



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: Kualapuu Public Conversion Charter School
School Address: PO Box 260, Kualapuu, Hawaii 96757;
260 Farrington Hwy, Kualapuu, HI 96757
School Phone Number: 808-567-6900
School Website: <http://kualapuuschool.weebly.com/>

Submitted by Lydia Trinidad

Principal's Signature:

A handwritten signature in black ink, appearing to read "Lydia Trinidad".

Signature Date:

Approved by Joseph Uno

Local School Board Chair's Signature:

Signature Date:

Acknowledged by Charter School Commission's Executive Director

Executive Director's Signature:

Signature Date:

Received by HIDOE – School Transformation Branch

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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
Students need access to high quality and implementation of new/updated curricula programs and instructional practices to meet Common Core outcomes (ELA/HLA, Math, Science, Writing)	Instructional programs and teaching practices may need to be updated since Common Core and SBAC Assessment have shifted student achievement outcomes. Therefore, we need to review and possible selection of new/updated curricula programs and instructional practices.	#53
Teachers need professional development, training, and coaching in curricula, instructional practices to better implement CCSS instruction to students	Teachers do not have models of new and successful teaching practices and strategies. Self-Selected PD plans do not necessarily align with reading & math best practices.	#53
Students need increased access to technology (computers/devices) so they can produce student work and access literature and materials that are now internet based. In addition, many support programs for students are now computer and internet based.	There is limited access for students for technology at home and in the community. The school continues to be the point of access for technology for the majority of students. The school continues to use outdated hardware, and struggles to provide regular instructional access for technology for students.	53
Students need highly qualified and highly trained teachers, tutors, educational assistants, and substitutes. The school is challenged to provide high quality professional development to maintain the skills and professional development of qualified staff, and to provide support to non-highly qualified staff and other	In the current national teacher shortage there has been challenges in hiring qualified teachers. Molokai's isolation contributes to the teacher shortage since there is no teacher training program on island.	54

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<p>paraprofessionals, including substitute teachers. There is also a high turnover of paraprofessional staff and substitutes.</p>		
<p>Students need additional tutor support via (trained tutors or technology) to meet the needs of poverty population.</p>	<p>This is a priority since a major or of students are below proficiency in Core content areas. As we make curricula changes, we also need to provide small group, individual tutoring, to help students.</p>	55
<p>Parent communication and participation is a priority to maintain our parent satisfaction and to consistently communicate participation in our school events, so parents know what is going on with their children, and children will have academic success.</p>	<p>The students continue to need support of parents. Having consistent communication and messages home—social media, email, mail, and flyers, have been helpful in helping parents stay supportive of their children.</p>	55

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.

The most significant sub-group at Kualapuu is IDEA students who are about 10% of the student population. Students have IEPs as well as are closely monitored during quarterly Data/RtI meetings. We will work to provide IDEA students with rigorous, differentiated instruction w/ access to the core program. Instruction will be based on their needs, utilizing curriculum/strategies that address students performing two or more grade levels below.

The school already has a high designation of free and reduced lunch students, 86%, and students who are Hawaiian ancestry. The school does not have specific enabling activities, since the schoolwide plan aims to address this “sub-group.” In other words, the whole school is a subgroup.

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. Lydia Trinidad, Principal	1. Oversee the Implementation of the school WASC Action Plan and Title I plan, Hire Employees, Support Math and Science Implementation; Preparing trainings for staff, including training for paraprofessional and

