



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:** Kona Pacific PCS

**School Address:** P.O. Box 115, Kealahou, HI 96750

**School Phone Number:** (808) 322-4900

**School Website:** <http://www.kppcs.org>

**Submitted by Administrative Manager, Cherie Harbour**

**Principal's Signature:** on file – scanned in PDF attachment

**Signature Date:**

**Approved by Phil Fisher, Governing Board President**

**Local School Board Chair's Signature:** on file – scanned in PDF attachment

**Signature Date:**

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

**Executive Director's Signature:**

**Signature Date:**

**Received by HDOE – School Transformation Branch**

**STB Director's Signature:**

**Signature Date:**

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## ***Where are we now?***

**List your school's prioritized needs as identified in one or more of the following needs assessments:**

- Comprehensive Needs Assessment (Title I Schools)
- WASC Self Study
  - WASC Category B: Standards Based Student Learning: Curriculum, instruction
  - WASC Category C: Standards Based Student Learning: Instruction
  - WASC Category D: Standards Based Student Learning: Assessment and Accountability
- International Baccalaureate (IB) Authorization
- Other

Then, based on the analysis you performed in the CNA, list the contributing or root causes as well as a citation for what page of the CNA contains more information on the listed need.

Needs	Contributing or Root Cause(s)	Pg. # in CNA
Implementation of Co-aligned CCSS and Waldorf Curriculum Plan for core academic instruction with monitoring by administration. Need for articulated processes and procedures to measure and monitor teacher implementation of the CCSS/Waldorf co-aligned curriculum plan in academic areas to ensure integrity, consistency and depth in core academic instruction.	Students school wide show a need for additional growth in core academics as seen by SBAC average scores in 2015-16: Growth needed in the area of English Language Arts average school Smarter Balance score of 35% Growth needed in Math - average score of 17% Growth needed in Science - average score of 13%	p. 32
Faculty professional development needed to facilitate and provide support for the use of Co-aligned CCSS and Waldorf Curriculum Plan for core academic instruction by class teachers.	There is a lack of academic rigor due to a non-alignment between the Waldorf curriculum and Common Core State Standards, impacting progress in core academics on assessments measuring CCSS. Students school wide show a need for additional growth in core academics as seen by SBAC average scores: -Growth needed in the area of English Language Arts average school Smarter Balance score of 35% -Growth needed in Math - average score of 17% -Growth needed in Science - average score of 13%	p.32

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<p>Main Lesson Rubric – A tool is needed to measure whole child approach to instruction for Main Lesson Implementation of a Main Lesson Rubric would ensure a school-based measurement for student progress. Rubric used by all class teachers for the 2 hour key instructional time in Waldorf Education – Main Lesson</p>	<p>Absence of consistent and uniform school-based measure from Waldorf approach to consider student progress as a whole child including social, emotional, academic, physical and sensory for critical learning time each day.</p>	<p>p.31</p>
<p>Continued implementation of RTI program through Title I – Reading Interventions and additional in-class supports for core academic skills classes in grades 3 to 8.</p>	<p>Students school wide show a need for additional growth in core academics as seen by SBAC average scores:                      -Growth needed in the area of English Language Arts average school Smarter Balance score of 35%                      -Growth needed in Math - average score of 17%                      -Growth needed in Science - average score of 13%                      Interventions and additional teaching supports in class will facilitate student progress toward grade level.</p>	<p>p. 16-18 p. 32</p>
<p>Adequate technology needed to access SBAC platform in 2017-18 enabling students to access testing better by seeing a bigger screen and type for writing components – chromebooks most cost efficient approach to achieve this goal.</p>	<p>Current Ipads last year of use as are outdated and will not access platform in 2017-18, Ipads limit visibility and typing features, Old Ipads will be recycled and used to support Middle School research and projects.</p>	<p>p.32</p>
<p>Continued use of Progress Monitoring school wide as a school specific measure quarterly grades 1 to 8 is vital to informing interventions, instruction and supports.</p>	<p>Successful program needed to continue as a school based tool to measure student progress</p>	<p>p. 17 p. 33</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.

Supergroup: Special Education, students qualifying for free or reduced lunch, and ELL students.

Kona Pacific will serve approximately 236 students in grades K-8 for the 2017-18 school year. Enrollment efforts are rooted in two core values: accessibility and diversity. As a direct consequence of the school's comprehensive outreach campaign, approximately 68% of students currently enrolled come from families that qualify for free and/or reduced lunch. Additionally, at least 34% of the student population comes from cultural and ethnic groups that are currently underperforming in Hawaii's schools, particularly Native Hawaiians and Pacific Islanders. Kona Pacific embraces the opportunity to close the achievement gap for these students. Based on current data, 6-8% of Kona Pacific pupils require Special Education services in order to achieve at their potential. A comprehensive support system for all sub-populations has been developed. The Title I School-wide Plan

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integrates with this plan and will provide supplemental services to the target populations.

