



# 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 ‘Umeke Kā‘eo PCS

**School Address:** 1500 Kalanianaʻole Ave, Hilo, Hawaii 96720

**School Phone Number:** (808) 961-0470

**School Website:** www.kaumeke.org

**Submitted by Principal Olani Lilly**

Principal’s Signature:

Signature Date:

**Approved by Puakailima Naipo, Board Chair**

Local School Board Chair’s Signature:

Signature Date:

**Acknowledged by Charter School Commission’s Executive Director**

Executive Director’s Signature:

Signature Date:

**Received by HDOE – School Transformation Branch**

STB Director’s Signature:

Signature Date:

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## ***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
<p>A majority of students at Ka 'Umeke are having difficulty meeting grade level proficiency in both Hawaiian and English Language Arts.</p> <p>(Over all students in grades 1-8 are struggling to meet grade level benchmarks in literacy. Less than 20% of students in each grade (1-8) are meeting Hawaiian language literacy benchmarks, and less than 25% percent of students in each grade (4-8) are meeting ELA benchmarks)</p>	<p>Learning expectations are not clear and lack alignment to specific learning objectives in literacy. Teachers do not have a clear and specific spiraled curriculum in both English and Hawaiian language arts.</p>	<p>Analysis /student learning data</p>
<p>Ka Umeke student scores on the Kā'eo HI language State assessment do not seem to align with student performance on our school specific Ke Au Hawaiian Language literacy assessment.</p>	<p>Lack of resources, time and support to ensure that Ke Au assessment aligns with literacy learning objectives and that PDs, and curriculum development also align. No clear and spiraled literacy curriculum across the grade levels.</p>	<p>Analysis/ student learning data</p>
<p>There is no consistent student achievement in language arts or math from grade level to grade level in terms of both the number of students who are reaching grade level benchmarks and growth from year to year and even within the same year (Fall to Winter)</p>	<p>Lack of consistent and spiraled curriculum and use of assessment tools across grade levels.</p>	<p>Analysis/ student learning data</p>

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<p>Ability levels differ significantly between students in the same grade and the same class. In some grades students are at eight different ability levels in reading and math</p> <p>(Assessment data (NWEA, KE Au) suggests that students in the same grade and class are at multiple ability levels in language arts. For example in grade 3 student scores in reading comprehension range from 10-100%.)</p>	<p>Instructional program lacks the systems and supports for teachers to provide tiered instruction, address behavior challenges, and re-teach or enrich curriculum for students who are struggling or high achievers.</p>	<p>Analysis/ student learning data</p>
<p>Students and ‘Ohana are not clear on the learning expectations and lesson objectives</p>	<p>Communication around student learning expectations and learning objectives needs to improve, family engagement related directly to learning objectives needs to be developed.</p>	<p>Analysis/ Perceptio n Data</p>
<p><b>Addressing Equity: Sub-Group Identification</b>  <b>In order to address equity, list the targeted sub group(s) and their identified needs.</b> **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p>		
<p>Fairly homogenous demographics no notable gaps between subgroups</p>		

<p><b>ORGANIZE:</b> Identify your Leadership Team Accountable Leads.</p>	
Name and Title of Team Accountable Lead	Responsible for implementation of the school’s strategies and initiatives
<p>1.Olani Lilly</p>	<p>1. Curriculum and Instruction: Implementation of Theory of Action</p>
<p>2.Louisa Lee</p>	<p>2. Student and Teacher Learning, Achievement, and Accountability Data System</p>
<p>3.Nohea Nahale-a</p>	<p>3. Instructional Lead/Teacher Coaching Program</p>

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4.Heanu Weller	4.Hawaiian Language Arts
5.Carol Ioane	5.English Language Arts

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

- ❏ **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- ❏ **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- ❏ **Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- ❏ **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

<b>Outcome:</b> By the end of three years,	<b>Rationale: Explain the link to your CNA / Underlying Cause(s)</b>
<p>There will be consistent student achievement in language arts from grade level to grade level in terms of both the number of students who are reaching grade level benchmarks and growth from year to year and even within the same year (Fall to Winter) Ka ‘Umeke will see growth in all grade levels and the percent of students who are meeting grade level literacy benchmarks in Hawaiian language arts grades 1-9 and in English language arts in grades 4-9.</p>	<p>Learning expectations are not clear and lack alignment to specific learning objectives in literacy. Teachers do not have a clear and specific spiraled curriculum in both English and Hawaiian language arts.</p> <p>Lack of resources, time and support to ensure that Ke Au assessment aligns with literacy learning objectives and that PDs, and curriculum development also align. No clear and spiraled literacy curriculum across the grade levels.</p> <p>Lack of consistent and spiraled curriculum and use of assessment tools across grade levels.</p> <p>Instructional program lacks the systems and supports for teachers to provide tiered instruction, address behavior challenges, and re-teach or enrich curriculum for students who are struggling or high achievers.</p>

