



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: Ke Kula Niihau O Kekaha

School Address: 8135 Kekaha Rd., P.O. Box 129 Kekaha, HI 96752

School Phone Number: 808-337-0481

School Website: www.kknok.org

Submitted by J. Tia Koerte

Principal's Signature:

A handwritten signature in black ink, appearing to read "J. Tia Koerte", is written over a light gray rectangular background.

Signature Date: 5/31/18

Approved by Kelley Phillips

Local School Board Chair's Signature:

A handwritten signature in black ink, appearing to read "Kelley Phillips", is written over a gray rectangular background.

Signature Date: 5/31/18

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
Program and Processes Data: Lack of structured Niihau Language Curriculum and Program	<ul style="list-style-type: none"> • The school currently does not have a structured K-12 Olelo Niihau curriculum and program • The school currently does not have an inventory of published Olelo Niihau resources • Teachers lack the pedagogical knowledge about developmentally appropriate language acquisition instruction • The number of native Niihau language speakers is dwindling and less households contain native speakers within their family, resulting in students entering Kula with little to no experience with Olelo Niihau • The Niihau language has changed (in vocabulary and grammatical patterns) in the last 10-15 years • The Niihau Language curriculum, program and values have not been fully defined or articulated 	CNA Pg. 21-22

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	<ul style="list-style-type: none"> Niihau native speakers lack the proper knowledge of language development in order to define and outline appropriate (culturally and developmentally) benchmarks across all grades <p>Most Native Niihau speaking teachers are not motivated to pursue undergraduate studies or formal training.</p>	
<p>Student Learning Data:</p> <p>Math:</p> <ul style="list-style-type: none"> 2 out of 19 students (11%) proficient 14 out of 19 students (74%) well below <p>Reading:</p> <ul style="list-style-type: none"> 3 out of 19 students (16%) proficient 9 out of 17 students well below 	<ul style="list-style-type: none"> 4 out of 6 core content instructional staff at KKNOK are non-HQ All classes in grades K-12 are configured in a multi-grade (3 or more) instructional setting which makes planning and preparation very challenging 5 out of 6 teachers use a traditional, large-group method of teaching The school lacks in structured core content curriculum grades K-12 (science, social studies) Structured school curriculum is not implemented with fidelity (ELA, Math) In addition to aforementioned, instruction is delivered based on a Two-Way Heritage Bilingual Immersion Model in which majority of staff have not been trained in implementing Use of technology is limited to word processing and powerpoint Socioeconomic status: 100% free/reduced lunch population Little to no family support at home (academically) 	CNA Pg. 22

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Demographic Data: 42% student chronic absenteeism rate	<ul style="list-style-type: none">Historically the school has seen a pattern of high absenteeism ratesNiihau parents may not understand the value of parent engagement and involvement as school partnersNiihau families may be unclear about the relationship between education and the long-term benefits of educationEconomically, a large majority of Niihau families meet the poverty eligibility guidelinesCultural barriers may include (but not limited to): Students kept home for help with childcare, family events/needs, or religious reasons throughout the year	CNA Pg. 22-23
Addressing Equity: Sub-Group 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.		

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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. J. Tia Koerte	1. E. Lu Koerte
2. B. Hokulani Cleeland	2. D. Alakai Kanahele
3. Billi Smith	3. D. Mapuana Beniamina
4. R. Hokulea Nakaahiki	4. J. Kalei Shintani
5.	5. Joni Keamoai
6.	6. Jim Lucas
7.	7. B. Hokulani Cleeland
8.	8.
9.	9.

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10.	10.
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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)
By May 31, 2020 75% of students will be proficient or approaching proficiency in SBAC reading and math	<ul style="list-style-type: none"> • Socioeconomic status: 100% free/reduced lunch population • Little to no family support at home (academically) • 6 out of 9 instructional staff at KKNOK are non-HQ
By May 31, 2020 50% of science students will achieve proficiency on HSA	

