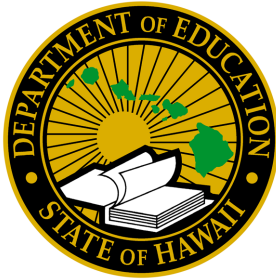**HAWAII STATE PUBLIC CHARTER SCHOOLS**

TITLE I SCHOOLWIDE PLAN

SY 2017-2018, 2018-2019, 2019-2020

Prepared in collaboration with the Hawaii State Public Charter School Commission

School: Kamalani Academy Public Charter School
School Address: 1403 California Ave, Wahiawa, HI 96786
School Phone Number: 808-293-2993
School Website: KamalaniAcademy.org

Submitted By: Amanda Langston	
Principal Signature: Date:	Signature

Approved By: Ku'uipo Laumatia	
Local School Board Chair's Signature: Date:	Signature

Acknowledged by Charter School Commission's Executive Director	
Executive Director Signature: Date:	Signature

Received by HIDOE: School Transform Branch	
STB Director Signature: Date:	Signature

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
Teachers need training in analyzing student data Teachers need to learn to use student data to drive instruction Teachers need to be able to identify students that need strategic intervention	Majority of teaching staff are first year teachers RTI employee was inconsistent with collaborating with teachers RTI employee failed to communicate importance of iReady test taking RTI employee failed to schedule regular intervalled summative assessments throughout the year	Sec. III-B pg. 9 (see link) and pg. 10
Student proficiency rates in reading are consistently low in grades 1 - 8 according to iReady diagnostics.	RTI employee was inconsistent with rate and frequency of strategic intervention Majority of teaching staff were first year teachers Lack of understanding on how to execute teacher run RTI strategies	Sec. III-B pg. 9 (see link) and pg. 10
Student proficiency rates in math are consistently low in grades 1 - 8 according to iReady Diagnostics	Majority of teaching staff were first year teachers Lack of understanding on how to execute teacher run RTI strategies RTI employee was inconsistent with rate and frequency of strategic intervention	
Parent Support	Low parental involvement Low socio-economic background PTSO involvement reduced toward the end of the year due to scheduling conflicts	Sec. IV pg. 17

Addressing Equity: Subgroup 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.**	
The schools goal is to focus on all students enrolled, with a strategic focus on students who are economically disadvantaged.	

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. Amanda Langston: Principal	Professional Development: work with Curriculum Coach to discuss and plan needed PD's Teacher Recruitment & Retention Plan: Plan team building activities, facilitate and conduct regularly scheduled teacher/leadership meetings in order to disseminate information Great Teacher Competency Model (Teacher Evaluation System): Use EES and conduct quarterly observation Collaborate Budgeting Process: work with SASA in allocations of funds to identified needs with in the SWP (School Wide Plan)
2. Krystyl Clark: Curriculum Coach	Coaching: Curriculum and Instruction (provide ongoing support w/feedback) Leader In Me Model: Provide support in school wide roll out of the Leader In Me program, schedule appropriate PD to roll out the program accurately and efficiently Teacher Support System (Kamalani Academy Teacher Support System): executed through quarterly in class observation, provide and train teachers on how to conduct weekly PLC (Hui Meetings) to analyze student data, develop SMART goals, and teacher developed assessments, Professional Development: discuss and plan with Principal on needed PD's

3. Kathleen Foster: RTI Specialist	RTI identification: identify students who need strategic intervention with the use of various universal screeners Instruction: Provide consistent strategic pull out interventions specific to student needs
4. Annie Tangonon: SASA/Office Manager	Collaborative Budgeting Process: work with Principal in order to make payments through Title I funds
5. Chelsea Coots: Counselor	PBIS: Provide counsel to PBIS Committee in implementation of school wide initiatives regarding behavior management Social Emotional Development and Learning: Conduct monthly character education lessons to teach to student body. Provide counseling to identified students
6. Colleen Chapman: Parent Community Liaison	Community Partnerships: build relationships and acquire community partners, schedule activities for Kamalani student body and their 'Ohana (including PTSO) Parent Involvement: distribute email communication regarding school activities to parents, regular updates of school website, regular updates of social media accounts, email monthly school newsletters, plan school, parent, and student bonding activites
7. Kia Neville: Title I/Assessment Coordinator	Data Interim Measures: plan, coordinate, and conduct regular data analysis and share findings with faculty and staff by participating in scheduled Hui meetings CNA Coordinator: Chair CNA committee and complete and submit CNA Title I Report, conduct regular scheduled committee meetings

Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.

