

**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**: Ka Waihona o ka Na’auao Public Charter School

**School Address**: 89-195 Farrington Hwy, Wai’anae, HI 96792

**School Phone Number**: (808)620-9030

**School Website**: kawaihonapcs.org

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| **Submitted by Principal Alvin N. Parker** | |
| **Principal’s Signature:** | **Signature Date:** |

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| **Approved by Chair Roberta Searle** | |
| **Local School Board Chair’s Signature**: | **Signature Date:** |

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| **Acknowledged by Charter School Commission’s Executive Director** | |
| **Executive Director’s Signature**: | **Signature Date:** |

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| **Received by HIDOE – School Transformation Branch** | |
| **STB Director’s Signature**: | **Signature Date:** |

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| ***SUMMARY OF NEEDS***  ***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. #s in CNA** | |
| Low Academic Achievement (according to SBA) in Science, Math, and Reading | Decreasing Student Engagement & Parent Involvement; Lack of science curriculum, lack of alignment of science lessons between and among GLs and with CCSSs; Lack of alignment of math teaching pedagogy. Lack of support services/supplemental support for students in the bottom20% in math. Lack of a math assessment for grades K-2 (prior to this year). Lack of training for teachers new to Singapore Math instructional approaches; Lack of an aligned ELA curriculum among and between GLs, Need for Targeted, Skill-Specific ELA interventions that close the achievement gap, and lack of writing curriculum that is aligned among and between GLs; The expanding school body, and resulting adjustment and transition within the student body and staff, has led to disconnects between and among GLs, between and among students, their teachers, the curriculum, and the pedagogical approaches, and with Administration and parents (linked to CNA ranked needs 2-4: Science, Math, and ELA scores & CNA ranked need 5: Increasing Student Engagement; Linked to HIDOE Strat Plan 2017-2020 Indicators 4 (Grade 3 Achievement Improvement), 6 (Academic Achievement), & 7 (Achievement Gap). | 14, 15, 16, 17, 18, 20, 21, 22, 25, 23, 27. 28, 30, 31, 32, 33 | |
| Lack of alignment among and between GLs in Curriculum and Pedagogy | The expanding school body, and resulting adjustment and transition within the student body and staff, has led to disconnects between and among GL curriculum and common pedagogy, which includes a lack of alignment in benchmarking, pacing guides, curricular mapping, and common pedagogical approaches (linked to CNA ranked need # 1: Lack of Alignment among and between GLs in Curricula & Pedagogy; Linked to HIDOE Strat Plan 2017-2020 Goal 2 (Staff Success): Objective 1b: Prioritizing PD) | 20, 21, 29, 31, 32 | |
| Processes for decision-making, feedback and collaboration are available but not completely documented and/or communicated | The expanding school body, and resulting adjustment and transition among the student body and staff, has led to disconnects between and among GL curriculum and pedagogy which requires clearly communicated protocols and expectations to keep all stakeholders unified and all processes efficient (linked to CNA ranked need # 7: Processes for decision-making, feedback and collaboration are available but not completely documented and communicated; Linked to HIDOE Strat Plan 2017-2020 Goal 3 (Successful Systems of Support): Objective 3e: Improving Communication) | 23, 28, 29, 32 | |
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| **Addressing Equity: Sub-Group Identification**  **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. | | | |
| Subgroup: Disadvantaged Native Hawaiian Students   * Identified Needs   + Culturally Relevant/Appropirate Pedagogical Approaches   + Multiple Exposures to the Content   + Multi-Sensory Learning   + Skill-Specific Instruction Targeting Identified Gaps in Knowledge   + Additional Instructional Time   + Small Group Instruction   + Technology-Integrated Instruction (Increases Student Participation/Willingness to Learn) * This subgroup consists of more than 70% of KWON Students (in addition, 92% of students are Native Hawaiian) * All enabling activities in the academic plan address the identified needs of this subgroup * Disadvantaged Native Hawaiian Students hold the highest percentage of students in the lowest quartiles in grades K-8 in all core subject areas. KWON will provide supplemental curriculum and resources that have been identified as effective in increasing student achievement. Students will receive additional academic support that addresses the achievement gap and increases student engagement through relevant, appropriate, and fun curricula, resources, approaches, and pedagogy. | | | |
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| **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. Keolani Alejado, TI Coordinator | 1. Supplemental Resources |
| 2. Larrilynn Holu-Tamashiro, Curriculum Coordinator | 2. Curriculum & Instruction, Read Right Program, Teacher Evaluation/Alignment System |
| 3. Momi Kawelo | 3. Intervention Resources, grades K-2 |
| 4. Michael Sarmiento, Vice Principal | 4. Curriculum & Technology Oversight |
| 5. Charmaine Woodward, Tech Director | 5. Technology Implementation |
| 6. Richard (Kado) Naho’opi’i, SSC | 6. Intervention Resources, grades 3-8 |
| 7. Moana Makaimoku, Vice Principal | 7. Staff and Student Support |
| 8. Alvin Parker, Principal | 8. Staff and Student Support |
| 9. | 9. |
| 10. | 10. |