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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 Student Success 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>
35% of haumāna in grades 3-9 will demonstrate grade level in Hawaiian Language Arts and 35% of haumāna in grades 4-9 will meet Ka ‘Umeke’s English Language Arts grade level benchmarks <i>(Third Grade Literacy: reading at grade level critical milestone, literacy is the foundation for future learning)</i>	<p>Students in grades 1-9 (SY 2017-2018) will participate in daily leveled and targeted 90 minute literacy blocks (1-4 HLA and 5-9 ELA) based on Fountas and Pinnell literacy learning strategies.</p> <p>Students will be assessed regularly and moved into different groups as necessary with the goal to get all students at grade level proficiency.</p> <p>Teachers will also implement the following strategies: <b>behavior management cycle</b> to direct and reinforce student behavior that exemplifies the cultural values of Ka Umeke</p>	2017-2020	<p>Fall, Winter, Spring Ke Au assessment data (HLA 1-9)</p> <p>Fall, Winter, Spring NWEA (ELA papa 4-9)</p> <p>Reading block assessments and movement of students into different reading groups including use of Read Naturally as assessment</p> <p>CFU results from Kumu implementation of CFU teaching strategies in literacy content area.</p>	<p><b>Lead:</b> Olani Lilly</p> <p><b>Supports:</b> Literacy Specialist, Instructional Leader/Teacher Coach, Data Analyst, CSI Coordinator, Math and Language Arts Supports, Professional Development from Kamehameha Schools</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>

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	<p>Teachers will check mastery through daily “<b>checks for understanding.</b>”</p> <p>Teachers will include 10 - 20 minutes of student <b>independent practice</b> in every lesson.</p> <p>Literacy PD for all Kumu in grade level bands in Fountas and Pinnell and from Literacy specialist and resources from Kamehameha Schools</p> <p>Align student expectations with specific learning objectives and Ke Literacy Assessment</p> <p>Quarterly grade band stat sessions to discuss challenges and best practices and to monitor implementation of BMC, IP, and CFU strategies</p> <p>Development and leveling of Hawaiian language</p>				
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	literacy materials  Teacher coaching that includes observations and feedback.				
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**Goal 2: Staff Success.** Ka ‘Umeke 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)
Ka ‘Umeke will have established an instructional model that includes objective-focused lessons that reflect high expectations for student performance, data-based assessment of student learning, consistent review of data, onsite instructional coaches, and a focused professional development program.	Lack of consistent and spiraled curriculum and use of assessment tools across grade levels that allows specific courses of action depending upon where students are at in terms of learning. Additionally teachers do not have skills, tools, or data to employ strategies that allows for consistent “checks for understanding” that can then inform whether a student needs re-teaching or enrichment .  Instructional program lacks the systems and supports for teachers to provide tiered instruction, address behavior challenges, and re-teach or enrich curriculum for students who are struggling or high achievers.

