

**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:** |

|  |  |  |
| --- | --- | --- |
| ***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** | |
| 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).   * 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) | * 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 | |
| Student proficiency rates in math are consistently low in grades 3-8 according to the SBA. | * 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 | |
| Student proficiency rates in Science are consistently low according to the Hawaii State Science Assessment (given in grades 4 & 8). | * 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 PBL) | Sec. III-B pg. 20; Sec. IV pg. 31 & 32; Sec. V pg. 41 | |
| Consistently low teacher retention rates (decrease in teacher retention rates over the past 3 years). | * 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%. | * 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. | (Prior to SY2014-2015)   * 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 | |
| **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. | | | |
| 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 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. A. Winslow (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. N. Zisko (Associate Principal) | 2. Curriculum & Instruction (provide ongoing support w/ feedback); “Great Teacher” Competency Model (Teacher Evaluation System); PreK program |
| 3. P. Kepka (Associate Principal) | 3. Curriculum & Instruction (provide ongoing support w/ feedback); “Great Teacher” Competency Model (Teacher Evaluation System) |
| 4. E. Wyand (Associate Principal) | 4. Curriculum & Instruction (provide ongoing support w/ feedback); “Great Teacher” Competency Model (Teacher Evaluation System) |
| 5. Coaching Team (C. Cabana, P. Massoth, L. Staib & N. Suzuki) | 5. Coaching (Provide ongoing support to teachers) |
| 6. V. Munoz (Curriculum Coordinator) | 6. KATSS; PD |
| 7. K. Hoppe (Navigators’ Center Director) | 7. Summer Intersession; Parent Involvement; Community Partnerships |
| 8. J. Upton (Ho‘okako‘o Business Manager) | 8. Collaborative Budgeting Process |
| 9. Counseling Team | 9. PBIS; Social Emotional Development & Learning |
| 10. L. Nakamura (Title I/Assessment Coordinator) – Supports only | 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). | Need Identified in CNA:   * 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.   Underlying Causes:   * 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 |
| 28-37% of Kamaile students (Grades 3 - 8, 11) will score proficient or above on the Mathematics SBA. (Academic Performance Framework Target). | Need Identified in CNA:   * Student proficiency rates in math are consistently low in grades 3-8 according to the SBA.  Only 11% proficient in mathematics according to SBA.   Underlying Causes:   * 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 |
| 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). | Need Identified in CNA:   * 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.   Underlying Causes:   * 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 |
| Chronic absent rate will be reduced to 20-24% (Academic Performance Framework Target) – also see Goal 3 | Need Identified in CNA:   * 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:   * 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 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Desired Outcomes** | **Strategies & Actions** | **School Year(s) of Activity** | **Relevant Interim Measures** | **Accountable Lead(s)** | **Funding Sources** |
| *Based on Strategic Plan* ***Student Success*** *Indicators* | ***How*** *will you achieve your goal? What* ***resources*** *will you leverage?* | ***When*** *will this occur?* | *How will you know if you are on track to meet your goal? How will you* ***monitor progress****?* | ***Who*** *will be leading?* | *Check applicable boxes to indicate source of funds.* |
| 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) | 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).  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) | June-July 2017 | Teacher Level:   * Core Program Assessments (Reading Street) * DRA K-6 (administered 3xs a year)   Grade Level:  DIBLES Next K-6 Assessment (Benchmark administered 3xs a year & Progress Monitoring administered 2xs a month to intensive students)  School Level:   * Monthly Implementation Observations by Admin (data entered in a google doc data tracker) * Monthly Coaching Log | **Lead**: Principal, A. Winslow  **Supports**: Associate Principals, N. Zisko and P. Kepka | PP $  Title I $  Title II $  Other $  N/A |
