



HAWAII STATE PUBLIC CHARTER SCHOOLS
TITLE I SCHOOLWIDE PLAN

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

Prepared in collaboration with the Hawai'i State Public Charter School Commission

School: Ka 'Umeke Kā'eo PCS

School Address: 1500 Kalaniana'ole Ave, Hilo, Hawaii 96720

School Phone Number: (808) 961-0470

School Website: www.kaumeke.org

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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 and Mathematics.</p> <p>Math and literacy achievement remains low in nearly all grade levels. In HLA the highest average reading comprehension rate is at 75% (Papa 4) and the lowest average rate is 10% (Papa 1). We continue to see decreases in Math achievement year after year. In the 2017-2018 (Winter) Less than 15% of haumāna were at grade level in Math at all grade levels. For haumāna in grades 4 and up ELA Achievement is not getting haumāna to grade level by grade 8 as intended with only 25% of haumāna at grade level by grade 8.</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 and Mathematics.</p>	<p>Analysis/ student learning data Page 26-37</p>
<p>We have seen improvement in ELA literacy achievement from 2016-2017 but still not at grade level by grade 8. HLA literacy achievement begins to improve in grade 3 but growth is stagnant from grade 4-9.</p> <p>Ka ‘Umeke lacks a math vision. Teacher confidence teaching math varies across grade levels and it is unclear if the current math assessment tool utilized by Ka ‘Umeke (NWEA) aligns with math being taught across the grade levels.</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 resources, time and support to ensure that NWEA assessment aligns with math being taught at</p>	<p>Analysis/ student learning data & Perceptio n data Page 26-37</p>

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	<p>each grade level and the stated math learning expectations. Not clear if Hawaiian language vocabulary used in math is consistent across the grade levels.</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 Page 26-37</p>
<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.</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 Page 26-37</p>
<p>Data is cumbersome and not used effectively to inform instruction. Data collection and assessments must clearly measure what students are learning and align with Ka ‘Umeke’s learning objectives. This is a priority because we need to understand the effectiveness and rigor of our assessments in order to understand student achievement.</p>	<p>Data needs to be curated in ways that make it accessible for teachers to easily analyze and use to inform instruction and to better understand assessment alignment to what is being taught. Assessment needs to be a priority in order to better understand student achievement, PD needs for Kumu, and achievement of the schools vision, mission and educational outcomes.</p>	<p>Process Data page 54-76</p>
<p>Students and ‘ohana are not clear on the learning expectations and lesson objectives.</p>	<p>Participation in ‘ohana engagement and ‘ohana engagement (kumu to ‘ohana) is inconsistent. 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 page 39-53</p>

Addressing Equity: Sub-Group Identification

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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.

Demographic is 97% Native Hawaiian and 80% low SEDS there are no notable gaps between sub-groups.

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. Olani Lilly	1. Curriculum and Instruction: Implementation of Theory of Action
2. Louisa Lee	2. Student and Teacher Learning, Achievement, and Accountability Data System
3. Nohea Nahale-a	3. Instructional Lead/Teacher Coaching Program
4. Heanu Weller/Poki‘i Seto	4. Hawaiian Language Arts
5. Carol Ioane/Jeniger Asejo	5. English Language Arts
6. Papakū Makawalu	6. Roxanne Stewart

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.

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- 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)
<p>There will be consistent student achievement in language arts and 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) 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 1-12 and in English language arts in grades 4-12. (Ka ‘Umeke will have a grade 10 in SY 18-19, a grade 11 in SY 19-20, and a grade 12 in SY 2021.</p>	<p>Learning expectations are not clear and lack alignment to specific learning objectives in literacy and math. Teachers do not have a clear and specific spiraled curriculum in both English and Hawaiian language arts and math.</p> <p>Lack of resources, time and support to ensure that Ke Au and NWEA assessments align with literacy and math learning objectives and that PDs, and curriculum development also align. No clear and spiraled literacy and math 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>

