



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:** The Volcano School of Arts & Sciences  
**School Address:** PO Box 845, Volcano, HI 96785  
**School Phone Number:** 808-985-9800  
**School Website:** [www.volcanoschool.net](http://www.volcanoschool.net)

**Submitted by Kalima Cayir**

**Principal's Signature:**

**Signature Date:** 4/8/17

**Approved by Tara Holitzki**

**Local School Board Chair's Signature:**

**Signature Date:** 4/13/17

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

**Executive Director's Signature:**

**Signature Date:**

**Received by HIDOE – School Transformation Branch**

**STB Director's Signature:**

**Signature Date:**

# Hawaii State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-2020

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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><b>Category B: Curriculum, Instruction, and Assessment: Areas of Growth</b></p> <ul style="list-style-type: none"> <li>- A comprehensive, sequential, documented curriculum across grade levels is not fully developed</li> <li>- Challenging, coherent curriculum that addresses gaps in student learning is not fully developed</li> <li>- Not all students needs are met through instructional approaches</li> <li>- Not all students demonstrate acceptable learning of academic standards and schoolwide learner outcomes</li> <li>- Assessing for proficiency and reporting of student progress is not fully aligned</li> <li>- Use of instructional strategies for high levels of student learning, critical thinking, problem-solving are not fully developed implemented</li> <li>- Effective interaction of students and teachers in grades 6-8 needs improvement</li> <li>- Processes to assess the curriculum for rigor, relevancy, and coherency are not fully implemented</li> </ul>	<p>Lack of alignment of instruction to the vision and mission of the school and the Common Core and other standards.</p> <p>Current approaches and strategies are insufficient to meet the needs of all learners.</p>	<p>Cat. B. 167-207</p> <p>Cat. B. Summary 208-2019</p> <p>Prioritized Areas of Growth 251-254</p>
<p><b>Category C: Support for Student Personal and Academic Growth: Areas of Growth</b></p> <ul style="list-style-type: none"> <li>- Despite high levels of student support, many students continue to fall behind on grade level standards</li> <li>- Need continues to exist for more timely and effective intervention with students whose learning growth requires more intensive, individualized, and specialized</li> </ul>	<p>Lack of alignment of instruction to the vision and mission of the school and the Common Core and other standards.</p> <p>Current approaches and strategies are insufficient to</p>	<p>Cat. C. 213-228</p> <p>Cat. C. Summary</p>

# Hawaii State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-2020

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<p>teaching strategies</p> <ul style="list-style-type: none"> <li>- Survey data suggests that students in grades 6-8 feel less supported at school than the students in grades K-5</li> <li>- Data collection and analysis needs expansion and refinement to better analyze the effects of participation (with fidelity) in curricular and co-curricular activities on student learning outcomes.</li> </ul>	<p>meet the needs of all learners.</p>	<p>229-230</p> <p>Prioritized Areas of Growth</p> <p>251-254</p>

## 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.

VSAS' population is mostly Caucasian and Native Hawaiian/Pacific Islander with a slight increase in ethnic diversity in recent years, such as through an increase in Hispanic students and those reporting multiple ethnicities. In addition, the number of Native Hawaiians has increased at the school. According to federal and state ethnicity data, 29% Pacific Islanders, but VSAS parents report 39% of students have Native Hawaiian ancestry.

The number of students who receive special education services declined in SY 2015-16 and has stabilized to 11%. There is a disproportionate number of Pacific Islander and Native Hawaiian students identified for special education services. VSAS has a low number of students who are designated as English Language Learners. Many of VSAS students speak Hawaiian Creole (pidgin) at home and experience similar challenges as other English Language Learners. VSAS has a higher percentage of students living in poverty than the state average (64% VSAS, 48% state). Students identified under IDEA represented 15% of the population, but 21% of the total absences.

The 2015-2016 SBA showed that the achievement gap continues to widen between whites and non-whites in both ELA and Math. The achievement gap between non-high-risk students and high-risk students was high, with a 79% math gap rate and a 63% ELA gap rate.

Current approaches and strategies are insufficient to meet the needs of all learners.