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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>
1. Students grade 3-12 will use individual learning plans to track goals designed to get them on grade level (or as close to as possible) in reading, math and science by end of 8 th grade or graduation. (<i>Student Achievement</i>)	<p>Curriculum adoption for math grades 6-12 and science K-11.</p> <p>Professional development in math, ELA and science K-12.</p> <p>Hana Noeau meetings with grade levels to analyze student data, implications for next steps and updating individual learning plans.</p> <p>Conduct teacher evaluations, observations and feedback.</p>	<p>2018 - 2019</p> <p>2019-2020</p>	<p>Teacher/grade level:</p> <ul style="list-style-type: none"> weekly Hana Noeau work sessions, PLC's, PD, data analysis, Curriculum mapping, pacing and planning <p>School wide:</p> <ul style="list-style-type: none"> NWEA implementation three times per year (Fall, Winter, Spring) <p>At least 70% students proficient or approaching proficiency in SBAC Reading, Math, Science</p>	<p>Lead: Reading, Math, Science Teaching staff</p> <p>Supports: Tia</p>	<p><input type="checkbox"/> PP \$</p> <p><input type="checkbox"/> Title I \$</p> <p><input type="checkbox"/> Title II \$</p> <p><input type="checkbox"/> Other \$</p> <p><input checked="" type="checkbox"/> N/A</p>

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<p>1- By May 31, 2020 75% of math and reading students will achieve proficiency on SBAC</p> <p>By May 31, 2020 50% of science students will achieve proficiency on HSA</p>	<p>1- Explore immersion and multi-grade configuration models with an emphasis in grades K-2</p> <ul style="list-style-type: none"> Summer 2018: <ul style="list-style-type: none"> July 9-13, 2018 Attend SDE National Conference on Differentiated Instruction- Las Vegas, Nevada (K-5 Team + Admin) Fall 2018: <ul style="list-style-type: none"> Visit Hawaiian K-5 immersion schools or organizations K-5 team to explore and participate in SDE online courses/webinars for differentiated instruction or multi-grade best practices Spring 2019: <ul style="list-style-type: none"> Visit Hawaiian K-5 immersion schools or organizations <p>(All activities Title I Funds)</p>	<p>2018-2019</p> <p>2019-2020</p>	<p>Teacher/grade level:</p> <ul style="list-style-type: none"> weekly Hana Noeau work sessions, PLC's, PD, data analysis, Curriculum mapping, pacing and planning <p>School wide:</p> <ul style="list-style-type: none"> NWEA implementation three times per year (Fall, Winter, Spring) <p>At least 70% students proficient or approaching proficiency in SBAC Reading, Math, Science</p>	<p>Lead: Reading, Math, Science Teaching staff</p> <p>Supports: Tia</p>	<p><input type="checkbox"/> PP \$</p> <p><input checked="" type="checkbox"/> Title I CSI \$22,000 (Prog ID 18927)</p> <p><input type="checkbox"/> Title II \$</p> <p><input type="checkbox"/> Other \$</p> <p><input type="checkbox"/> N/A</p>
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Goal 2: Staff Success. Ke Kula Niihau O Kekaha 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)
All teachers will develop an individualized plan to track content area professional development and plans to attain HQ status or formal training.	<ul style="list-style-type: none"> • Lack of motivation: non-HQ instructional staff do not see the value in becoming HQ • Non-HQ staff potentially do not have the capacity to complete the steps necessary to receive HQ status (undergrad degree, teacher training, praxis, etc.) • The remoteness of our school community (resources not easily accessible)
<p>Niihau language values will have been defined and used as a basis to develop the Niihau language program focuses (K-12).</p> <p>Niihau language curriculum will have been developed for grades K-5.</p>	<ul style="list-style-type: none"> • The Niihau Language curriculum, program and values have not been defined or articulated • Niihau native speakers lack the proper knowledge of language development in order to define and outline appropriate (culturally and developmentally) benchmarks across all grades • Most Native Niihau speaking teachers are not motivated to pursue undergraduate studies or formal training.
Adoption of curriculum in math grades 6-12, Science K-11 and Social Studies K-8.	<ul style="list-style-type: none"> • A lack of content area knowledge is a big factor to this challenge. • Even if curriculum is adopted a teachers lack of content knowledge increases the level of difficulty to plan, prepare and instruct a particular content area.

