



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: Kau Learning Academy
School Address: PO Box 809
School Phone Number: 808.498.0761
School Website: www.kaulearning.com

Submitted by Kathryn Tydlacka-McCown, Executive Director

Executive Director Signature: Signature Date: April 17, 2017

Approved by Nancy Sledziewski, Governing Board Chair

Local School Board Chair's Signature: Signature Date: April 17, 2017

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:

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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
Financial support for a wide variety of programs such as PD, Tutoring and resources	Lack of funding from State, diversion of resources for facilities	15
New students starting at KLA are generally below grade level performance	Poverty in communities of Ka'u and poor quality schools in those communities	6
Support for after school tutoring and other programs	Poverty. Many students have no electricity or water in the home; even more have no internet access.	6

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.

Native Hawaiian – Poverty, language skills, substance abuse

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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. Joe Iacuzzo, Managing Director	1. P
2. Stepan Moskalenko, Education Aide	2.
3. Audra Zook, Teacher	3.
4. Kathryn Tydlacka-McCown, Executive Director	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
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)
75% proficiency achieved schoolwide	Student learning data indicates consistent growth. One of the primary underlying causes is that our incoming students lack a solid educational foundation based in large part on their prior schooling and socio-economic issues. We are addressing this through our unique and successful methodology along with our safe and secure campus culture.
Empowered students	We have an engaged and active student council who motivate the student body to participate in many aspects of school participation. They suggest special classes, run fundraising events and organize community projects.
Well rounded students	KLA offers more science and civics/social studies programs that most district schools. We often bring outside speakers into the school, often virtually, to address our students.
Prepared and resilient	At KLA we believe the best way to prepare students for a productive and happy future is to provide them with a sense of limitless opportunity. We do this through constant exposure to all the doors that a good education will open for them.

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Desired Outcomes	Strategies & Actions	School Year(s) of Activity	Relevant Interim Measures	Accountable Lead(s)	Funding Sources
<p><i>Based on Strategic Plan Student Success Indicators</i></p> <p>Measuring growth and proficiency on a regular, frequent, basis will provide us with a solid indication of academic success</p>	<p><i>How will you achieve your goal? What resources will you leverage?</i></p> <p>Monitoring progress in standards mastery through the use of a variety of tools. These tools will consist of both on-line assessments and classroom assessments conducted by teachers</p>	<p><i>When will this occur?</i></p> <p>17-20</p>	<p><i>How will you know if you are on track to meet your goal? How will you monitor progress?</i></p> <p>Progress is monitored in two primary ways. First, the on-line tools used in the classroom provide real-time student assessments that are accessed by teaching staff and administration. Second, teachers and administration conduct formative assessments on a daily basis. This data is collected and presented at regular meetings.</p>	<p><i>Who will be leading?</i></p> <p>School admin and teacher leaders</p>	<p><i>Check applicable boxes to indicate source of funds.</i></p> <p><input type="checkbox"/> PP \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A</p>

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<p>Students will have access to a variety of curriculum and curriculum support choices such as ALEKS, Achieve 300, Khan Academy, etc. Students will manage their own strengths and weaknesses with support from teaching staff.</p>	<p>Students will be engaged and “on task” as measured by classroom observations</p>	<p>17-20</p>	<p>Formative assessments, student interviews</p>	<p align="center">Admin Teachers</p>	<p> <input type="checkbox"/> PP \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A </p>
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Goal 2: Staff Success. Kau Learning Academy 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.	
All teaching staff trained well enough in our methodology, Contextual Foundation Learning (CFL), that they will be able to train new teaching staff.	Rationale: Explain the link to your CNA / Underlying Cause(s) Regular Professional Development programs along with real world application of the methodology will create expertise among teaching staff.
100% of teachers will use CFL pacing guide strategies to plan and to track student learning	Primary and supplementary curriculum will be provided to staff that will allow teachers to develop and align pacing guides based on CCSS
Retention of teachers reaches a level that will allow for an in-house mentorship program and effective recruitment of new teachers who are anxious to learn our successful teaching methodologies	As KLA grows and expands through the addition of new grades we have the opportunity to develop teacher leaders who are committed to our methodologies and who want to share their success.