# Hawaii State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-2020

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<b>ORGANIZE:</b> Identify your Leadership Team Accountable Leads.	
Name and Title of Team Accountable Lead	Responsible for implementation of the school’s strategies and initiatives
1. Kalima Cayir, Principal	<p>Strategy 1a: Continue to vertically align curricula and clarify grade level expectations</p> <p>Strategy 1b: Continue to improve implementation of the mission and vision of the school.</p> <p>Strategy 1c: Provide students with more voice and choice</p> <p>Strategy 1d: Expand ‘Ike Hawai‘i to instruct all students and staff in Hawaiian values, knowledge, language, and practices.</p> <p>Strategy 2a: Further develop and improve RtI system to ensure early identification of students who are struggling to meet grade level standards.</p> <p>Strategy 2d. Improve and refine strategies to promote positive behavior and campus climate.</p>
2. Chris King-Gates, Assistant Principal	<p>Strategy 2b. Identify and implement approaches and strategies meet the needs of all learners (including those who perform well below grade level standards, those who exceed expectations, and those who perform in the middle.)</p> <p>Strategy 2c. Improve the use of technology to increase student engagement and address learning styles.</p>

**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.

# Hawaii State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-2020

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- ❑ **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><b>NWEA Fall to Fall Met Projected Growth</b> (<i>NWEA expects 50% of students to meet projected growth based on international norms</i>)                      All: Language 86%, Mathematics 60%, Reading 71%</p> <p><b>NWEA Fall to Fall RIT growth (5 points)</b>                      Native Hawaiian: Language 80%, Mathematics 80%, Reading 80%                      SPED: Language 50%, Mathematics 50%, Reading 50%                      Low-SES: Language 75%, Mathematics 75%, Reading 75%</p> <p><b>SBA Growth Percentile</b> – Math 60%, ELA 60%</p> <p><b>HSA Science % Proficient</b> – 75%</p>	<ol style="list-style-type: none"> <li>1. Lack of alignment of instruction to the vision and mission of the school and the Common Core and other standards.</li> <li>2. Current approaches and strategies are insufficient to meet the needs of all learners.</li> </ol>

Desired Outcomes	Strategies & Actions	School Year(s) of Activity	Relevant Interim Measures	Accountable Lead(s)	Funding Sources
<i>Based on Strategic Plan <b>Student Success Indicators</b></i>	<i><b>How</b> will you achieve your goal? What <b>resources</b> will you leverage?</i>	<i><b>When</b> will this occur?</i>	<i>How will you know if you are on track to meet your goal? How will you <b>monitor progress</b>?</i>	<i><b>Who</b> will be leading?</i>	<i>Check applicable boxes to indicate source of funds.</i>