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>

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<p>Ka ‘Umeke will have developed and will implement their learning expectations that are clear align to specific learning objectives in language arts and math, and will have established a consistent and spiraled curriculum in Math and English and Hawaiian language arts. Ka ‘Umeke will utilize relevant assessment tools: Ke Au, PKM8, NWEA.</p> <p>55% of haumāna in grades 3-9 will demonstrate grade level in Hawaiian Language Arts and 65% 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>	<p>Kumu will be provided with 2-3 hours a week of grade band collaboration time to articulate student expectations, curriculum alignment, assessments, and for PD on Ka ‘Umeke’s instructional vision.</p> <p>Teacher coaching/observations for every kumu every other week that includes observations and feedback on implementation of instructional strategies.</p> <p>Students in grades 1-11 will participate in leveled literacy lessons based on Fountas and Pinnell and BAS literacy learning strategies.</p> <p>Students will be assessed regularly in both HLA and ELA and moved into different groups as necessary with the goal to</p>	<p>2017-2020</p>	<p>Fall, Winter, Spring Ke Au, NWEA (math), PKM8 assessment data (HLA 1-9)</p> <p>Fall, Winter, Spring NWEA (ELA papa 4-9)</p> <p>Student literacy groupings</p> <p>Kumu PD Survey results</p> <p>Teacher Coaching checklist and feedback notes</p> <p>Meeting agendas for scheduled collaboration time, the development of accreditation committees, drafts of self-study</p> <p>Completion of required products from grade band collaboration time saved in electronic data system.</p> <p>Documentation of services, referrals, meetings with families.</p>	<p>Lead: Po‘okumu</p> <p>Supports: Literacy Specialist, Data Analyst, Consultants, Lifestyles Kumu</p>	<p>X PPA X Title I X Title II \$ X Other \$</p>
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<p>50% of students in all grade levels will be at grade level in math as assessed by NWEA or other identified assessment tool.</p> <p><i>Ka ‘Umeke will be accredited by WASC and HISC for a six year term</i></p>	<p>get all students at grade level proficiency by grade 8.</p> <p>Teachers will continue to implement the following strategies as part of Ka ‘Umeke’s instructional vision:</p> <p>behavior management cycle to direct and reinforce student behavior that exemplifies the cultural values of Ka Umeke</p> <p>Teachers will check mastery through daily “checks for understanding.”</p> <p>Teachers will include 10 - 20 minutes of student independent practice in every lesson.</p> <p>Ka ‘Umeke will participate in a comprehensive self-study for WASC accreditation that will review all aspects of the schools instructional and operational program.</p>		<p>Development/Existence of data system including a data map, data calendar, and data collection processes</p> <p>Collaboration and PD content and learning modules.</p>		
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<p>Ka ‘Umeke will develop a comprehensive data system that will provide relevant, timely, student achievement data that is available for easy and regular teacher, parent, and administrative review and analysis.</p> <p>A counselor will be brought in to provide direct support to students, teachers, administration and families to provide behavior management support, for early identification for special needs services, and for student and family counseling.</p>				
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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	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

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<p>instructional coach, and a focused professional development and instructional program.</p>	<p>“checks for understanding” that can then inform whether a student needs re-teaching or enrichment.</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 Staff 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>
<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</p>	<p>Commit to the developed theory of action and instructional vision for all coaching and PD</p> <p>Continue data coordinator position to help in the collecting, management and use of student and school level data and also to prepare data presentations for kumu and ‘ohana, and to report back to the leadership team to monitor progress towards goals.</p>	<p>2017-2020</p>	<p>Completion of PD modules and commitment to ARC of the year calendar of activities.</p> <p>Teacher coach observation logs</p> <p>PD Calendar</p> <p>Implementation progress reporting forms and surveys (increase in teacher confidence levels)</p> <p>Teacher perception survey results: increase in the number of teachers</p>	<p>Lead: Instructional Leader/Coach</p> <p>Support: Po‘okumu, Data Analyst, Psychometrician</p>	<p>X PPA X Title I \$ X Title II \$ X Other \$</p>

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<p>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>Ka ‘Umeke will have identified and refined a student assessment system to measure student achievement.</p> <p>Ka ‘Umeke will have identified and refined instructional vision and a system to support teacher implementation.</p>	<p>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 will occur.</p> <p>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 and the overall instructional vision.</p> <p>Ka ‘Umeke will contract a Psychometrician to improve and refine the PKM8 assessment to improve data collection that will better support understanding of student achievement, and provide relevant and related professional development.</p> <p>Ka ‘Umeke will have established a new teacher and substitute teacher training program. To ensure that new teachers have the understanding and supports they</p>		<p>who indicate they feel supported and are receiving relevant PD.</p> <p>Work plan and products from Psychometrician.</p> <p>Number of teachers (new or sub) that have completed induction and or training program.</p>		
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	<p>need to offer a consistent and rigorous curriculum across all grade levels. The substitute teacher program will ensure consistent use of learning strategies, behavior management when teachers are not in the classroom (sick, PD, collaboration).</p> <p>Hire a consultant to work with admin around leadership via quarterly data and support calls and online trainings.</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.

- 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)
<p>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.</p>	<p>Participation by kumu and ‘ohana in engagement activities needs improvement. Communication around student learning expectations and learning objectives needs improvement, family engagement related directly to learning objectives is lacking.</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 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>
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 100% participation in Fall individual parent teacher conferences (PTC)	<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>Offer ‘ohana Hawaiian language Classes.</p> <p>Create and disseminate informational material and learning resources on importance of attendance, summer slide,</p>	2017-2020	<p>Number of ‘ohana events and opportunities held by Ka ‘Umeke</p> <p>10% increase per year in participation by kumu in ‘ohana activities and events)</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>Family Engagement Coordinator Support: CSI coordinator, Kumu, Po‘okumu</p>	<p>X PPA</p> <p>X Title I</p> <p>X Title II</p> <p>X PreK Funds</p> <p>X Other</p>

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	<p>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 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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