| Provide initial training (or re-training) for all teachers on Kamaile’s K-6 core reading program (Reading Street).  Resources:  Coaches to provide in-house training; RTI Consultant to support coaches; PD day for training; Reading Street curriculum and consumables | July 2017 | **Lead:** Coaches, P. Massoth and L. Staib  **Supports**: Consultant, C. Arnold |
| 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)  Resources:  Coaches; Admin; Grade Level PLCs | 2017-2018, ongoing | **Leads**: Associate Principals, N. Zisko and P. Kepka  **Supports:** Coaches, P. Massoth and L. Staib |
| Establish and communicate clear expectations (i.e. must do’s) for the implementation of Secondary Course Maps.   * Secondary Course Maps Implemented   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 | July 2017 | Teacher/Department Level:   * Course Assessments * Grade Checks     School Level:   * Monthly Implementation Observations by Admin (data entered in a google doc data tracker) * Monthly Coaching Log | **Lead:** Associate Principal, E. Wyand | PP $  Title I $  Title II $  Other $  N/A |
| Provide on-going support (monthly observation w/ feedback & coaching) for all teachers on the implementation of Secondary Course Maps.  Resources:  Admin; Coaches; Secondary PLCs | 2017-2018, ongoing | **Lead:** Associate Principal, E. Wyand  **Supports:** Coaches, C. Cabana and N. Suzuki |
| Instruction is sufficiently rigorous, differentiated and consistently implemented and monitored school-wide (Academic Achievement)  and  Curriculum is sufficiently meeting the needs of students: core math program aligned to CCSS (Academic Achievement) | 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).  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) | June-July 2017 | Teacher Level: Core Program Assessments  Grade Level: Track My Progress Assessment  School Level:   * Monthly Implementation Observations by Admin (data entered in a google doc data tracker) * Monthly Coaching Log | **Lead**: Principal, A. Winslow  **Supports**: Associate Principals, N. Zisko and P. Kepka | PP $  Title I $  Title II $  Other $  N/A |
| Provide initial training (or re-training) for all teachers on Kamaile’s K-6 core Mathematics program (TBD by the end of May 2017).  Resources:  Coaches to provide in-house training; PD day for training; core curriculum and consumables | July 2017 | **Lead:** Program Trainer/Consultant (TBD)  **Supports**: Coaches, P. Massoth and L. Staib |
| 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  Resources:  Coaches; Admin; Grade Level PLCs | 2017-2018, ongoing | **Leads**: Associate Principals, N. Zisko and P. Kepka  **Supports:** Coaches, P. Massoth and L. Staib |
| 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)  and  RTI curriculum sufficiently meets the needs of all students: RTI program addresses students two or more grade levels below (Achievement Gap) | Further establish and maintain a K-6 RTI system for ELA to include clear expectations and must-do’s:   * 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   Resources: MTSS Coordinator; 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 (B. Staib); Technology (i.e. laptops, ipads, smartboard) | May-July 2017 (Further develop)  2017-2018 ongoing (implement)  2019-2020 (Evaluate and Revise) | Teacher Level:   * Teachers submit weekly data sheets to RTI Coordinator. * DRA K-6 (administered 3xs a year)   Grade Level: DIBELS Next K-6 (Benchmark administered 3xs a year & Progress Monitoring administered 2xs a month to intensive students)  School Level: Monthly Implementation observation by Admin/RTI Coordinator | **Leads**: Principal, A. Winslow and RTI Coordinator (TBD)  **Supports**: Associate Principals, N. Zisko and P. Kepka & Coaches, P. Massoth and L. Staib & Consultant (C. Arnold) | PP $  Title I $  Title II $  Other $  N/A |
| Develop and Implement K-6 RTI system for Math to include clear expectations and must-do’s  Evaluate and Revise K-6 RTI system for Math  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 (B. Staib); Technology (i.e. laptops, ipads, smartboard) | 2018-2019, ongoing  2019-2020 (Evaluate and Revise) | Teacher Level:   * Teachers submit weekly data sheets to MTSS Coordinator.   Grade Level: Track My Progress Assessment  School Level: Monthly Implementation observation by Admin/RTI Coordinator | **Leads**: Principal, A. Winslow and MTSS Coordinator (TBD)  **Supports**: Associate Principals, N. Zisko and P. Kepka & Coaches, P. Massoth and L. Staib & RTI Consultant (C. Arnold) |  |