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	substitute staff; Monitor PD plans of non-licensed and non-highly qualified staff
2. Vice-Principal (To be hired)	2. Oversee the Implementation of the school WASC Action Plan and Title I plan; Document progress of WASC Action Plan, Hire Employees, Support Math and Science Implementation
3. School Improvement Specialist (To be hired)	3. Implement and Monitor the activities of the school WASC Action and Title I Plans. Document progress of WASC Action Plan, Specific emphasis is planning, organizing, coordinating, and monitoring the use of identified instruction practices in the classroom. Co-Lead with ELA Curricula PD and instructional improvement
4. Loretta Sherwood-Labrador, Student Services Coordinator, ELA Curriculum Coordinator (0.5 FTE/0.5 FTE)	4. SSC is responsible for organizing student data teams and response to intervention monitoring. ELA position will also co-lead ELA selection and review, curricula PD and The Position is also the ELA Curriculum Coordinator focusing on ELA achievement, and supports the implementation of high quality ELA achievement.
5. Karen Poepoe, Hawaiian Immersion Curriculum Coordinator	5. The Position focusing on supporting teachers and students achievement in the Hawaiian Language Immersion Program. The position. HLA will also co-lead ELA/HLA PD planning.
6. Edwin Mendija, Technology Coordinator	6. This position will lead the technology assessment of hardware needs. The position will also assist in purchasing equipment and installation of needed software for instructional programs.
7. PSAP EAs, Joran Dudoit; School Family Facilitator, Kui Adolpho	7. Maintain parent communication and participation documentation of parent events; Electronic and Hardcopies

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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)
36% of students will be proficient in the state assessments of reading and language arts as a whole.	Our state reading assessment scores have declined since the introduction of the CCSS and the SBAC assessments. This has prompted us to engage in review of our curricula and instructional practices. We are in the process of reviewing and possibly selecting a new reading program. We are also reviewing our science program in the next year. Our math program. (The percentage at the end of 3 years is aligned with our Charter Contract.)
53% students will be proficient in our school based writing assessment	Our in school writing assessment continues to show promise, however teachers continue to need professional development to increase student writing assessment. (The percentage at the end of 3 years is an incremental increase of 3% points each year—which is a total of 9% increase.
56% of students will be proficient in the state math assessment.	Math is a relative strength with SBAC results close to or near state proficiency levels. We conducted a program math review and reaffirmed our math program. Our next step is to continue professional development for high quality math instructional practices. (The percentage at the end of 3 years is aligned with our Charter Contract.)

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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>
36% of students taking the state ELA/KAEO assessments will be proficient by the end of 2019-2020	<p>We will achieve our reading goals by</p> <ol style="list-style-type: none"> 1) Using the prescribed reading curricula with consistency and fidelity; 2) Using Reading professional development and coaching strategies to support teachers <ol style="list-style-type: none"> a. Consultants (TBD) b. In House Curriculum Coordinators and coaches c. On-line PD and ILT processes 3) Use computer based and live tutoring instruction to build students frequency of reading instruction, feedback to students, and tracking of achievement. 4) Use the Data Team/RtI model and discussion format to meet with individual teachers quarterly to discuss 	<p>2017-2018</p> <p>Daily</p> <p>Minimum 2x quarterly</p> <p>Minimum 3x per week</p> <p>Quarterly</p>	<p>2017-2018: 28% students taking the state ELA/KAEO assessments will be proficient by the end of 2019-2020</p> <ul style="list-style-type: none"> ▪ Relevant Interim Measurements/Interim Goals: <ul style="list-style-type: none"> ▪ Q2: 25% of students will be proficient/on grade level based on the following assessments: teacher generated assessments; SRI, Achieve 3000, DIBELS; Curricula Program assessment (TBD) ▪ Q3: 40% of students will be proficient/on grade level based on the following assessments: teacher generated assessments; SRI, Achieve 3000, DIBELS; Curricula Program assessment (TBD) ▪ Q4: 50% of students will be proficient/on grade level based on the following assessments: teacher generated assessments; SRI, Achieve 3000, DIBELS; Curricula Program assessment (TBD) 	<p>SIS will lead and document overall plan and of student needs and professional development alignment and implementation; plan for informal and formal walkthroughs; guide professional readings and PD; lead structured PLCs</p> <p>Support: SSC will lead data team meetings ELA CC and HLIP will lead reading and language based curricula and assessments</p>	<p>X PP \$</p> <p>X Title I \$</p> <p>X Title II \$</p> <p>X Other \$</p> <p><input type="checkbox"/> N/A</p>