**STUDENT SUCCESS OVERVIEW**

**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.*

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| **Outcome:** By the end of three years, | **Rationale: Explain the link to your CNA / Underlying Cause(s)** |
| Almost all KWON students not meeting state proficiency targets in Science, Math, and ELA will meet proficiency through an aligned, staircased general education curriculum (addressed below in Staff Success section) and through effective, supplemental, technologically supported, and small group instruction. The achievement gap involving non-disadvantaged Native Hawaiian students will continue to decrease significantly. | Achievement scores are consistently below state grade level expectations in grades K-8 according to KWON’s summative assessments and the SBA. Disadvantaged Native Hawaiian students have the highest percentage of students who are behind grade level in all grades, but particularly in lower elementary grades. The gap closes as KWON’s students move through the grade levels, which we believe is a result of the current push toward supplemental instruction for students at-risk of not meeting the proficiency targets. |

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| **STUDENT SUCCESS PLAN** | | | | | |
| **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.* |
| 1. Students in grades K-8 will utilize supplemental software and internet supported resources (STAR, Accelerated Reading (AR), Accelerated Math (AM), WARE, A-Z) to meet state proficiency goals in Science, Math, and English. The resources are designed to assist students in reaching grade level targets, particularly those students identified as disadvantaged Native Hawaiians (or as close as reasonable).  (Linked to HIDOE Strat Plan 2017-2020 Indicators 4 (Grade 3 Achievement Improvement), 6 (Academic Achievement), & 7 (Achievement Gap*)* | Utilization training for all teachers in grades K-8, where appropriate.  Develop common expectations for time spent using the resource and expected outcomes, particularly for those students in the bottom 20%.  PLC meetings with GL classroom teachers to analyze program outcomes, discuss program effectiveness, and track usage (through available program data). | **SY 17-18, SY 18-19, SY 19-20** | Teacher Level:  Weekly & Monthly reviews of student progress on applicable programs using program embedded data reports (printer ink used here)  Grade Level: Monthly & Quarterly GL-wide reports, particularly for those students in the bottom 20% to assess effectiveness of assigned program in addressing individual students identified needs (printer ink used here)  Schoolwide: Twice each year, students will participate in summative program assessments in ELA and Math to gauge students’ progress and provide data regarding assessments’ alignment with both SBA outcomes and other summative assessments utilized by KWON. | **STAR, AR/AM & A-Z: Larrilynn Tamashiro**  **WARE: Momi Kawelo** | PP $  Title I $  Title II $  Other $  N/A |
| 2. Students in grades K-8 will utilize online and hard copy fictional, informational, and skill-based materials for instruction in whole and small groups, as well as individual student practice, to increase content knowledge, reading and math fluency, science, reading, and math comprehension and vocabulary, and increase exposure to a variety of materials, strategies, and interventions that are multi-sensory, differentiated, and skill-specific. KWON’s plan is to increase language and concept acquisition and comprehension. This will assist students, through core and supplemental instruction, in meeting state proficiency goals in Science, Math, and English, particularly for the lowest achieving students who benefit the most from the supplemental instruction supported by these resources, particularly those students identified as disadvantaged Native Hawaiians. (Linked to HIDOE Strat Plan 2017-2020 Indicators 4 (Grade 3 Achievement Improvement), 6 (Academic Achievement), & 7 (Achievement Gap*)* | Develop common expectations for time spent utilizing the resource (where appropriate).  PLC meetings with GL classroom teachers to analyze resource outcomes, discuss resource effectiveness, and track usage (through available program data). | **SY 17-18, SY 18-19, SY 19-20** | Teacher Level:  Weekly & monthly reviews of student progress regarding staff and students’ usage of the resources.  Grade Level: Monthly & Quarterly GL-wide reports, assessing the effectiveness of assigned program in addressing individual students identified needs  Schoolwide: Annually, the TI coordinator, in conjunction with the curriculum coordinators and administration, will conduct a survey gathering staff feedback and staff usage of the resource to gauge the effectiveness of the resource in increasing student achievement on both the SBA and other summative assessments utilized by KWON. | **Keolani Alejado** | PP $  Title I $  Title II $  Other $  N/A |