Special Education students make up between 8 and 10 percent of the student population and range from grades K to 8. The majority of special education students are included in the general education setting at least 80% of the school day, with only a few students receiving individual or small group instruction for special education in the areas of language arts or math. There is also a fully developed Response to Intervention program to serve underperforming students who are not identified as special education in all grades for reading and mathematics using research-based direct instruction curriculum in a small group setting. All students are progress monitored by Common Core aligned reading fluency, reading comprehension and mathematics assessment tool quarterly with results graphed by student, class, and topic. The Title I program is the core supplemental academic support and will be assisting all students in their classrooms or in small groups interventions. The lowest achieving students are identified and selected for supplemental academic support services. Students will be considered “low achieving” if they are assessed as achieving ‘well below or approaching proficiency’ in either of the High Priority areas of reading or math. This data is compared with their class performance and progress monitoring data. Once identified, these students will participate in interventions with progress monitoring for a minimum of 10 weeks. Depending on their individual progress, a quarterly review of data will determine movement forward, lateral to new setting or exit from the intervention program.

Approximately 22% of Kona Pacific’s students are English Language Learners (“ELL”). Kona Pacific is committed to excellence in the area of English Language development and proficiency. We also provide an emphasis on the arts and a culturally rich program as a strong foundation for all language learning. Instructors of the Cross-Cultural Language & Academic Development courses have noted that Kona Pacific’s methods are directly aligned with Specially Designed Academic Instruction In English lessons that have been shown to be beneficial for ELL. Kona Pacific’s service of a student population that includes ELL offers a wonderful opportunity for a school that values cultural respect and inclusiveness.

English language learners are identified by means of the Home Language Survey given to entering students, teacher observations and assessments, and annual testing. Kona Pacific strives to reassess the progress of ELL as often as possible as students achieve fluency. The school also assesses ELL for primary language proficiency as needed. Teachers will encourage parents to value and nurture the ongoing development of primary language proficiency in the home. ELL students are included in mainstream classes to the greatest extent possible, and provided supplemental academic support on an as-needed basis. ELL may receive specialized English acquisition help by means of effective programs before, during, and/or and after school. Teachers utilize Sheltered Instruction to improve overall services for English language learners in all settings.

Regular educational workshops provide teachers, specialists, consultants, and parents lead families an opportunity through training activities to deepen their understanding of child-development, Waldorf-inspired education, Hawaiian cultural studies, and sustainable living practices, as these are the strands that weave together to form the KPPCS educational vision. These events bring community members together to discuss topics of interest and develop a strong bond between the staff and the school community. The Ohana Association works in conjunction with the Title I staff to create a welcoming and educational experience for the 2017-18, 2018-19 and 2019-20 school years, Kona Pacific will offer quarterly educational workshops as part of the Title I program.

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Kona Pacific will continue to hold individualized and/or small-group enrollment conferences with a translator present if needed for families of ELL students, so that each family can fully discuss, question, and grasp all aspects of the school’s educational program from the outset of their relationship with KPPCS. During enrollment conferences, parents also learn about potential opportunities for appropriate support services for their children, such as skills classes or extended learning opportunities. In addition, class orientations are provided the first month of school so that each family has the opportunity to understand grade-level content, instruction, learning goals, assessment, teacher expectations, and daily rhythms. The teacher also shares information regarding the multiple opportunities for family members to become closely involved in their child’s education, including: curriculum conversations, guest lectures, sharing personal narratives and oral traditions, story telling, participation in authentic assessments, arts and crafts activities, festival participation, parent education workshops, etc.

<b>ORGANIZE:</b> Identify your Leadership Team Accountable Leads.	
<b>Name and Title of Team Accountable Lead</b>	<b>Responsible for implementation of the school’s strategies and initiatives</b>
1. Cherie Harbour, Administration	1. Title I Coordinator and Leader of school team
2. Anna Tosick, Teacher	2. Waldorf Curriculum Teacher Leader
3. Heather Baraka, Special Education Teacher	3. Special Education Teacher Leader
4. Femar Ford, Assistant	4. Technology and Data
5. Sandra Cordero, Assistant	5. ELL/ECE
6. Leah Vines	6. Enrollment/Student Records
7. Phil Fisher	7. Governing Board President
8. Estasia Barrientosi	8. Professional Development Committee Chair