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<p>NWEA Fall to Fall Meet Projected Growth – Language 100%, Mathematics 100%, Reading 100%</p> <p>SBA ELA % Proficient – All 70%, Pacific Islander 60%, Low-SES 65%, Sped 40%</p> <p>SBA Math % Proficient – All 60%, Pacific Islander 45%, Low-SES 55%, Sped 40%</p> <p>HSA Science % Proficient – All 85%, Pacific Islander 60%, Low-SES 65%, Sped 60%</p>	<p><b>Strategy 1a: Continue to vertically align curricula and clarify grade level expectations</b></p> <p><b>Enabling Activities</b> Implement an integrated and aligned curriculum school-wide. - Improve communications across grade levels regarding expectations for student learning.</p> <p>Continue implementation of Common Core State Standards across all content areas. - Improve understanding and teaching of standards - Study/Unpack CCSS English Language Arts and Math</p> <p>Implement Next Generation Science Standards for Science - Provide PD - Develop VSAS Science Scope &amp; Sequence</p> <p>Improve lesson planning and curriculum pacing for better alignment in content and delivery. - PD on backwards mapping - Collaboration to align maps/pacing</p> <p>Further develop and align ELA curriculum that is based on a foundation in literacy</p>	<p>2017-2020</p>	<p>Teachers an integrated and aligned curriculum school-wide</p> <p>Curriculum is vertically aligned.</p> <p>Students demonstrate growth across all content areas.</p>	<p>Principal</p>	<p><input type="checkbox"/> PP \$</p> <p><input checked="" 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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	<ul style="list-style-type: none"> <li>- Incorporate more non-fiction texts. (Determine % breakdown by grade level.)</li> <li>- Increase and improve instruction in vocabulary. Provide PD and coaching.</li> <li>- Implement an intensive and sequential vocabulary development program schoolwide. Develop a Vocabulary Scope and Sequence for Tier 1, 2, and 3 vocabulary</li> <li>- Continue effective strategies to engage students in reading such as Reading Buddies (with Reading Buddy Journals) and student choice.</li> </ul> <p>Further implement math curriculum to improve inter-grade articulation.</p> <ul style="list-style-type: none"> <li>- Implement the Primary Mathematics and Eureka Math curricula and provide professional development.</li> <li>- Improve student engagement during math instruction.</li> <li>- Use science to teach math (especially statistics and data)</li> <li>- Teach strategies for online problem-solving activities and assessments (e.g. use paper-and-pencil to work out problems)</li> </ul>				
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	<p>Incorporate scientific thinking and process skills (i.e. inquiry and observation) into a wider variety of student activities.</p> <p>Provide instruction designed to develop critical and creative thinking skills.</p> <p>Continue to implement schoolwide and classroom curriculum integration projects including Spring Musical art/science/culture integrated project.</p> <p>Implement strategies to improve rigor, instructional effectiveness, and student engagement including:</p> <ul style="list-style-type: none"><li>- Incorporate teacher and student-created essential questions.</li><li>- Provide PD (Essential Questions and Critical Thinking)</li><li>- Improve student-to-student questioning and discussion.</li></ul> <p>Improve differentiation and scaffolding schoolwide so that every student has access to the curriculum and is on a path with the least amount of steps to achieve grade level proficiency in the shortest amount of time.</p>				
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	<ul style="list-style-type: none"> <li>- Increase teacher toolbox to accommodate broad-span of ability levels (5 ability groups/levels as measured on MAP)</li> <li>- Provide keyboarding instruction to facilitate student success with online and multi-media projects, activities, and assessments</li> </ul> <p>Continue to examine current instructional practices, identify successful and unsuccessful practices, and adjust instruction.</p> <ul style="list-style-type: none"> <li>- Improve structures and processes for supportive, critical, and productive dialog during Pod collaboration.</li> </ul> <p>Identify/develop and implement multiple methods of assessing student development of higher order and soft skills. (e.g. critical thinking, creativity, perseverance)</p> <ul style="list-style-type: none"> <li>- Conduct professional inquiry into different methods of assessment and grading to better align with the mission and vision of the school (e.g. student portfolios and projects)</li> </ul> <p>Clarify the purpose of assessments to ensure an appropriate balance and</p>				
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# Hawaii State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-2020