| 3. Students in grades K-8 will employ technology during core and supplemental instruction in whole and small groups, as well as during individual student practice, to increase content knowledge, reading and math fluency, science, reading, and math comprehension and vocabulary, and increase exposure to a variety of materials, strategies, and interventions that are multi-sensory, differentiated, and skill-specific. This resource will assist students, during core and supplemental instruction, in meeting state proficiency goals in Science, Math, and English, particularly for the lowest achieving students who benefit the most from technology enhanced resources, particularly those students identified as disadvantaged Native Hawaiians. This also allows students the opportunity to interact with the content in a dynamic way, increasing the probability that new information will be retained and students will grow academically while working independently and taking ownership of their learning. (Linked to HIDOE Strat Plan 2017-2020 Indicators 4 (Grade 3 Achievement Improvement), 6 (Academic Achievement), & 7 (Achievement Gap) | Develop common expectations for time spent utilizing the resource (where appropriate).  PLC meetings with GL classroom teachers to analyze resource outcomes, discuss resource effectiveness, and track usage (through available data). | **SY 17-18, SY 18-19, SY 19-20** | Teacher Level:  Weekly & monthly reviews of student progress regarding staff and students’ usage of the resources.  Grade Level: Quarterly GL-wide reports, assessing the effectiveness of assigned program in addressing individual students identified needs  Schoolwide: Annually, the Technology coordinator, in conjunction with the curriculum coordinators and administration, will conduct a survey gathering staff feedback and staff usage of the resource to gauge the effectiveness of the resource in increasing student achievement on both the SBA and other summative assessments utilized by KWON. | **Michael Sarmiento (Supported by Charmaine Woodward)** | PP $  Title I $  Title II $  Other $  N/A |
| 4. Students in grades K-8 will meet state proficiency goals through the academic support of their parents. This will be accomplished through Parent Events and Workshops, which are primarily core curriculum centered and demonstrate curriculum and pedagogy employed at KWON. These workshops and events are designed to increase parents’ awareness of KWON's curricular initiatives and in turn increase achievement scores. These events are the main way KWON coaches parents to be effective educators at home. (Linked to HIDOE Strat Plan 2017-2020 Indicators 4 (Grade 3 Achievement Improvement), 6 (Academic Achievement), & 7 (Achievement Gap) | Parent trainings by curriculum teacher leaders.  Develop and maintain parent workshops that support the academic needs of all KWON students, but particularly those students in the bottom 20%.  Workshop effectiveness will be gauged through parent feedback obtained through surveys and parent attendance (sign-in sheets) | **SY 17-18, SY 18-19, SY 19-20** | Schoolwide: Multiple times during the school year, curriculum coordinators offer workshops designed to educate parents in KWON’s core curriculum. The workshops are designed to equip parents with tools to bridge their child’s education to the home. | **Parent Involvement Coordinator: Chablis Paris** | PP $  Title I $  Title II $  Other $  N/A |
| 5. Students in grades K-8 will utilize supplemental, intervention programs to meet state ELA proficiency goals. The resources, such as Read Right and the Sonday System, are designed to assist students in reaching grade level targets, particularly those students identified as disadvantaged Native Hawaiians (or as close as reasonable).  (Linked to HIDOE Strat Plan 2017-2020 Indicators 4 (Grade 3 Achievement Improvement), 6 (Academic Achievement), & 7 (Achievement Gap) | Utilization training for staff in grades K-8, where appropriate.  Develop and maintain common expectations for time spent using the resource and expected outcomes, particularly for those students in the bottom 20%.  PLC meetings with GL classroom teachers to analyze program outcomes, discuss program effectiveness, and track usage (through available program data). | **SY 17-18, SY 18-19, SY 19-20** | Teacher Level:  Weekly & Monthly reviews of student progress on applicable programs using program embedded data reports (printer ink used here)  Grade Level: Monthly & Quarterly GL-wide reports, particularly for those students in the bottom 20% to assess effectiveness of assigned program in addressing individual students identified needs (printer ink used here)  Schoolwide: Twice each year, students will participate in summative program assessments in ELA and Math to gauge students’ progress and provide data regarding assessments’ alignment with both SBA outcomes and other summative assessments utilized by KWON. | **Read Right: Larrilynn Tamashiro**  **Sonday System: Richard Naho’opi’i** | PP $  Title I $  Title II $  Other $  N/A |

**STAFF SUCCESS OVERVIEW**

**Goal 2: Staff Success**. **Ka Waihona o ka Na’auao Public Charter School** 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.*

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| **Outcome:** By the end of three years, | **Rationale: Explain the link to your CNA / Underlying Cause(s)** |
| KWON’s curriculum and pedagogical approaches will be aligned, staircased, and common to all GLs (linked to CNA ranked need # 1: Lack of Alignment among and between GLs in Curricula & Pedagogy; Linked to HIDOE Strat Plan 2017-2020 Goal 2 (Staff Success): Objective 1b: Prioritizing PD) | The expanding school body, and resulting adjustment and transition within the student body and staff, has led to disconnects between and among GL curriculum and pedagogy |