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Desired Outcomes	Strategies & Actions	School Year(s) of Activity	Relevant Interim Measures	Accountable Lead(s)	Funding Sources
<p><i>Based on Strategic Plan Staff Success Indicators</i></p> <p>Student academic success is the primary Staff Success indicator</p>	<p><i>How will you achieve your goal? What resources will you leverage?</i></p> <p>Professional Development on a regular basis is a key to insuring that our CFL methodology is working as designed and proven. Constant observation in classrooms and working with teachers to maximize their application of the methodology</p>	<p>17-20</p>	<p><i>How will you know if you are on track to meet your goal? How will you monitor progress?</i></p> <p>Formative assessments are the most effective way to monitor progress, along with tools accessible through our on-line support programs such as ALEKS.</p>	<p><i>Who will be leading?</i></p> <p>Admin, Teacher leaders</p>	<p><i>Check applicable boxes to indicate source of funds.</i></p> <p><input type="checkbox"/> PP \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A</p>
<p>Student perceptions that KLA provides a safe and nurturing environment are another indicator of staff success.</p>	<p>Student body meetings and both classroom and school grounds observations of how students interact with one another.</p>	<p>17-20</p>	<p>Constant reinforcement of what constitutes acceptable and unacceptable behaviors</p>	<p>Admin Teachers</p>	<p><input type="checkbox"/> PP \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A</p>

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Goal 3: Successful Systems of Support. The system and culture of Kau Learning Academy 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,	
Complete understanding and integration of CFL schoolwide.	Rationale: Explain the link to your CNA / Underlying Cause(s) Effective communication to staff, students and our families.
Greater financial support through the recognition of our academic success	There are serious limitations to funding access in Ka'u and KLA is continuing to cultivate new sources and creative methods for fundraising.
Increased community buy-in for the school and the attendant benefits that will provide	Focus on positive outcomes in every area of school academic and social success. The methods to disseminate this type of information are constantly evaluated based on demographics set out in the CNA
Operational support improved by adding staff	More effective delegation will be possible as more staff is added and their experience increases

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Desired Outcomes	Strategies & Actions	School Year(s) of Activity	Relevant Interim Measures	Accountable Lead(s)	Funding Sources
<p><i>Based on Strategic Plan Successful Systems of Support Indicators</i></p> <p><i>More community support through participation in school programs, campus visits and donations</i></p>	<p><i>How will you achieve your goal? What resources will you leverage?</i></p> <p>Community outreach through increased programs available to the community. Our student council has been an effective tool in this area, organizing movie nights and fundraising efforts to engage the community.</p>	<p><i>When will this occur?</i></p> <p>17-20</p>	<p><i>How will you know if you are on track to meet your goal? How will you monitor progress?</i></p> <p>Regular community and parent surveys provide us with data. Also, anecdotal evidence from community interactions.</p>	<p><i>Who will be leading?</i></p> <p>Admin Staff Students</p>	<p><i>Check applicable boxes to indicate source of funds.</i></p> <p><input type="checkbox"/> PP \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A</p>
<p>Increased efficiency and effectiveness in all areas of operations</p>	<p><i>How will you achieve your goal? What resources will you leverage?</i></p> <p>Continued training and professional development coupled with the addition of new and more qualified staff. As a new school, we face challenges attracting staff that a more established school doesn't face.</p>	<p><i>When will this occur?</i></p> <p>17-20</p>	<p><i>How will you know if you are on track to meet your goal? How will you monitor progress?</i></p> <p>Monitoring compliance and staff input at regular meetings.</p>	<p><i>Who will be leading?</i></p> <p>Admin Staff</p>	<p><i>Check applicable boxes to indicate source of funds.</i></p> <p><input type="checkbox"/> PP \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A</p>

**HAWAII STATE PUBLIC CHARTER SCHOOLS: TITLE I ADDENDUM FOR SCHOOLWIDE PLAN SY 2017-2018, 2018-2019, 2019-2020
ASSURANCES FOR THE TITLE I SCHOOL WIDE PROGRAM**

By checking the following boxes, the principal assures that he/she is able to provide evidence of the following Title I requirements upon request:

ASSURANCES	
<input type="checkbox"/>	The school's Academic Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing to meet the challenging academic standards.
<input checked="" type="checkbox"/>	EVIDENCE LOCATION(S): Comprehensive Needs Assessment (CNA) The school's Academic Plan provides opportunities and addresses the needs of all children, including each of the subgroups, particularly those at risk, to meet the challenging State academic standards.
<input checked="" type="checkbox"/>	EVIDENCE LOCATION(S): Schoolwide Plan: "Addressing Equity: Sub-Group Identification", pg. 2 and specifics about how your school will address each subgroup and their needs should be included in the "Strategies & Actions" portion of your plan.
<input type="checkbox"/>	The school's Academic Plan uses methods and instructional strategies that strengthen the academic program, increases learning time, and provides an enriched and accelerated curriculum to provide a well-rounded education.
<input checked="" type="checkbox"/>	EVIDENCE LOCATION(S): Schoolwide Plan: "Goal 1: Student Success, Strategies & Actions" describe methods and instructional strategies, addresses increased learning time, and accelerated curriculum to provide a well rounded education
<input checked="" type="checkbox"/>	The school's Academic Plan includes Title I funded activities, which are considered to be the Title I Schoolwide Program. The Schoolwide Program is developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities.
<input checked="" type="checkbox"/>	EVIDENCE LOCATION(S): Schoolwide Plan: "Goal 3: Successful Systems of Support" and the Title I FRF
<input type="checkbox"/>	The school's Academic Plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan.
<input checked="" type="checkbox"/>	EVIDENCE LOCATION(S): Comprehensive Needs Assessment: Section I, Parts A-C and other meeting agendas/minutes/sign-in sheets can supplement
<input checked="" type="checkbox"/>	The school's Academic Plan is available to the Department of Education, parents, and the public.
<input checked="" type="checkbox"/>	EVIDENCE LOCATION(S): School Website: The Academic Plan needs to be posted on the school website. Evidence will likely be a screenshot of the school's webpage documenting that the Academic Plan is posted.
<input type="checkbox"/>	The school's Academic Plan remains in effect for school years 2017-18, 2018-19 and 2019-20, except that the plan and its implementation shall be <u>regularly</u> monitored and revised as necessary based on monitoring and evaluation.
<input checked="" type="checkbox"/>	EVIDENCE LOCATION(S): Leadership Team Meeting Minutes/Agendas: Leadership or Strategic planning team agenda/minutes containing information about monitoring the Academic Plan (at least 4 times per year) will be evidence of this.
<input type="checkbox"/>	The school's Academic Plan will be <u>annually</u> evaluated by the school using data from the STRIVE HI indicators, other student performance data and perception data to determine if the school's Academic Plan has been effective in addressing the contributing/root causes and, in turn, increasing student achievement, particularly for the lowest-achieving students.
<input checked="" type="checkbox"/>	EVIDENCE LOCATION(S): Leadership Team Meeting Minutes/Agendas: This will need to be completed in the 3 rd quarter of each school year. STRIVE HI data from the previous year, other student performance data from the current year and perception data from the current year will be used. Minutes/agenda should address, at a minimum: <i>Where are we now? Where do we want to be? How are we going to get to where we want to be?</i>
<input checked="" type="checkbox"/>	A description of expenditure item(s) to support the school's Academic Plan strategies and enabling activities are documented in the Title I Evidence Binder housed at the school. The Title I Evidence Binder describes how the school's Academic Plan Title I expenditure addresses the contributing/root cause(s) and supports the Academic Plan's strategies and enabling activities.
<input checked="" type="checkbox"/>	EVIDENCE LOCATION(S): Title I FRF

Governing Board Review of 17-20 Schoolwide Plan

Review Team Members: Kathryn Tydlacka, Andy C. Griffin, Nancy Sledziewski

Governing Board Chair: Nancy Sledziewski

Date(s) of Review: April 2, 2017, April 25, 2017

Overview: Each Title I School's Governing Board is required to review and approve the 2017-2020 Schoolwide Plan prior to submitting the document to the Hawaii State Public Charter School Commission by April 13, 2017. We have outlined the criteria for each section of the schoolwide plan below to support the governing board's understanding of the expectations for Title I purposes. *This is optional but recommended.*

Directions: Ensure all members of the review team have copies of the school's 2017-2018 Comprehensive Needs Assessment (CNA), 2017-2020 Schoolwide Plan, and Hawaii State Strategic Plan before beginning the review. Review the document by section as listed below. Fill in the page number of where section begins and check off the elements as they are completed to the governing board's satisfaction by right clicking the bullet to transform from checkbox to check mark. Any elements that are left unchecked should be sent back for revision and/or clarification from the leadership team. Once all elements have been checked, sign and date the cover page of the schoolwide plan and send back to the school leadership team so they can submit all documents to the State Public Charter School Commission staff.