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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)
Growth in Core Academic Achievement performance according to the Smarter Balance Assessment by at least 3-5% each year over three years resulting in a growth of at least 9 to 15% in ELA, Math and Science.	Lack of adequate growvidence of instructional alignment between Waldorf Education and Common Core State Standards
Implementation of Main Lesson Rubric school wide and evidence of adequate growth in Main Lesson Rubric Student Ratings across performance areas.	Main Lesson is a key block-based learning time where the whole child is center of the activities including movement, hands-on activities, fine and gross motor skills, social and emotional aspects of the learning environment are measured through a tool that can help to determine student growth in alignment with Waldorf Education.
Significant decline in chronic absenteeism school wide to the average range between 12-16%	Improvement of attendance needed as evidenced by reduction in school level chronic absenteeism, the rate of 2015-16 was 28% average and an ongoing concern during the 2016-17 school year, thus far near 24%.
Average score on ACT for 8 <sup>th</sup> grade minimum between 17 and 18 overall, showing college readiness of Kona Pacific students on the ACT Aspire assessment.	Kona Pacific students have traditionally scored higher on average on the ACT than as evidenced by the Smarter Balance. In 2015-16 the average ACT score was 15.4 overall.
Increased growth-based performance on common core mathematics and language arts progress monitoring measures.	Progress Monitoring is the key school-based measure to determine student need for supplemental support, interventions or special education as well as adequate progress school wide in core academic areas.

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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>Student Success</b> Indicators</i>	<b>How</b> will you achieve your goal? <i>What resources</i> will you leverage?	<b>When</b> will this occur?	<i>How</i> will you know if you are on track to meet your goal? <i>How</i> will you <b>monitor progress</b> ?	<b>Who</b> will be leading?	<i>Check applicable boxes to indicate source of funds.</i>
<i>Increased average scores on statewide assessments for core academics</i>	Growth in Core Academic Achievement performance according to the Smarter Balance Assessment	<b>2017-18</b> <b>2018-19</b> <b>2019-20</b>	-Progress Monitoring data EasyCBM measures and graphs to teachers quarterly -Review of Testing Data in Spring annually	<b>Pedagogical Leader &amp; Director of Student Services</b>	<input type="checkbox"/> PP \$ <input checked="" type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A
<i>Fully implemented and consistent use of Main Lesson rubrics school wide</i>	Implementation of Main Lesson Rubric school wide and evidence of adequate growth in Main Lesson Rubric Student Ratings across performance areas	<b>2017-18</b> <b>2018-19</b> <b>2019-20</b>	-Professional Development to train teachers on Rubric -Administrative monitoring of use and implementation through submission of rubrics and peer-review	<b>Pedagogical Leader</b>	<input checked="" type="checkbox"/> PP \$ <input checked="" type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A
<i>Clear improvement in student attendance rates across grades</i>	Improvement in attendance by reduction of K-8 chronic absenteeism rates from 29% over three years down to the average range between 12-16% .	<b>2017-18</b> <b>2018-19</b>	-Research relevant practices of other schools to determine effective measures -Communicate regularly with school community about value of attendance -Develop school wide incentive for attendance increase	<b>Operational Leader</b>	<input type="checkbox"/> PP \$ <input type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input checked="" type="checkbox"/> N/A
<i>Progress Monitoring graphs show adequate growth across grades for students on average</i>	Increased growth-based performance on common core mathematics and language arts progress monitoring measures.	<b>2017-18</b> <b>2018-19</b> <b>2019-20</b>	-Utilizing EasyCBM tool online, measure reading fluency, comprehension and math growth. -Graphs to teachers and parents	<b>Director of Student Services</b>	<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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**Goal 2: Staff Success.** Kona Pacific PCS has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

- Objective 1: Focused Professional Development** – Develop and grow employees to support student success and continuous improvement.
- Objective 2: Timely Recruitment and Placement** – Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.
- Objective 3: Expanded Professional Pipeline-** Expand well-qualified applicant pools for all Hawaii educator positions and expand the number of candidates who are prepared to support student success objectives.

Outcome: By the end of three years,	Rationale: Explain the link to your CNA / Underlying Cause(s)
All class and special education teachers will be implementing curriculum and instruction with co-alignment between Waldorf Education & Common Core with integrity in all core academic areas.	Teachers have not had adequate time for training, collaboration and planning for the use of the co-aligned curriculum implementation. This lack of co-aligned curriculum delivery has contributed to the low student performance on statewide assessment due to a lack of connection between what is being taught and what is being assessed.
At least 70% of class and special education teachers will hold dual certifications or be in progress including State Licensure and Waldorf Teacher Certification.	Finding teachers who meet the unique qualifications needed for successful teaching in a Waldorf-inspired public charter school is rare. Having teachers who are under-trained to teach either in public school or to teach in Waldorf Education has contributed to the lack of student progress
There will be an increase in both teacher retention and teacher applicants at Kona Pacific PCS	Lack of incentives for teachers financially to seek additional training and certification. With Implementation of Professional Development Planning and unique salary model which begins with HSTA scale and provides a differential incentive for Waldorf Teacher Certification as well as years of experience for teaching in a Waldorf setting.