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| **STAFF SUCCESS PLAN** | | | | | |
| **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.* |
| 1. KWON’s teachers will utilize  BERC’s STAR learning walks which allow teachers to see other teachers in action through live observations at other schools and in school observations. The process is reflective, engaging, collaborative, safe, reflective, collegial, and works within PLCs. The walks also serve as an evaluation system (compliance) with supplemental Danielson verbiage, to put together components related to Collaboration & Communication with parents and colleagues, and Preparation and Planning appropriate curriculum content. Developed rubrics allow the teachers to provide artifacts to show competency in the two additional components. Overall, the program promotes curricular and pedagogical alignment among and between GLs and is designed to assist teachers in instructing in ways that equip students with skills required to meet state proficiency targets (or as close as reasonable). (Linked to CNA ranked need # 1: Lack of Alignment among and between GLs in Curricula & Pedagogy; Linked to HIDOE Strat Plan 2017-2020 Goal 2 (Staff Success): Objective 1b: Prioritizing PD) | Continued training of K-8 staff in implementing the BERC alignment system.  PLC meetings with GL classroom teachers to analyze program outcomes and discuss program effectiveness, and track usage (through teacher and administrative feedback).  Annual administrative meetings with principal and individual teachers to gather teacher feedback from all participants and ensure calibration of teacher and administrative perspectives, expectations, and understandings. | **SY 17-18, SY 18-19, SY 19-20** | Teacher Level: Bi-monthly departmental PLCs aimed at aligning effective instructional practices  Grade Level: Quarterly observations of grade level teachers by grade level teachers to ensure alignment of identified, effective instructional practices  Schoolwide: Once a year, administration will participate in observations that ensure the enactment and alignment of identified, effective instructional practices to calibrate instructional practices across GLs | **Larrilynn Tamashiro (Supported by VP Moana Makaimoku, VP Michael Sarmiento, Principal Alvin N. Parker)** | PP $  Title I $  Title II $  Other $  N/A |

**SUCCESSFUL SYSTEMS OF SUPPORT OVERVIEW**

**Goal 3: Successful Systems of Support.** The system and culture of **Ka Waihona o ka Na’auao Public Charter School** works to effectively organize financial, human, and community resources in support of student success.

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

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| **Outcome:** By the end of three years, | **Rationale: Explain the link to your CNA / Underlying Cause(s)** |
| Processes for decision-making, feedback and collaboration will be completely and formally documented and communicated. | The expanding school body, and resulting adjustment and transition among the student body and staff, has led to disconnects between and among GLs and schoolwide, which seems to result from partially and/ or unclearly communicated protocols and expectations. The staff survey revealed that stakeholders unified and all processes efficient (linked to CNA ranked need # 7: Processes for decision-making, feedback and collaboration are available but not completely documented and communicated; Linked to HIDOE Strat Plan 2017-2020 Goal 3 (Successful Systems of Support): Objective 3e: Improving Communication) |

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| **SUCCESSFUL SYSTEMS OF SUPPORT PLAN** | | | | | |
| **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.* |
| 1. KWON’s Administration and Leadership team will continue to establish, document, clearly communicate, and make available schoolwide processes for decision-making, feedback, and collaboration. This will be achieved through the consistent use of email, a refurbished school website, the updating and adding of process materials on the common Google Drive, and increased communication of process updates through PLCs, staff meetings, and internet supported messaging (linked to CNA ranked need # 7: Processes for decision-making, feedback and collaboration are available but not completely documented and communicated; Linked to HIDOE Strat Plan 2017-2020 Goal 3 (Successful Systems of Support): Objective 3e: Improving Communication) | Continued development of schoolwide processes for decision-making, feedback, and collaboration in weekly leadership meetings.  Quarterly staff meetings with to that discuss/reference KWON’s developmental growth in schoolwide processes for decision-making, feedback, and collaboration (through staff and administrative feedback).  Annual administering of a schoolwide staff survey during a schoolwide staff meeting to gather staff feedback regarding KWON’s developmental growth in schoolwide processes for decision-making, feedback, and collaboration. | **SY 17-18, SY 18-19, SY 19-20** | Teacher Level: Monthly informal discussions within departmental PLCs that gauge KWON staff’s perception of the developmental growth made in schoolwide processes for decision-making, feedback, and collaboration.  Grade Level: Quarterly PLCs with grade level teachers to gauge KWON staff’s perception of the developmental growth made in schoolwide processes for decision-making, feedback, and collaboration  Schoolwide: Once a year, all staff will participate in a survey to gauge staff perception of KWON’s overall communicative growth. In addition, newly documented or established processes will be added to the common Google Drive and teachers will be alerted via email, website announcements, and through staff meetings of changes/updates. | **Larrilynn Tamashiro (Supported by VP Moana Makaimoku and Principal Alvin N. Parker)** | PP $  Title I $  Title II $  Other $  N/A |