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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>
1. All teachers will participate in weekly Hana Noeau work sessions, PLC's, PD, data analysis, Curriculum mapping, pacing and planning (Teacher Positions Filled)	Prioritize master schedule to allow time for structured, weekly work sessions, PLC's, PD, Data Analysis and curriculum mapping, pacing and planning Contract cultural practitioners and specialty teachers to teach weekly enrichment courses in order to allow time for Hana Noeau teacher meetings (Title I Funds)	2018-2019 2019-2020	Teacher/Grade Level: <ul style="list-style-type: none"> teacher expectations are met Increased teacher confidence School Level: <ul style="list-style-type: none"> Implementation of structured, weekly Hana Noeau teacher meetings 	Lead: Tia Supports: Billi, Kamaile	<input type="checkbox"/> PP \$ <input checked="" type="checkbox"/> Title I \$6,000 (Prog ID 18902) <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A
2. All teachers will develop individualized professional development plans (PDP) to track content and grade-level specific professional development in order to increase content knowledge and Effective Instructional Skills strategies	Teachers to develop individual PDP's based on 2017-2018 and 2018-2019 EES final evaluation data Teachers to identify and participate in curriculum and/or content specific PD (webinars, book study, peer observation and feedback) Hana Noeau work sessions, PLC's, PD, data analysis, Curriculum mapping, pacing and	2018-2019 2019-2020	Teacher/Grade Level: <ul style="list-style-type: none"> weekly Hana Noeau work sessions, PLC's, PD, data analysis, Curriculum mapping, pacing and planning Teacher lesson plans, pacing guides and curriculum maps School level: <ul style="list-style-type: none"> Teacher evaluations Increased student achievement on NWEA 	Lead: teaching staff Supports: Tia, Billi	<input type="checkbox"/> PP \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input checked="" type="checkbox"/> N/A

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<i>(Teacher Positions Filled)</i>	<p>planning</p> <p>Conduct teacher classroom observations and feedback.</p> <p>Implement KKNOK's Educator Effectiveness System (EES) Annually</p>		<p>and at least 70% students proficient or approaching proficiency in SBAC Reading, Math, Science</p>		
<p>3. Non-HQ teachers will develop and implement a 3-5 year action plan to obtain HQ status and/or complete a formal teacher training <i>(Teacher Positions Filled)</i></p>	<p>Teachers to develop action plans based on current progress toward obtaining HQ</p> <p>Hana Noeau work sessions, PLC's, PD, data analysis, Curriculum mapping, pacing and planning</p> <p>Conduct regular teacher check-ins through Hana Noeau.</p>	<p>2018-2019</p> <p>2019-2020</p>	<p>Teacher/Grade Level:</p> <ul style="list-style-type: none"> • weekly Hana Noeau work sessions, PLC's, PD, data analysis, Curriculum mapping, pacing and planning • Quarterly tracking of teacher progress <p>School Level:</p> <ul style="list-style-type: none"> • Teacher evaluations • Increased student achievement on NWEA and at least 70% students proficient or approaching proficiency in SBAC Reading, Math, Science 	<p>Lead: non-HQ teaching staff</p> <p>Supports: Tia, Billi</p>	<p><input type="checkbox"/> PP \$</p> <p><input type="checkbox"/> Title I \$</p> <p><input type="checkbox"/> Title II \$</p> <p><input type="checkbox"/> Other \$</p> <p><input checked="" type="checkbox"/> N/A</p>