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	<p>relationship between meaningful assessments/testing and instruction.</p> <ul style="list-style-type: none"> <li>- Conduct an Assessment Inventory; Develop an Assessment Plan</li> </ul>				
<p>NWEA Fall to Fall Meet Projected Growth – Language 100%, Mathematics 100%, Reading 100%</p> <p>SBA ELA % Proficient – All 70%, Pacific Islander 60%, Low-SES 65%, Sped 40%</p> <p>SBA Math % Proficient – All 60%, Pacific Islander 45%, Low-SES 55%, Sped 40%</p> <p>HSA Science % Proficient – All 85%, Pacific Islander 60%, Low-</p>	<p><b>Strategy 1b: Continue to improve implementation of the mission and vision of the school.</b></p> <p><b>Enabling Activities</b> Align curriculum, instructional strategies, and other activities to reflect the mission and vision of the school.</p> <ul style="list-style-type: none"> <li>- Create a shared understanding of the VSAS vision and mission.</li> <li>- Develop mission-specific measureable outcomes (School Specific Measures) tied to ESLRs. Utilize results as indicator of effectiveness.</li> </ul> <p>Identify/develop and implement experiential learning strategies (e.g. project-based, hand-on, inquiry-based learning trips, outdoor learning). Improve/streamline learning trips procedures and expand resources.</p> <p>Provide instruction in all learning styles to provide opportunities both to capitalize on dominant learning styles and to develop weaker ones.</p> <ul style="list-style-type: none"> <li>- Use an agreed upon Learning Style inventory.</li> <li>- Increase kinesthetic and visual instruction</li> </ul>	<p>2017-2020</p>	<p>Teachers and staff provide instruction that is aligned to the VSAS mission &amp; vision.</p> <p>Students demonstrate growth across all content areas.</p>	<p>Principal</p>	<p><input type="checkbox"/> PP \$</p> <p><input checked="" 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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<p>SES 65%, Sped 60%</p>	<p>Expand integration of art and music into the classroom.</p> <p>Increase standards-based learning trips to implement place-based, experiential, and service learning curriculum.</p> <p>Improve positive discipline strategies. Identify strategies that are/are not aligned to the positive discipline philosophy.</p> <p>Strengthen and expand partnerships with community organizations, businesses, and individuals (e.g. through service learning projects)</p>				
<p>NWEA Fall to Fall Meet Projected Growth – Language 100%, Mathematics 100%, Reading 100%</p> <p>SBA ELA % Proficient – All 70%, Pacific Islander 60%, Low-SES 65%, Sped 40%</p> <p>SBA Math % Proficient – All 60%, Pacific Islander 45%, Low-</p>	<p><b>Strategy 1c: Provide students with more voice and choice</b></p> <p><b>Enabling Activities</b> Offer more curricular choice and student freedom in learning.</p> <p>Provide opportunities, increase expectations, and support students to take increasing ownership in learning including access to assessment results, goal-setting, self-assessments, and student-driven learning activities.</p> <p>Engage students in leadership roles and positive campus culture activities.</p> <p>Implement student self and peer-assessment across the curriculum.</p> <p>Continue and further develop student-led conferences processes.</p> <p>Increase student awareness of issues</p>	<p>2017-2020</p>	<p>Teachers incorporate regular opportunities for students to take ownership in learning including student self-assessments, goal setting, and progress monitoring.</p> <p>All students are clear on what they are expected to learn and how they are going to learn it.</p> <p>Students demonstrate growth across all content areas.</p>	<p>Principal</p>	<p><input type="checkbox"/> PP \$</p> <p><input checked="" 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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<p>SES 55%, Sped 40%</p> <p>HSA Science % Proficient – All 85%, Pacific Islander 60%, Low- SES 65%, Sped 60%</p>	<p>and solutions to wider real-world problems.</p>				
<p>NWEA Fall to Fall Meet Projected Growth – Language 100%, Mathematics 100%, Reading 100%</p> <p>SBA ELA % Proficient – All 70%, Pacific Islander 60%, Low- SES 65%, Sped 40%</p> <p>SBA Math % Proficient – All 60%, Pacific Islander 45%, Low- SES 55%, Sped 40%</p> <p>HSA Science % Proficient – All 85%, Pacific Islander 60%, Low-</p>	<p><b>Strategy 1d: Expand ‘Ike Hawai‘i to instruct all students and staff in Hawaiian values, knowledge, language, and practices.</b></p> <p><b>Enabling Activities</b> Expand ‘Ike Hawai‘i to increase students and teachers as well as school/community events. - Identify and provide PD (e.g Kilohana Hirano by KS) - Provide on- and off-campus opportunities for ‘Ike Hawai‘i lessons.</p> <p>Establish Hawaiian values and knowledge as the piko (source, origin point) out of which all other instruction emerges. - Sustain Piko Wehena</p> <p>Provide guidance to school leadership, staff, and students to ensure that school values, culture, and practices are pono.</p>	<p>2017-2020</p>	<p>Teachers/staff and students understand and integrate Hawaiian values, knowledge, and practices into school culture.</p> <p>Students demonstrate growth across all content areas.</p>	<p>Principal</p>	<p><input type="checkbox"/> PP \$ <input checked="" type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A</p>

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SES 65%, Sped 60%	(kumu)				
<p>NWEA Fall to Fall Meet Projected Growth – Language 100%, Mathematics 100%, Reading 100%</p> <p>SBA ELA % Proficient – All 70%, Pacific Islander 60%, Low-SES 65%, Sped 40%</p> <p>SBA Math % Proficient – All 60%, Pacific Islander 45%, Low-SES 55%, Sped 40%</p> <p>HSA Science % Proficient – All 85%, Pacific</p>	<p><b>Strategy 2a: Further develop and improve RtI system to ensure early identification of students who are struggling to meet grade level standards. Continue to develop and implement coordinated VSAS Academic RtI system.</b></p> <p><b>Enabling Activities:</b> Establish school-wide and pod-level agreements on systems, structures, and processes for RtI (e.g. Pod Reading RtI blocks, classroom Math RtI blocks, 5-8 week check-ups, options for 3x40 min and 4x30 min leveled interventions, focus on systematic instruction in small groups) - Continue to implement structures to maximize (share/combine) resources within pods and across school such as through block structure.</p> <p>Implement computer-assistant interventions such as i-Ready for students who learn well when using</p>	2017-2020	<p>RtI systems and structures are fully implemented and effective.</p> <p>All students receive targeted interventions that meet their needs.</p> <p>Teachers and staff implement Tier I instruction with maximum coherence and fidelity.</p> <p>Students demonstrate growth across all content areas.</p>	Principal	<input type="checkbox"/> PP \$ <input checked="" type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A