| Instruction is sufficiently rigorous, differentiated and consistently implemented and monitored school-wide (Academic Achievement & Family and Community Engagement) | Continue Implementation of Project Based Learning lessons K-12 (engagement strategy to increase student access to the curriculum):   * Establish and communicate clear expectations (i.e. must do’s) for the implementation of Project Based Learning lessons * 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   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) | 2017-2018 ongoing | Grade Level: Completed PBL lessons  School Level: PBL exhibition & defense ‘Ohana events | **Leads**: Principal, A. Winslow and Associate Principals, N. Zisko, P. Kepka & E. Wyand  **Supports**: Curriculum Coordinator, V. Munoz & Navigators’ Center Director, K. Hoppe | PP $  Title I $  Title II $  Other $  N/A |
| Instruction is sufficiently rigorous, differentiated and consistently implemented and monitored school-wide (Academic Achievement & Achievement Gap) | Continue implementation of engagement strategies to increase student access to the curriculum   * 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)   Resources: Admin; PD-sub days & consultant(s); TALT; TAA coordinators; Dean of Students; ELL coordinator & staff; The BERC Group; KS ‘Ohana Surveys; Materials & Supplies | 2017-2018, ongoing | Teacher/Grade Level:   * Behavior Data (5 week check-ups)   School Level:   * The BERC Group Evaluation * ‘Ohana Surveys (includes Keiki surveys) | **Leads**: Principal, A. Winslow and Curriculum Coordinator, V. Munoz  **Supports**: Associate Principals, N. Zisko, P. Kepka & E. Wyand | PP $  Title I $  Title II $  Other $  N/A |
| Instruction is sufficiently rigorous, differentiated and consistently implemented and monitored school-wide (Achievement Gap) | Improve and expand afterschool and summer intersession program (K-12) to provide remediation and enrichment activities for students  Evaluate & Assess afterschool and summer program (impact on student achievement)  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 | 2017-2018, ongoing (includes summer 2018)  2018-2019 (Evaluate & Assess) | * Participation data * Afterschool & Summer Attendance | **Leads**: After School Coordinator (TBD) & Navigators’ Center Director, K. Hoppe  **Supports**: Curriculum Coordinator, V. Munoz & Assessment Coordinator, L. Nakamura | PP $  Title I $  Title II $  Other $  N/A |
| Decrease the % of students entering Kindergarten that need intensive support – increase the ratio of students entering Kindergarten with preschool experience (Academic Achievement) | Continue and expand PreK program (2.5 General education and 1.5 SPED classrooms):   * Family Engagement Activities * K Transition Plan * Site Level Team * Strengthen early literacy (data analysis)   Resources: Admin; PreK staff (includes general education and SPED teachers; EA’s & PPTs); SPED Coordinator/SSC; PD (sub days); Site Level Team; Facilities; Navigators’ Center Staff; Family engagement activities; Website/ Synrevoice; Assessments (i.e. TS Gold, DIBELS, DRA); Materials & Supplies | 2017-2018, ongoing | * Teaching Strategies Gold Assessment * Kindergarten DIBELS Next Data (the % of students entering K needing intensive support) * Kindergarten DRA Data | **Lead:** Associate Principal, N. Zisko  **Support**: Principal, A. Winslow | PP $  Title I $  Title II $  Other $  N/A |
| 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) | Continue to review and refine PBIS implementation plan  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  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 | 2017-2018, ongoing  2018-2019 (Evaluate) | Teacher/Grade Level:   * Behavior Data (5 week check-ups) * Kalo Card Data (i.e. # of Kalo cards redeemed at store)   School Level:   * The BERC Group Evaluation * ‘Ohana Surveys (includes Keiki surveys) | **Leads**: Counseling Department  **Supports**: Admin, A. Winslow, N. Zisko, P. Kepka & E. Wyand and MTSS Coordinator | PP $  Title I $  Title II $  Other $  N/A |