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	<p>assignments (ILT protocols)</p>	<p>Repeats for 2018-2019; 2019-2020</p>	<p>2019-2020</p> <ul style="list-style-type: none"> ▪ Relevant Interim Measurements/Interim Goals: <ul style="list-style-type: none"> ▪ Q2: 35% of students will be proficient/on grade level based on the following assessments: teacher generated assessments; SRI, Achieve 3000, DIBELS; Curricula Program assessment (TBD) ▪ Q3: 50% of students will be proficient/on grade level based on the following assessments: teacher generated assessments; SRI, Achieve 3000, DIBELS; Curricula Program assessment (TBD) ▪ Q4: 60% of students will be proficient/on grade level based on the following assessments: teacher generated assessments; SRI, Achieve 3000, DIBELS; Curricula Program assessment (TBD) 		
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<p>56% of students taking the state Math/Math KAEO assessments will be proficient by the end of 2019-2020</p>	<p>We will achieve our math goals by</p> <ol style="list-style-type: none"> 1) Using the prescribed math curricula with consistency and fidelity; 2) Using Math professional development and coaching strategies to support teachers <ol style="list-style-type: none"> a. Consultants (TBD) b. In House Curriculum Coordinators and coaches c. On-line PD and ILT processes 3) Use computer based and live tutoring instruction to build students frequency of math instruction, feedback to students, and tracking of achievement. 4) Use the Data Team/RtI model and discussion format to meet with individual teachers quarterly to discuss whole class and individual student needs. 5) Document and monitor students' learning needs and document teacher needs' to develop a professional development 	<p>2017-2018</p> <p>Daily</p> <p>Minimum 2x quarterly</p> <p>Minimum 3x per week</p> <p>Quarterly</p> <p>Beginning of Year by September</p> <p>Mid Year Review by</p>	<p>2017-2018: 45% of students taking taking the state math assessment/KAEO will be proficient.</p> <p>Relevant Interim Measurements/Interim Goals:</p> <ul style="list-style-type: none"> • Q2: 30% of students will be proficient/on grade level in the following assessments: Everyday Math, QAS, and (TBD Computer-based program) • Q3: 40% of students will be proficient/on grade level in the following assessments: Everyday Math, QAS, and (TBD Computer-based program) • Q4: 50% of students will be proficient/on grade level in the following assessments: Everyday Math, QAS, and (TBD Computer-based program) <p>2018-2019: 48% of students taking taking the state math assessment/KAEO will be proficient.</p> <p>Relevant Interim Measurements/Interim Goals:</p> <ul style="list-style-type: none"> • Q2: 35% of students will be proficient/on grade level in the following assessments: Everyday Math, QAS, and (TBD Computer-based program) • Q3: 45% of students will be proficient/on grade level in the following assessments: 	<p>SIS will lead and document overall plan and of student needs and professional development alignment and implementation; plan for informal and formal walkthroughs; guide professional readings and PD; lead structured PLCs</p> <p>Support: SSC will lead data team meetings</p>	<p>X PP \$ X Title I \$ X Title II \$ X Other \$ <input type="checkbox"/> N/A</p>
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<p>53% students will be proficient in our school based writing assessment (English and Hawaiian Language.)</p>	<p>We will achieve our reading goals by</p> <ol style="list-style-type: none"> 1) Using the prescribed writing curricula with consistency and fidelity; 2) Using writing professional development and coaching strategies to support teachers <ol style="list-style-type: none"> a. Consultants (TBD) b. In House Curriculum Coordinators and coaches c. On-line PD and ILT processes 3) Document and monitor students' learning needs and document teacher needs' to develop a professional development plan for whole school and individual on-demand professional development. (Processes to determine teacher needs for PD include surveys, documentation of teacher discussions, PD evaluation, and teacher interviews.) 4) Use frequent informal and formal walkthroughs of classrooms of 	<p>2017-2018</p> <p>Daily</p> <p>Minimum 1x quarterly</p> <p>Beginning of Year by September Mid Year Review by January</p> <p>At least every 3</p>	<p>2017-2018: 45% of students will be proficient on our school based writing assessment.</p> <p>Relevant Interim Measurements/Interim Goals:</p> <ul style="list-style-type: none"> • Q2: 30% of students will be proficient/on grade level on our Middle of Year Writing Assessment. <p>2018-2019: 45% of students will be proficient on our school based writing assessment.</p> <p>Relevant Interim Measurements/Interim Goals:</p> <ul style="list-style-type: none"> • Q2: 35% of students will be proficient/on grade level on our Middle of Year Writing Assessment. <p>2019-2020: 52% of students taking the state math assessment/KAEO will be proficient.</p> <p>Relevant Interim Measurements/Interim Goals:</p> <ul style="list-style-type: none"> • Q2: 40% of students will be proficient/on grade level on our Middle of Year Writing Assessment. 	<p>SIS, ELA & HLIP</p> <p>SIS will lead and document overall plan and of student needs and professional development alignment and implementation; plan for informal and formal walkthroughs; guide professional readings and PD; lead structured PLCs</p> <p>Support: SSC will lead data team meetings ELA CC and HLIP will lead reading and language based curricula and assessments</p>	<p>X PP \$ X Title I \$ X Title II \$ X Other \$ <input type="checkbox"/> N/A</p>
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	<p>instructional strategies being used by teachers (Instructional Leadership Team protocols will also be implemented)</p> <p>5) Use professional reading and professional development of best practices of instruction for writing, reading and literacy instruction.</p> <p>6) Implement Structured and guided PLC discussions among teachers to look at student work and quality assignments (ILT protocols)</p>	<p>weeks</p> <p>At least quarterly</p> <p>Weekly</p> <p>Repeats for 2018-2019 2019-2020</p>			
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Goal 2: Staff Success. Kualapuu PCCS has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