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<p>Islander 60%, Low-SES 65%, Sped 60%</p>	<p>the computer.</p> <ul style="list-style-type: none"> <li>- Ensure close monitoring of students to ensure fidelity of implementation (students engaged with tool). Collect and analyze data on usage and progress.</li> </ul> <p>Continue to administer formal assessments with fidelity and use data to drive instruction and RtI decisions</p> <ul style="list-style-type: none"> <li>- Improve systems and processes to ensure that school-wide assessments are administered to all students.</li> <li>- Universal screener (e.g. NWEA MAP for all 3-8 students and NWEA screener for all K-2 as VSAS universal screener at beginning and middle of SY.</li> <li>- Diagnostic assessment (e.g. NWEA full MAP, i-Ready, Key Math)</li> <li>- Progress Monitoring (e.g. easyCBM)</li> <li>- Summative (e.g. NWEA MAP and/or SBA)</li> </ul>				
<p>NWEA Fall to Fall Meet Projected Growth – Language 100%, Mathematics 100%, Reading 100%</p> <p>SBA ELA % Proficient – All 70%, Pacific Islander 60%, Low-SES 65%, Sped 40%</p>	<p><b>Strategy 2b. Identify and implement approaches and strategies meet the needs of all learners (including those who perform well below grade level standards, those who exceed expectations, and those who perform in the middle.)</b></p> <p><b>Enabling Activities</b> Improve delivery of targeted strategies to address needs of students who are performing in the below/not met or approaching/nearly met</p>	<p>2017-2020</p>	<p>All students receive appropriate and effective instruction that meets their learning needs.</p> <p>Students demonstrate growth across all content areas.</p>	<p>Assistant Principal</p>	<p><input type="checkbox"/> PP \$</p> <p><input checked="" 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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<p>SBA Math % Proficient – All 60%, Pacific Islander 45%, Low- SES 55%, Sped 40%</p> <p>HSA Science % Proficient – All 85%, Pacific Islander 60%, Low- SES 65%, Sped 60%</p>	<p>proficiency levels.</p> <p>Identify and implement strategies to close ethnic, gender, and income gaps such as:</p> <ul style="list-style-type: none"> <li>- Increase exposure to role models that can connect to lower performing students (e.g. females for science, Native Hawaiian, Special Education, and low-SES)</li> </ul> <p>Develop and implement programs and strategies to better address needs of Native Hawaiian students including academic intervention and positive SEL.</p> <ul style="list-style-type: none"> <li>- Continue to collect data on Native Hawaiian students</li> </ul> <p>Identify and address needs of students whose dominant language is Hawaiian Creole (i.e. pidgin).</p>				
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					<input type="checkbox"/> PP \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A
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**Goal 2: Staff Success.** The Volcano School of Arts & Sciences 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)

**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
<i>Based on Strategic Plan <b>Staff Success</b> Indicators</i>	<i><b>How</b> will you achieve your goal? What <b>resources</b> will you leverage?</i>	<i><b>When</b> will this occur?</i>	<i>How will you know if you are on track to meet your goal? How will you <b>monitor progress</b>?</i>	<i><b>Who</b> will be leading?</i>	<i>Check applicable boxes to indicate source of funds.</i>
	No Title I-funded Strategies and Enabling Activities. All strategies and actions related to staff success are funded from Title II, general funds, and other grants.				<input type="checkbox"/> PP \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A

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					<input type="checkbox"/> PP \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A
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**Goal 3: Successful Systems of Support.** The system and culture of The Volcano School of Arts & Sciences 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)

# Hawaii State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-2020

*In Collaboration with the Hawaii State Public Charter School Commission*


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>
	No Title I-funded Strategies and Enabling Activities. All strategies and actions related to staff success are funded from general funds and other grants.				<input type="checkbox"/> PP \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A

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					<input type="checkbox"/> PP \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A
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