Review the following elements in the Schoolwide Plan:

Cover Page: p. 1

- All school information is filled in (full school name, address, website, phone number, principal's name, governing board chair's name)

Summary of Needs: p. 2

- Needs are clear, specific, and have been confirmed by reviewing data in the Comprehensive Needs Assessment (CNA)
- Contributing root causes are specific and logically connected to the need
- Page number in Comprehensive Needs Assessment has been verified by Governing Board
- If sub-groups of students were identified in the needs section, they are expanded upon in the "Addressing Equity" section. Potential Subgroups are listed on slide 13 in this presentation.

Leadership Team Accountable Leads: p. 3

- All of the school's strategies and initiatives are listed and assigned to an accountable lead

Goal 1: Student Success Overview: p. 4

- All outcomes listed are aligned with Goal 1 of the State Strategic Plan and corresponding objectives. See pages 7-8 of the Hawaii State Strategic Plan for more details.
- For each outcome listed, clear rationale has explained the link to the school's Comprehensive Needs Assessment

Goal 1: Student Success Plan: p. 5 & 6

- Desired Outcomes are clear, specific, and aligned to Student Success Indicators (p.12 of Strat Plan)
- Strategies & Actions specify how the school will achieve their goal and what resources they will leverage in the process. Strategies & Actions seem sufficient to help reach desired outcomes.
- School Year(s) and/or Quarters of Activity are listed for each desired outcome and action (17-18 Q2)
- Relevant Interim Measures specify how the school will determine if they are on track to meeting their goal and provide specific measurements that will allow for progress monitoring by the team.
- Accountable Leads have been identified for each desired outcome and identified strategy/action.
- Funding Sources have been identified for each desired outcome and identified strategy/action.

Goal 2: Staff Success Overview: p. 7

- ☑ All outcomes listed are aligned with Goal 2 of the State Strategic Plan and corresponding objectives. See pages 8-9 of the Hawaii State Strategic Plan for more details.

Goal 2: Staff Success Plan: p. 8

- ☑ Desired Outcomes are clear, specific, and aligned to Goal 2 Objectives (p.8-9) and/or Success Indicators (p.12)
- ☑ Strategies & Actions specify how the school will achieve their goal and what resources they will leverage in the process. Strategies & Actions seem sufficient to help reach desired outcomes.
- ☑ School Year(s) and/or Quarters of Activity are listed for each desired outcome and action (17-18 Q2)
- ☑ Relevant Interim Measures specify how the school will determine if they are on track to meeting their goal and provide specific measurements that will allow for progress monitoring by the team.
- ☑ Accountable Leads have been identified for each desired outcome and identified strategy/action.
- ☑ Funding Sources have been identified for each desired outcome and identified strategy/action.

Goal 3: Successful Systems of Support Overview: p. 9

- ☑ All outcomes listed are aligned with Goal 3 of the State Strategic Plan and corresponding objectives. See page 10 of the Hawaii State Strategic Plan for more details.

Goal 3: Successful Systems of Support Plan: p. 10

- ☑ Desired Outcomes are clear, specific, and aligned to Goal 3 Objectives (p.10) and/or Success Indicators (p.12)
- ☑ Strategies & Actions specify how the school will achieve their goal and what resources they will leverage in the process. Strategies & Actions seem sufficient to help reach desired outcomes.
- ☑ School Year(s) and/or Quarters of Activity are listed for each desired outcome and action (17-18 Q2)
- ☑ Relevant Interim Measures specify how the school will determine if they are on track to meeting their goal and provide specific measurements that will allow for progress monitoring by the team.
- ☑ Accountable Leads have been identified for each desired outcome and identified strategy/action.
- ☑ Funding Sources have been identified for each desired outcome and identified strategy/action.

Final Review Questions: Please consider before approving the plan

- ◆ Is it clear what we hope to accomplish over the next 3 years? (■)
- ◆ Does our Comprehensive Needs Assessment support the goals and priorities outlined in our Schoolwide plan? (■/)
- ◆ Do we know how we will measure success along the way? (■)
- ◆ Are the strategies and actions we've outlined sufficient to help us reach our interim targets and address our student's learning needs? (■)
- ◆ Is there clear responsibility and ownership for each desired outcome and/or strategy and action? (■)
- ◆ Have we developed the plan with our school leadership team and incorporated feedback from multiple stakeholders? (■)
- ◆ Do we have a system for monitoring the Schoolwide Plan and analyzing interim data? (■)

Schoolwide Plan has been approved on April 25, 2017