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<p>4. Development and Production of Niihau Language Literacy Curriculum, Materials and Resources</p>	<p>SY 2018-2019:</p> <p>1- July 2018-Jun 2019: Continue contract with Literacy Curriculum Design and Production Team</p> <p>2- July 2018-June 2019: Kula and Hamline to continue developing culturally appropriate Niihau language literacy curriculum/materials K-2</p> <p>3- August 2018-June 2019: Kula to pilot K-2 curriculum/materials + continue resource development</p> <p>4- Professional Development in graphic design, material production and curriculum development (K-2):</p> <ol style="list-style-type: none"> 1. Jan 2019: Session #1: Hamline to provide PD and feedback/revision of published materials- Kauai 2. June 2019: Session #2: Hamline to provide PD and feedback/revision of published materials- Kauai <p>5- Kula to explore and purchase computer software and programming necessary to duplicate and maintain existing and creating innovative</p>	<p>2018-2019</p> <p>2019-2020</p>	<p>Teacher/Grade Level:</p> <ul style="list-style-type: none"> • weekly Hana Noeau work sessions, PLC's, PD, data analysis, Curriculum mapping, pacing and planning • Teacher lesson plans, pacing guides and curriculum maps • Action Team PLC Notes <p>School level:</p> <ul style="list-style-type: none"> • Increased inventory of actual Niihau language literacy curriculum/materials completed <p>Increased student proficiency in Niihau Language and Literacy</p>	<p>Lead: Tia</p> <p>Supports: K-2 teacher, Admin Team, Olelo Niihau Action team teachers</p>	<p><input type="checkbox"/> PP \$</p> <p><input checked="" type="checkbox"/> Title I CSI \$265,000 (Prog ID: 18927)</p> <p><input type="checkbox"/> Title II \$</p> <p><input type="checkbox"/> Other \$</p> <p><input type="checkbox"/> N/A</p>
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	<p>curriculum/materials - Jan-June 2019</p> <ul style="list-style-type: none"> also explore training in computer software for teachers and students <p>6- Jan-June 2019: Kula to explore and purchase necessary materials to begin duplicating and maintaining existing curriculum/materials</p>				
5. Continue K-2 Niihau literacy curriculum development (<i>Niihau Teacher Retention</i>)	<p>Conduct regular follow-up sessions around K-2 articulation and curriculum development</p> <p>Align K-2 articulation with cultural competency dimensions (value added measure) in order to develop hoike rubrics</p> <p>Collaborate with Hawaiian Language Organizations (Hale Kuamoo, Aha Punana Leo, etc.) in reproducing current Hawaiian Language resources into Niihau dialect (Title I Funds)</p> <p>Involve various stakeholders throughout the articulation process</p>	<p>2018-2019</p> <p>2019-2020</p>	<p>Teacher/Grade Level:</p> <ul style="list-style-type: none"> Documented K-2 Niihau core value articulation <p>School Level:</p> <ul style="list-style-type: none"> Contractor deliverables Increased student confidence in Olelo Niihau <p>Cultural competency alignment and rubrics</p>	<p>Lead: Hokulani</p> <p>Supports: Tia, K-2 teacher, Olelo Niihau teachers</p>	<p><input type="checkbox"/> PP \$</p> <p><input checked="" type="checkbox"/> Title I \$14,350 (Prog ID: 18902)</p> <p><input type="checkbox"/> Title II \$</p> <p><input type="checkbox"/> Other \$</p> <p><input type="checkbox"/> N/A</p>

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	Develop Niihau Language resources based on core values for grades K-2				
6. Articulation of Niihau Core values across grades 3-5 in order to develop Niihau literacy curriculum (<i>Niihau Teacher Retention</i>)	<p>Conduct regular follow-up sessions around 3-5 articulation</p> <p>Align 3-5 articulation with cultural competency dimensions (value added measure) in order to develop hoike rubrics</p> <p>Collaborate with Hawaiian Language Organizations (Hale Kuamoo, Aha Punana Leo, etc.) in reproducing current Hawaiian Language resources into Niihau dialect (Title I Funds)</p> <p>Involve various stakeholders throughout the articulation process</p>	<p>2018-2019</p> <p>2019-2020</p>	<p>Teacher/Grade Level:</p> <ul style="list-style-type: none"> Documented 3-5 Niihau core value articulation <p>School Level:</p> <ul style="list-style-type: none"> Contractor deliverables Increased student confidence in Olelo Niihau Cultural competency alignment and rubrics 	<p>Lead: Hokulani</p> <p>Supports: Tia, 3-5 teachers, Olelo Niihau teachers</p>	<p><input type="checkbox"/> PP \$</p> <p><input checked="" type="checkbox"/> Title I \$14,350 (Prog ID: 18902)</p> <p><input type="checkbox"/> Title II \$</p> <p><input type="checkbox"/> Other \$</p> <p><input type="checkbox"/> N/A</p>

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	Develop Niihau Language resources based on core values for grades 3-5				
7. Articulation of Niihau Core values across grades 6-12 in order to develop curriculum (<i>Niihau Teacher Retention</i>)	<p>Conduct regular follow-up sessions around 6-12 articulation</p> <p>Align 6-12 articulation with cultural competency dimensions (value added measure) in order to develop hoike rubrics</p> <p>Involve various stakeholders throughout the articulation process</p> <p>Develop Niihau Language resources based on core values for grades 6-12</p>	<p>2019-2020</p> <p>2020-2021</p>	<p>Teacher/Grade Level:</p> <ul style="list-style-type: none"> Documented 6-12 Niihau core value articulation <p>School Level:</p> <ul style="list-style-type: none"> Contractor deliverables Increased student confidence in Olelo Niihau <p>Cultural competency alignment and rubrics</p>	<p>Lead: Hokulani, Contractor</p> <p>Supports: Tia, 6-12 teachers, Olelo Niihau teachers</p>	<p><input type="checkbox"/> PP \$</p> <p><input type="checkbox"/> Title I \$</p> <p><input type="checkbox"/> Title II \$</p> <p><input type="checkbox"/> Other \$</p> <p><input checked="" type="checkbox"/> N/A</p>