X 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.

X 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)

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<p>All teachers will be highly qualified and licensed in our school.</p>	<p>In the current national teacher shortage there has been challenges in hiring qualified teachers. Molokai’s isolation contributes to the teacher shortage since there is no teacher training program on island.</p>
<p>All teachers will be received high quality professional development in English Language Arts, Math, and Writing Instruction to meet Common Core outcomes. (Large Group, Small Group, Individual PD—current practices include Instructional Leadership Team, Data/RtI instructions)</p>	<p>The school will move to align its instructional program and its professional development program in the next 3 years so that there will be alignment between instructional programs, professional development, classroom implementation, and student achievement. This alignment is especially needed since Common Core has changed student achievement expectations.</p>
<p>Teachers will be highly proficient in analyzing student data, proficient in aligning powerful instructional strategies with student needs, and implement effective instructional strategies for all student needs.</p>	<p>The school will move to align its instructional program and its professional development program in the next 3 years so that there will be alignment between instructional programs, professional development, classroom implementation, and student achievement. This alignment is especially needed since Common Core has changed student achievement expectations.</p>
<p>All paraprofessionals will be highly qualified and trained to support students in tutoring and other support activities.</p>	<p>In the current national teacher shortage there has been challenges in hiring qualified teachers. Molokai’s isolation contributes to the teacher shortage since there is no teacher training program on island. The school has had to rely on paraprofessional and substitute teachers to fill in the gap of not having licensed or highly qualified staff.</p>

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<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>
<i>100% of teachers and instructional staff will be licensed and/or highly qualified</i>	<p>All Substitute teachers and paraprofessional will be invited to attend instructional training at the beginning of the school year. Training will include:</p> <ul style="list-style-type: none"> • Overview of school routines and procedures • Overview of reading and math programs • Common instructional practices • Effective substitute teacher plans and activities 	<p>July 2017</p> <p>Yearly ongoing 2018-2018 2019-2020</p>	<p>Sign-in sheets of participating substitute teachers and paraprofessionals will be kept on file.</p> <p>Participants will complete evaluations</p>	Principal	<p>X PP \$</p> <p>X Title I \$</p> <p>X Title II \$</p> <p>X Other \$</p> <p><input type="checkbox"/> N/A</p>

