



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

i State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019

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School: Ke Kula Niihau O Kekaha

School Address: 8135 Kekaha Rd., Kekaha, HI 96752

School Phone Number: 808-337-0481

School Website: www.kknok.org

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

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What are the needs now?

What are the prioritized needs as identified in one or more of the following needs assessments:

Needs Assessment (Title I Schools)

Category A:

Category B: Standards Based Student Learning: Curriculum, instruction

Category C: Standards Based Student Learning: Instruction

Category D: Standards Based Student Learning: Assessment and Accountability

International Baccalaureate (IB) Authorization

In 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)
<p>17 students (5%) proficient 17 students well below</p> <p>17 students (12%) proficient 17 students well below</p>	<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
<p>Instructional staff at KKNOK are non-HQ</p>	<ul style="list-style-type: none"> ● Cultural Barriers: non-HQ instructional staff culturally do not see the value in becoming HQ ● Teacher Confidence: without individualized professional support teachers do not implement school wide professional development initiatives ● Non-HQ staff potentially do not have the capacity to complete the steps necessary to

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>receive HQ status (undergrad degree, teacher training, praxis, etc.)</p> <ul style="list-style-type: none"> ● The remoteness of our school community (resources not easily accessible)
<p>and Niihau Language Curriculum and Program</p>	<ul style="list-style-type: none"> ● The Niihau Language curriculum, program and values have not been fully 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.
<p>in: 6-12 Math, K-11 Science, K-8 Social Studies</p>	<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.
<p>of Effective Instructional Skills Strategies</p>	<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: without individualized professional support

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

teachers do not implement school wide professional development initiatives

Equity: Sub-Group Identification

To address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address the needs of the sub group(s) and their needs.

Identify your Leadership Team Accountable Leads.

Name and Title of Team Accountable Lead	Responsible for implementation of the school's strategies and
Director	1. Director
Maile Taba- Academic Coach	2. Curriculum Coordinator
Dani Cleeland	3. HQ Teacher
	4. Educator Effectiveness System Coordinator

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

	5. Board President
	6.
	7.
	8.
	9.
	10.

Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.
ive 1: Empowered - All students are empowered in their learning to set and achieve their aspirations for the future.
ive 2: Whole Child - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality activities.
ive 3: Well Rounded - All students are offered and engage in rigorous, well rounded education so that students are prepared for their post-high school goals.
ive 4: Prepared and Resilient - All students transition successfully throughout their educational experiences.

the end of three years,	Rationale: Explain the link to your CNA / Underlying Cause
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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

students will be proficient or approaching proficiency in math

- 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

Objectives	Strategies & Actions	School Year(s) of Activity	Relevant Interim Measures	Accountable Lead(s)	Funding
<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 boxes to indicate funding source</i>	
<p>3-5th grade math and science achievement (8th grade and above)</p> <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>2017 – 2018</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) • At least 70% students 	<p>Lead: Reading, Math, Science Teaching staff</p> <p>Supports: Tia</p>	<p><input checked="" 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>	

i State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019

In Collaboration with the Hawaii State Public Charter School Commission

<p>Utilize student planners aligned to KKNOK vision and mission to track daily homework and progress on meeting ILP goals. (Title 1 Funds)</p>	<p>Conduct teacher evaluations, observations and feedback.</p>	<p>proficient or approaching proficiency in SBAC Reading, Math, Science</p>	
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aff Success. **Ke Kula Niihau O Kekaha** has a high-performing culture where employees have the training, support and development to contribute effectively to student success.

ive 1: Focused Professional Development – Develop and grow employees to support student success and continuous improvement

ive 2: Timely Recruitment and Placement – Timely recruitment and placement of applicants to better serve all students to fill employment gaps and attain equity.

ive 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.

<p>the end of three years,</p>	<p>Rationale: Explain the link to your CNA / Underlying Cause</p>
<p>develop an individualized plan to track content area development and plans for continuing education and</p>	<ul style="list-style-type: none"> ● Cultural Barriers: non-HQ instructional staff culturally the value in becoming HQ ● Teacher Confidence: without individualized professional teachers do not implement school wide professional development initiatives

i State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019

In Collaboration with the Hawaii State Public Charter School Commission

	<ul style="list-style-type: none"> • Non-HQ staff potentially do not have the capacity to complete the steps necessary to receive HQ status (undergraduate teacher training, praxis, etc.) • The remoteness of our school community (resources not accessible)
values will have been defined and used as a basis to evaluate language program focuses (K-12). curriculum will have been developed for grades K-5.	<ul style="list-style-type: none"> • The Niihau Language curriculum, program and values have been fully 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 a range of ages • Most Native Niihau speaking teachers are not motivated to pursue undergraduate studies or formal training.
curriculum in math grades 6-12, Science K-11 and Social Studies K-12.	<ul style="list-style-type: none"> • A lack of content area knowledge is a big factor to this • 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.

