission*

| Desired Outcomes   | Strategies & Actions  | School Year(s) of Activity          | Relevant Interim Measures   | Accountable Lead(s)         | Funding Sources  |
|--|---|-------------------------------------|---|-----------------------------|--|
| <i>Based on Strategic Plan <b>Staff Success Indicators</b></i> | <b>How</b> will you achieve your goal? What <b>resources</b> will you leverage?   | <b>When</b> will this occur?        | <i>How</i> will you know if you are on track to meet your goal? How will you <b>monitor progress</b> ?  | <b>Who</b> will be leading? | <i>Check applicable boxes to indicate source of funds.</i>   |
| Teacher retention  | <ul style="list-style-type: none"> <li>● Clarify and communicate expectations for teachers and students</li> <li>● Revisit teacher evaluation process, and make appropriate adjustments; incorporate feedback</li> <li>● Understand the motivations and perspectives of teachers</li> <li>● Standardize curriculum and scope for consistency across grades</li> </ul>   | 2017-2018<br>2018-2019<br>2019-2020 | <ul style="list-style-type: none"> <li>● Compare retention historical data; as of SY16-17, 57% of faculty have been here 5 years or more</li> <li>● Compare responses from teacher questionnaires</li> <li>● Observe and document the overall tone quarterly</li> <li>● Measure against benchmarks</li> <li>● Analyze performance reviews for trends</li> </ul> | Admin                       | <input type="checkbox"/> PP \$<br><input type="checkbox"/> Title I \$<br><input type="checkbox"/> Title II \$<br><input type="checkbox"/> Other \$<br><input type="checkbox"/> N/A |
| Teacher Positions Filled                                       | <ul style="list-style-type: none"> <li>● Continually assess placement of retained and new teachers</li> <li>● Develop a school-wide professional development plan</li> <li>● Provide embedded, on-site, individualized professional learning for teachers in instructional strategies/differentiation, and subject areas</li> <li>● Revise expectations for grade level teams to function as professional learning communities</li> </ul> | 2018-2019                           | <ul style="list-style-type: none"> <li>● Compile data of credentials such as licenses and areas of expertise</li> <li>● Use student learning data to evaluate effectiveness of teacher preparation program/courses</li> <li>● Language fluency of teachers</li> <li>● Seek feedback from grade level teams</li> </ul>   | Admin                       | <input type="checkbox"/> PP \$<br><input type="checkbox"/> Title I \$<br><input type="checkbox"/> Title II \$<br><input type="checkbox"/> Other \$<br><input type="checkbox"/> N/A |

# Hawaii State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-2020

*In Collaboration with the Hawaii State Public Charter School Commission*

**Goal 3: Successful Systems of Support.** The system and culture of Ke Kula ‘O Nāwahīokalani‘ōpu‘u Iki LPCS 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) |
|---|---|
| Family commitment - Increase in participation and communication.  |   |
| Sufficient facilities for projected enrollment.   |   |
| Assessment of academic achievement – consistent progressive CBM testing and advancement of data analysis. |   |

# Hawaii State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-2020

*In Collaboration with the Hawaii State Public Charter School Commission*

| 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> | <b>How</b> will you achieve your goal? What <b>resources</b> will you leverage?   | <b>When</b> will this occur? | <i>How</i> will you know if you are on track to meet your goal? How will you <b>monitor progress</b> ?  | <b>Who</b> will be leading? | <i>Check applicable boxes to indicate source of funds.</i>   |
| Family and Community Engagement   | <ul style="list-style-type: none"> <li>● Foster relationships with those attending Hui Kīpaepae. Encourage them to invite others.</li> <li>● Utilize school related events as opportunities for involvement, to educate families, set goals, and obtain feedback.</li> <li>● Improve communication with parents regarding academic development within a Hawaiian medium education program.</li> </ul> | 2018-2019                    | <ul style="list-style-type: none"> <li>● Monitor attendance of Hui Kīpaepae and other school related events. Compare historical data.</li> <li>● Compile surveys and analyze data.</li> <li>● Measure parent involvement in relation to academic achievement based on CBM results.</li> </ul> | Admin                       | <input type="checkbox"/> PP \$<br><input type="checkbox"/> Title I \$<br><input type="checkbox"/> Title II \$<br><input type="checkbox"/> Other \$<br><input type="checkbox"/> N/A |
| Repair & Maintenance Backlog  | <ul style="list-style-type: none"> <li>● Implement school’s building plan as currently operating at maximum capacity</li> <li>● Renovation of bathrooms and installation of water fountains</li> </ul>  | 2017-2018                    | <ul style="list-style-type: none"> <li>● Reference timeline for renovations and new classroom building.</li> <li>● Utilization of all classrooms.</li> <li>● Additional facilities in use.</li> </ul>   | SASA                        | <input type="checkbox"/> PP \$<br><input type="checkbox"/> Title I \$<br><input type="checkbox"/> Title II \$<br><input type="checkbox"/> Other \$<br><input type="checkbox"/> N/A |