

**Hawaii State Public Charter Schools: Title I Schoolwide Plan SY 2018-2019, 2019-2020, 2020-21**  
*In Collaboration with the Hawaii State Public Charter School Commission*

**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)
Kanu’s students increase math proficiency scores and benefit from a school wide comprehensive math program aligned to common core state standards, taught by teachers who utilize agreed upon instructional strategies, who are supported by professional development and coaching.	Kanu’s math proficiency scores on SBA does not meet the state proficiency objective and was lower than the state average, charter school complex average, and Hamakua complex average. Kanu does not have a school wide math program, has struggled to provide the support and accountability system needed for program implementation fidelity, and need to schedule dedicated times for vertical and horizontal content area articulation.
Kanu students will increase self-esteem and student engagement, and will feel empowered by a strengthened school climate, school culture, and transformative educational experiences that are grounded in cultural excellence.	According to student perception survey, students report low self-esteem, low student engagement, and feel the school is not doing enough to provide a safe and caring environment. Kanu enrollment has grown over the past two years and lacks a school-based counselor and consistent SEL program. Students would benefit from an intentional transition program between elementary, middle and high school, as well as an orientation plan for new students, families and staff.

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Desired Outcomes	Strategies & Actions	School Year(s) of Activity	Relevant Interim Measures	Accountable Lead(s)	Funding Sources
<i>Based on Strategic Plan <b>Student Success Indicators</b></i>	<i><b>How</b> will you achieve your goal? What <b>resources</b> will you leverage?</i>	<i><b>When</b> will this occur?</i>	<i>How will you know if you are on track to meet your goal? How will you <b>monitor progress</b>?</i>	<i><b>Who</b> will be leading?</i>	<i>Check applicable boxes to indicate source of funds.</i>
1.1 Provide a comprehensive math program aligned to common core state standards and taught through identified and agreed upon instructional strategies.	<p>1.1.1 Establish a Math PLC to discuss current math needs review math programs and make a recommendation.</p> <p>1.1.2 Purchase math program materials and resources.</p> <p>1.1.3 Identify instructional strategies &amp; best practices for math instruction.</p> <p>1.1.4 Provide professional development and support for math program implementation best practices and instructional strategies.</p> <p>1.1.5 Implement regular math PLC meeting to monitor math progress (student data, program implementation, teacher reflection)</p>	<p>SY17-18</p> <p>SY18-19</p> <p>SY19-20</p> <p>SY20-21</p>	<p>Identified &amp; implemented math program</p> <p>Identified &amp; documented instructional strategies and best practices for math</p> <p>Professional development documentation (description, sign-in, handouts, notes/minutes)</p> <p>PLC meeting sign-in, notes/minutes</p>	<p>Vice Principal of Academic Affairs</p>	<p><input checked="" type="checkbox"/> PP \$</p> <p><input type="checkbox"/> Title I \$</p> <p><input type="checkbox"/> Title II \$</p> <p><input checked="" type="checkbox"/> Other \$</p> <p><input type="checkbox"/> N/A</p>

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<p>1.2 Increase student self-esteem, engagement, &amp; empowerment through a strengthened school climate, school culture, and transformative educational experiences that are grounded in cultural excellence.</p>	<p>1.2.1 Implement a well-planned orientation for new students, families and staff.</p> <p>1.2.2 Implement team building activities during the first week of school and at identified regular intervals throughout the school year.</p> <p>1.2.3 Implement consistent SEL program and strategies.</p> <p>1.2.4 Implement intentional transition activities for students transferring from Elem to Middle; Middle to High; &amp; High school to college/career.</p> <p>1.2.5 Provide support to staff and parents through PD, coffee hour to “talk story” and team building exercises and activities as well.</p> <p>1.2.6 Celebrate accomplishments together and rally to support one another at school-related events and extracurricular activities.</p>	<p>SY18-19 SY19-20 SY20-21</p>	<p>Positive school perception surveys (student, parent, &amp; staff)</p> <p>Filled school-based counselor position</p> <p>Implemented SEL Program</p> <p>Student reflections; Staff reflections</p> <p>Documented team building activities, orientation, transition activities, coffee hour, &amp; school celebrations (pictures, articles in school newsletter &amp; website)</p>	<p>Vice Principal of Student Affairs</p>	<p><input checked="" type="checkbox"/> PP \$  <input checked="" type="checkbox"/> Title I \$  <input type="checkbox"/> Title II \$  <input checked="" type="checkbox"/> Other \$  <input type="checkbox"/> N/A</p>
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**Goal 2: Staff Success.** Kanu o ka ‘Āina NCPCS has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