Hawaii State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-2020
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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)
40-50% of Kamalani Academy students (Grades 3-8) will score proficient or above the ELA SBAC (Academic Performance Framework Target)	Need Identified in CNA: Student proficiency rates in reading and math are low in grades 3-8 according to the iReady assessment reports. Underlying Causes: Lack of PLC, Majority of 1st year teachers, Inconsistent opportunities in rate and frequency of strategic intervention with RTI instructor.
30-40% of Kamalani Academy students (grades 3-8) will score proficient or above on the Mathematics SBAC. (Academic Performance Framework Target).	Need Identified in CNA: Incorporate assessments into daily practices, Implementation of SMART goals, monthly review of student progress in PLC Engage students in monitoring progress towards learning objectives Determine the most accurate assessments to use for students

Hawaii State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-2020
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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.*
Provide differentiated instruction (that supports students needs through diverse instructional strategies including those students who are identified as low SES), Provide strategic interventions, consistently. implemented and monitored school-wide.	Establish and communicate clear expectations for implementation of Kamalani Academy's K-8 ELA program. -teachers and RTI specialist to conduct: small group instruction -use computer based programs -PD that supports findings with in the SWP -conduct regular Hui Meetings with the intention to analyze student data in order to drive instruction **Resources**: Planned PD Computer Based Intervention (iReady) RTI Specialist iReady test prep strategies	Aug 2019 - May 2020	Teacher Level: Conduct regular Wonders Reading Assessments Conduct iReady Assessments (beginning of year, mid-year, and end of year) Use of Dibbels (3x per year) Create quarterly SMART goals track and analyze data Keep Student progress binder Attend weekly Hui meetings School Level: Quarterly observations by Administrator Weekly PLC - focused on review of student ELA data analysis, setting SMART goals, Strategic in-class interventions Consistent RTI schedule	Lead: Curriculum Coach Supports: RTI Specialist SSC Principal	x PP $ x Title I $ ☐ Title II $ x Other $ ☐ N/A

	Secondary training for all teachers on Kamalani Academy's K-8 core reading program **Resources**: Curriculum coach to provide training RTI Consultation PD	Aug 2019 - May 2020		Lead: Curriculum Coach Supports: SSC RTI Specialist Principal SASA	x PP $ x Title I $ ☐ Title II $ x Other $ ☐ N/A
	Provide on-going support for all teachers on the implementation of ELA Program **Resources**: Coaches Admin Grade Level Hui's	Aug 2019 - May 2020		Lead: Curriculum Coach Support: RTI Specialist SSC Principal	

Provide differentiated instruction (that supports students needs through diverse instructional strategies including those students who are identified as low SES), Provide strategic interventions, consistently. implemented and monitored school-wide.	Establish and communicate clear expectations for implementation of Kamalani Academy's K-8 Math program. -teachers and RTI specialist to conduct: small group instruction -computer based programs -PD that supports findings with in the SWP -Purchase of Ready Math **Resources**: PD Computer Based Interventions iReady test prep. RTI Consultation	Aug 2019 - May 2020	Teacher Level: Implementation of Ready Math Ready Math Assessments iReady Math Assessments Teacher developed Assessments Create quarterly SMART goals track and analyze data Keep Student progress binder Attend weekly Hui meetings School Level: Quarterly observations by administration Weekly PLC - focused on review of student math data analysis, set SMART goals, Strategic in-class interventions Consistent RTI	Lead: Curriculum Coach Supports: RTI Specialist SCC Principal	
	Train teachers on Kamalani Academy's K-8 core math program (Ready Math) Resources: Curriculum coach to provide training RTI Consultation PD	Aug 2019 - May 2020	Teacher Level: Ready Math Assessment iReady Math Assessments Teacher developed Assessments Create quarterly SMART goals track and analyze data Keep Student progress binder Attend weekly Hui meetings School Level: Quarterly observations by administration Weekly PLC - focused on review of student math data analysis, set SMART goals, Strategic in-class interventions	Lead: Curriculum Coach Supports: SSC RTI Specialist Principal SASA	

	Schedule quarterly teachers PD on new Math Program Resources: Coaches; Admin Grade Level Hui's	Aug 2019 - May 2020		Leads: Curriculum Coach Supports: RTI Specialist SSC Principal	
RTI Curriculum to sufficiently meet the needs of all students (including students identified as low SES) RTI program addresses students two or more grade levels below	Continue RTI specialist position for K-3 Designate RTI blocks during the regular school day in order for all students, including students who are identified as low SES Provide training for RTI execution and content Monitor implementations of RTI systems by Evaluating and revising RTI systems and strategies	April 2019 - May 2020	Teacher Level: Teachers submit quarterly data sheets to Curriculum Coach iReady Assessments administered 3 times a year Teacher developed Assessment Create quarterly SMART goals track and analyze data Keep Student progress binder Attend weekly Hui meetings School Level: Quarterly observation by Admin/Curriculum Coach Weekly Student data analysis during PLC RTI Time scheduled during the school day	Leads: RTI Specialist Supports: SSC Curriculum Coach	