Names	Strategies & Actions	School Year(s) of Activity	Relevant Interim Measures	Accountable Lead(s)	Funding
Progress	<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 boxes to source</i>

i 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>Bill ekly k PD, and ns</p>	<p>Prioritize master schedule to allow time for structured, weekly work sessions, PLC's, PD, Data Analysis and curriculum mapping, pacing and planning</p> <p>Contract cultural practitioners and specialty teachers to teach weekly enrichment courses in order to allow time for Hana Noeau teacher meetings (Title I Funds)</p>	<p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>	<p>Teacher/Grade Level:</p> <ul style="list-style-type: none"> teacher expectations are met Increased teacher confidence Kumu will teach/share new learning and/or application successes <p>School Level:</p> <ul style="list-style-type: none"> Implementation of structured, weekly Hana Noeau teacher meetings 	<p>Lead: Tia</p> <p>Supports: Billi, Kamaile</p>	<p><input type="checkbox"/> PP \$</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input checked="" type="checkbox"/> Other \$</p> <p><input type="checkbox"/> N/A</p>
<p>Bill ns e- ge lls</p>	<p>Teachers to develop individual PDP's based on 2016-2017, 2017-2018 and 2018-2019 EES</p> <p>Teachers to identify and participate in curriculum and/or content specific PD (webinars, book study, peer observation and feedback)</p> <p>Hana Noeau work sessions, PLC's, PD, data analysis, Curriculum mapping, pacing and</p>	<p>2017-2018</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 <p>School level:</p> <ul style="list-style-type: none"> Teacher evaluations Increased student 	<p>Lead: teaching staff</p> <p>Supports: Tia, Kamaile, Billi, Scott</p>	<p><input type="checkbox"/> PP \$</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input checked="" type="checkbox"/> Other \$</p> <p><input type="checkbox"/> N/A</p>

i State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-

In Collaboration with the Hawaii State Public Charter School Commission

<p>ns</p>	<p>planning</p> <p>Conduct teacher classroom observations and feedback.</p> <p>Implement KKNOK’s Educator Effectiveness System (EES) Annually</p>		<p>achievement on NWEA and at least 70% students proficient or approaching proficiency in SBAC Reading, Math, Science</p>		
<p>iers to uing r</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>2017-2018</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 	<p>Lead: non-HQ teaching staff</p> <p>Supports: Tia, Kamaile</p>	<p><input type="checkbox"/> PP \$</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input checked="" type="checkbox"/> Other \$</p> <p><input type="checkbox"/> N/A</p>

i 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

			Reading, Math, Science		
ff es 2 in au m)	<p>Contract a facilitator to support articulation of Niihau core values and curricular development in grades K-2 (Title I Funds)</p> <p>Conduct regular follow-up sessions around K-2 articulation</p> <p>Align K-2 articulation with cultural competency dimensions (value added measure) in order to develop hoike rubrics</p>	<p>2017-2018</p> <p>2018-2019</p>	<p>Teacher/Grade Level:</p> <ul style="list-style-type: none"> Documented K-2 Niihau core value articulation Documented K-2 curriculum <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, Contractor</p> <p>Supports: Tia, K-2 teacher, Olelo Niihau teachers</p>	<input type="checkbox"/> PP \$ <input checked="" type="checkbox"/> Title I \$ <input type="checkbox"/> Title II <input checked="" type="checkbox"/> Other \$ <input type="checkbox"/> N/A

i State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-

In Collaboration with the Hawaii State Public Charter School Commission

	<p>Involvement Involve various stakeholders throughout the articulation process (Title I Funds)</p> <p>Develop Niihau Language resources based on core values for grades K-2</p>				
<p>5 in au m)</p>	<p>Contract a facilitator to support articulation of Niihau core values and curricular development in grades 3-5 (Title I Funds)</p> <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>Involvement Involve various stakeholders</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 Documented 3-5 curriculum <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, Contractor</p> <p>Supports: Tia, 3-5 teachers, Olelo Niihau teachers</p>	<p><input type="checkbox"/> PP \$</p> <p><input checked="" type="checkbox"/> Title I \$</p> <p><input type="checkbox"/> Title II</p> <p><input checked="" type="checkbox"/> Other \$</p> <p><input type="checkbox"/> N/A</p>