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

Outcome: By the end of three years,	Rationale: Explain the link to your CNA / Underlying Cause(s)
Kanu teachers and instructional staff will be able to implement core, supplemental and intervention curricular programs with fidelity to maximize student achievement.	For any core, supplemental and intervention program to work effectively, staff buy-in is needed. An accountability process as well as regular data review with all staff will also help to determine if curricular programs and instructional strategies are effective and timely.
Kanu teachers and instructional staff will be supported through scheduled vertical and horizontal collaboration time, data team meetings, coaching, and professional development opportunities to be able to thrive as professionals and better serve all students.	To better support student success goals & objectives, Kanu teachers must be equipped with needed tools, knowledge, resources and support.

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Desired Outcomes	Strategies & Actions	School Year(s) of Activity	Relevant Interim Measures	Accountable Lead(s)	Funding Sources
<i>Based on Strategic Plan <b>Staff Success</b> Indicators</i>	<i><b>How</b> will you achieve your goal? What <b>resources</b> will you leverage?</i>	<i><b>When</b> will this occur?</i>	<i>How will you know if you are on track to meet your goal? How will you <b>monitor progress</b>?</i>	<i><b>Who</b> will be leading?</i>	<i>Check applicable boxes to indicate source of funds.</i>
2.1 Implement core, supplemental, and intervention curricular programs with fidelity to maximize student achievement.	<p>2.1.1 Implement identified &amp; agreed upon core curricular programs at each grade level or content area class.</p> <p>2.1.2 Implement agreed upon supplemental and intervention programs for select students.</p> <p>2.1.3 Provide teacher &amp; instructional staff PD and on-going support and coaching for core, supplemental, and intervention programs.</p> <p>2.1.4 Implement content area PLC's that meet regularly to support program implementation with fidelity ( to discuss: implementation successes &amp; challenges, student data and support needed)</p>	SY18-19 SY19-20 SY20-21	<p>PLC meeting sign-in, notes/minutes</p> <p>Documented professional development (description of PD &amp; sign-in or registration)</p> <p>Teacher survey and reflections</p>	Principal	<input checked="" type="checkbox"/> PP \$ <input checked="" type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input checked="" type="checkbox"/> Other \$ <input type="checkbox"/> N/A