| Continue to implement a system of support for the social and emotional development and learning of students:   * 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)   Evaluate system for social and emotional development and learning and plan for improvements  Resources: Admin; Counseling Department; Social Worker (TBD); PD; PLC Time; Character Education program/strategies (i.e. Second Step); materials & supplies | 2017-2018, ongoing  2018-2019 (Evaluate) | Teacher/Grade Level:   * Behavior Data (5 week check-ups)   School Level:   * 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 | **Leads**: Counseling Department  **Supports**: Admin, A. Winslow, N. Zisko, P. Kepka & E. Wyand, and Social Worker (TBD) | PP $  Title I $  Title II $  Other $  N/A |

**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.*

***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 | Need Identified in CNA:   * 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   Underlying Causes:   * 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 BERC Group Star Protocol) | Need Identified in CNA:   * 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 BERC Group Star Protocol   Underlying Causes:   * 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 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Desired Outcomes** | **Strategies & Actions** | **School Year(s) of Activity** | **Relevant Interim Measures** | **Accountable Lead(s)** | **Funding Sources** |
| *Based on Strategic Plan* ***Staff Success*** *Indicators* | ***How*** *will you achieve your goal? What* ***resources*** *will you leverage?* | ***When*** *will this occur?* | *How will you know if you are on track to meet your goal? How will you* ***monitor progress****?* | ***Who*** *will be leading?* | *Check applicable boxes to indicate source of funds.* |
| Instruction is sufficiently rigorous, differentiated and consistently implemented and monitored school-wide (Teacher Retention) | Continue to provide teachers with coaching and peer mentoring supports:   * 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   Resources: Admin.; 4 FTE coaches; KATSS coordinator (TBD); teacher mentors (up to 12); The BERC Group; sub days for teacher observations; sub days for IFWs | 2017-2018, ongoing | Teacher Level:   * School-wide Instructional Focus Walks (self-reflection)   School Level:   * Coaching Logs * KATSS Support Log * The BERC Group Evaluation | **Leads:** Coaches, C. Cabana, P. Massoth, L. Staib & N. Suzuki and KATSS Coordinators, A. Winslow & V. Munoz | PP $  Title I $  Title II $  Other $  N/A |
| Focused Professional Development that increases teachers’ knowledge and understanding of effective strategies, including differentiated Instruction (supports students that need diverse instructional methods, including IDEA and ELL students)-(Teacher Retention)  and  Instruction is sufficiently rigorous, differentiated and consistently implemented and monitored school-wide (Teacher Retention) | Continue implementation of Kamaile Academy’s Professional Development Plan that includes:   * Training on new core Math program * Training on core reading program (Reading Street) * 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   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 | 2017-2018, ongoing | Teacher Level:   * School-wide Instructional Focus Walks (self-reflection)   School Level:   * PD Sign-in and out Logs * Monthly Implementation Observations by Admin (data entered in a google doc data tracker) * Monthly Coaching Log * The BERC Group Evaluation | **Lead:** Principal, A. Winslow  **Supports**: Associate Principals, N. Zisko, P. Kepka & E. Wyand and Curriculum Coordinator, V. Munoz | PP $  Title I $  Title II $  Other $  N/A |
| Instruction is sufficiently rigorous, differentiated and consistently implemented and monitored school-wide (Teacher Retention) | Continue implementation of Kamaile Academy’s “Great Teacher” Competency Model that include: self-assessment, professional development planning and performance reviews & observations  Resources: Admin; PD | 2017-2018, ongoing (initial meeting completed at the beginning of school) |  | **Leads**: Admin., A. Winslow, N. Zisko, P. Kepka & E. Wyand | PP $  Title I $  Title II $  Other $  N/A |
| Strengthened recruitment & retention system that increases teacher retention (Teacher Positions Filled & Teacher Recruitment) | Implementation of a recruitment plan:   * Conduct faculty exit surveys, review results and identify strengths, weaknesses and trends * Create recruitment schedule   + 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   Implementation of a long-range retention plan that include: professional growth opportunities, career ladder, leadership roles, 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, C. Konno and Director, D. Gibson; Travel $ & supplies for recruitment; exit surveys; $ for advertising/website | 2017-2018, ongoing | Vacancies   * Beginning of SY * Mid-year * End of the Year   Highly Qualified Rate   * Beginning of SY * Mid-year * End of the year | **Leads**: Principal, A. Winslow  **Supports**: Ho‘okako‘o HR Manager, C. Konno and Director, D. Gibson | PP $  Title I $  Title II $  Other $  N/A |