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<p>8. Adoption of curriculum: Science grades K-8, Math 6-8 Social Studies grades K-5 (<i>Academic Achievement</i>)</p>	<p>1- Adopt & Implement K-5 Lego Science Curriculum</p> <ul style="list-style-type: none"> • Summer 2018 Purchase Lego Curriculum K-5 • Summer/Fall 2018 PD #1 for Lego curriculum implementation <p>2- REACH/INSIDE:</p> <ul style="list-style-type: none"> • Summer/Fall 2018: Grades 3-8 participate in PD #1 • Winter 2018: <ul style="list-style-type: none"> ○ participate in PD for curriculum implementation • Summer 2019: <ul style="list-style-type: none"> ○ Participate in PD for curriculum implementation <p>3- Singapore Math:</p> <ul style="list-style-type: none"> • Fall 2018: <ul style="list-style-type: none"> ○ Grades K-5 explore and participate in SM online courses/webinars offered by SDE • Spring 2019: <ul style="list-style-type: none"> ○ Grades K-5 explore and participate in SM online 	<p>2018-2019</p>	<p>Teacher/Grade Level:</p> <ul style="list-style-type: none"> • PD identified in PDP's • Increased teacher confidence in content knowledge • Quarterly presentations in Hana Noeau sessions <p>School Level:</p> <ul style="list-style-type: none"> • Adoption of curriculum • Teacher Evaluations (EES) • Increased student achievement on NWEA and at least 70% students proficient or approaching proficiency in SBAC Reading, Math, Science 	<p>Leads: Math 6-8 teacher, Science 3-5 and 6-8 teachers, Social Studies K-5 teacher</p> <p>Supports: Tia, Kamaile</p>	<p><input checked="" type="checkbox"/> PP \$25,000 <input checked="" type="checkbox"/> Title I \$34,000 (Prog ID: 18927) <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A</p>
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	<p>courses/webinars offered by SDE</p> <p>4- Social Studies:</p> <ul style="list-style-type: none">• Fall 2018:<ul style="list-style-type: none">○ implement 6-8 adopted curriculum• Winter 2018:<ul style="list-style-type: none">○ PD for 6-8 curriculum implementation• Summer 2019:<ul style="list-style-type: none">○ PD for 6-8 curriculum implementation <p>5- Teachers to identify and participate in curriculum and/or content specific (math, science, social studies) PD (webinars, book study, peer observation and feedback)</p>				
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<p>9. Adoption of curriculum: Math grades 9-12, Science grades K-2 and 9-11, Social Studies grades 6-8 (<i>Academic Achievement</i>)</p>	<p>Explore various content area curriculum (spring/summer 2018)</p> <p>Adoption and implementation of Math 9-12, Science K-2 and 9-11 and Social Studies 6-8 curriculum</p> <p>Teachers to identify and participate in curriculum and/or content specific PD (webinars, book study, peer observation and feedback)</p>	<p>2019-2020</p>	<p>Teacher/Grade Level:</p> <ul style="list-style-type: none"> • PD identified in PDP's • Increased teacher confidence in content knowledge • Quarterly presentations in Hana Noeau sessions <p>School Level:</p> <ul style="list-style-type: none"> • Adoption of curriculum • Teacher Evaluations (EES) <p>Increased student achievement on NWEA and at least 70% students proficient or approaching proficiency in SBAC Reading, Math, Science</p>	<p>Leads: Math 9-12 teacher, Science K-2 and 9-11 teachers and Social Studies 6-8 teacher</p> <p>Supports: Tia, Kamaile</p>	<p><input checked="" type="checkbox"/> PP \$25,000</p> <p><input type="checkbox"/> Title I \$</p> <p><input type="checkbox"/> Title II \$</p> <p><input 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 **Ke Kula Niihau O Kekaha** 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)

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All teachers will design and implement lessons aligned to Common Core, Effective Instructional Skills and Niihau cultural values in order to meet or exceed our educational goals.	<ul style="list-style-type: none"> Lack of motivation (to change or try a new strategy) Teacher capacity <ul style="list-style-type: none"> Teacher content knowledge Pedagogy and instructional ability Teacher confidence level
<p>By May 31, 2020 the absentee rate at KKNOK will decrease to 10 percent.</p> <p>By May 31, 2020 parent involvement and engagement will increase to 80 percent.</p>	42% of students missed 15 or more days of school in SY 16-17