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<p>2.2 Teacher and instructional staff support through scheduled vertical &amp; horizontal collaboration time, data team meetings, coaching, and professional development opportunities.</p>	<p>2.2.1 Schedule &amp; implement regular teacher collaboration meetings by content areas for teachers to collaborate and share vertically as well as horizontally.</p> <p>2.2.2 Schedule regular data team meetings for data review and data.</p> <p>2.2.3 Provide time for teachers and instructional staff to plan for instructional changes and modifications based on student data.</p> <p>2.3.4 Provide stipend or substitute days for professional development to support any data driven instructional changes and modifications.</p>	<p>SY18-19 SY19-20 SY20-21</p>	<p>Documented collaboration time (sign-in, agenda, notes/minutes)</p> <p>Documented data team meetings (sign-in, agenda, notes/minutes)</p> <p>Documented professional development (description of PD &amp; sign-in or registration)</p> <p>Documentation for stipend or substitute days (request form &amp; purchase order)</p>	<p>Principal</p>	<p><input checked="" type="checkbox"/> PP \$</p> <p><input checked="" type="checkbox"/> Title I \$</p> <p><input checked="" type="checkbox"/> Title II \$</p> <p><input checked="" type="checkbox"/> Other \$</p> <p><input type="checkbox"/> N/A</p>
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**Goal 3: Successful Systems of Support.** The system and culture of Kanu o ka `Āina 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)
Documented standards of practice guidebook or online reference site of procedures and processes to ensure consistency, fairness, safety, open communication and efficiency.	Kanu’s student enrollment have almost doubled with no additional leadership or support positions. Revisiting procedures and processes and documenting them for all staff to access with delay will ensure consistency, fairness, safety, open communication and efficiency.
Kanu teachers and instructional staff will be supported through the implementation of a professional development and growth plan to support student success and staff growth.	To better support student success goals & objectives, Kanu teachers must be equipped with needed tools, knowledge, resources and support.
Provide teachers and instructional support job embedded professional development opportunities.	Teachers and instructional staff are dedicated and committed to Kanu’s vision, mission, and students. They want to be supported and have resources needed to grow professionally to better be able to support the needs of all students.

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<i>Based on Strategic Plan Successful Systems of Support Indicators</i>	<i>How will you achieve your goal? What resources will you leverage?</i>	<i>When will this occur?</i>	<i>How will you know if you are on track to meet your goal? How will you monitor progress?</i>	<i>Who will be leading?</i>	<i>Check applicable boxes to indicate source of funds.</i>
3.1 Documented standards of practice guidebook or online reference site of procedures and processes.	3.1.1 Collect operational protocols, procedures, practices and policies from administrative staff and make available via google docs.  3.1.2 Revise collected documents to reflect current times/school year.  3.1.3 Format all documents for uniformity and readability  3.1.4 Publish finalized document as a printed <i>Standards of Practice Guidebook</i> and/or link on an online staff reference site.	SY18-19	Completed <i>standards of Practice Guidebook</i> (hardcopy or online link)	Principal	<input checked="" type="checkbox"/> PP \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input checked="" type="checkbox"/> Other \$ <input type="checkbox"/> N/A



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<p>3.2 Implement teacher and instructional staff professional development and growth plan.</p>	<p>3.2.1 Introduce PD and growth development template to all staff at beginning of SY18-19.</p> <p>3.2.2 Implement PD and growth development template with all staff.</p> <p>3.2.3 Provide professional development and support based on PD &amp; growth plans.</p> <p>3.2.4 Support and monitor teacher growth and progress through classroom walkthroughs, observations, 1:1 meetings, and teacher reflections.</p>	<p>SY18-19 SY19-20 SY20-21</p>	<p>Completed professional development and growth plans for all teachers and instructional staff.</p> <p>Documented professional development (description of PD &amp; sign-in or registration)</p> <p>Feedback documents from walkthroughs and classroom observations.</p> <p>Teacher reflections.</p>	<p>Principal &amp; Vice Principal</p>	<p><input checked="" type="checkbox"/> PP \$  <input checked="" type="checkbox"/> Title I \$  <input type="checkbox"/> Title II \$  <input checked="" type="checkbox"/> Other \$  <input type="checkbox"/> N/A</p>
<p>3.3 Provide all teachers job embedded professional development opportunities.</p>	<p>3.3.1 Provide substitute days and stipend days for each teacher and instructional support staff to attend professional development opportunities specific to individual teachers needs as documented in their PD &amp; growth plan.</p>	<p>SY18-19 SY19-20 SY20-21</p>		<p>Principal</p>	<p><input type="checkbox"/> PP \$  <input checked="" type="checkbox"/> Title I \$  <input checked="" type="checkbox"/> Title II \$  <input checked="" type="checkbox"/> Other \$  <input type="checkbox"/> N/A</p>