**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:   * 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:   * 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 |
| A collaborative budgeting process including all stakeholders will be in place | Need Identified in WASC self-study (prior to current Admin):   * Lack of clear and transparent communication that includes input from community stakeholders and communication regarding the school budget.   Underlying Causes (prior to SY2014-2015):   * 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** |
| *Based on Strategic Plan* ***Successful Systems of Support*** *Indicators* | ***How*** *will you achieve your goal? What* ***resources*** *will you leverage?* | ***When*** *will this occur?* | *How will you know if you are on track to meet your goal? How will you* ***monitor progress****?* | ***Who*** *will be leading?* | *Check applicable boxes to indicate source of funds.* |
| 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) | Design the ISA system   * 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 * 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   Resources: Admin; Social Worker; Attendance Officer; Attendance Committee; Counseling Team; professional literature/best practices & strategies (i.e. attendanceworks.org) | 2017-2018, ongoing | * Attendance Data will be analyzed every 2 weeks * Contact made with families whose absences are on the trajectory for chronic absenteeism | **Lead:** Principal, A. Winslow  **Supports:** Associate Principals, N. Zisko, P. Kepka, E. Wyand & Social Worker (TBD) & Attendance Officer (TBD) | PP $  Title I $  Title II $  Other $  N/A |
| Implement the ISA system | 2018-2019 | Same as Above |
| Evaluate and Revise the ISA system | 2019-2020 | Same as Above |
| 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 (Family and Community Engagement) | Continue implementation of a system (strategies) to increase school-family communication and includes/considers bilingual families  Resources: Admin; Navigators’ Center director and staff; Principal’s Coffee Hour; Kamaile Website; Kamaile Newsletters; Synrevoice Co.; communication notebooks & student planners | 2017-2018, ongoing | Teacher Level:   * Communication notebooks/ student planners   School Level:   * Attendance Data * The BERC Group Evaluation * KS ‘Ohana Survey | **Lead**: Principal, A. Winslow  **Support**: Navigators’ Center Staff | PP $  Title I $  Title II $  Other $  N/A |
| Improve, expand and implement parent involvement strategies and activities and evaluate effectiveness of involvement strategies (include parent/community/student feedback)  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 | 2017-2018, ongoing | * Event sign-in sheets * Event survey results * Attendance Data * The BERC Group Evaluation * KS ‘Ohana Survey | **Lead**: Navigators’ Center Director, K. Hoppe  **Supports:** Navigators’ Center Staff and Classroom teachers |
| Continue to build community partnerships and programs that provide and support student learning, achievement and well- being (i.e. Waianae Comprehensive Coast, PALS, INPEACE)  Resources: Navigators’ Center director and staff; Community Partners; ‘Ohana events; materials & supplies; The BERC Group parent & student surveys; KS ‘Ohana survey; materials & supplies | 2017-2018, ongoing | * # of students receiving services/support from community partnerships (i.e. # of students participating in dental screenings) * Attendance Data |
| 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) | Implement a collaborative budget process:   * 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   Assess and refine budget development process  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 | 2017-2018 (to be completed prior to end of school year)  2018-2019 (assess & refine budget development process) | * KS ‘Ohana Survey * The BERC Group Evaluation | **Leads:** Principal, A. Winslow and Ho‘okako‘o Business Manager  **Supports**: Ho‘okako‘o Director, D. Gibson and Title I /CNA Coordinator, L. Nakamura | PP $  Title I $  Title II $  Other $  N/A |