i State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-

In Collaboration with the Hawaii State Public Charter School Commission

	<p>throughout the articulation process (Title I Funds)</p> <p>Develop Niihau Language resources based on core values for grades 3-5</p>				
<p>f ies 12 in au m)</p>	<p>Contract a facilitator to support articulation of Niihau core values and curricular development in grades 6-12 (Title I Funds)</p> <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</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 Documented 6-12 curriculum <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, 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 type="checkbox"/> N/A</p>

i State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-

In Collaboration with the Hawaii State Public Charter School Commission

	<p>throughout the articulation process (Title I Funds)</p> <p>Develop Niihau Language resources based on core values for grades 6-12</p>				
<p>h nce al -5</p>	<p>Explore various content area curriculum (spring/summer 2017)</p> <p>Adoption of Math 6-8, Science 3-8 and Social Studies K-5 curriculum</p> <p>Teachers to identify and participate in curriculum and/or content specific PD (webinars, book study, peer observation and feedback)</p>	<p>2017 - 2018</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 	<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"/> PPS</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>

i State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-

In Collaboration with the Hawaii State Public Charter School Commission

			and at least 70% students proficient or approaching proficiency in SBAC Reading, Math, Science		
h ence)-11,	<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>	2018 - 2019	<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 	<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>	<input checked="" type="checkbox"/> PPS <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A

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

			and at least 70% students proficient or approaching proficiency in SBAC Reading, Math, Science		
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Successful Systems of Support. The system and culture of **Ke Kula Niihau O Kekaha** works to effectively organize, and community resources in support of student success.

***Strategic Initiative 1: Innovation** – Foster innovation and scaling of effective instructional and operational practices to meet and exceed educational goals.*

***Strategic Initiative 2: Adequate and Expanded Resources**– Secure adequate resources to support school and community-based plans for success.*

***Strategic Initiative 3: Efficient and Transparent Supports**- Increase efficiency and transparency of instructional and operational support to learning and help schools while stewarding public education resources.*

the end of three years,	Rationale: Explain the link to your CNA / Underlying Cause
design and implement lessons aligned to Common Core,	<ul style="list-style-type: none"> ● Lack of teacher motivation (to change or try a new strategy)

Hawai'i State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-

In Collaboration with the Hawaii State Public Charter School Commission

ditional Skills and Niihau cultural values in order to meet educational goals.

- Teacher capacity
 - Teacher content knowledge
 - Pedagogy and instructional ability
 - Teacher confidence level

Names	Strategies & Actions	School Year(s) of Activity	Relevant Interim Measures	Accountable Lead(s)	Funding
<i>Strategic Support</i>	How will you achieve your goal? What resources will you leverage?	When will this occur?	<i>How will you know if you are on track to meet your goal? How will you monitor progress?</i>	Who will be leading?	<i>Check boxes to source</i>

i State Public Charter Schools: Title I Schoolwide Plan SY 2017-2018, 2018-2019, 2019-

In Collaboration with the Hawaii State Public Charter School Commission

will ns on	<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>Implement KKNOK’s Educator Effectiveness System (EES) Annually</p>	<p>2017-2018 (K-2)</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 proficiency in SBAC Reading, Math, Science Teacher Evaluations (EES) Teacher Evaluations (EES) 	<p>Lead: teaching staff</p> <p>Supports: Tia, Kamaile</p>	<input type="checkbox"/> PP \$ <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input checked="" type="checkbox"/> Other \$ <input type="checkbox"/> N/A

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

Curriculum Instructional Skills Support	Contract an Effective Instructional Skills support coach. Allow time for curriculum mapping, pacing and lesson planning through Hana Noeau. Conduct regular classroom observations and provide feedback. Implement KKNOK’s Educator Effectiveness System (EES) Annually	2017-2018 2018-2019 2019-2020	Teacher/Grade Level: <ul style="list-style-type: none"> • Teacher lesson plans aligned to common core and Niihau cultural values • Focused, purposeful teacher instruction • Increased student engagement School Level: <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 • Teacher Evaluations (EES) 	Lead: teaching staff Supports: Tia, Scott	<input type="checkbox"/> PP \$ <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input checked="" type="checkbox"/> Other \$ <input type="checkbox"/> N/A
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