<u>**Goal 2:**</u> **Staff Success**. **Kamalani Academy** has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

XX   *Objective 1: Focused Professional Development – Develop and grow employees to support student success and continuous improvement.*

xx   *Objective 2: Timely Recruitment and Placement – Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.*

XX   *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)
Teacher Retention	Need Identified in CNA: High teacher turnover rate Increase in retention rate over the next 2 years Majority of teachers are 1st year teachers Underlying Causes: Provide continuous teacher support by building positive relationships Implementing team building activities Providing opportunities for professional development and growth
Teachers are not familiar with analyzing data	Need Identified in CNA: Teachers will learn to analyze student data. In order to use data driven instruction to drive instruction School-wide specific RTI time (at least 20 min) during the course of the school day Underlying Causes:

	Need of professional development for educators on analyzing data due to the high rate of 1st year teachers
	Need to specify RTI time blocks
	Need to provide training on how to identify students and plan and provide strategic interventions

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.*

Provide rigorous and differentiated, instruction to all students including students who are identified as low SES. Use Data Analysis in order to drive instruction. Implement and monitoring of school-wide RTI	Provide teachers with coaching and peer mentoring supports: Curriculum coach will provide instructional strategies, classroom management, creating formative assessments, and analyzing data flexible grouping	Aug 2019 - May 2020	Teacher Level: School-wide Instructional Walkthroughs (self-reflection) peer observations Teacher Evalus Hui Meetings SMART Goals Reports Teacher Surveys on PD School Level: Weekly Hui meeting agendas Quarterly Admin walk-through	Leads: Curriculum Coach Support: Hui Lead RTI Specialist Principal	x PP $ x Title I $ ☐ Title II $ x 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 and	Training on small group instruction Training on RTI and reading and interventions HA training Resources: Administration, Curriculum Coach, grade level hui meetings, material and supplies	Aug 2019 - May 2020			x PP $ x Title I $ ☐ Title II $ x Other $ ☐ N/A

Teacher retention system	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 Kamalani Academy Establish local partnerships with teacher preparation programs Post jobs in a timely manner and with consistent procedures Implementation of a long-range retention plan that include: Professional growth opportunities, career ladder, leadership roles, coaching and mentor support, review of teacher surveys and support to become a Highly Qualified Teacher (HQT), professional development Resources: Administration, SASA, travel and supplies for recruitment, exit surveys, money for advertising/website			Lead: Principal Support: SSC Curriculum Coach SASA	

<u>Goal 3:</u> Successful Systems of Support. The system and culture of **Kamalani 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.*

XObjective 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)
90% Parental involvement and support	Need identified in CNA: Low parental involvement may be due to family socio-economic status PTSO involvement due to scheduling conflicts

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 system that communicates with parents that will encourage participation and promote positive school and family connections (including students who are identified as low SES)	Weekly emails listing notable events Emails sent to parents specifically requesting support Regular social media posts requesting volunteers for events, activities, and school support projects. Teachers request support through classroom apps Resources: Administration, Parent Liaison, Counselor , PTSO	Aug 2019 - May 2020	Data will be collected of Direct contact will be made with families and their responses. Web-Site and Social Media Analytics	Lead: Parent Community Liaison Supports: Marketing Committee Teachers PTSO Principal	x PP $ x Title I $ ☐ Title II $ x 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 social/emotional and/or behavioral challenges (Family and Community Engagement)	Resources: Administration, Kamalai Website, Newsletters, communication notebooks, and student planners.	Aug 2019- May 2020	Teacher Level: Parent/Teacher Communication through bloomz, phone calls, or emails Parent/Teacher Conference Student Counselor Sessions Counselor to plan and provide character education lessons School Level Parent Survey	Lead: School Counselor Support: Parent Liaison Grade level teachers Principal	x PP $ x Title I $ ☐ Title II $ x Other $ ☐ N/A

	Improve, expand, and implement parent involvement strategies and activities and evaluate effectiveness of involvement strategies (include parent/community student feedback) **Resources**: Community partnerships; Ohana events, website, materials and supplies.	2019-2020 ongoing	Event sign-in sheets Event survey results 'Ohana Survey	Lead: Parent Community Liaison Supports: Classroom teachers Staff Principal	
	Build community partnerships and programs that provide and support student learning, achievement, and well being. Resources: Community Partners, 'Ohana events, materials and supplies, Parent and student surveys.	Aug 2019 - May 2020	Number of students receiving services/support from community partnerships (such as number of students participating in dental screenings, including those who are identified as low SES)	Lead: Parent Community Liaison Supports: Classroom teachers Staff Principal	