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	<p>All non-licensed teachers on emergency hire status will be on a professional development plan to insure licensure by 3 years of hire.</p>	<p>July 2017 July 2018 July 2019</p>	<p>Emergency hire teachers will develop a professional development plan to insure licensure within 3 years of hire. Principal will conduct yearly interviews of non-licensed employees on progress of plan.</p> <p>Professional development plans will be on file with the DOE PDE3 system</p>	<p>Principal</p>	
<p>100% All teachers will be received high quality professional development in English Language Arts, Math, Science and Writing Instruction to increase student learning and meet Common Core outcomes.</p>	<p>Teachers (and paraprofessionals) will receive professional development yearly on program implementation and powerful instructional practices: Set up number of dates and dates of trainings for school year</p> <ul style="list-style-type: none"> • Math 4 days (Consultant TBD) • Writing 4 days (KS literacy program; May include additional consultant pending ELA program selection) • Science 2 days (Pending Science Committee program recommendation) • ELA Program PD (Pending ELA Committee selection) • Instruction Leadership Team PD • Data/RtI Meetings <p>Consultant Hiring</p>	<p>July-October 2017</p> <p>Ongoing for 2018-2019; 2019-2020</p> <p>July-</p>	<p>As a result of the professional development, teachers will be able to</p> <p>Relevant Interim Measurements/Interim Goals:</p> <p>2017-2018:</p> <ul style="list-style-type: none"> • 100% of Common Core teachers will be able to develop quarterly Continuous Improvement Intervention Plans for the class, and for 10% of their highest need students. (CIIP will be discussed during RtI Data Team Meetings.) • 100% of teachers will increase their perception of their effectiveness of developing CIIPs. (Pre and Post Survey August and April of each school year; teacher interview and reflective practice discussions.) 	<p>SIS, Support from SSC, ELA, HLA CC</p>	

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	<ul style="list-style-type: none"> • Hiring of Subject Area Consultants for PD--Math, Science, Reading Consultant (TBD) • PD for online programs – Achieve 3000, Study Island, Reflex, etc. • Monthly Instructional Leadership Team PD and protocols to identify powerful instructional strategies. • Quarterly Individual PD using classroom data during Data/RtI meetings. 	<p>October 2017</p> <p>Ongoing for 2018-2019; 2019-2020</p> <p>At least 2x per quarter, 2017-2018 2018-2019 2019-2020</p> <p>1 per quarter</p> <p>Repeat 2017-2018 2018-2019 2019-2020</p>	<ul style="list-style-type: none"> • 50% of Teachers will successfully implement identified instructional practices after 1st introduction of professional development. (Observed through formal/Informal walkthroughs.) • 75% of Teachers will successfully implement identified instructional practices after 2nd practice of professional development or coaching feedback. • 100% of teachers will increase use of professional development and see the impact of their impact on student learning (Pre and Post Survey August and April of each school year; teacher Interview and reflective practice discussions.) • 75% Professional Development Evaluations from will show a positive value and relevance for instructional improvement. <p>Repeat Yearly 2018-2019 2019-2020</p>		
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Goal 3: Successful Systems of Support. The system and culture of **Kualapuu PCCS** 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)
The school will review and select a high quality reading/ELA Curricula so students will have access to materials, and support technology	Instructional programs and teaching practices may need to be updated since Common Core and SBAC Assessment have shifted student achievement outcomes. Therefore, we need to review and possible selection of new/updated curricula programs and instructional practices.
100% of students will receive high quality curricula and access to materials, and support technology. (Curricula—math, ELA, science, and writing)	<p>There is limited access for students for technology at home and in the community. The school continues to be the point of access for technology for the majority of students. The school continues to use outdated hardware, and struggles to provide regular instructional access for technology for students.</p> <p>Instructional programs and teaching practices may need to be updated since Common Core and SBAC Assessment have shifted student achievement outcomes. Therefore, we need to review and possible selection of new/updated curricula programs and instructional practices.</p>
100% Students need highly qualified and highly trained teachers, tutors, educational assistants, and substitutes. The school is challenged to	This is a priority since a major or of students are below proficiency in