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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>
<i>Teachers prepared, given sufficient professional development and planning time</i>	Teachers fully implementing curriculum and instruction with co-alignment between Waldorf Education & Common Core	<b>2017-18</b> <b>2018-19</b> <b>2019-20</b>	-12 x ½ days of PD scheduled for teacher trainings -Administration monitoring of implementation & instruction	Pedagogical Leader	<input type="checkbox"/> PP \$ <input checked="" type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A
-Teacher Retention -Teacher Certification -Professional Development Participation	Teachers dually certified or in progress - dual certification including State Licensure and Waldorf Teacher Certification	<b>2017-18</b> <b>2018-19</b> <b>2019-20</b>	-Implement Professional Development Plans -Monitor	Pedagogical Leader & Professional Development Committee	<input checked="" type="checkbox"/> PP \$ <input type="checkbox"/> Title I \$ <input checked="" type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A
-Teacher Retention -Teacher Certification -Professional Development Participation	Implementation of unique Professional Development Plan protocol for teachers including reclassification for both Waldorf and DOE PD opportunities	<b>2017-18</b> <b>2018-19</b> <b>2019-20</b>	-Completion and implementation of Professional Development Plans for class and special education teachers -Professional Development Committee & HR tracking	Pedagogical Leader & Professional Development Committee	<input checked="" type="checkbox"/> PP \$ <input type="checkbox"/> Title I \$ <input checked="" type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A
-Teacher Recruitment -Teacher Retention -Professional Development promotion	Implementation of unique Salary Model, which begins with HSTA scale and provides a differential incentive for Waldorf Teacher Certification as well as years of experience for teaching in a Waldorf setting.	<b>2017-18</b> <b>2018-19</b> <b>2019-20</b>	-HR will oversee salary scale and differential placement. -Teacher Hiring Committee will prioritize trained and experienced teachers	Business Manager & Teacher Hiring Committee	<input checked="" 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 **Kona Pacific** 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)
School will have efficient and effective internet system and technology to utilize for required online assessments.	As articulated in the CNA, the current set of Ipads used for state testing will be outdated and this is the last year of use as they will not be able to access the testing platform in 2017-18, Ipads limit visibility and typing features on assessments and chromebooks are a cost-effective way to access online statewide assessments in a user friendly way for students in grades 3 to 8.  The unused set of Title I Ipads will be recycled and used to support Middle School research and projects on a check out basis.
Summer & Winter Institutes for Full Team professional development and team building will provide meaningful and needed collaboration to achieve depth and quality of instructional and operational practices.	Due to a number of transitions in school leadership as well as faculty, the opportunities of summer and winter institutes for the team to build cohesion and collaborate to provide consistent and deep instruction from a unified vision and approach is key.
Educational Workshops will be held quarterly for the School Community that brings families and faculty together to learn about topics that integrate the Public School/Waldorf Education approach to learning.	Regular opportunities for families and faculty to come together to learn and to deepen their understanding of child-development, Waldorf-inspired education, Hawaiian cultural studies, and sustainable living practices is critical for Kona Pacific to live into its vision as a school.

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<i>Based on Strategic Plan Successful Systems of Support Indicators</i>	<b>How</b> will you achieve your goal? <i>What resources</i> will you leverage?	<b>When</b> will this occur?	<i>How</i> will you know if you are on track to meet your goal? <i>How</i> will you <b>monitor progress</b> ?	<b>Who</b> will be leading?	<i>Check applicable boxes to indicate source of funds.</i>
<i>Efficient and effective tools to support curriculum and instruction</i>	Purchase of 30 Chromebooks for online statewide assessments.	2017-18 2018-19 2019-20	-Train students to use new tool -Monitor and support use during testing -Track accessibility of features and writing components for students to access testing.	Title I Coordinator & Testing Coordinator	<input type="checkbox"/> PP \$ <input checked="" type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A
<i>Summer &amp; Winter PD focused on Curriculum &amp; Instruction</i>	Create schedules for both PD opportunities with multiple opportunities for instructional and curriculum-based activities and collaboration	2017-18 2018-19 2019-20	Follow up survey for Faculty as to the effectiveness and benefit of each opportunity as it occurs twice per year, each year to continue improvement	Pedagogical Leaders & Professional Development Committee	<input checked="" type="checkbox"/> PP \$ <input type="checkbox"/> Title I \$ <input checked="" type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A
<i>Quarterly Educational Workshops for School Community</i>	Provide regular opportunities for the parents and faculty to come together to learn about topics related to Waldorf/Public education.	2017-18 2018-19 2019-20	Schedule of Workshops Feedback for topics of interest Tracking of participants-sign in Survey of participation/enjoyment	Title I Coordinator & Pedagogical Leader	<input type="checkbox"/> PP \$ <input checked="" type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A