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>
1. All teachers will design and implement lessons aligned to common core and Niihau cultural values (<i>Academic Achievement</i>)	<p>Allow time for curriculum mapping, pacing and lesson planning through Hana Noeau.</p> <p>Provide regular support and PD on Common Core.</p> <p>Conduct regular classroom observations and provide feedback.</p>	<p>2018-2019 (K-5)</p> <p>2019-2020 (K-12)</p>	<p>Teacher/Grade Level:</p> <ul style="list-style-type: none"> Teacher lesson plans aligned to common core and Niihau cultural values Focused, purposeful teacher instruction <p>School Level:</p> <ul style="list-style-type: none"> Increased student achievement on NWEA and at least 70% students proficient or approaching 	<p>Lead: teaching staff</p> <p>Supports: Tia, Billi</p>	<input type="checkbox"/> PP \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input checked="" type="checkbox"/> N/A

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	Implement KKNOK's Educator Effectiveness System (EES) Annually		proficiency in SBAC Reading, Math, Science Teacher Evaluations (EES) Teacher Evaluations (EES)		
2. All teachers will incorporate Effective Instructional Skills into daily lesson plans (<i>Academic Achievement</i>)	<p>Allow time for curriculum mapping, pacing and lesson planning through Hana Noeau.</p> <p>Conduct regular classroom observations and provide feedback.</p> <p>Implement KKNOK's Educator Effectiveness System (EES) Annually</p>	<p>2018-2019</p> <p>2019-2020</p>	<p>Teacher/Grade Level:</p> <ul style="list-style-type: none"> Teacher lesson plans aligned to common core and Niihau cultural values Focused, purposeful teacher instruction Increased student engagement <p>School Level:</p> <ul style="list-style-type: none"> Increased student achievement on NWEA and at least 70% students proficient or approaching proficiency in SBAC Reading, Math, Science <p>Teacher Evaluations (EES)</p>	<p>Lead: teaching staff</p> <p>Supports: Tia, Billi</p>	<p><input type="checkbox"/> PP \$</p> <p><input type="checkbox"/> Title I \$</p> <p><input type="checkbox"/> Title II \$</p> <p><input type="checkbox"/> Other \$</p> <p><input checked="" type="checkbox"/> N/A</p>

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<p>3. By May 31, 2020 the absentee rate at KKNOK will decrease to 10 percent.</p> <p>By May 31, 2020 parent involvement and engagement will increase to 80 percent.</p>	<p>Summer 2018:</p> <ul style="list-style-type: none"> Contract PCNC to coordinate ohana involvement & engagement activities (PP Funds) <p>Fall 2018:</p> <ul style="list-style-type: none"> Contract Inspirational Speaker (with specialty in Student Engagement + character building) for teachers and parents (Title I Funds) <ul style="list-style-type: none"> Contractor to: Provide teachers In-service PD <p>Implement 1 ohana engagement activity per quarter to promote student attendance and education</p> <ul style="list-style-type: none"> Identify and purchase educational incentives to provide to families who attend ohana nights/activities that promote attendance and education (Title I Funds) Coordinate ohana engagement sessions that include Olelo Niihau resource development <p>PD for staff on student and ohana engagement/involvement</p>	<p>2018-2019</p>	<p>Teacher/Grade Level:</p> <ul style="list-style-type: none"> Increased staff knowledge of the impact of chronic absenteeism on student futures <p>School Level:</p> <ul style="list-style-type: none"> Improved relationships between PCNC, Kula, Ohana, and community Increased ohana, student and staff knowledge of the impact of chronic absenteeism on student futures Increased ohana engagement/involvement Improved student attendance, confidence and engagement 	<p>Lead: Tia</p> <p>Supports: Teaching Staff, PCNC</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PP \$13,000 <input checked="" type="checkbox"/> Title I \$18,500 (Prog ID 18927) <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A
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	<p>Implement revised attendance policy</p> <p>Purchase and implement attendance management system (Title 1 Funds)</p> <p>Student Attendance Recognition:</p> <ul style="list-style-type: none">• Winter 2018: Recognize and incentivize students with less than 8 days absence• Spring 2019: Recognize and incentivize students with less than 15 days absence for SY 18-19				
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