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<p>provide high quality professional development to maintain the skills and professional development of qualified staff, and to provide support to non-highly qualified staff and other paraprofessionals, including substitute teachers. There is also a high turnover of paraprofessional staff and substitutes.</p>	<p>Core content areas. As we make curricula changes, we also need to provide small group, individual tutoring, to help students.</p>
<p>100% of parents will receive consistent communication—social media, email, mail, and flyers so families will know the events, activities, and attendance of their children.</p>	<p>The students continue to need support of parents. Having consistent communication and messages home—social media, mail, email, and flyers, have been helpful in helping parents stay supportive of their children.</p>

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>
<p>The school will review and select a high quality reading/ELA Curricula</p>	<p>Plan transition PD to align with best ELA instructional practices and recommended ELA curricula.</p> <p>Finalize selection of new/revisited ELA curricula</p> <p>Selection of Consultant/PD</p>	<p>August 2017</p> <p>October 2017</p> <p>December 2017</p>	<p>Meetings notes, Plan PD</p> <p>Meeting notes, purchase</p> <p>Meeting notes, purchase</p>	<p>SIS, ELA, HLA CC</p>	<p>X PP \$</p> <p>X Title I \$</p> <p>X Title II \$</p> <p>X Other \$</p> <p><input type="checkbox"/> N/A</p>

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	<p>Trainer</p> <p>Beginning Training of New/Recommended ELA Curricula</p>	<p>March-July 2018</p>	<p>Sign-in Sheets</p>		
<p>100% of students will receive high quality curricula and access to materials, and support technology. (Instruction and curricula—math, ELA, science, and writing, library material</p>	<p>Purchase and copying cost of instructional materials for Math, Science, Writing, Library</p> <p>Assess technology hardware needs: Laptops for students, updated technology for teachers</p> <p>Software purchase (Achieve 3000, Reflex Math, Study Island for 5 & 6 grades)</p> <p>Science Material/Program still in discussion/selection process.</p> <ul style="list-style-type: none"> • Science Plan for Implementation finalized 	<p>April 2017 (for next school year) Ongoing for 2018-2019; 2019-2020</p> <p>July 2017, initial selection December 2017</p>	<p>Relevant Interim Measurements</p> <p>2017-2018</p> <p>100% of students will have access to instructional materials and technology (Observation of classrooms, teacher surveys, inventory of materials)</p> <p>Meeting and Progress notes will be presented to Principal and leadership team.</p>	<p>SIS, ELA & HLA CC</p> <p>TechCoordinator</p> <p>SIS</p>	

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

<p>100% Students need highly qualified and highly trained teachers, tutors, educational assistants, and substitutes.</p>	<p>Hire qualified staff—teachers, paraprofessional, and substitute staff</p> <ul style="list-style-type: none"> • Advertise locally and national recruitment ads • Participate in job fairs <p>Determine number of paraprofessional tutors needed for tutor of 10% of neediest students as identified by Data/RtI process</p>	<p>Present and ongoing; 2017-2018; 2018-2019; August 2017; Ongoing yearly</p>	<p>Meeting notes, Data/RtI meeting notes, recruitment ads, job fair notes</p> <p>90% of teachers and paraprofessional staff are highly qualified by December 2017</p> <p>100% of teachers and professional staff are highly qualified by 2018-2019</p>	<p>Principal</p>	
<p>100% of parents will receive consistent communication—social media, email, mail, and flyers so families will know the events, activities, and attendance of their children.</p>	<p>The school will continue with SchoolConnects email system, flyers home, and newsletters (hardcopy and electronic) to communicate school educational and improvement effort.</p> <ul style="list-style-type: none"> • Communication will be daily, weekly, monthly as needed. 	<p>Present and ongoing; 2017-2018; 2018-2019;</p>	<p>Electronic Files and Communication will be maintained.</p> <p>Sign-In and Sign-out sheets of parent participation and involvement will be maintained.</p> <p>Parent Evaluation of Events will be maintained.</p> <p>Counts and numbers of parent involvement will be maintained.</p>	<p>PSAP EA/ School Family Facilitator</p>	