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Desired Outcomes	Strategies & Actions	School Year(s) of Activity	Relevant Interim Measures	Accountable Lead(s)	Funding Sources
<p><i>Based on Strategic Plan Staff Success Indicators</i></p>	<p><i>How will you achieve your goal? What resources will you leverage?</i></p>	<p><i>When will this occur?</i></p>	<p><i>How will you know if you are on track to meet your goal? How will you monitor progress?</i></p>	<p><i>Who will be leading?</i></p>	<p><i>Check applicable boxes to indicate source of funds.</i></p>
<p>100% of Ka ‘Umeke Kumu will participate in onsite instructional coaching and focused job-embedded professional development and will build their capacity to use data and use selected instructional strategies in their classes fostering conditions in which deep reflection and learning can take place. <i>(Focused PD: realign professional development to support student success, implement strategies to address all learners, quality classroom assessments (Ke Au, CFU’s), inclusive practices, multi-tiered supports)</i></p>	<p>Commit to the developed theory of action for all coaching and PD.</p> <p>Stat Sessions: Teacher coaches, administration, and teachers will utilize grade level band Stat Sessions (As brought to us by UPD) to ensure implementation of school selected teaching strategies, tracking of implementation, as a feedback loop (sharing of best practices and challenges), and as a observation guide.</p> <p>For the 17-18 school year we will continue to focus on implementation and teacher mastery of the following strategies: Behavior Management Cycle, Independent Practice, and Checks for Understanding and provide professional development as it relates to these strategies and literacy</p>	<p>2017-2020</p>	<p>Completion of quarterly grade level band stat sessions</p> <p>Self-reported accountability forms that track teacher implementation of new strategies</p> <p>Teacher coach observation logs</p> <p>PD Calendar</p> <p>Strategy implementation progress reporting forms (increase in teacher confidence levels)</p> <p>Teacher perception survey results: increase in the number of teachers who indicate they feel supported and are receiving relevant PD.</p>	<p><b>Lead:</b> Instructional Leader/Coach</p> <p><b>Support:</b> CSI Coordinator, Po‘okumu, Data Analyst, Kumu</p>	<p><input checked="" type="checkbox"/> PP <input checked="" type="checkbox"/> Title I \$ <input checked="" type="checkbox"/> Title II \$ <input checked="" type="checkbox"/> Other \$</p>

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**Goal 3: Successful Systems of Support.** The system and culture of Ka ‘Umeke Kā‘eo works to effectively organize financial, human, and community resources in support of student success.

- ❶ **Objective 1: Innovation** – Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.
- ❷ **Objective 2: Adequate and Expanded Resources**– Secure adequate resources to support school and community-based plans for student success.
- ❸ **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.

<b>Outcome:</b> By the end of three years,	<b>Rationale:</b> Explain the link to your CNA / Underlying Cause(s)
Ka ‘Umeke will have a robust family and community engagement program focused on student learning, data, and high levels of participation by families and teachers and staff.	Communication around student learning expectations and learning objectives needs improvement, family engagement related directly to learning objectives is lacking.

Desired Outcomes	Strategies & Actions	School Year(s) of Activity	Relevant Interim Measures	Accountable Lead(s)	Funding Sources
<i>Based on Strategic Plan Successful Systems of Support Indicators</i>	<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>

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<p>There will be a 20% increase in the number of Family engagement opportunities offered by Ka ‘Umeke, a 25% increase in participation by families in planned events and activities and 95% participation in Fall individual parent teacher conferences (PTC)</p>	<p>Provide Family Engagement Activities in the following areas: ‘Ōlelo Hawai‘i, Math, Literacy, Papakū Makawalu, and make data sharing with families a priority sharing individual student achievement and school level data</p> <p>Collect data to understand where families are, what their needs are, schedules, areas of interest, priorities</p> <p>Build Kumu and staff understanding of the importance of communicating and engaging with families, build strategies toolkit (to ensure touches are more meaningful)</p> <p>Develop teacher family engagement incentive program</p> <p>Offer ‘ohana Hawaiian language Classes</p> <p>Create and disseminate informational material and learning resources on importance of attendance, summer slide, educational statistics on correlation between Hawaiian vs. non-Hawaiian counterparts or low income vs. middle income students, Eating healthy, Tsunami safety, ocean safety, strategies to work</p>	<p><b>2017-2020</b></p>	<p>Number of ‘ohana events and opportunities held by Ka ‘Umeke</p> <p>Existence of a strategies toolkit (to ensure touches are more meaningful)</p> <p>Existence of family engagement incentive program</p> <p>Participation in ‘ohana Hawaiian language Classes</p> <p>Student and ‘Ohana perception surveys that show an increase in the number of respondents that indicate they understand what they are suppose to be learning or what the learning expectations are for their keiki.</p> <p>sign in sheets</p> <p>PTC records</p> <p>Intensive family engagement activities are available and ‘ohana participation increases</p>	<p><b>Family Engagement Coordinator Support: CSI coordinator, Kumu, Po‘okumu</b></p>	<p>X PPA \$2500 X Title I \$934 X Other \$50,000</p>
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	<p>with your keiki at home, Ka 'Umeke specific student expectations.</p> <p>On-going Data Collection to better understand impact of family engagement activities</p> <p>'Ohana and kumu have increased opportunities to meet and get to know one another to develop relationship and communicate regarding student learning</p>				
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